

**IMPROVING THE READING COMPREHENSION OF GRADE  
VIII A STUDENTS AT SMP NEGERI 6 YOGYAKARTA  
THROUGH INTERACTION-BASED ACTIVITIES  
IN THE ACADEMIC YEAR 2013/2014**

**A Thesis**

**Presented as a Partial Fulfillment of the Requirements for the  
Attainment of a *Sarjana Pendidikan* Degree in English  
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Yogyakarta State University**



**Fitri Alfarisy  
10202241024**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2014**

**APPROVAL SHEET**

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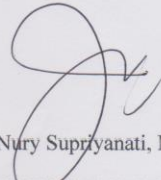
Fitri Alfarisy

10202241024

Approved on July 10<sup>th</sup>, 2014

by

**Supervisor**



Dra. Nury Supriyanati, M.A.

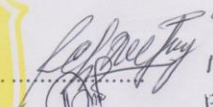
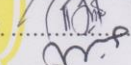

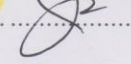
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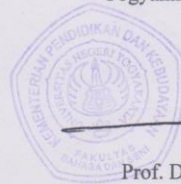
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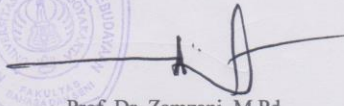
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Dean,



  
Prof. Dr. Zamzani, M.Pd,  
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## PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Fitri Alfarisy

NIM : 10202241024

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

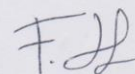
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

Yogyakarta, 10 Juli 2014

Penulis



Fitri Alfarisy

Bismillahirrahmanirrahim

For indeed, with hardship [will be] ease.

Indeed, with hardship [will be] ease.

So when you have finished [your duties], then stand up [for worship]

And to your Lord direct [your] longing.

(Surat Ash-Sharh (The Relief):5-8)

It is You we worship and You we ask for help.

Guide us to the straight path –

The path of those upon whom You have bestowed favor, not of those  
who have evoked [Your] anger or of those who are astray.

(Surat Al-Fatihah (The Opener):5-7)

“A person who never made a mistake never tried anything new.”

(Albert Einstein)

“The only way to do great work is to love what you do. If you haven’t found it  
yet, keep looking. Don’t settle.”

(Steve Jobs)

“In our life, maybe we have to fall down even kneel many times, but we just need  
to wake up and go straight.”

(The writer)

## **DEDICATIONS**

I dedicate my thesis to:

- My parents (Bapak Akhyanto and Ibu Arini Purwanti): Thank you for your amazing support and prayer to my studies. I am honored to have you as my parents. Please do not ever change. I love you so much.
  
- My brother and sisters (Fitri Alfariz, Fitri Alfarisa and Fitri Alfarisany): Thank you for your valuable support.
  
- My beloved supervisor Mrs. Nury Supriyanti, M.A and Mrs. Siwi Karmadi, M.Hum: Thank you for guiding me.
  
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I hope this thesis can be a good reference for readers. I realize that there is a lot of weaknesses in this research report, so any criticism, ideas, and suggestions are highly appreciated.

Yogyakarta, July 10<sup>th</sup>, 2014

Fitri Alfarisy  
10202241024

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ACADEMIC YEAR OF 2013/2014**

**By  
Fitri Alfarisy  
10202241024**

This research study was aimed at improving students' reading comprehension through interaction-based activities of grade VIII A students at SMPN 6 Yogyakarta in the academic year of 2013/2014. The actions were conducted based on the curriculum and in line with the course grid and lesson plan developed before conducting the interaction-based activities.

This research was action research. It consisted of two cycles, which was conducted for three meetings in the first cycle and second cycle. The subjects of this research study were 36 students of grade VIII A at SMP Negeri 6 Yogyakarta. The data were qualitative and quantitative. The qualitative data were collected through observation, interviews with the students, the English teacher and the research collaborator, and documentation the teaching and learning process. The data were in the forms of field notes, interview transcripts, vignettes, and photographs. While the quantitative data were obtained from tests (pre-test and post-test). The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Time triangulation, theoretical triangulation, and investigator triangulation were also applied to check the trustworthiness of the data. The interaction-based activities were used in each stage to improve the interaction between the students and the teacher. The actions conducting during this research study involved implementing the interaction-based activities, training the students to use reading techniques and strategies, teaching grammatical points, using power point presentations, pictures, and handout, and motivating the students through stories and giving rewards.

The research study outcomes show that the students' reading comprehension improved through the interaction-based activities. There were also improvements in their involvement, confidence and motivation. In terms of reading the texts, the students used some reading techniques and strategies, such as scanning, skimming, and guessing. In terms of students' behavior, the students also improved their confidence to participate actively in the classroom. The students did not worry of making mistakes in using the English language. The students were active in the discussion activity and giving feedback to each other and helping each other in the classroom activities. The students were enthusiastically in learning reading. Moreover, the students could answer the comprehension tasks well. Furthermore, the students' reading comprehension were measured quantitatively by comparing mean score of Cycle I and Cycle II. The result revealed that the students' reading comprehension improved.

# CHAPTER I

## INTRODUCTION

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

Everyone agrees that English has significant role in our life. Typically, it is described as the important subject in the school because reading, writing, listening and speaking are needed in every school and adult life. Indonesian students have to learn the subject from junior high school. As stated in the Ministerial Education Regulation No. 22/ 2006, there are several objectives of English learning in junior high schools. One of the objectives is developing the students' communicative competences in oral and written forms to achieve the functional level of literacy. In the Standard of Competence and Basic Competencies, the students are expected to have good ability in reading certain text types: descriptive, procedure, recount, narrative, report, and short functional texts. They are required to comprehend the nature of the texts correctly.

Reading comprehension is needed to get the meaning of the texts. The reading comprehension is the process of simultaneously extracting and constructing meanings through the interactions and involvements with written language (Catherine, 2002:11). Catherine (2002:11) proposes three elements of reading comprehension. The first is the reader who do the comprehending, the text that is to be comprehended, and the last is the activity in which comprehension is the part of it. Those are needed when the students have to read several texts and answer the questions in the English examination.



Brown (2001) and Nation (2009) suggest techniques and strategies that the readers should take into account to comprehend the text. The first is identifying the purpose of reading. Knowing the purpose of reading makes the processes work well and the readers can get the goals efficiently. In reading class contexts, teachers should make sure that students know their purposes of reading the texts (Brown, 2001). The second is skimming. The readers do skimming to the texts to find the main ideas.

The third is scanning. The scanning is a reading technique used to find relevant information quickly. The fourth is using semantic mapping or clustering. The students try to connect other words that have connection with the main words or ideas (Brown, 2001). The fifth is guessing. The guessing activity is not only for predicting the meanings of unfamiliar words. The teachers also let the students guess grammatical relationship, discourse relationship, implied meaning, and etc. A vital key of this activity is to make students predict accurately. (Brown, 2001).

The sixth is analyzing vocabulary. There are some advantages of guessing unfamiliar vocabulary. Nation (2009: 31) suggests that teachers and students should focus on the most useful vocabulary which has benefits to the majority of the students. The most useful vocabulary consists of high-frequently words, academic words, and technical words. The seventh is questioning. Nation (2009: 32) provides a variety of questions types that can be used: pronominal questions, yes/no questions, true/false sentences, multiple choice sentences, sentence completion, information transfer, translation, and précis. Elsewhere, Moreillon (2007) proposes strategies to maximize readers' impact on reading comprehension

by activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, and synthesizing.

Rivers (1987: 9) suggests that in the interaction-based activities teachers as well as students must appreciate the uniqueness of other individuals with their special needs – not manipulating or directing them or deciding how they can or will learn, but encouraging them and drawing them out (educating), and building up their confidence and enjoyment what they are doing. So, the purpose or goal of the interaction-based activities is to encourage students' activeness and to build their confidence to participate in the classroom.

Based on the information obtained in the observation in the English teaching and learning process conducted in SMPN 6 Yogyakarta, some problems had been identified related to their reading comprehension. For example, many of the students had low reading comprehension ability, some of the students had lack of vocabulary and there were no interactions between the teacher and the students in the teaching and learning process. The students also participate passively in the classroom. The good students' reading comprehension can be improved through applying the interaction-based activities. According to Brown (2001), the interaction-based activities can be done in the form of individual work, group work, and pair work to promote interaction in the classroom.

Considering the importance of reading comprehension ability, it is necessary to conduct the research study and try to find out an alternative solution

to improve the result of teaching reading. By using interaction-based activities in the classroom, the problems can be solved.

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

Based on the co-observation, there were some problems in the reading teaching and learning process of grade VIII A students at SMPN 6 Yogyakarta.

1) Many of the students had low reading comprehension ability.

The students did not have good reading comprehension skills such as recognizing grammatical word classes, getting the meanings of the words, and using reading techniques and strategies. To get the meaning of the unfamiliar words, they tended to rely on their teacher translation and the dictionary. They also had difficulties in answering some questions related to the text even some of them did not understand the main idea of the text because they had low mastery of vocabulary.

2) There were no interactions between the teacher and the students

In the teaching and learning process, the teacher just gave them the text and asked them to answer the questions of the text. The teacher let the students do what they wanted instead of paying attention to her. This made the students bored and lazy to participate in the teaching and learning process, so they were usually busy with their own activities such as chatting with their friends, drawing something in their book, or reading another book like novels. It looked like the teacher and the students do what they wanted to do instead of learning about English in the right way. From the puzzling situation above, it is necessary to find

the ways to overcome the problems to improve the quality of teaching and learning process.

### **C. Limitation of the Problem**

From the identification, there are many problems found in teaching and learning process especially in reading class. However, in order to make the research study feasible to carry out, more specific problems were needed to condense plenty of the riddles found in the classroom. The main problem were no interactions in the classroom activities. Furthermore, the interaction-based activities is effective activity to improve the students' reading comprehension. Based on these reasons, a research study was conducted by focusing on improving the reading comprehension of grade VIII A students at SMPN 6 Yogyakarta. Interaction-based activities is expected as the relevant solution to solve the problems.

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

The problem of the research study is formulated as follows: How can interaction-based activities improve the reading comprehension of grade VIII A students at SMPN 6 Yogyakarta in the academic year 2013/2014?

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

This research study is aimed at improving the reading comprehension of grade VIII A students at SMPN 6 Yogyakarta in the academic year 2013/2014 through interaction-based activities.

## **F. Significances of the Study**

The research study using interaction-based activities to improve the students' reading comprehension is expected to give some theoretical and practical significances for the following parties:

### **1. Theoretical Significances**

Theoretically, this research study provides beneficial and referential contributions of the way to improve the students' reading comprehension through interaction-based activities.

### **2. Practical Significances**

This research study has practical significance for:

- a. The researcher's personal improvement in conducting his role as a teacher,
- b. the English teacher and the colleague development as the research collaborators,
- c. the improvements of grade VIII A students at SMPN 6 Yogyakarta as the research subjects, and
- d. SMPN 6 Yogyakarta where this research study took place.

## **CHAPTER II**

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

#### **A. Review of Related Theories**

##### **1. The Nature of Reading**

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

There have been discussions about reading definitions among the experts. Johnson (2008:3) defines reading as an activity of using texts to get comprehension and the meaning of the texts. Nuttal (1987) defines the reading is the activity of understanding the meaning of text through interpreting in some purposes. To comprehend the texts, readers extract the information from the printed texts and make use their skills as well (Grellet, 1981, in Hedgecock 2009:15); (Urquhart & Weir, 1998 in Grabe, 2006:13).

From the nature of its activity, reading is considered as an interactive activity. It describes a dynamic relationship between texts and the readers (Hedge, 2007:188). The readers strive to make sense of it. The term ‘interactive’ also refers to the interplay among various kinds of knowledge that the readers employs in comprehending text. Furthermore, Birch (2002:4) considers reading as an interactive activity in three ways:

- 1) The different processing strategies, both top and bottom, along with the knowledge base, interact with each other to accomplish the reading.
- 2) The readers’ mind interacts with the written text so that the readers can understand the message
- 3) The readers’ interacts indirectly with the writer of the text across time and space because it is the writer who is communicating the information to the readers, but it the readers who must grasp the information from the writer.

The printed texts are not restricted as the texts that can be found in books, newspapers, magazines, or websites. There are many kinds of printed texts or written texts. Brown (2001) argues that the variety or genres of written texts are much larger than spoken texts. In his explanation, Brown mentions twenty five genres of written texts. The following texts are included in the genres of written texts stated by Brown (2001): non-fiction (e.g., reports, editorials, articles, and dictionaries), fiction (e.g., novels, short stories), letters, greeting cards, diaries, journals, memos, messages, announcements, newspaper 'journalese', academic writings, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, and comic strips or cartoons.

In fact, to construct meanings and infer the writers' messages, readers bring information, knowledge, emotion, experience, and culture to the printed words in order. Brown (2001) states that a text does not by itself carry meaning. It is known as schema theory. Moreover, Anderson (in Nunan, 2003) calls what the readers bring to construct meanings from printed texts as background or prior knowledge. Interweaving the readers' background or prior knowledge can make a better concept of the readers' thought in understanding the texts (Antony, Pearson, and Raphael in Farrel, 2009:20).

From the definitions above, reading can be described as the process of extracting information interactively from printed texts or written language in order to reach comprehension. In comprehending the texts, the readers should

interweave their background knowledge to create a better concept of their thought.

One of the keys to reach comprehension is by knowing the aims or the purposes of reading. The experts propose some motives of doing reading. Grabe and Stoller (2011) classify, at least, four purposes of reading in general: 1) reading to search for simple information and reading to skim, 2) reading to learn from texts, 3) reading to integrate information, write, and critique texts, and 4) reading for general comprehension. Reading to search for simple information is a common reading ability, though some researchers see it as relatively independent cognitive process (Guthrie & Kirsch, 1987 in Grabe and Stoller, 2011:7).

In reading, the readers typically scan the text for specific information and skim the text for general understanding (Grabe and Stoller, 2011). Reading to learn typically occurs in academic and professional contexts in which readers need to learn a considerable amount of information from a text. Reading to integrate information requires additional decisions of the readers about the importance of information from some sources, especially by supporting the information, and restructuring their own concept. In reading for general comprehension, the readers need to have skills in forming a general meaning representation of main ideas.

#### **b. Types of Reading Performances**

In English class, variety of texts can determine the variety of reading performance. Thus, teachers should consider kinds of texts for the students. According to Brown (2001:312), there are two types of classroom reading



performance. The first type is oral reading. Teachers can ask the students to read orally at the beginning and intermediate levels. Oral reading activities can evaluate bottom-up process skills, check the students' pronunciation, and highlight a certain short segment of a reading passage.

The teachers may ask the students at the advanced level to read orally only to get their participation in attending a certain part of reading texts. Too much using oral reading causes several disadvantages. Brown (2001:312) states that oral reading is not a very authentic language activity. While one student is reading, other can easily lose attention. Oral reading also may have the outward appearance of student participation when in reality it is mere recitation.

The second type of reading performance is silent reading. Silent reading can be categorized into intensive reading and extensive reading. Intensive reading is usually a classroom-oriented activity that focuses on the linguistic or semantic details of a passage. Intensive reading calls the students' attention to grammatical forms, discourse markers, and other surface details.

Brown (2001:313) says that extensive reading is carried out "to achieve a general understanding of a usually somewhat longer text. Different from intensive reading, extensive reading is performed a lot outside of the class time, for examples, reading novels, articles, essays, etc. It does not attend much the surface forms of the texts.

### **c. Genres of Reading**

Brown (2004: 186) defines reading into three genres. They are academic reading, job-related reading and personal reading. Each of them is discussed as follows:

#### 1) Academic Reading

Academic reading is a reading activity in which the text is related to the academic world. Some written works that can be used for academic reading are general interest articles (in magazines, newspaper, etc.), technical reports (e.g., lab reports), professional journal articles, reference materials (dictionaries, etc.), textbooks, thesis, essays, test directions, editorials, and opinion writing.

#### 2) Job-related Reading

Job-related reading is a reading activity which involves texts related to any activities in a job. Some written works that can be used for job-related reading are messages (e.g., phone messages), letters or emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, tables, signs, announcements, forms, applications, questionnaires, financial documents (bills, invoices, etc.), directories (telephone, office, etc.), manuals, and directions.

#### 3) Personal Reading

Personal reading is reading that is closely related to reading for personal interest. Some written works that can be used for personal reading are newspapers, magazines, letters, emails, greeting cards, invitations, messages, notes, lists, schedule (train, bus, plane, etc.), recipes, menus, maps, calendars, advertisements (commercials, want ads), novels, short stories, jokes, drama,

poetry, financial document (e.g. checks, tax forms, loan applications), forms, questionnaires medical reports, immigration documents, comic strips, and cartoons.

With regard to the explanation above, there are three genres in reading. They are academic reading, job-related reading and personal reading. They enable the readers to apply certain strategies that assist them in constructing appropriate meanings.

#### **d. Micro- and Macro-Skills of Reading**

According to Grabe and Stoller (2011:8-9), the term ‘skill’ represents “linguistic processing abilities that are relatively automatic in their use and their combination.” Furthermore, Grabe and Stoller (2011) view skills as “general learning outcomes of goal-driven tasks, acquired gradually and eventually automatized.”

As stated by Brown (2004), there are two major skills of reading: micro-skills and macro-skills. In micro-skills, the readers are required to have skills in dealing with graphemes, orthographic patterns, and linguistic signals. Brown (2004:187-188) provides the list of skills of reading comprehension as follows:

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

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

In macro-skills, the readers need to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning, and skimming techniques. Brown (2004:187-188) presents the macro-skills of reading as follows:

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

As stated by Grabe and Stoller (2011), those skills are acquired gradually. Thus, it is important to take into account that being a skilled readers need big efforts.

#### **e. Process of Teaching Reading**

In conducting the reading activities, the teachers should follow the steps. The steps are involved in a broad procedure or stages of language teaching. So, the teachers do not need to be confused with the framework of the steps. California State University Expository Reading and Writing Task Force (2008, in Hedgecock, 2009) outlines crucial academic reading activities and strategies for

the reading in terms of what the teacher and students do before, during, and after reading. Table 1 below represents the reading steps.

**Table 1: Reading Framework**  
Adapted from California State University Expository Reading and Writing Task Force, 2008.

<b>Pre-Reading</b>	
1	Getting ready to read
2	Surveying the text
3	Making predictions and asking questions
4	Introducing key vocabulary
<b>During Reading</b>	
1	First reading
2	Re-reading the text
3	Looking closely at language
4	Considering the structure of the text
<b>Post-Reading</b>	
1	Summarizing and responding
2	Thinking critically
3	Reading-writing connections

The steps or stages are conducted systematically. Activities of pre-reading, during reading, and post-reading are important to do. The explanation about the activities while doing reading are presented as follows:

#### **(1) Pre-reading activities**

Conducting pre-reading activities are crucial. This stage is preparing the students to read the text. The activities can build the students' interest, confidence, and motivation for reading the text. Furthermore, by having pre-reading activities, teachers can introduce reading strategies and facilitate comprehension.

a. Getting ready to read

There are at least three kinds of different activities included in this category: schema activation, schema development, and establishing purpose for reading. At schema activation, the teachers should think about what the students already know about the content, structure, and language used in the text. The teachers would start discussing the title, its meaning or structure. In other words, the teachers stimulate the students' knowledge and lead them to the broader discussion about the text.

At schema development, the teachers engage the students to use their background knowledge which has relation to the topic of the texts. If the text is about narrative, so the teachers should try to connect the students' background knowledge about kind of narrative text to the topic and then make a simple discussion. In addition to schema activation and schema development, the teachers should establish a purpose for reading. It is important to know the purpose of what is being read. It will facilitate the students, as readers, to comprehend. Teachers may inform the students about what they are going to do after reading the text.

b. Surveying the text

The point of this activity is to get along with the content of the text. Teachers need to guide the students to employ a variety of previewing strategies to survey the text. Surveying the text includes skimming and scanning. Teachers can lead the students to look at the text's title, subtitles, photographs, drawings, graphs, charts, tables, etc. After that, the students read the introduction and

conclusion of the text. They first come to survey the title. They also can look at the subtitles, if any, and preview the photographs. Teachers guide them to read the introduction and conclusion of the text. After doing those activities, the students get important points about the text.

c. Making predictions and asking questions

This step emphasizes the result of surveying activities. The teachers have to guide the students to predict what the text is about and then connect their prediction with the result of survey activities. After that, the students can then formulate one or two questions that they expect the text to answer. For example, if the text title is 'Cinderella', at this category the students predict what the text is about. After predicting the text, they try to connect their prediction with the result of surveying activities. If their prediction is closely related to the result of their survey, this means they have succeeded to get the important point of the text.

d. Introducing key vocabulary

This final component of the pre-reading stage focuses on the introduction of important vocabulary which supports the students' comprehension. Teachers should use strategies to introduce the words since learning vocabulary is not the main focus of intensive reading. Therefore, teachers need references to make the process effectively done.

**(2) During reading activities**

The activities at this stage are activities that focus on what the students do, or should do, while reading. The students are really working on the text

intensively. Teachers should assist the students with bottom-up strategies, so that students achieve the goal of comprehension.

a. First reading

First reading is not a part of the pre-reading stage. It refers to “a quick read-through of the entire text to develop a sense of its main points and to confirm initial predictions made during pre-reading” (Hedgecock, 2009:172). Smalzer (2005, in Hedgecock, 2009) suggests that a first reading could be done by applying time limitation. Teachers set time limits to drill students to read faster and develop their quick overview of main ideas. So, students practice to skim the text at this step.

b. Re-reading the text

After doing pre-reading activities and first reading, at this step students are ready to read the text intensively through a careful and focused second reading. According to Grabe (2004, in Hedgecock, 2009), there are two goals for teachers at this point: (1) monitor and ensure students’ comprehension; and (2) teach and practice effective reading strategies. To monitor and ensure students’ comprehension, teachers can divide the text into sections that enable students to stop at the end of each section to check comprehension. To develop effective reading strategies, teachers can use several key strategies, such as highlighting, annotating, questioning and responding, and outlining charting.

c. Looking closely at languages

After students have quickly read through the text and got an overall sense of the content, they look carefully at the language of the text. This step could also



be undertaken later, after re-reading step, or even during post-reading activities. Teachers guide students to look again at the vocabulary in the text. Students can be asked to make notes about any new or less familiar words or phrases they encounter in the text. Other focuses of this step are cohesion, sentence structures, and the structure of the text.

### **(3) Post-reading activities**

After passing the pre-reading and during reading activities, the students have got the main ideas, comprehension of essential content, and considered the text's language and structure. Post-reading activities are the final stage of the reading which aim to evaluate and extend what they have learned about the text and the reading process. Post reading activities offer the opportunities for the teachers to assess the students.

#### **a. Summarizing and responding**

In this step, the teachers ask the students to summarize the key ideas in the text. Summarizing activities are closely related to the students' writing skills. Summary-writing is a good review and comprehension check tool. The summary can be as short as one sentence or longer. So that the teachers also can assess the students' comprehension and their writing skills at once.

#### **b. Thinking critically**

In this step, the teachers can give the students some questions related to the text and then instruct them to write down the answer or directly respond in the spoken answer. The teachers also can ask them to make group discussion. The activities in this step encourage the students to be more critical to the ideas from

the text. Thinking carefully and critically about a text promotes deeper comprehension, good reading strategies, and improvement of the other skills, such as speaking and writing.

c. Reading-writing connections

In the end of reading activities, students can write down their ideas. They can make a summary about the text or a writing about their experiences related to the text. They make the writing in creative and interesting ways.

## **2. The Nature of Reading Comprehension**

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

Comprehension is an essential goal of reading activities. In English class context, it should be explicitly taught by the teachers. They should keep it as one of the principles of teaching reading, because monitoring comprehension is essential to successful reading (Anderson, in Nunan, 2003).

There are several definitions about reading comprehension. Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. As the discussion of the definition of reading itself, readers extract information of the printed texts to construct the meaning of the texts.

Harrison (2004:51) presents the definition of comprehension from *The International Reading Association's* dictionary. In accordance with the definition from the dictionary, the term 'comprehension' is defined as "the process of getting meaning of a communication, as a personal letter, speech, sign language; the knowledge or understanding that is the result of such a process." In short, the

term 'comprehension' in reading context, refers to the process of constructing meaning from any printed texts.

According to Snow (2002), comprehension consists of three major elements: the readers, the texts, and the activities. The readers are the elements who do the comprehending. They use their skills, the micros and the macros, to comprehend the texts. The texts are elements that are to be comprehended. Reading activities definitely deal with all printed texts. The readers make comprehension through it. The activities of reading are the elements in which the interaction between the readers and texts occurs.

#### **b. Reading Comprehension Techniques and Strategies**

Brown (2001) and Nation (2009) suggest techniques and strategies that the readers should take into account.

##### 1) Identifying the purpose in reading

As stated in the previous explanation, the readers decide reading with various purposes, for examples, reading to search for simple information, reading to learn from the texts, and reading for pleasure. Knowing the purposes of reading makes the processes work well and the readers can get the goals efficiently. In reading class contexts, teachers should make sure that students know their purposes of reading the texts (Brown, 2001).

##### 2) Skimming

The readers do skimming to the texts for the gist or main ideas. The purpose of skimming is to predict the purposes of the passage, main topics, the

organization of the texts, the perspective or point of view of the writer, and some supporting ideas (Brown, 2001; Brown, 2004).

### 3) Scanning

Scanning is reading techniques used to find relevant information quickly. The readers scan the texts to get specific information within, such as the date, the name, the places, the setting for narrative or story, the finding of technical report, the cost of an item on a menu, and specified data needed to fill out an application (Brown, 2004).

### 4) Using semantic mapping or clustering

Semantic mapping helps the students as readers to generate the main ideas of the texts into particular elements. They try to connect other words that have connection with the main words or ideas (Brown, 2001).

### 5) Guessing

Guessing activity is not only for predicting the meaning of unfamiliar words. Teachers also let students to guess a grammatical relationship, discourse relationship, implied meaning, etc. A vital key of this activity is to make the students predict accurate (Brown, 2001).

### 6) Analyzing vocabulary

There are some advantages of guessing unfamiliar vocabulary. Nation (2009) suggests that the teachers and the students should focus on the most useful vocabulary which has benefits to the majority of the students. The most useful vocabulary consists of high-frequency words, academic words, and technical words.

## 7) Questioning

Nation (2009:32) provides a variety of questions types that can be used: pronominal questions, yes/no questions, true/false sentences, multiple choice sentences, sentence completion, information transfer, translation, and précis.

Elsewhere, Moreillon (2007) proposes strategies to maximize the readers' impact on reading comprehension by activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, and synthesizing.

### **c. Models of Reading Comprehensions**

While reading the texts, there are mental processes occurring inside the readers' thought. In general, there are three models of the processes: bottom-up models, top-down models, and interactive models. Here some of the explanation provided by the expert is presented below.

Grabe (2011) categorizes those three models as metaphorical models. Metaphorical model provides a metaphorical interpretation of many processes involved in reading comprehension (cited in Grabe, 2009; Hudson, 2007; Urquhart and Weir, 1998). The explanation about three kinds of metaphorical models is provided as follows:

#### 1) Bottom-up Model

In bottom-up processing, the readers have to recognize linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers. The readers impose their linguistic data-processing mechanisms (Brown, 2001:299). Recognizing linguistic signals is categorized as

lower-level reading processes (Hedge, 2007). In other words, the readers get the meaning of the texts starting from the smallest elements to achieve comprehension of what is being read (Anderson in Nunan, 2003). Intensive reading activities are involved in this process. Figure 1 is a representation of a bottom-up approach to reading.

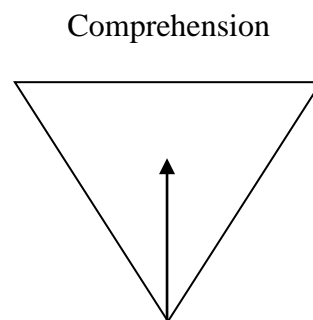


Figure 1: **Bottom-up model**

## 2) Top-down Model

Top-down model requires the readers to make use their background knowledge to make prediction and inference in order to understand the reading texts (Goodman 1970, in Brown, 2001). The process is the opposite of bottom-up model. The readers start with the largest elements and work down towards smaller elements to build comprehension of what is being read (Anderson in Nunan, 2003:71). Extensive reading activities are involved in this process. According to Nation (2009), extensive reading is a form of learning from meaning-focused input. Day and Bamford (1998, in Nation, 2009) characterize extensive reading as “involving a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed.” Figure 2 is a graphic representation of a top-down approach to reading.

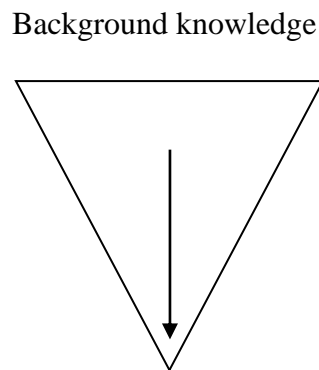


Figure 2: **Top-down model**

### 3) Interactive Model

This model is the integration between elements of bottom-up model and top-down model. Murtagh (1989, in Nunan, 2003) considers this combination as the best model. It effectively connects important aspects of bottom-up and top-down processes. In comprehending the texts, the readers have to consider the essential elements of linguistic signals in the texts and use their background knowledge to create a strong concept of what is being read in their minds. This model also encourages the readers to be more conscious of the strategies in comprehending the texts. Intensive and extensive reading activities are involved as activities that are able to use (Grabe and Stoller, 2011:26). Interactive reading activities are involved in this process. Figure 3 below is a graphic representation of an interactive approach to reading.

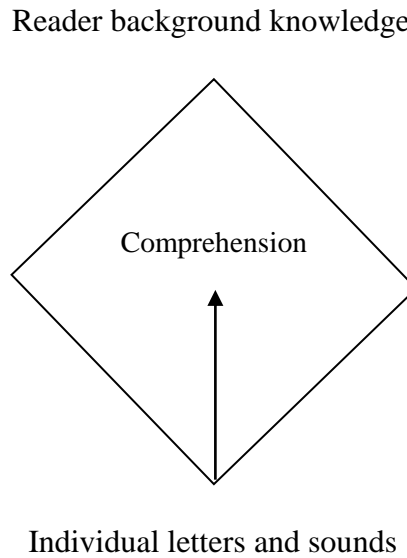


Figure 3: **Interactive model**

Moreover, the discussion about reading cannot be separated from micro- and macro-skills of reading. To get maximum impact of reading, the readers are expected to have micro- and macro-skills of reading.

#### **d. Reading Comprehension Assessment**

Traditional measures of reading comprehension are limited. They provide only a general indicator how well a student understands text. Comprehension is typically measured by requiring students' to read a short passage and then answer multiple-choice or short-answer questions or by using a cloze task (i.e., asking students to fill in the blanks where the words have been omitted). These traditional measures of reading comprehension provide only a basic indication of how well a student understands a text and offer little information about how the students uses cognitive and metacognitive processes. In short, they do not explain why the students may be struggling.



Recently, it is important to select a measure that must closely matches the users' needs or purpose when selecting a test or assessment procedure to use. Based on Klingner et al. (2007: 17) teachers should consider numerous factors when choosing a test or assessment procedure. Those factors are presented as follows:

- 1) The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers).
- 2) The specific information needed about the students' reading comprehension types of questions missed, level)
- 3) The number of students being tested (i.e., an individual, a small group, or a whole class)
- 4) The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about students' performance).
- 5) Whether the test is an individually or group-administered test.
- 6) The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing progress over time-students are given one version of the test as a pretest and another as a posttest).
- 7) For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administrated.
- 8) The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests).
- 9) The amount of training needed to administer a test, score it, and interpret results (e.g., norm referenced tests typically require some training).

#### **e. Designing Reading Assessment Task**

Brown (2004: 189) explains for different assessment designs based on reading types. Each of them is presented as follows:

## 1) Perceptive Reading Task

### a) Reading Aloud

The test-taker sees separate letters, words, and/or short sentences and read them aloud, one by one, in the presence of administrator.

### b) Written Response

The test-takers' task reproduces the probe of writing. The evaluation of the test-takers' responses must be carefully treated, if an error occurs, the teacher has to determine its source; what might be assumed to be writing error, for example may actually be a reading error, and/or vice versa.

### c) Multiple-choice

Multiple-choice responses are not only a matter of choosing one of four or five of possible answers. Other formats, some of them are especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching.

### d) Pictured-cued Items

Test-takers are shown a picture with the written text and given one of a number of possible tasks to perform.

## 2) Selective Reading Task

### a) Multiple-choice (for form-focused criteria)

Multiple-choice format is the most popular method of testing reading knowledge of vocabulary and grammar for the reason of practically. It is easy to administer and can be scored quickly.

#### b) Matching Tasks

Test-taker's task is simply to respond correctly, which makes matching tasks in appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

#### c) Editing Task

Editing for grammatical or theoretical errors is a widely used test method for assessing linguistic competence in reading.

#### d) Pictured-cued Tasks

Pictures and photographs may be equally well utilized for examining ability at the selective reading.

#### e) Gap-Filling Tasks

Many of the multiple-choice tasks can be converted into gap-filling or fill-in-the-blank in which the test-taker's response is to write a word or phrase. An extension of gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase

### 3) Intensive Reading Task

#### a) Cloze Tasks

In cloze tasks, test-takers should have ability to fill in gaps in an incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

#### b) Impromptu Reading Plus Comprehension Questions

The traditional "Read a passage and answer some questions" technique is undoubtedly the oldest and the most common. Virtually every proficiency test

uses the format and one would rarely consider assessing reading without some component of the assessment involving impromptu reading and responding questions.

c) Short-Answer Tasks

In short-answer tasks, the test-takers are given a reading passage then they read questions that must be answered in a sentence or two.

d) Editing (Longer Tasks)

The editing technique that is used in intensive reading is same with the one that is used in selective reading. The different item is just the length of the texts. The texts interactive reading for editing tasks are among 200 to 300 words.

e) Scanning

Scanning is a strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant bits of information.

f) Ordering Tasks

One of the types of ordering task that usually used is giving students some sentence and assembling them into a story. This activity is called the strip story.

g) Information Transfer: Reading Charts, Maps, Graphs, Diagrams

In information transfer reading, the test-takers have to comprehend specific conventions of various types of graphic; comprehend labels, headings, numbers, and symbols; comprehend the possible relationship among elements of the graphic; and make inferences that are not presented.

#### 4) Extensive Reading

##### a) Skimming Tasks

Skimming is a strategy that is used to give the readers senses of the topic and purpose of the text, the organization of the text, the perspective or point of view of the writer. In the assessment of skimming strategy, the test-takers usually skim a text and answer questions.

##### b) Summarizing and Responding

In summarizing and responding, the test-takers have to write a summary of a text.

##### c) Note-Taking and Outlining

Students gain in retaining information through marginal notes that highlight key information. They may be assessed through an evaluation of a process of note-taking and/or outlining.

### **3. Teaching Reading Comprehension in SMP**

#### **a. Students' Characteristics**

Instead of understanding the theories of teaching reading, it is necessary to understand students' characteristics. The age of the students is a major factor in determining how and what to teach. People in different ages have different needs, competences, and cognitive skills (Harmer, 2007). Teachers should take this fact as a main consideration in setting and designing English course. Students can be divided into three groups based on their age. According to Harmer (2007), the groups of students comprise young children (0-12 years old), adolescents (12-18 years old), and adult (19-60 years old).

In terms of this study, students at Junior High School Level are categorized as adolescents. Adolescent students are often seen as problem students (Harmer, 2007:83). At this age, students have a greater ability to think abstractly and they also begin to be more passionate with their commitment to what they are doing. Most of them understand the need of learning and can be responsible with their duty as learners. Adolescence search for their identity and need for self-esteem.

Adolescents must acquire a totally new physical, cognitive, and emotional identity. Their egos are affected not only in how they understand themselves but also in how they reach out beyond themselves, how they relate to others socially, and how they use the communicative process to bring on affective equilibrium (Brown, 2001:64).

Adolescents need to feel good about themselves and valued. It is reflected in the secondary school students who convincingly argued that a good teacher 'is someone who knows our names' (Harmer, 2007, as cited by Harmer, 2007:83). Hence, teachers of secondary school should be aware of the students' characteristics and engage them with material which is relevant and involving. It is also teachers' job to do actions that boost their students' self-esteem and be conscious of their need for identity.

There are some factors to take into account that influence the success in learning a new language. Basically, in learning a new language, all ages are really influenced of following three important factors: the affective filter, motivation,

and resiliency (Lems, 2010). Affect, or emotional state, is closely associated with language learning outcomes.

The emotional aspects that influence language learning are referred to as the affective filter (Dulay & Burt, 1977, cited in Lems, 2010:8), that is, the emotional response to the language learning situation. Motivation refers to the purposes for which a person learns a new language. Motivation enables students to make use the skills taught (Hirai et al., 2010). Motivated students achieve more than students who are not motivated. Motivation for learning a new language can be divided into integrative motivation, instrumental motivation, assimilative motivation, and intrinsic motivation (Gardner & Lambert, 1972; Graham, 1984, cited in Richard-Amato, 1988, 2003; cited in Lems, 2010).

#### **b. School-Based Curriculum**

School-based curriculum in Indonesia (*PerMenDikNas* No. 23/2006 and its Attachment) concerns with five kinds of communicative competence models. It is written in English subject domain for *SMP/MTs* part. The five models are the action, linguistic, sociocultural, strategic, and discourse competence. Approach used and became a trend particularly in Indonesian English teaching process in this curriculum is Genre-Based Approach (GBA).

According to Feez (1998: 24), Genre Approach or what so-called Genre-based teaching which was first developed in Australia is based on three assumptions of language learning. First, it is based on the assumption that learning language is social activity. Second, it is based on the assumption that learning occurs more effectively if teachers are explicit about what is expected of

the students. Third, it is based on the assumption that the process of learning language is a series of scaffold developmental steps which address different aspects of language.

The Genre-based Approach then is implemented through its teaching-learning cycle. The cycle of the teaching-learning activities consists of a number of stages to help students gain independent control of a particular text-type. According to Feez (1998: 28), there are five stages of teaching-learning activities in the Genre-based Approach. Those are building the context, modelling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related texts. Each of them is presented as follows:

#### 1) Building the Context

Building of the context is the first stage of the teaching-learning cycle in the Genre-based Approach. At this stage, teachers introduce particular text-types to students. The social contexts of the text is introduced to the students. Examples of the activities are presentation, through pictures, field-trip, etc.

#### 2) Modelling and Deconstructing the Text

Modelling and deconstructing the text is the second stage of teaching-learning cycle in the Genre-based Approach. After students are introduced with a particular text-type, they are asked to investigate the structure and language features of the text. In finding out the structure pattern and the language features of the text, clause, and expression level as well as still concerning to the social purpose and meaningful text. Examples activities are sorting sets of the texts,



sequencing jumble stages, practice related to the grammatical features, pronunciation, spelling, etc.

### 3) Joint Construction of the Text

Joint construction of the text is the third stage of the teaching-learning cycle in the Genre-based Approach. At this stage, students begin to make their own text. Students work in group in constructing the text. Teachers start to let the students work on their own by giving less contribution than they do on the previous stages. Examples of activities are jigsaw, information gap activities, class discussion, group assessment, etc.

### 4) Independent Construction of the Text

Independent construction of the text is the fourth stage of the teaching – learning cycle in the Genre-based Approach. This stage is the next step taken if teachers have been certain that students, rather they work by themselves. Examples activities are sequencing pictures, spoken presentation to class, role plays, performing a task, making a draft or whole text, etc.

### 5) Linking Related Texts

Linking related texts is the last stage of the teaching-learning cycle in the Genre-based Approach. After students are asked to make a text on their own, they are expected to be able to apply their knowledge to different kind of fields. Students are expected to be able to work with the language features in different texts. They are expected to be able to generate their knowledge and do not only stop in the teachers' guiding. Examples of activities are comparing text types

across the fields, researching other text-types in the same, role-play using similar text-types but different roles and relationship.

### **c. Teaching Reading Comprehension in SMP**

Brown (2001: 7) states that teaching is guiding and facilitating learning, enabling the student to learn, and setting condition for learning. Moreover, teaching defined as a process of showing or helping the students or someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand (Kimble and Garmezy in Brown, 2001: 7).

In reference to the above arguments, teaching reading is the process of guiding or facilitating the students to understand the meaning of the text and get the information from the text and setting condition for learning. Teaching reading comprehension is also a process of showing or helping the students to derive meaning from the word combination in the text and to do this in a series at the reasonable speed, without vocalizing what is being read.

Related to teaching high school students, Brown (2001: 92) states that teaching high school is challenging for teachers since young adult is an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Some important thoughts that should be considered are intellectual capacity of the students, attention span, varieties of sensory input, and factors surrounding ego, self-image, and self-esteem. Brown (2001: 92) also states “As in teaching adults, care must be taken not to insult them with stilted language or to bore them with over analysis.”

From the statements above, the English teachers should use an appropriate and interesting method in teaching reading comprehension to high school students which makes them enjoy and feel interested in the teaching and learning process. It is important for the teachers to give explanations in limited portion in order that the students do not only listen to and depend on the teachers' explanation but also they should try to understand the meaning of the text and get information from the text by themselves.

Klingner et al. (2007: 4) proposes four ways the English teachers have to do to improve their students' reading comprehension. They are presented as follows:

1. Implementing teaching strategies that have been documented as an effective way in promoting reading comprehension
2. Designing instructions that incorporate effective principles of direct instruction and strategy instruction.
3. Providing modelling, support, guided instruction, practice, attribution feedback, and opportunities to practice across text types.
4. Monitoring students' progress and making adjustments accordingly.

Below are key ideas in reading comprehension that are presented by Klingner et al. (2007: 5). Direct instruction, strategy instruction, or a combination of both brings a great effect in reading comprehension for students. Both direct instruction and strategy have the following components:

- 1) Assessing and evaluating the learning objectives, including orienting students to what they will be learning.
- 2) Reviewing daily material taught to assure mastery
- 3) Presenting new materials, including giving examples and demonstrating what students need to do.

- 4) Guiding instruction, including asking questions to determine understanding.
- 5) Giving feedback and correction
- 6) Providing independent practice and review.

The instructional activities that give the highest effect in improving reading comprehension ability include: conducting teacher and students questioning, promoting interactive dialogue between teacher and students and also between student and student, controlling task difficulty and scaffolding instruction, elaborating steps or strategies and modelling by the teacher, giving small group instruction, and using cues to help students remember to use and apply what they learn.

#### **4. Interaction-Based Activities**

##### **a. Definition of Interaction**

Brown (2001:165) defines interaction as the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other. In line with Brown, Malamah-Thomas (1991:7) states that interaction is more than action followed by reaction. Interaction is acting reciprocally, acting upon each other. Robinson (1994:7) defines interaction as the process of face to face action, can be verbal, channeled through written or spoken words, or nonverbal, channeled through touch, proximity, eye contact, facial expression, gestures, etc.

According to Rivers (1987:4), interaction can be two-way, three-way, or four-way, but never one-way. He adds that genuine interactive language learning requires individuals (teachers as well as students) to appreciate the uniqueness of

other individuals with their special needs and not manipulate or direct them or decide how they can or will learn, but encourage them and draw them out (educate) and build up their confidence and enjoy what they are doing.

Nunan (2004:35) suggests that one of the most obvious facts is that in teaching and learning a great deal of interactive language works occurs because there is a significant amount of talking between the teacher and students and among students. It reveals a great deal about the teacher's purpose. Interaction will always involve more than one person because there must be someone who transmits a message and someone who receive it. In the educational setting, interaction occurs every day in the classroom activities between the teacher and the students.

The number of students in the class influences the number of possible variations concerning who transmit and who receive. Malamah-Thomas (1991:69) states that when teachers are seen as the ones who transmit the message, then he or she can be seen as trying to communicate with the whole class, a group of students and/or individual student. And when the student performs as the one who transmit the message, he/she then interacts with the teacher another single student, or a group of students.

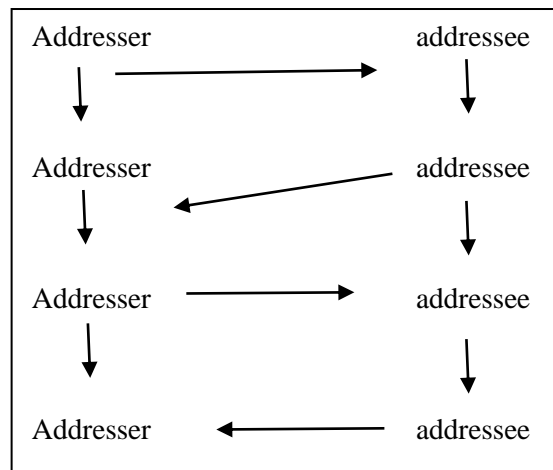
#### **b. Types of Classroom Interaction**

Communication implies more than one person (Malamah-Thomas, 1991:12). Interaction happening in the classroom is not only between the teacher and the whole class. There are some activities where the teacher is a participant in interaction with an individual student, or with a group of students within the class.

Malamah-Thomas (1991: 15) describes the pattern of interaction which happen in the class as follows:

teacher → whole class  
 teacher → group of students  
 teacher → individual student  
 student → teacher  
 student → student  
 student → group of students

In normal everyday verbal interaction, addresser and addressee are constantly changing roles. The addresser of one minute is the addressee of the next and vice versa. Malamah-Thomas (1991:37) shows the normal pattern of conversation as follows:



**Figure 4: The normal pattern of the conversation**

From the description above, it can be seen that interaction process appears when the addresser acts upon the addressee to cause a reaction, which in turn informs an action performed by the previous addressee, now turned addresser, upon the new addressee, which causes a reaction in the same way, and so on. On

the other hand, Thurmond (2004) suggest four types of classroom interaction: student-course content interaction, student-student interaction, student-teacher interaction and student-technology interaction.

### **c. Purpose of Interaction-Based Activities**

According to Rivers (1987: 9), in the interaction-based activities teachers as well as students must appreciate the uniqueness of other individuals with their special needs – not manipulating or directing them or deciding how they can or will learn, but encouraging them and drawing them out (educating), building up their confidence and enjoy what they are doing. So, the purposes or goals of the interaction-based activities are to encourage the students' activeness and to build their confidence to participate in the classroom.

The teacher - students' interaction and the student – student' interaction in the classroom can build up the students' confidence. Without building up the students' confidence, and creating many opportunities, classrooms will remain quiet places with inhibited students who dare not to try to express what really matter to them (Rivers, 1978:10). Rivers (1978: 10) also states that once teachers have tried to carry through a well prepared interactive class session and find it can be done, they lose their hesitancy and once students feel appreciated and valued, they are anxious to show what they can do, to propose and participate in activities.

The students usually know much the English word but they cannot used it to express their own meaning. In that time, the teacher as facilitator should guide their students to use their knowledge and express their meaning. Real interaction

should build in the classroom between the teacher and the students. Rivers (1978: 9) states that real interaction in the classroom requires the teacher to step out of the limelight, to cede a full role student in developing and carrying through activities, to accept all kinds of opinions, and be tolerate of errors student makes while attempting to communicate.

#### **d. Possible Activities to Teach Reading**

From explanations some experts, it can be concluded that interaction based activities emphasizes the interaction in the classroom. Using interaction-based activities in the class means that the teachers give a full role to the students in carrying out the activities, accept students' opinions, and tolerate errors. Rivers (1987: 13) states that in teaching reading, there should be lively interaction of reader and text—interpretation, expansion, discussing alternative possibilities or other conclusion.

#### **1. Teacher-Student Interaction**

This type of interaction as Coulthard (1977) mentions has received a great deal from teachers in a wide range of disciplines. The teacher negotiates with the students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student respond. The activities would be provided such as discussion, question and answer, lectures, criticizes and many more.

On the other hand, according to Harmer (2009) the teacher should focus on three things when they interact with the students. Firstly, the teacher must pay attention to the kind of the language the students are able to understand, i.e. the



teacher should provide an output that is comprehensible for the level of all the students. Secondly, the teacher must consider about what the teacher will say to the students, because what the teacher say is believed truth. Finally, the teacher also has to identify the ways in which the teacher will interact with them such as the voice, tone and intonation.

## **2. Student-Student Interaction**

Johnson (1995) supports that if student-student interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the students' capacities through collaborative works. So, the students will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom.

Naegle Paula (2002: 128) adds also that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned." The teachers, then must encourage such type of interaction between the students because it is the fastest and the best way, it makes the students active rather than passive participants.

Rivers (1987:7) states that there are some workable classroom interactive activities to build the interaction among the students such as presentation, pair works, discussions, debates, and written exercise. Group work gives many advantages to maintain linguistics interaction in the classroom. Brown (2001:177) defines group work as generic term covering a multiplicity of technique in which

two or more students are assigned a task that involves collaboration and self-initiated language. Brown (2001:177) suggests some group tasks activities as follows:

- a. Games
- b. Role play and simulation
- c. Drama
- d. Project
- e. Interview
- f. Brainstorming
- g. Information gaps
- h. Jigsaw
- i. Problem solving and decision making
- j. Opinion exchange

One of the activities suggested by Brown is game. Game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright, et.al. 2006). Many games provide repeated use of particular language form. Games also provide opportunity for the young students to sense the working of the language as living communication. Some games require four to six players. If there is to be a competition between groups, they should be of mixed ability (Wright, et.al. 2006:3).

### **5. Communicative Language Teaching (CLT)**

Brown (2001) defines CLT as an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, communication for the real world, and meaningful purposes. In addition, Brown (2001) also offers four interconnected characteristics of CLT:

- 1) Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
- 3) Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

CLT is generally regarded as an approach to language teaching (Richards and Rodgers 2001). It is based on the theory that communication is the primary function of language use. Savignon (2002) states that CLT refers to both processes and goals in classroom learning and that the central theoretical concept in communicative language teaching is the communicative competence

The fundamental goal of CLT is to develop the students' communicative competence in L2 through communication and interaction with others (Brown, 2001). The term communicative competence refers to a speakers' capability to speak a language with linguistic proficiency and to use language appropriately in different social contexts (Hymes in Savignon 1998). Savignon (1998) describes communicative competence as the ability to function in a truly communicative setting that allows students to communicate with other speakers effectively and spontaneously.

Savignon (1998) further explains that communicative competence is dependent on the negotiation of meaning between speakers, because

communication is spontaneous. Speakers need to negotiate meaning based on what is unclear to them. To achieve communicative competence, students need to be competent in four aspects: linguistic, sociolinguistic, discourse, and strategic competence (Canale in Savagnon 1998).

According to Canale (cited in Savagnon 1998) linguistic competence which is also called grammatical competence concerns students' use of lexis, syntax, and structures. Sociolinguistic competence concerns students' appropriate use of language in different situations and settings. Discourse competence refers to the speakers' ability to form oral and written language appropriately and meaningfully. As suggested by the term itself, strategic competence relates to the use of strategies that can be used to make up for the inadequate abilities in other aspects of competence.

Richards (2006:3) states that communicative competence includes the following aspects of language knowledge:

- 1) Knowing how to use language for a range of different purposes and functions
- 2) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- 3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- 4) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

Wesche and Skehan (cited in Savagnon 2002) describe CLT as:

- 1) Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems.

- 2) Use of authentic (non-pedagogic) texts and communication activities linked to “real-world” contexts, often emphasizing links across written and spoken modes and channels.
- 3) Approaches that are learner centered in that they take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions.

Berns (in Littlewood 1981) points out the summary of eight principles of CLT:

- 1) Language teaching is based on a view of language as communication. It means that language is seen as a social tool that speakers use to make meaning and to communicate about something to someone for some purpose.
- 2) Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
- 3) A learner’s competence is considered in relative, not in absolute, terms.
- 4) More than one variety of a language is recognized as a viable model for learning and teaching.
- 5) Culture is recognized as instrumental in shaping speakers’ communicative competence, in both their first and subsequent languages.
- 6) No single methodology or fixed set of techniques is prescribed.
- 7) Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners’ competence in each.
- 8) It is essential that learners be engaged in doing things with language. They use the language for a variety of purposes in the teaching and learning process.

CLT puts the focus on the learners. The students’ expectations and attitudes play a role in advancing or impeding curricular change.

## **B. Review of Related Studies**

Several studies in the field of interaction-based activities and reading comprehension are reviewed to know the progress of the issues in those fields. The review is also aimed at getting some ideas and consideration to improve the reading comprehension for the research study.

The first study was conducted by Ghazi Kh. Naimat in 2011. The study investigates the influence of teacher-students interaction on EFL Reading Comprehension. The setting is in the Al-Hussein Bin University, Jordan. The study takes place in Jordan where English is considered as a foreign language. It means that the English learning setting occurs in the English for Foreign Language (EFL) context. As this situation has similarities to Indonesian setting, the researcher can reflect from it as the consideration to do the research. The subjects of this study are the students who were taking an EFL in the Al-Hussein Bin University

The course focuses on investigating the influence of teacher-students interaction on EFL reading comprehension. This research study was conducted by applying experimental study. Naimat (2011) proposes three important things about interaction in reading class. First, the more the learners are exposed to simplified material (input), the more they can comprehend (Krashen, 1982). The second is that there is a need to the interactional method in teaching a foreign language. The interaction between the teacher and the students must be conducted in teaching learning process especially reading class. Through his research, Naimat (2011) proposes that the same text with different modes (interactive vs unmodified) is consequential to students' chances of communicative interaction with their teacher.

The third is that the EFL students need some kind of motivation in order to make them communicate with their teachers. The students need quality instruction, input, interaction, and opportunities for better learning outcomes.

Naimat (2011) suggest that the English teacher should not only tap into the sources of intrinsic motivation, but also find ways to connect intrinsic motivation with external motivational factors which can be brought to a classroom setting. Finally, Naimat (2011) promotes that the students can master their reading comprehension through the interactional method in teaching and learning in the classroom.

The second research study conducted by Kim McDonough in 2004 investigates the effects of learner-learner interaction during pair and small group activities in a Thai EFL context. This small-scale study explored instructors' and learners' perceptions about the use of pair and small group activities in a Thai EFL context, and examined whether the learning opportunities theoretically attributed to pair and small group activities occurred in an intact classroom. This research study also investigated whether learners who actively participated during the pair and small group activities showed improved production of the target forms. The setting was in north Thailand. The participant were sixteen Thai EFL students completed the pair and small group activities as part of their regularly scheduled English classes at a large public university in Northern Thailand.

This research study was also conducted by applying experimental study. Data of the research study was gathered through pre-test, post-test and questionnaire. The tests were administered in a language laboratory equipped with individual carrels with boom microphones. The learners completed the pretest on the last instructional day prior to the midterm examination break, and completed the post-tests in weeks four and eight. Each test required approximately 20 min to

finish. They completed the questionnaire immediately following the second post-test.

The findings of this research study show that learners who had more participation during the pair and smallgroup activities demonstrated improved production of the target forms, even though they did not perceive the activities as useful for learning language. This small-scale investigation found that Thai EFL learners who had more participation in pair and small group activities showed improved production of target forms. However, the findings may be applicable only to instructional contexts that resemble the EFL learning environment described here. Through this research study can be addressed in future studies so that EFL teachers have access to classroom based research that may help answer questions about when, how, and why to use pair and small group activities in different kinds of EFL classrooms.

### **C. Conceptual Framework**

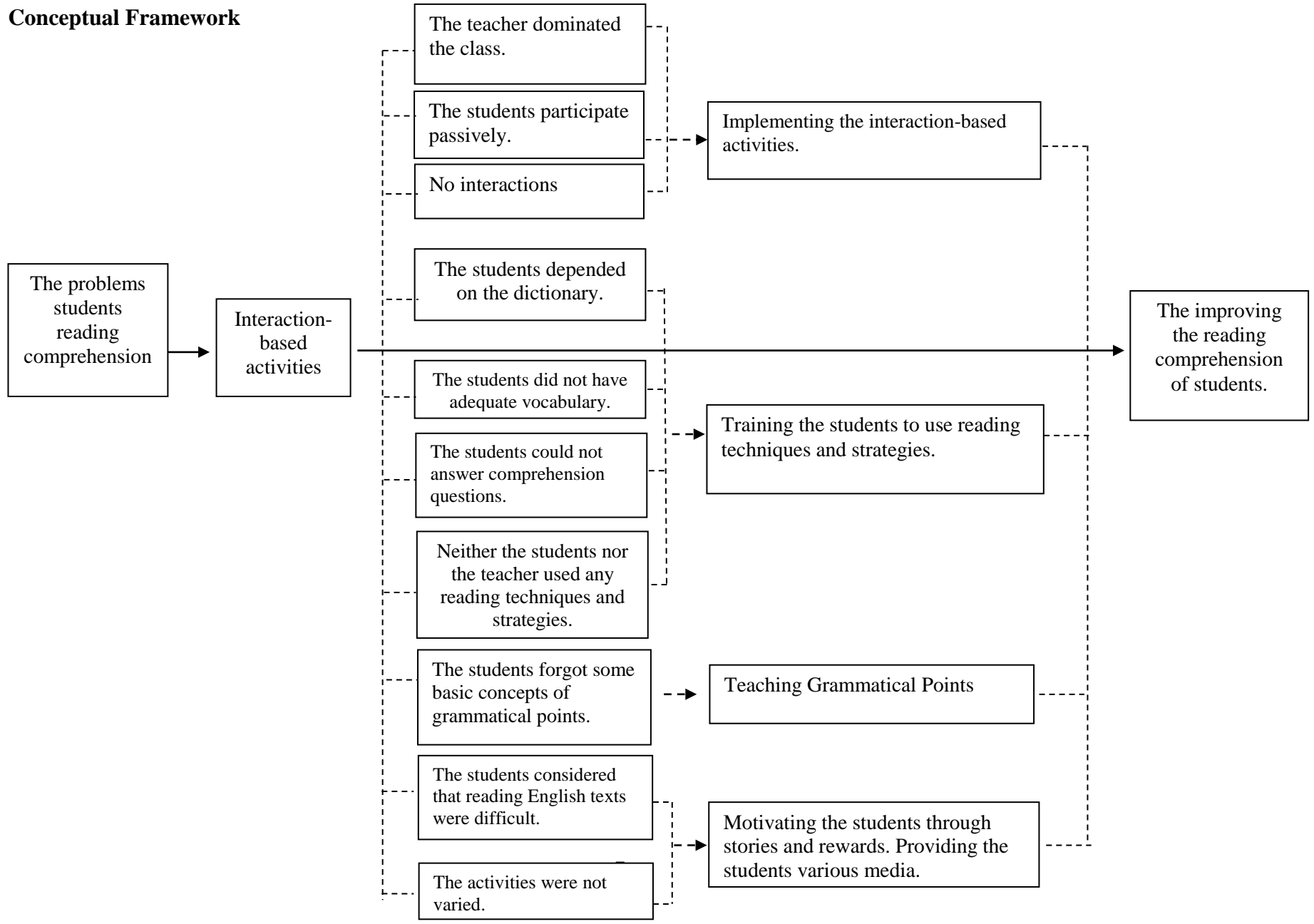
As stated in the introductory chapter, the students at VIII A grade of SMPN 6 Yogyakarta had problems with their in comprehending the English text. Moreover, their vocabulary mastery was poor. This problematic situation motivated the researcher to solve the problems and improve the quality of the students' reading comprehension through interactive reading. Interactive reading focuses on getting comprehensive understanding of the texts and other important aspects of reading, such as vocabulary, grammar, techniques, and strategies. From the result of the preliminary observation, the reading activities were not well-



organized. The activities were just reading the sentences loudly and then translating the words into Bahasa Indonesia.

In reading the texts, encouraging the students to use reading techniques and strategies was one of the main activities. In fact, there were no application of techniques and strategies in reading activities during the observation. To deal with the media, using power point presentations, handouts and pictures would be applied in the classroom. The purpose of using various teaching media is to make the teaching-learning activities effective and enjoyable. Performing CLT or Communicative Language Teaching in conducting the researcher as a teacher would use in the teaching-learning activities. CLT encourages the students to be more active and emphasizes their roles as the center in teaching-learning process.

### Conceptual Framework



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Setting**

This research was carried out at SMPN 6 Yogyakarta. It is located in Mongonsidi Street number 1, Yogyakarta. It is one of the favorite schools in Yogyakarta. It has seven classes for each grade. It has forty seven teachers in total including three teachers for English. Each of the English teacher teaches seven classes. There are thirteen administration staffs and two security guards. The students are dominated by female students but not the number is not too significant. Facilities such as library, science laboratory, computer laboratory, language laboratory can be found there.

The English teachers rarely used language laboratory because some tools did not work properly. There are seven classes from VIII A to VIII G in eighth grade. Grade VIII A is located near the parking area. It has one white board, three fans, one LCD, two lamps, class administration data and cleaning equipment. There are 37 tables and 37 chairs. The characteristics of the school in general and the problems in the English classroom specifically, motivated the researcher to see closer. The school principal and the teacher welcomed the researcher and allowed me to conduct the research study.

## **B. Research Design**

The type of this research study was action research. Gaps between the fact and the ideal situation in the English class needed actions to be conducted. The research study aimed at overcoming the problems and improving the teaching-learning process. There are many definitions of action research proposed by the experts. Elliot (1991, in Burns, 2010:5) defines action research as “the study of a social situation with the view of improving the quality of the action in it.” Mc Niff and Whitehead (2006:7) describe action research as a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.”

Furthermore, Burns (1999:5) states that “action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community.” The definitions above imply that action research is the study of a social situation that enable practitioners everywhere to improve the quality of the action in it. In general, action research has the following characteristics (Cohen and Manion, 1980; Burns, 1999 in McKay, 2006:30): 1) situational, contextual, small scope, and localized and relevant to the real situation, 2) evaluative and reflective, 3) participatory, and 4) the changes in practice are based on the information or data gathered that encourage the changes.

In action research, the task is not finished when the research study ends. The participants continue to review, evaluate, and improve practice. In doing the research study, the modified process of Kemmis and McTaggart (Burns, 1999, in Madya,

2006:67) includes: reconnaissance, planning, action, observation, and reflection (1988, in Burns, 2010:7. The process is described in the following figure.

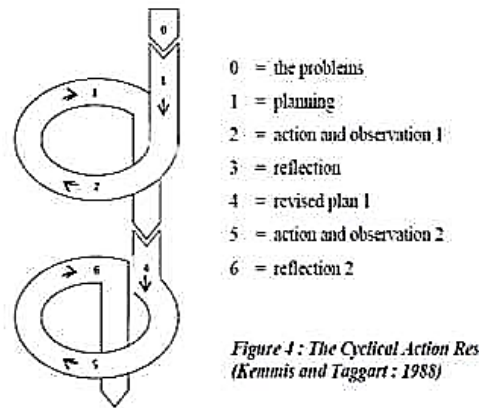


Figure 5: Action research process by Kemmis and McTaggart

#### (1) Reconnaissance

This step consists of observation and interviews to find problems. The observation was done on November 22<sup>th</sup>, 2013. Some interviews with the teacher and the students were done at the same day. The problems found were discussed with the research collaborators (the teacher and researchers' colleague).

#### (2) Planning

After discussing the problems and getting permission to conduct the research study at the school, some actions would be implemented to solve the problems. The actions focused on the efforts to improve the students reading comprehension skills. The plan was to implement the actions in one cycle first. The process of implementation would be continued to the next cycles if there were still problems to solve.

### (3) Action and Observation

The planned actions were implemented in this part. The actions were conducted by the researcher as the teacher. The teaching and learning process was observed by the research collaborators. During teaching-learning process, one of the research the research collaborators filmed and took some pictures of the process for our research data.

### (4) Reflection

In the end of the cycle, reflection was done by the researcher and the research collaborators. Comments and opinions were given by the researcher and the research collaborators about the implementation of the actions, the students' improvements, and the researcher's role as the teacher. The next step was discussing the next actions for the upcoming cycle based on the consideration of the reflection from the first cycle.

## **C. Research Subjects**

The subjects of the research study were thirty six students of grade VIII A at SMPN 6 Yogyakarta in the academic year of 2013/2014. The grade VIII A consisted of 20 female students and 16 male student. This class was chosen based on the teacher's recommendation because most of the students have equal ability and skill in English subject.

## **D. Types of Data**

The data of this research were qualitative and quantitative data. The qualitative data were in the forms of the descriptions of the process during the

actions written in field notes, vignettes, and interview transcripts. On the other hand, the quantitative data were collected from the scores of the students' reading comprehension through individual test.

### **E. Techniques and Instruments of Data Collection**

There were several data collection techniques such as doing observation, interviews, test and documentation. The procedures of the data collection techniques are presented bellows:

#### **1. Interviews**

The researcher conducted interviews to gain the information related to the teaching and learning process. To obtain the data, he used interview guidelines to interview the English teacher, the collaborator, and the students. The data was in the forms of interview transcripts.

The interviews were done in reconnaissance, action and observation, and reflection step. In reconnaissance, he interviewed the English teacher related to the teaching and learning process and the problems faced. Besides, he also interviewed the students to know about their opinions and also their difficulties during the teaching and learning process of reading. Later on, the interviews were conducted in reflection step of each cycle of the research. The interviews with the collaborator was conducted during the action and observation step. They were aimed to reflect on the results of the actions. The interviews were addressed to get the opinions and suggestions from the English teacher, the students, and the collaborator.

## 2. Observation

To gather the information about the teaching and learning process, the researcher conducted classroom observations. Observation sheets was used to collect the data. The technique was conducted in reconnaissance and also during the action and observation steps of the research.

## 3. Test

Reading comprehension' tests were also done to obtain the information about the students' reading comprehension before and after the implementation of interaction-based activities in the teaching and learning process of reading. The tests were done twice, in the forms of during the actions-test and post-test. Furthermore, the results were used to see whether there were improvements after the actions or not.

## 4. Documentation

Besides using those main instruments, the researcher also used a supplementary instrument. They were to support the research to get more complete data. To document the teaching and learning process, he used a photo-video camera in the reconnaissance and in the action and observation steps of the research. The data was in the forms of photographs and videos.

Below is the table of the types of the data, the instruments used, and the techniques of data collection of the research.



Table 3: Types of data, instruments, and data collection techniques

<b>Data</b>	<b>Instrument</b>	<b>Collection Technique</b>	<b>Usage</b>
During actions test score Post-test score	Test	Test (during actions-test and post-test)	Before and after the implementation
Field notes	Observation sheets	Observation	In reconnaissance, in action and observation
Interview transcript	Interview guidelines	Interview	In reconnaissance and in reflection
Photographs Videos	Photo-video camera	Documentation	In action and observation

### **G. Validity and Reliability**

In evaluating the quality and acceptability of the research study, there were five criteria proposed by Anderson (1994, in Burns 1999), namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The democratic validity was fulfilled by having some discussions with the research collaborators. The activity in the reconnaissance step was discussing the problems democratically until deciding the specific problems to solve. On the other hand, the activities in planning the actions were discussing kinds of actions to be implemented, the course grids, the lesson plans, and the teaching aids. During the implementation of the actions, the research collaborators observed the teaching-learning process and recorded the process. Then, the activities the in reflection step were reflecting the

implementation of the actions, the changes, and the problems while conducting the actions.

Getting satisfactory outcomes were important to decide the actions for further cycle. It was used to fulfill the outcome validity. The next step was reflecting the results of the implementation of interaction-based activities at the reflection step to see whether the results were in line with the research study objectives or not. From the reflection of the results, the students' problems in reading comprehension were still existing in the classroom. For examples, after using interaction-based activities, some students' problems related to grammar could be seen. For this reason, the plans to deal with the students' problems were discussed.

After that, keeping the quality of the process was done to fulfill the process validity. Then, the improvement of the students observed by the researcher and the research collaborators. Some instruments, such as observation guidelines, interview guidelines, vignettes, a handy-cam and a camera were used to observe the improvement. This process guided the researcher and the research collaborators to see whether there were any changes in the students' reading comprehension or not.

If the improvement was not satisfactory yet, the reflection would be done together critically to find out the causes and discuss the solutions. The catalytic validity was fulfilled by considering the changes of the students in comprehending English texts. In addition, the research collaborators also observed the changes in the researcher's teaching and behavior. Performances of the students and teachers, before and after the actions were compared to make sure that the catalytic validity have

fulfilled. A critical peer-review was strongly needed in order to fulfill dialogic validity.

It was actually close to democratic validity. After the research study was done and the results ready to publish, the next step was reviewing the report collaboratively. Triangulation was applied to keep the trustworthiness of the data. The function of triangulation was to cross-check the data found from different techniques and sources. According to Burns (1999 in Madya, 2006:44), there were three types of triangulation used in this research study: time triangulation, investigator triangulation, and theoretical triangulation.

Crosschecking the trustworthiness of the effects on the students during the implementation of the actions in a cycle was used to fulfill time triangulation. The next was to make sure that the effects were real by crosschecking the points of view of the researcher, the research collaborators, and the students. Then, to fulfill the investigator triangulation the data collected were constantly checked by the researcher. The data were collected to ensure that the result of our observation are the same. Theoretical triangulation was fulfilled by interpreting and crosschecking the effects with more than one relevant theories.

## CHAPTER IV

### THE RESEARCH PROCESS AND FINDINGS

#### A. Reconnaissance

Classroom observation and interview the English teacher and the students were conducted to gather the information of the reading teaching and learning process of grade VIII at SMPN 6 Yogyakarta. The interview with the teacher was carried out on February 16<sup>th</sup> - 17<sup>th</sup> 2014. While the classroom observation was done on November 22<sup>th</sup> 2013 in VIII A class and was continued by conducting interviews with the students after class. Then, the data of the observation and the interviews were discussed collaboratively. The data were identified carefully. The situation of the English teaching and learning process in VIII A class was shown in this following vignette.

##### Vignette 1

Day/date : Friday, November 22th, 2013

Time : 08.00 – 09.20 a.m.

Place : Grade VIII A at SMPN 6 Yogyakarta

ET: English Teacher

R: Researcher

Ss: Students

ET started the class by greeting Ss with saying “Good morning, everybody” and immediately replied by the Ss ,“Good morning”. “How are you today?” asked ET. Ss answered, “Fine. Thank you. And you?” “I am fine too. Thank you,” said ET. ET said to Ss that there was a guest that day. Then, R introduced his name. “Okay. My name is Fitri Alfarisy but you can call me mas Alfa or Mister Alfa.” Then, ET checked the attendance list. ET started the lesson by continuing the previous lesson. She asked Ss whether they had finished their homework or not. ET asked Ss to check the answer together. ET asked them, “Have you done the homework?” **Ss kept silent. Then, ET checked the answer through reading the answer without discussion with Ss.**

**ET mentioned all of the answers.** While ET mentioned the answers some of Ss looked bored and **they did their own activities such as chatting with their friends and read other book.** After ET finished the answers, **ET did not asked the students about their answers.** ET turned on the LCD. **ET showed a text of Sea Eagle.** ET said, **“Read the text carefully and answer the questions!”** Then, Ss did the tasks. The class was noisy then because ET went to the toilet. Some of Ss tried to do the exercises with their friends. **There were also some of Ss who tended to make noise during the teaching and learning process by chatting with their friends.** Some Ss asked me how to use some expressions. **I explained the expressions to them.** Then, ET came to the class again. She asked to the Ss, *“Sudah selesai mengerjakannya?”*. Ss answered, *“Belum Miss.”* **Then ET was silent and doing something with her laptop in front of the class while Ss finishing the tasks.** Some of Ss were still chatting with their friends and the others were finishing the tasks. The class became noisy because some of them had finished their tasks. ET then started to check the answer. Like before **ET did not discuss the text with Ss first but she checked the answers directly through mentioning all of the answers.** Then, ET explained next material until the end of the time. Then ET asked Ss to do some tasks in LKS. She said, *“Sekarang buka LKS dan halaman 40 sampai 45 untuk PR”*. Finally, the bell rang out. ET ended the class. *“Latihannya dikerjakan di rumah, ya. Sambil belajar. See you.”* Her salaam was replied by Ss

### 1. Identification of the Field Problems

There were many problems in the English classroom. The identification of the problems presented in table 1.

**Table 2: The Field Problems of the English Teaching-Learning Process of Grade VIII A at SMPN 6 Yogyakarta**

<b>No</b>	<b>Field Problems</b>	<b>Codes</b>	<b>Sources</b>
1	The class was such a grammar class.	T	O
2	The teacher used much Bahasa Indonesia.	T	O
3	The activities were not varied.	T	O
4	The students read and translate the text word by word.	S	O
5	The students did not have adequate vocabulary.	S	O,I
6	The students forgot some basic concepts of grammatical points.	S	O,I
7	The students could not answer the comprehension questions of the text.	S	O
8	The students considered that reading English texts were difficult.	S	I
9	The teacher mostly translated the meaning of the unfamiliar words for the students.	T,S	O
10	Neither the students nor the teacher used any reading techniques and strategies.	T,S	O
11	The students had low motivation to learn English.	S	I
12	The students passively used English in the classroom communication.	S	O
13	There was no communication between the teacher and the students	T,S	O, I
14	The students had difficulties in recognizing word-class.	T,S	O

**T:** Teacher **S:**Students **O:**Observation **I:** Interview

## **2. Identification of the Field Problems to Solve**

Since there were many problems in the English teaching and learning process, so some of them were selected to solve. The selection was also based on the needs of the students and the feasibility of doing the project. The selected problems to solve are presented in the following table.

Table 3: **The Problems to Solve**

No	Field Problems	Codes	Sources
1	The teacher dominated the classroom activities.	T	O, I
2	The teacher used much Bahasa Indonesia.	T	O
3	The activities were not varied.	T	O
4	The students read and translate the text word by word.	S	O
5	The students did not have adequate vocabulary.	S	O,I
6	The students forgot some basic concepts of grammatical points.	S	O,I
7	The students could not answer the comprehension questions of the text.	S	O
8	The students considered that reading English texts were difficult.	S	I
9	The teacher mostly asked students to translate the meaning of the unfamiliar words through dictionary.	T,S	O
10	Neither the students nor the teacher used any reading techniques and strategies.	T,S	O
11	The students had low motivation to learn English.	S	I
12	The students were passive in the classroom activities.	S	O
13	There was no interaction between the teacher and the students	T,S	O, I
14	The students had difficulties in recognizing word-class.	T,S	O
<b>T: Teacher S:Students O:Observation I: Interview</b>			

The process of identifying the problems was continued by formulating the problems and analyzing the causes and the results of the problems to solve. The analysis of the causes was useful to find the right solutions through the actions. Here, lists of the problems and the main causes were presented. The result of the analysis is presented in table 3.

Table 4: **The Selected Problems, the Main Causes, and the Results**

<b>No</b>	<b>Field Problems</b>	<b>Main Causes</b>	<b>The Results</b>
1	The teacher dominated the class.	The teacher was like a single actor and taught a lot of grammatical points.	The students totally depended on the teacher. They were confused learning much grammar.
2	The students forgot some basic concepts of grammatical points.		
3	The students read and translated the text word by word.	The teacher asked the students to read and translate the text word by word. The students did not have enough reading activities. They never practiced using new vocabulary.	The students were afraid to read English texts, especially the longer ones. They thought the reading activities were reading and knowing every single word of the texts.
4	The students did not have adequate vocabulary.		
5	The students considered that reading English texts were difficult.		
6	The students could not answer comprehension questions.	The students did not really understand the questions and did not use any reading techniques and strategies.	The students could not get the main points of the reading activities. They only read the texts without understanding it.
7	Neither the students nor the teacher used any reading techniques and strategies.		
8	The teacher mostly asked students to translate the meaning of the unfamiliar words through dictionary.	The students were lazy to guess the word and they only depended on the dictionary.	The students depended on the dictionary.
9	There was no communication between the teacher and the students	The students liked to chat with their friends than listen to the teacher explanation. These activities will apply every meeting.	The teacher let the students to do their activities. The students did not pay attention to their teacher.
10.	The activities were not varied.		
11.	The students were passive in the classroom activities.		



## B. The Process of Cycle 1

### 1. Planning

#### a. The Concept of Course Grid and Lesson Plans

##### 1) Designing the Course Grid

The actions began by collaboratively discussing some plans for the first cycle. It started with selecting the basic competency and the standard competency for second semester of grade VIII. From the discussion, standard competency 11 and the basic competency 11.2 were chosen in Cycle I and II. The standard competency 11 is about understanding the meaning of short essays in the form of recount, and narrative to interact with environment.

The basic competency 11.2 is about responding to the meaning and rhetorical steps in simple essays accurately, fluently, and appropriately related to environment in the form of recount and narrative. From the competency, materials, media, and activities were designed. The course grid was appropriated with the interaction-based activities. The course grid can be seen followed. The full course grid can be seen in the appendix 3.

Topic	Learning Materials	Interactive Learning Activities		Indicators	Evaluation
		Teacher	Students		
Once upon a time	Narrative texts Example. The Legend of Nyi Roro Kidul and La Llorona, the Woman Crying	BKOF - Teacher ask students social function of narrative text. - Teacher give examples of narrative text. - Teacher ask students another example of narrative. - Teacher discuss with their students about narrative text.	BKOF - Students tell their knowledge about narrative text. - Students give another example of narrative text. - Students give their opinions about narrative text.	- Identify the information in the text. - Say social function of narrative text. - Say the characteristics of narrative text.	- Impromptu Reading Plus Comprehension Questions tasks - Short-Answer Tasks - Scanning tasks - Ordering tasks

Appendix 3

## **2) Making Lesson Plans**

Learning process in the classroom was planned so that the class runs smoothly and successfully. All the elements were also planned in whole process so that it could support the attempts to reach the objectives of the learning. The lesson plans were designed in order to create meaningful and relevant tasks. The lesson plans made covering the class activities, time allocation, objective of the learning, classroom management, principle of the task and activities designed.

The lesson plans could be the guideline for the teacher, so that it could minimize the irrelevancy and inefficiency activities. It also made the teaching runs systematically. This could prevent the teacher from making mistakes and forgetting the important materials or activities that needed to be conducted.

### **b. The Concept of Actions Plan**

The project began by collaboratively discussing the actions would be applied. The actions planned based on the identified-selected problems. In planning the actions, the action plans made in democratic atmosphere. Responsibilities during the implementation of the actions discussed together. The efforts focused on improving the students' reading comprehension through interaction-based activities. Then, the course grid, lesson plans, and the materials were developed based on the topics that were determined by the teacher.

There would be three meetings in Cycle I and interaction based activities would be included in each meeting as the main action. The main action that would be implemented in the Cycle I was implementing the interaction-based activities. To support the main action, there were some supportive actions that

would be covered in the teaching and learning process. They were making lesson plan, training the students to use reading techniques and strategies, teaching grammatical points, giving feedback to the students, and using power point presentation, pictures, and handouts. The main action and the supportive actions are presented below.

### **1) Implementing the Interaction-based Activities**

The actions that would be implemented in order to improve the students' reading skills such as the discussion, the question-answering, and the game. They used to improve their confidence to be active in the English classroom. The discussing and the questioning and answering activities would be applied in all meetings in the Cycle I. In the beginning of the lesson, the students would be asked some questions related to the topic. It could improve the interaction between the teacher and the students. It also could provide chances for the students to speak.

The activities were also beneficial to activate the background knowledge of the students about the topic and to attract the students' interest to it. The reading games would be implemented in group. They would read some texts and discuss the texts in group, then they would compete each other to answer the questions. The students were encouraged to use the language without feeling afraid of making mistake. The fun atmosphere would make the students to get involved on the teaching and learning process.

The interaction-based activities would be used in each stage to improve the interaction between the students and the teacher. The actions were

implemented to improve their reading comprehension. There were some support activities that would be covered teaching-learning process. The support activities presented below.

## **2) Training the Students to Use Reading Techniques and Strategies**

Considering the reading techniques and strategies, the students would train how to (1) scan the texts for specific information, (2) skim the texts for main ideas, and (3) guess the meaning of the words. Other activities were asking them to (1) read the texts silently and (2) attend the key words of the texts.

## **3) Teaching Grammatical Points**

In teaching the students some grammatical points, the activities would (1) integrate both inductive and deductive methods, and (2) focus on high frequency grammar items.

## **4) Using Power Point Presentations, Pictures and Handout**

The power point presentations, pictures and handout became the media of teaching. The activities were provided to (1) point of the discussions, (2) lead the students to the topic and activate their background knowledge through pictures series and (3) ease them following the classroom activities through handouts.

## **2. Actions and Observations in Cycle I**

The actions for Cycle I were conducted in three meetings during April 2014 on 4<sup>th</sup>, 5<sup>th</sup>, and 11<sup>th</sup>. As stated before, there were different responsibilities in doing the project. The collaborators observed the process of teaching and learning activities. The colleague recorded and took the pictures of the teaching-learning

process. The data of Cycle I were collected through the observations, interviews, photographs, and video recording. The implementation of the actions are presented below.

### **a. Implementing the Interaction-based Activities**

The interaction-based activities on the stages of genre-based performed in the reading activities. In building knowledge of the field stage, activating the students' background knowledge and leading them to the context through questions and pictures. They surveyed the text, read the title of the texts, and then slightly read the paragraphs in the texts. The interaction were built between the teacher and the students through discussing the materials and applying reading games so the teacher was not center of the learning activities.

It made students enjoy the activities because they could understand the text by themselves and memorize the materials well. Several guided questions were given to build the interaction between the students and the teacher. The reading game was applied to make them enjoy the learning activities. The building knowledge stage activities can be seen in the transcript of the following vignette:

...After that, R called Ss' names one by one to check whether some of them could not join the class. R turned on the LCD and started the materials by presenting the first slide about picture of Nyi Roro Kidul. **R explored their knowledge about Nyi Roro Kidul and the narrative text through the picture and several questions.** R showed the picture and said, "Well, look at the slide. Who is the woman on the picture?" Ss said "Nyi Roro Kidul". And then, R continued the next questions "Who is she? Is she superhero?" They replied, "No, she is a legend *dari pantai selatan*". R replied "Good, very good she is a legend from south sea".

(Vignette 2: Friday, April 4, 2014)

In the building knowledge of the field stage, the students did the discussion in building interaction the teacher and the students. They were more active in the classroom than before. The discussion was quite useful to build the interaction in the classroom. The activities became students' centered not teacher centered anymore. The students were asked some questions related to the topic. The activities consisted of the discussion and the questioning and answering. The students were encouraged to participate actively in the class. The discussion and the questioning and answering activities can be seen in the vignette below.

...R explored Ss' knowledge about Nyi Roro Kidul and the narrative text through the picture and several questions. R showed the picture and said, "Well, look at the slide. **Who is the woman on the picture?**". Ss said "**Nyi Roro Kidul**". And then, R continued the next questions "**Who is she? Is she superhero?**" Ss replied, "No, she is a legend *dari pantai selatan*", R replied "**Good, very good she is a legend from south sea**". "Today, we will learn about narrative text. **What is narrative text?**" R asked them. "*Narasi mas.*", a S replied. "**Good, any other opinions?**" The other S said, "*Cerita narasi yang bertujuan untuk menghibur mas.*" R asked again, "**Good, so purpose of narrative text is to entertain or to amuse the reader and to give information. Can you give some examples of narrative text?**" **Enthusiastically the Ss said, "The legend of Tangkuban Perahu, Cinderella, Si Kancil, and Snow White."**

(Vignette 2: Friday, April 4, 2014)

Beside the discussion, the reading game was applied in the classroom. It was used to build the interaction between the students. The game was a group game. The students were enthusiastic to answer the questions. The students who got the highest score would be a winner. It was a new activity for the students because they usually read the text individually. They enjoyed it. They looked

serious when they competed to answer the questions. The activities can be seen below.

...Next, **R made a reading game. R gave Ss a short narrative text and asked them to read carefully in the group. After that, R took the text and asked them about the text orally to check their comprehension of the text. The group that could answer the questions correctly would be given score. Ss were very enthusiastic to answer the questions. They shouted to be chosen to answer the question. They competed to each other to win the reading game.** All of them tried to answer the questions but only some of them could answer the questions correctly.

(Vignette 3: Saturday, April 5, 2014)

They enjoyed the class activities. They liked to learn reading in a different way. It was new for them, but they liked it. They preferred the game activities than they just did reading individually. Through reading in a group, the students could help each other to comprehend the text. It made the interaction between them run well. On the other hand, they also could comprehend the text correctly because they discussed the text together. Some questions were asked to them to make sure that they enjoyed the activities applied in the classroom.

...Then, R asked, "How about today's activities in reading class?" Ss said, "***Seru mas, asik banget. Besok lagi mas.(It is fun. I hope tomorrow will more fun)***" R continued, "Do you like the activities? They shouted, "Yes." I asked again, "Do you think that the activities help you to comprehend/*memahami* the text?" **They replied, "Yes."** "***Jadi lebih ngerti mas. (I get understand more than before)***" one of Ss said. R said, "Good. *Bagus kalau begitu.* Is there any questions?" They shouted, "No."

(Vignette 3: Saturday, April 5, 2014)

From the activities that were applied in the Cycle I, the students were expected to achieve the goal of the reading class. Some interaction-based activities were applied in the class. Informal interview was done to make sure that

they achieved the goal of learning reading. From the interviews, the students felt that the activities were fun. They also could comprehend the text through the activities. The description presented below.

R : *Gimana pembelajaran hari ini?* (How was the class today?)  
 S3 : ***Menarik banget dan bikin semangat dan juga bisa tahu cara bicara yang benar. Reading gamenya juga asik banget. (It was very interesting because I could learn how to pronounce correctly. The reading games were also very fun)***  
 R : *Kalau aktifitasnya membantu kamu memahami bacaan gak?* (Did the activities help you to comprehend the text?)  
 S3 : ***Iya mas, jadi lebih ngerti. (Yes. It did)***

(Interview transcript Saturday, April 5, 2014)

#### **b. Training the Students to Use Reading Techniques and Strategies**

The first cycle was training the students to use guessing techniques. The first strategy was guessing technique. It was a new thing for them, so they learnt it seriously. They were encouraged to be more confident in reading English texts through the techniques.

...Then, R asked Ss to find difficult words in the text. They mentioned several words like ulcer, cure, stink, and noble. **R asked them to find the meaning of the words through guessing technique.** R gave one example. R asked, "Please read the paragraph 4 sentence 2 and 3. However, she had a noble heart. She did not have any bad feeling about her step mother. If we read those sentences carefully, what the meaning of *noble*?" They replied. "*Itu mas, hati yang baik bukan?*" R said, "Yes, that's true. Noble is baik hati."

(Vignette 2: Friday, April 4, 2014)

In the first implementation of guessing technique, the students were so enthusiastic. Surprisingly, they found the meaning of the words excellently. They also admitted that they were helped by using the guessing technique which eased



them to comprehend and understand the texts. This good situation related to the guessing techniques is recorded as the vignette below.

...One of Ss suddenly clapped the hands and said, "*wah ternyata lebih gampang memahami teks dan kata sulit lewat guessing. Jadi gak perlu tergantung sama kamus.*" **(I just realized that comprehending the text and finding the meaning of difficult words are easier through the guessing technique. So I don't need to depend on the dictionary.)**

(Vignette 2: Friday, April 4, 2014)

Interviews with some of the students were done to make sure their good achievement in applying the guessing technique. From the interviews, it could be seen that their achievement was not because of the simplicity of the texts, but because they used the techniques when reading the text. The technique was new for them.

The students usually depended on the Alfa link or dictionaries to know meanings of the difficult words, but since they knew the technique, they used the technique in reading the text. The students said that the technique helped them to enrich their vocabulary. They preferred the interactive activities where there were many interactions in the classroom between the teacher and the students. Through guidance the teacher in application of the technique, the students could mastery the technique well. The following transcript of the interview shows that the guessing technique did help them to get the important points of the text.

- R : *Apakah kamu menikmati pembelajaran yang interaktif seperti hari ini?*  
(Did you enjoy the interaction-based activities like today?)
- S1 : *Iya mas karena lebih seru dan lebih mudeng mas.* (Yes, I did. Because the activities were fun. Those helped me to comprehend the text.)
- R : *Kalau teksnya tadi kepanjangan gak?* (Was the text too long for you?)
- S1 : *Lumayan mas, tapi kerena pembelajaran menarik jadi mengerti. Pokoknya pembelajaran kayak gini lebih ngedong dari sebelumnya.* (It was quite long but the activities were interesting so those helped me to understand. I preferred those activities than before.)
- R : ***Kalau teknik guessing membantu dalam memahami teks tidak? (What is your opinion about the guessing technique in comprehending the text?)***
- S1 : *Membantu banget mas, biasanya pake alfalink atau kamus langsung.* (It did help. I usually used Alfa link or dictionary.)
- R : *Jadi teknik guessing membantu kamu memahami bacaan?* (So, did it help you to comprehend the text?)
- S1 : *Iya mas.* (Yes. It did.)
- (Interview Transcripts April, 4 2014)

- R : *Apakah kamu menikmati pembelajaran yang interaktif seperti hari ini?*  
(Did you enjoy the interaction-based activities like today?)
- S2 : *Iya mas, gak bikin bosan mas.* (Yes. It was not boring.)
- R : *Kalau teksnya tadi kepanjangan gak?* (Was the text too long for you?)
- S2 : *Ya lumayan, mas.* (So-so, mas)
- R : ***Kalau teknik guessing membantu dalam memahami teks tidak? (What is your opinion about the guessing technique in comprehending the text?)***
- S2 : ***Membantu mas jadi ngerti arti kosakata baru. (It did help me. So I learn more new vocabulary.)***
- R : *Jadi teknik guessing membantu kamu memahami bacaan?* (So, did it help you to comprehend the text?)
- S1 : *Iya mas.* (Yes. It did.)
- (Interview Transcripts April, 4 2014)

Not only the students but also the English teacher as the collaborator agreed that guessing technique could help to comprehend the text. The students did not depend on the dictionaries anymore. The students could maximize using their vocabulary to find some difficult words. This technique was quite useful to

encourage them to be more confident in understanding some texts. The English teacher's responses about the guessing technique are presented below.

- R : *Menurut ibu, bagaimana kelas tadi?*(How about the classroom today?)  
 C : *Bagus.* (Good)  
 R : ***Bagaimana tadi dengan teknik guessing dalam membaca?***(How about the guessing technique in reading?)  
 C : ***Bagus, jadi tidak membuat siswa tergantung pada kamus jadi bisa meenggunakan kata-kata yang sudah mereka pelajari..***(Good. It made the students did not depend on the dictionaries so they could use the vocabulary they had learnt before.)  
 R : *Menurut ibu, bagaimana dengan pemahaman siswa dengan grammar atau tenses?* (What is your opinion about the students' knowledge on grammar or tenses?)  
 C : *Wah bagus, tadi bisa membuat kalimat yang lebih baik, Biasanya cuma "I went to school yesterday".* (Good. They made better sentences because usually they only said, "I went to school yesterday.")

(Interview transcript April 11, 2014)

### c. Teaching Grammatical Points

Grammatical points were taught to students through a combination of both inductive and deductive instructions. Frequently, they connected the grammatical points with the reading activities. It was the challenge to make the learning more interactive. The students learnt past tenses in the reading text. So, they could get two advantages: they could comprehend the text and could learn the grammar too. The students were asked to make some sentences in the past tense to make sure that they knew the past tense. The following vignette describes the process of teaching grammar.

...Then, **R asked the Ss used tenses in the narrative text.** They said that past tense used in the text. Then R asked them, "Can you give the example of narrative text? One of Ss said, "I went to school yesterday." "Great." R said. **R explained them about past tenses and asked them to identify the past tense in the text.** After that, R and Ss discussed the past tense used in the text. Ss asked, "Kalau past tense cuma ditambah ed/d sajakan, mas?" R said, "For regular verbs, we just add ed/d, but for irregular verb, we don't put ed/d. Examples of irregular verbs are go, bring, buy, drink, eat and etc. You got it?" They said, "Yes mas."

(Vignette 2: Friday, April 4, 2014)

Teaching the grammar through discussion and questioning and answering activities made the class more live. Besides that, the game was applied in the class. The students were asked to mention the sentence that used past tenses. If they succeeded, they would point at another friend. It was useful to make the students interact each other. When they did the game, it was quite crowded because each of them mentioned their sentences. They interacted to each other. They asked their friends when they found some difficulties in making the sentences. The following vignette showed the teaching grammar activity through the game.

**...R asked one of Ss to give example of past tense. A S said, "I went to school this morning." "Good.", R said. Then, R asked him to choose their friends randomly.** Some of Ss could not make sentences using past tense. R tried to help them make sentences. R asked, "Wibhi, please make a sentence using past tense." He said, "I meet my friend in the school". R replied, "Not meet Wibhi, but met. You also have mention the time. *Waktunya harus disebutkan misalkan* this morning, yesterday, this afternoon and etc."

(Vignette 3: Saturday, April 5, 2014)

The next meeting was checking their understanding on the tenses used in the text narrative. The tense was past tense. The students had learnt the past tense

before so they were asked to make the sentences. They made sentences better than before. It indicated that their understanding about past tenses improved. The description of the situation can be seen below.

...R asked some questions about generic structures of the text, tenses used in the text and example of narrative text. **R asked some of Ss to give example of past tense to make sure they already understand the past tense. Surprisingly, they could make sentences correctly and better like, “They gave a cake to my parents this morning when I was having breakfast”.**

(Vignette 4: Friday, April 11, 2014)

From the vignette above, it could be seen that the students could make the sentences better than before. The English teacher as the collaborator agreed with it. She said the students improved their knowledge about grammar and making the sentences. The students could make more complex sentences. The teacher's responses through the students' knowledge grammar are presented below.

R : *Menurut ibu, bagaimana kelas tadi?*(How about the class today?)  
 C : *Bagus.* (Good)  
 R : *Bagaimana tadi dengan teknik guessing dalam membaca?*(How about the guessing technique in reading?)  
 C : *Bagus, jadi tidak membuat siswa tergantung pada kamus.*(Good. It made the students not depend on the dictionary all the time.)  
 R : ***Menurut ibu, bagaimana dengan pemahaman siswa dengan grammar atau tenses?***(What is your opinion about the students' knowledge on grammar or tenses?)  
 C : ***Wah bagus, tadi bisa membuat kalimat yang lebih baik, Biasanya cuma “I went to school yesterday”.*** (Good. They made better sentences because usually they only said, “I went to school yesterday.”)

(Interview transcript April 11, 2014)

#### **d. Using Power Point Presentations, pictures, and handouts**

Using power point presentations, pictures, and handouts in some meetings was required in the classroom. The use of various media was efficient and

effective. The students enjoyed learning-teaching activities in different ways. Using the power point presentation supported the activities in the classroom since it was big class. The power point presentation is used also to attract their attention so that they would attend the class activities. The handouts and pictures ease them in learning process. The process can be seen in the following quotation of the vignette.

...After that, R called Ss' names one by one to check whether some Ss could not join the class. **R turned on the LCD and started the materials by presenting the first slide about picture of Nyi Roro Kidul.** R explored their knowledge about Nyi Roro Kidul and the narrative text through the picture and several questions. R showed the picture and said, "Well, look at the slide. Who is the woman on the picture?" They said "Nyi Roro Kidul". And then, I continued my questions "Who is she? Is she superhero?" They replied, "No, she is a legend dari pantai selatan", I replied "Good, very good she is a legend from south sea".

(Vignette 1: Friday, April 4, 2014)

Other media that were used in the class were the handouts. The students were easily involved in the learning activities when the handouts were given to them. They were given the handouts about the materials. Some tasks were provided in the handouts so they could do the tasks. The handouts helped the students to get involved in the activities in the class. The description is presented below.

**...R distributed handouts one by one to ease Ss to get involved in the learning activities. In the handouts, there were several words included the word classes and R asked them to identify the meanings of the words.** R showed the word classes to ease them in understanding the grammatical points of the text. Then R asked them to find difficult words in the text. They mentioned several words like ulcer, cure, stink, and noble. R asked them to find the meaning of the words through guessing.

(Vignette 1: Friday, April 4, 2014)

The pictures series were taken from internet. The pictures series were appropriate with the texts. The students retold the story through the pictures series that were showed in the class. The students were ashamed to retell the story, so they needed guidance to retell the story through picture series. They were worried about making the mistakes. So, the students were helped by the teacher and the picture series. The description of the situations is presented below.

**...After R and Ss checked the answer together, R asked one of them to tell the story of the text through picture series. R gave them several pictures and asked them to tell the story through the pictures.** However, no one raised their hands so R asked one of them again and said that I would help them. Suddenly, one of them raised his hand and retold the story in front of the class. Then R guided him to retell the story in English. He could tell the story well in front of his friends. After he finished the story, R and other Ss gave him a big applause. Then R asked another S to do the same however suddenly the ball rang, so R finished the class. R said, "Good bye and see you in the next meeting. Keep learning."

(Vignette 3: Friday, April 11, 2014)

Informal interview with the students were done to know their opinion about using the power point presentation, the handouts, and the pictures in English class. The students agreed that those media useful in the classroom activities. The students thought that the media also interesting so it can attract

their attention. The pictures series in the classroom helped them to be confident in English. The pictures were presented in the text to show the situation of the text. It also helped the students in building their knowledge about the text. The transcript of the interview presented below.

**R : Menurut kamu media presentasi di kelas gimana? (What is your opinion about using presentation in the classroom?)**

**S2: Yo tentu menarik mas. (Of course, it was more attractive.)**

(Interview transcript April 4, 2014)

**R : Kalau aktifitas yang selama ini dilakukan membantu kamu memahami bacaan gak? (Did the activities done in the classroom help you to comprehend the text?)**

**S5: Iya mas, membantu menyelesaikan soal-soal yang tadi. Dengan gambar juga tadi membantu memahami bacaan . (Yes. It helped finishing the tasks. The pictures also helped to comprehend the text.)**

(Interview transcript April 11, 2014)

All of them helped the students to get involved in the learning process. The whiteboard was used to write some difficult words. Some words such as “through” or “rough” were difficult to pronounce by the students. They also still made mistakes to pronounce some words in passive form which ended with d/ed. So, through writing those words in the whiteboard, the students could learn it together. It was also used to explain the words directly.

...R repeated for few times till they can pronounce correctly. **R wrote some words like ‘trough’, ‘rough’, ‘stopped and etc. in the white board.** R asked them to pronounce them but most of them mispronounce so R correct them. Next, R reviewed the text that they have learned.

(Vignette 3: Friday, April 11, 2014)

### 3. Reflections



**a. Designing Lesson Plan before Teaching the Class**

Designing the lesson plans were done before doing the teaching in classroom. The collaborators gave the suggestion about the activities in the classroom. Through designing the lesson plan, the activities in the classroom were done systematically. The students seemed understand the aim of the activities. The time allocation was not managed well firstly, but then it was managed better. It made the teacher well prepared and ready to conduct the class activities. It was successful to minimize the ineffective and inefficient activities in classroom.

**b. Implementing the Interaction-based Activities**

Interaction-based activities made a good impact on reading activities in the classroom. The activities were more fun and active. The students read the text with clear instruction. They made interaction in the classroom either with the teacher or with other students through discussion. They looked happier and enjoyed the activities. They also did other activities that were useful to improve their language skills. During the implementation, there were some problems. Firstly, there were only some of the students who got involved.

They responded to the questions actively. However, there were also the students who were not active in the discussion. The second problem was the students often forgot the meaning of the words. They did not effectively use their notes. They needed something that could keep the words retained in their memory and more importantly they could use the words outside the classroom. Another problem was about the difficulties in varying the activities after reading.

The questioning and answering activities were still the main activities. In order to check their understanding of the texts, questions were usually given to the students either written or spoken.

### **c. Training the Students to Use Reading Techniques and Strategies**

The techniques and strategies that planned before the actions were completely implemented. The next was training the students how to use the techniques, guessing in particular. For them, the guessing technique was something new. They wanted to know how the technique was because there were methods to make them easy in reading English text without using dictionary that I told to them.

Psychologically, they were encouraged because they had problems with a lot of unfamiliar vocabulary. They were encouraged also to be confident in reading English texts. They just needed techniques or strategies to understand the texts. Something made me surprised and touched was the perfect answer from the students after having reading technique training. Then, interviews with some of the students were conducted to support the data. After that, making the conclusion that the technique was the big factor helped the students to comprehend the text.

### **d. Teaching Grammatical Points**

At first, in the opinion, it was no need to teach the students grammar in every meeting. Nonetheless, the students were still confused with some grammatical concepts. Integrating grammar into the reading texts was done in the reading class to make it efficient so that the students could also learn the

applications in the real texts. The first cycle was focusing on checking the students' knowledge about grammar. Asking them to make a sentence was one of the activities to check their grammar. The text that they learnt was narrative text. In the narrative text, they had to use past tense. So, to check their grammar, they were asked one by one to make sentences using past tense.

The problem was some of the students could not make the sentences correctly. Then, guidance given to them made the sentence correctly. They looked happy that they could make the sentence correctly. Considering their ages and the materials, teaching grammar was serious although using the discussion activities. Through the discussion, the interaction would be built as much as

#### **e. Using Power Point Presentation, Pictures, and Handout**

The students got benefits of using power point presentations, pictures, and handout in learning English. They could learn English in different ways. They could also learn by themselves because they got the handout. They understood more through pictures series given to them. They were excited and active when the media provided in the classroom. The problem was the students who sat in the back could not see slide of the power point clearly. They got difficulties to read the text. Therefore, the handouts of materials were given to them so they could learn and read individually. The pictures series provided them in the handout so they had no problem with.

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

#### **1. Planning**

The results of Cycle I gave us pictures of the actions in Cycle II. There were some actions repeated in order to solve the existing problems and to get satisfied outcomes.

### a. The concept of Course Grid and Lesson Plan

#### 1) Designing the Course Grid

From the discussion between the English teacher and the researcher, standard competency 11 and the basic competency 11.2 were chosen in Cycle I and II. So the activities were designed to continue the activities in the Cycle I. It is used to make sure that the students had achieved the goal of the teaching-learning activities. The standard competency 11 is about understanding the meaning of short essay in the form of recount, and narrative to interact with environment. The basic competency 11.2 is about responding the meaning and rhetorical steps in simple essay accurately, fluently, and appropriately related to environment in the form of recount and narrative. From the competency, materials, media and activities were designed. Before the application of the course grid, the course grid was discussed with the English teacher and supervisor. The course grid can be seen followed. The full course grid can be seen in the appendix 3.

Topic	Learning Materials	Interactive Learning Activities		Indicators	Evaluation
		Teacher	Students		
Once upon a time	Narrative texts Example. The Legend of Nyi Roro Kidul and La Llorona, the Woman Crying	BKOF - Teacher ask students social function of narrative text. - Teacher give examples of narrative text. - Teacher ask students another example of narrative. - Teacher discuss with their students about narrative text.	BKOF - Students tell their knowledge about narrative text. - Students give another example of narrative text. - Students give their opinions about narrative text.	- Identify the information in the text. - Say social function of narrative text. - Say the characteristics of narrative text.	- Impromptu Reading Plus Comprehension Questions tasks - Short-Answer Tasks - Scanning tasks - Ordering tasks

Appendix 3

## **2) Making the Lesson Plans**

The lesson plan was made through discussing the activities, time allocation, objectives of the activities and materials throughout. The lesson plan was designed with the suitable activities to minimize the problems in the class. The lesson plans were used as the guidance for the teaching and learning process. The class was expected to run smoothly and systematically. It was expected also to ease the students to understand the materials that were given by the teacher.

### **b. The Concept of Actions Plan**

#### **1) Implementing the Interaction-based Activities**

In this cycle, the activities would (1) employ the stages of genre based which consisted of building knowledge of the field, modelling of the text, joint construction of the text, and individual construction of the text, (2) provide more games in reading activities, and (3) provide more texts.

#### **2) Training the Students to Use Reading Techniques and Strategies**

Concerning the students' progress in comprehending the text, the activities in this cycle would (1) encourage the students to apply the reading techniques, such as guessing, scanning and skimming, (2) train them to deal with various text, and (3) vary the activities which were expected to be the ways to develop the students' vocabulary mastery.

#### **3) Teaching Grammatical Points**

Grammar would be taught again during the actions. Moreover, the other activities would (1) integrate inductive and deductive approach, (2) be integrated in reading activities and or grammar explanation alone, and (3) teach the students

other grammatical points (4) check their knowledge about part of speech and tenses.

#### **4) Using Power point, Pictures and handout**

Since the power point, the pictures and the handout were effective to them. It helped them also to learn, so those media still used in Cycle II. There were corrections of the media that would make them more useful such as made the clearer and bigger slide so they could read it clearly. The media would be used effectively and efficiently.

#### **5) Motivating the Students through Stories and Experiences**

Motivation was highly necessary to boost the students' self-motivation in learning, particularly learning English. Telling the students inspiring stories and experiences would make them more confident in English.

#### **6) Giving rewards to the students**

Giving rewards were necessary to students. It could motivate them to be more active in the class. Some gifts such as food or something else would encourage them to do the best.

## **2. Actions and Observation in Cycle II**

Here the process of the implementation of the actions in Cycle II. It conducted the actions in three meetings on April 19<sup>th</sup>, 25<sup>th</sup>, and 26<sup>th</sup>, 2014.

### **a. Implementing the Interaction-based Activities**

In this cycle, the students were already familiar with the activities of interactive activities. They could follow the instruction well. However, this was the challenge to create fresh atmosphere in the classroom. To turn them on, the

interested activities were provided that could make them enjoyed the class. Such as in the 5<sup>th</sup> meeting, the students were taught the reading game.

The game itself was jigsaw. So, they were asked to make a group of nine since they were provided four different texts. Each group had to discuss and comprehend the text. The students were learning in a group discussion. They looked enthusiastic doing the discussion with their friends. When they had a problem, they asked me. After they finished their discussion, all of the texts were taken. Then, they were asked to make a new group of four consisted of different members from each group before. Their responses were so huge. They were surprised when they were asked to make a new group.

When they were asked to make the group by themselves, they were confused to choose their partnera. So, the classroom became crowded. Some of the students had their group while the others didn't. Seeing the situations, the group made by me. After the group formed, they started discussing again. Each of them told the story that they had read. The class was so lively. It was quite crowded, but it was fine. It was happy to see they were discussing. The main activity was reading, but they did it together. They built the interaction each other. One of the processes of leading the students in the reading game can be seen in the quotation of the vignette below.

...Then, **R applied a reading game which was a modification of jigsaw to build interaction between Ss.** Firstly, R asked them to make a group of nine. R gave different texts to each group. After that, R asked them to comprehend and discuss the text with their group. R asked them to discuss the difficult words, the language function, and the grammar used in the text. R asked them to comprehend the text well because they had to inform or retell the text to his/her friends. R gave them 20 minutes to discuss the text. While they discussing the text, R looked around to help them if they have some problems. They seemed to enjoy the activities. Then, R took all of the texts and asked them to make a new group of four students consists of members from different the group before. It quite took a time because some Ss did not want to make a new group. Then R divided them into nine groups. They looked happy because all of them have a group. After all of them sat in their groups, R asked them to choose one person each group to be a leader. Then they had to retell the stories that they had read before to the leader. While they were retelling the story to the leader, R looked around to check whether they have problems or not. R gave them 15 minutes to retell their story to the leader. **The class was so lively. Most of them speak in English to retell the story to their friends. It was quite crowded, but it was fine.**

(Vignette 5: Friday, April 25, 2014)

From the vignette above, the students were seen enjoying the activities. They could share the story they read in English, it indicated that their comprehension improved well. They really liked the class activities. It can be seen from the vignette below. When we were doing the game, the bell rang. However, the students did not want to end the class because the activities very fun. The description of the situations presented in the vignette below.



**...When Ss did the competition suddenly the bell rang and they said, “Yah..dilanjutin aja mas, lagi asik mas”. Most of them agreed with that, they said, “Iya mas. Iya.”** They were really enthusiastic towards the activities. They looked like they did not want to end the class, however R could not continue the activities because the time was over. R said, “Hmm. Let’s continue next time.” So, R ended the class after mentioned the winner of the game. They applauded and gave congratulations to the winner.

(Vignette 5: Friday, April 25, 2014)

Asking the students in the end of the class to make sure they liked the activities was done after the class over. They really liked the activities because it was fun and they never did it before. Through these activities, the students could interact to each other and with the teacher. The teacher also encouraged them to give more interactive activities since the students looked very enthusiastic joining the class. The description of the situation can be seen below.

... So, R ended the class after mentioning the winner of the game. Ss applauded and gave congratulations to the winner. **Before R ended the class, R asked Ss about the activities they had done. They shouted, “Asik. Fun. Belum pernah kegiatan kayak gini mas.”** R was happy to know that they enjoyed the activities. Then, R said “Thank you. See you next time.”

(Vignette 5: Friday, April 25, 2014)

The interaction in the classroom was built between students and students and students and the teacher. The activities were not only in the game but also in other activities such as discussing the materials or the text. The students could be more involved in this kind of activities.

#### **b. Encouraging the Students to Use Reading Techniques and Strategies**

In Cycle II, the activities encouraged the students to use the techniques that they had learnt in the Cycle I, such as guessing. Other techniques were taught

also to them such as using keyword, scanning, and skimming. For guessing technique, the students were now more acquainted, so the students remembered using the technique in reading class.

However, scanning and skimming were new things for them. They never learnt it before. The first was writing the name of the technique on the white board and asked them about it. Then, they were taught the techniques thoroughly. The students discussed the technique and practiced the technique in the text. The process in the classroom activities presented below.

...**R** wrote “**SKIMMING AND SCANNING**” on the white board and asked them “Do you know what that is?” They replied “No. *Baru saja dengar*”. Then R said that they were going to learn about that today. They looked happy and enthusiastic to learn about it. They paid more attention to R. **Firstly, R explained them about skimming.** Then, they practiced how to use technique together. They continued the activities through practicing how to use the technique together. I turned on the LCD to show the text about the King of the Jungle.

(Vignette 4: Saturday, April 19, 2014)

Based on the vignette above, the students practiced the skimming technique first. They learned how to use the technique in comprehending the text. Then, they practiced directly because they never learned it before. Practicing the technique made the students familiar with it. After they practiced the technique, they continued with the scanning technique. The students were taught how to use the scanning technique, then they practiced using the technique directly. The process in the classroom activities presented below.

...Then Ss learnt how to pronounce the word with R. R said some words, then they repeated the word few times. **Next, R explained them about the scanning technique.** R told them the benefit of the technique too. R gave them text individually and asked them to mark keywords of the text. R gave them few minutes to read carefully. After that, they discussed the text through specific information that Ss found. R asked, “What the keywords did you find in the text?”

(Vignette 4: Saturday, April 19, 2014)

Besides those techniques, the guessing technique was taught to them too. For this technique, the students had learned it before so the activities just reminded them to the technique. They were acquainted the technique. When they were asked them to use the technique, they directly used it. They had familiar with the technique so they could use it well. The process in the classroom activities presented in the following vignette.

...Then R asked Ss to find difficult words. Then they discussed to find the meaning of the words without dictionary. They identified the difficult words on the sentences. **R asked Ss to use guessing technique finding the meaning further.** R asked, “What’s the meaning cried out?” One of Ss directly said, “*Di dalam text, harimau menyerang musangnya. The Fox cried out, kalau tiba-tiba diserang biasanya menjerit. Jadi cried out menjerit mas.*” R replied, “Good. It shows that you already understand the text well. You also can say *menjerit atau berteriak.*” **Then, R and Ss continued to find another meaning of difficult words through the guessing technique.**

(Vignette 4: Saturday, April 19, 2014)

The students were expected to use reading comprehension techniques well. In the two last meetings, they were asked to use those techniques. In the last meeting they looked more acquainted with the techniques. It could be seen when the students read the texts silently. They could apply the techniques and strategies well. The process in the classroom activities is presented in the following vignette.

**...After reviewing the materials and the techniques, R gave Ss the tasks of reading. R asked them to finish the text individually. Firstly, R explained the instructions in the text. And then, R asked them to finish the tasks individually. After that, Ss read the text silently.** The tasks consisted of answering the comprehension question, mentioning the meaning of some words and arranging the pictures series. The activities run smoothly. Ss had no problem with the task.

(Vignette 6: Saturday, April 26, 2014)

The vignette above showed that in the process of reading the text, they used some kinds of techniques and strategies of reading. By using the key words and asking them to find the meaning through guessing, the students learnt to work independently. The students also applied the other techniques such as scanning and skimming to comprehend the text.

Through applying those techniques, the students could comprehend the text quickly. Interviews with the students about those techniques were done to make sure that those techniques had good effects. The students agreed that those techniques helped them in reading class. They could comprehend well and fast. The transcript of the interview is presented below.

R : *Bagaimana metode membaca scanning dan skimming tadi? (How about scanning and skimming technique that you learned today?)*

S7: *Ya bagus mas. Jadi lebih tahu cara memahami bacaan-bacaan dengan lebih cepat. Apalagi kalau lagi ujian banyak bacaan jadi lebih tahu cara memahami bacaan yang cepat. (Good. It helped me to comprehend the text quickly. It really helped when we were doing the examination. There were many texts, so I could comprehend it quickly.)*

R : *Jadi menurut kamu, teknik skimming dan scanning tadi membantu kamu dalam memahami bacaan ya? (So, did the scanning and skimming techniques help you to comprehend the text?)*

S7: *Iya. (Yes. It did.)*

(Interview Transcripts April, 19 2014)

In the end of the class, they were asked about the reading activities in that day. They said that they enjoyed the activities. They preferred having more interaction than only doing the tasks and listening to the teacher's explanations. Surprisingly, they compared me with the English teacher. They liked the activities more than the teacher did. The description of situations is presented below.

...In the end of the class, R reviewed the materials. **R asked, "How about today activities for reading?"** They said, "*Bagus mas. Fun. Seru.*" R continued, "**How about scanning and skimming? Do they help you to comprehend the text well?**" They replied, "*Ya, enak mas. Jadi lebih mengerti dan lebih mudeng. Biasanya kalau sama guru Bahasa Inggris jarang komunikasi dan jarang diajarin gini mas. Ini lebih cepat memahami teks.*" R was happy to know it. After that, R asked them whether they still had problems to comprehend the text. Ss said that they understand the text well and did not have the questions. So, R turned the LCD off and said "Goodbye and see you next meeting"

(Vignette 6: Saturday, April 26, 2014)

### c. Teaching Grammatical Points

As the plan, in this cycle the students were taught more about past tense. Actually, they had learnt those materials before but they forgot. They were taught to connect the grammar materials to the reading texts. In reviewing past tense, a list of irregular verbs was also given to them. They identified the characteristics of regular and irregular verbs. By giving them a list of irregular verbs, the students could efficiently practice determining the past forms of the verbs. The process could be seen in the following quotation of the vignette.

...Then, R and Ss continued to find another meaning of difficult words through the guessing technique. After finishing to find the meaning, R and Ss pronounced those word together. They repeated the word few times. **After that, they were discussing the past tense. R asked them to make sentences using past tense because R found that some Ss still made mistakes about it.** R found out that some of them didn't understand the regular and irregular verbs, so R gave them a list of irregular verbs. Then R explained briefly the different characteristics between the regular and irregular verbs. R asked some of them to make sentences to make sure that they have understood about it. Surprisingly, they could make correct sentences.

(Vignette 4: Saturday, April 19, 2014)

They just focused on the past tense since they learnt narrative text and some of them had problems with them. It was quite effective although they were taught seriously. However, discussion with the students was still used to ease them understanding the material because they could conclude the materials by themselves. So they could understand well. To make sure that they understand the regular and irregular verbs, they were asked to mention the past tense form of some words.

...R asked some Ss to make sentences to make sure that they have understood about it. Surprisingly, they could make correct sentences. **R also asked them past tense form of some verbs either regular or irregular verbs.** Mostly, they could answer it correctly. When they made mistakes, R corrected them. Then R reviewed the materials that they have learned about skimming and scanning, difficult words, and tenses.

(Vignette 4: Saturday, April 19, 2014)

#### **d. Using Power Point Presentation, Pictures, and Handout**

Using presentation, pictures, and handout in this cycle were quite useful. The students were helped with those media. The power point was used to help the researcher show the text. The slide was made bigger and clearer so the students

who sat on the back could see clearly. The power point was used to show the text and the pictures. The pictures of the text were showed in the power point to ease the students describing the text, for example the text about the king of the jungle so the pictures about the king of the jungle. The situation can be seen in the vignette below.

...Then, R and Ss practiced how to use the technique together. **R turned on the LCD to show the text about the King of the Jungle.** R asked them to skim the text and found the main idea of the text. Then R asked them to say the main idea of the text. Some of them said, “There are a fox and Tiger. The tiger *dibodohi mas sama* the fox.”

(Vignette 4: Saturday, April 19, 2014)

Besides the power point, the pictures series were provided in the activities. In the last meeting, the students were guided to retell the story they had learnt. It was useful to check their comprehension of the text. The first was giving them a text and asking them to read. The second was asking them to comprehend it. The last was asking them to retell the story through the pictures. The picture series were showed in the LCD, so all of the students could see the pictures. The pictures series were also provided in their handouts. The description of the situations presented below.

...When R and Ss were discussing the answers together, they looked satisfied because they believed that they answered correctly. **R turned on the LCD and showed pictures series about the story they read before.** R asked them to rearrange the pictures and tell the story according to the pictures. At first, they were silent and no one answered. R told them to tell what they did in the individual task before. R also told them that I would give rewards to the students who could tell the story. Suddenly, most of them raised their hands.

(Vignette 6: Saturday, April 26, 2014)

To check whether the pictures series help the students or not, informal interviews with the students were done after the class over. The students were provided the pictures series in their tasks. They were asked to retell the story through the pictures with their vocabulary, so the students could memorize the story well. This way helped them to comprehend the text. The transcript of the interview can be seen below.

R : *Apakah gambar-gambar tadi mempermudah kamu dalam bercerita?*  
(Did the pictures help you to retell the story?)  
S11 : *Iya mas, jadi inget ceritanya. (Yes, it did. It helped me to memorize the story.)*

(Interview Transcripts April, 26 2014)

Another media was the handouts. The students were given the handouts of the materials to ease them following the activities. The handouts consisted of the materials and some tasks. After the students got the handouts, they discussed it with their classmates. The list of irregular verbs that were provided in the handouts eased the students learning the grammatical points especially the past tense. The description of the situations is presented below.

...R asked them to say the keywords one by one. Ss said, "The Tiger and the Fox, the Fox said that he is a king of the jungle, the animals in terror, and the Tiger bowed low to the Fox". To check their answer, **R distributed handout of the materials consisting of the materials and list of irregular verbs.** Then we continued discussing the specific information. R and Ss tried to comprehend the text through the specific information that they get. R asked them several questions related the specific information. They could answer it easily.

(Vignette 4: Saturday, April 19, 2014)

In the classroom activities, those media were used efficiently and effectively. Keeping the projector off while it was not used anymore was one of



the way to make it effective. So, the students could focus on the learning process. However, the English teacher suggested me to turn the projector on before since it needed time to be ready to use.

#### **e. Motivating the Students through Stories**

During the implementation of Cycle I, some of the students looked demotivated to join the English class. So, motivating the students through stories was done in the Cycle II. After doing the main activities in the fifth meeting, they were told the experience and an inspiring story. The students attended to listen to the story. The students needed supports to boost their motivation in learning, especially English. The process of giving motivation in the following quotations is presented below.

...R continued through reviewing the material they had learn. R moved to joint construction of the text step. **Before R asked Ss to do the tasks, R motivated them to like learning English. Ss attended me.** R told them that R didn't like English before till R can have good English. R also told them benefits of having good proficiency of English. They looked seriously to hear my story. R advised them to keep learning English. They agree with that. R asked the students to comprehend the text in a group.

(Vignette 6: Saturday, April 26, 2014)

#### **f. Giving Rewards to the Students**

They were provided with rewards to motivate them to be more active in the classroom activities. It had a purpose to encourage their confidence in the class. It was given to the students who were brave to show positive learning attitudes or showed good efforts to learn English. It was quite useful in the class. When the students were ashamed to speak or perform, they were encouraged

through the rewards. The rewards were foods or souvenirs. They were enthusiastic to get the rewards. The situation can be seen below.

...R asked Ss to rearrange the pictures and told the story according to the pictures. At first, they were silent and no one answered. R told them to tell what they did in the individual task before. **R told them that he would give rewards to the students who could tell the story.** Suddenly, most of them raised their hands. R chose two of them to retell the story. After they finished retell the story, **R gave the rewards. They were happy because they got the rewards.**

(Vignette 6: Saturday, April 26, 2014)

### **3. Reflections**

#### **a. Making the Lesson Plans**

The lesson plan was made before the teaching process. This is helpful to prepare the class activities well and to conduct the teaching process in the class smoothly and systematically. It also minimized the inefficient and ineffective activities. By making the lesson plans, the time was better managed and the activities were controlled well.

#### **b. Implementing the Interaction-based Activities**

After implementing the interaction-based activities at grade VIII A at SMPN 6 Yogyakarta students, this approach was seen effective to improve reading comprehension. Furthermore, there were a lot of experiences from the students. The teacher should have a positive belief in their ability. It influenced the performance in teaching and the students' performance in learning. If the students were believed that they were able to follow the instruction well, they would be as what the teacher expected. The students' background knowledge was an important point that supported, helped, and led their understanding of the

words or texts. In some cases, they found the meanings of the words by connecting what they saw to their own experience. As the result, they had read the texts in comfort and could answer the questions well.

**c. Encouraging the Students to Use Reading Techniques and Strategies**

There were a lot of benefits of using reading techniques such as guessing, skimming, and scanning. It could be seen from the students' improvement on reading the texts. The students were more confident in reading English texts and answering the questions. It was great when the students found the meaning of the new words through guessing technique than depending on the dictionary. The others also showed good improvements in their English skills, reading comprehension in particular. They also could comprehend the texts quickly and correctly.

**d. Teaching Grammatical Points**

Grammar was still being puzzle for the students, since they frequently forgot the concepts and patterns. The actions that performed in this cycle had been modified. More grammar practices were given to them. They did the exercise of past tense well because they consulted what they did not know. Their involvement in the learning activities was also improved.

**e. Using Power Point Presentations, Pictures, and Handout**

The students were happier when reading and discussing the text through the pictures. Using power point was something usual for them because the teacher always used power point in the classroom. They looked happy when they

got the handout because they could learn by themselves. As the result, they had done the tasks excellently.

#### **f. Motivating the Students**

Since telling them their own experience in learning English, the students were motivated to learn seriously. The experience, when it was in the same age as the students, there was no big motivation to learn English. The students were enthusiastic and thoroughly listening to the story. They asked the researcher to stay longer and teach them till they graduated from the school. It was such a touching moment in the life.

#### **g. Giving Rewards to the Students**

Giving rewards to them were something good to encourage them to be more active in the class. They made the rewards as the goal that they had to achieve. It made them active in the classroom so it looked so lively.

### **D. General Findings**

Regarding to the findings of Cycle I and II, all actions were successful in improving the students' reading comprehension and the objective of the research was achieved. The English teacher and the researcher agreed to end the research in Cycle II. The research findings in improving the students' reading comprehension by using interaction-based activities supported by some actions in grade VIII A at SMPN 6 Yogyakarta were concluded as follows:

1. Interaction-based activities were successful to improve the students' reading comprehension. The students enthusiastically learnt English through fun activities.

2. The students' reading comprehension was improved from during actions-test to the post-test. The students' average score in during actions-test was about 81.7, while in the post-test was about 85.9.
3. Interaction-based activities were successful to improve students' confidence to speak and actively participate in the teaching-learning process.
4. The use of reading techniques and strategies was successful to improve students' reading comprehension. Furthermore, it directed the students' mind that English texts were not difficult. It improved the students' vocabulary.
5. The use of various media and activities could attract the students' interest towards the learning activities.
6. Giving rewards and appreciation could improve the students' motivation to participate actively during the teaching and learning process.

**Table 5: The changes (before and after the implementation)**

Before the actions were conducted	After the actions conducted	
	Cycle I	Cycle II
There were no communication between the teacher and the students. It made students passive in the classroom activities.	The use of interaction-based activities encouraged the students to participate actively in the classroom activities.	The uses of interaction-based activities made the students actively and confidently participate in the classroom activities.
The students thought that reading English texts was difficult. The students could not answer comprehension question. The students thought that they had to know all vocabulary since they did not have adequate vocabulary.	The use of reading technique and strategies eased them to comprehend the text. The students could understand some difficult words by using the reading techniques.	The students could answer comprehension questions correctly. The students had been acquainted to the technique and the strategies. It changed students' mind directly that reading English texts were not difficult. The students' vocabulary improved. The students could answer the comprehension questions well.
The students had low motivation in learning English.	Most of the students were happy and more motivated to join the activities.	The activities and media used in the teaching and learning process were more various. The competition atmosphere appeared on some activities. The students were highly motivated to do the activities
The students had low confidence to speak English.	The students encourage their confidence to speak in English. However, some students still lacked confidence. They were afraid of making mistakes.	All students showed their effort to speak English. Their confidence in speaking was improved. They could help each other in correcting mistakes.
The students were busy with their own activities when the teacher was teaching.	The students were excited to do the activities. They paid more attention to the researcher's explanation.	More various activities were used to maintain the students' interest. The students then reduced the activities which were unrelated to the topics.
The students were embarrassed to ask when they found difficulties.	Group works were implemented in some activities. The students worked together to solve the task.	Good interaction between the students and the researcher was formed. Some of the students could comfortably communicate their difficulties.
The students had low enthusiasm in the class activities.	All of the students enjoyed the activities. Some of them who still got difficulties in literacy also could join the activities.	The competition atmosphere appeared in some activities. It made them more highly motivated to do the activities.

<p>The students depended on the dictionaries or translations by the teacher.</p>	<p>The students started to use reading techniques to translate some words by themselves.</p>	<p>The students showed that they did not depend on the dictionaries. They could understand some difficult words.</p>
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## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

#### A. Conclusions

The research study was aimed to improve the students' reading comprehension through interaction-based activities. As stated in the discussion in the previous chapter, it can be concluded that:

1. The interaction-based activities improved the students' reading comprehension. The students did not only improved their reading comprehension but also their confidence to participate actively in the classroom. They also improved their English proficiency. It could be seen through some aspects; they were confident of making mistakes in using the English language and comprehending the English texts, they participate actively in the classroom. Having a lot of interactive and interest activities, they were enthusiastic in the teaching and learning process. They liked and enjoyed the activities. It could be seen through their participations in the classroom. They tried to be active and responsive towards the teaching and learning process. Through many interactions in the classroom, the students felt easy to understand and comprehend the text.

2. This result creates some changes towards certain actors who got involved in the teaching and learning process. The changes are:

- a. The teaching and learning process

The teaching and learning process became more interactive and interesting. It was also effective and efficient when it was well-designed and well-



prepared. When the teaching and learning process was well-designed and well-prepared, the teaching and learning could run smoothly and systematically. By having the systematic learning process, the students could accomplish the learning objectives easily and it could help them to understand the lesson as well as the goals. It also could increase their attention towards the teaching and learning process.

The interaction-based learning activities made good impact on reading activities in the classroom. The activities were more fun and active. The fun atmosphere in the classroom made the students felt comfortable to develop their language ability. More interactions in the classroom encouraged the students to be more confident to participate actively in the classroom. The classroom activities did not make the students bored in the classroom because of the activities such as the discussion, the question-answer, and the game. Those activities involved the students in the classroom and also created the two-way teaching learning process.

Reading techniques and strategies were trained to the students by using some exercises focusing on their comprehension. Through learning some techniques such as guessing, scanning and skimming, the students were encouraged to be confident in reading the English texts. These techniques could enrich the students' vocabulary since they did not have adequate vocabulary. It also improved the students' confidence in reading the English texts and answering the comprehension questions.

Grammatical explanation was given by using oral and written exercises focusing on their ability to construct the sentences. Repeated explanation

accompanied by the media such as the pictures and the handouts was given to teach the grammar in the class. The game was also applied in teaching grammar to create fun activities. Through the discussion and the question-answer activities in the classroom, the grammar learning run effectively.

b. The students' behavior

Being taught using interaction-based activities, the students became more active in joining the teaching and learning process. The students showed improvement on their reading comprehension. Their confidence and motivation were also improved. They could understand some difficult words easily. They could apply some reading techniques and strategies in the reading class.

The students were active in the discussion activity. They were also active in giving feedback to each other and helping each other in the classroom activities. They also have more awareness of the pronunciation so that they made fewer mistakes in accuracy and pronunciation. The rewards and motivation that were given to them successfully motivated the students. Moreover, they could answer the comprehension questions well.

c. The English teacher as the collaborator

There were also some changes related to the English teacher's behavior since she involved in the research study. The teacher got a lot of experiences especially in teaching reading. The English teacher became more open minded to make the English teaching and learning process more interesting. She improved her knowledge in designing activities that could help her students to learn better.

She improved her knowledge about the reading techniques and strategies. She also improved her knowledge in developing various media to support her teaching and learning process. She became more aware that conducting the interaction-based activities for teaching reading was important to do to improve the students' reading comprehension.

d. The researcher

After conducting this research study, the researcher got more understanding about the teaching learning process. The researcher learnt that the students had different characteristics. There were some students who learnt very fast and some who learnt slowly. The researcher became more aware that the students needed a lot of motivation, encouragement and exposure as well as a good atmosphere to make them involved in the classroom activities.

After conducting the interaction- based activities, the researcher also became aware that the students-teacher interaction and the student-student interaction were needed in the classroom. The researcher also realized that the classroom could be successful when there was good preparation. The researcher also got more knowledge on how to prepare the tasks, how to make the students comprehend the text, and how to handle the students during the activities. The various activities which could make the learning enjoyable for the students should be conducted in the classroom.

## **B. Implications**

There were some implications due to the results of the research study. The implications of the actions are described as follows:

- a. The interaction-based activities were successful to improve the students' reading comprehension. It was because there were many interactions between the students-teacher interaction and the student-student interaction in the interaction-based activities. The activities provided was fun. The students enjoyed the activities when they did the reading comprehension through fun and interactive activities. They could learn how to comprehend the text through the activities which provided chances for the students to interact to each other in the classroom. The students were interested in the activities where they got involved in. It implies that the teacher has to provide interaction in the classroom.
- b. The interaction-based activities were successful to improve students' confidence to participate actively in the teaching-learning process. The students were confident to make mistakes. They felt that they got involved in the classroom activities. It implies that the teacher has to provide communication or interaction in the teaching-learning process in order to make the students active in the classroom.
- c. The use of reading techniques and strategies was successful to improve the students' reading comprehension. By knowing the techniques and strategies, the students could find important points of the texts easily. They became more confident in dealing with English texts. It also increased the students' vocabulary. It implies that the reading techniques and strategies cannot be separated from

reading activities. The teacher has to maintain the students' progress and encourages them to always use the techniques and strategies.

d. The use of various media and activities could attract the students' interest towards the learning activities. The students were highly motivated in learning if they were interested in the learning. The students were enthusiastic and did not feel bored. It implies that the teacher has to use various media and activities to support the teaching and learning process in making interesting learning activities.

e. Giving rewards and motivation could improve the students' motivation to participate actively during the teaching and learning process. It encouraged all students to do their best. Their involvement to ask and answer questions increased. It implies that the teacher has to give rewards and motivation to encourage the students to be more active in the teaching and learning process.

f. Grammatical explanation was integrated into the reading activities. So they easily knew how to use the grammatical points in the texts. The grammatical explanation accompanied by the media such as pictures and the handouts was given in the teaching process. Some interactive activities also supported the grammar learning to run effectively. It implies that it is better to integrate grammatical explanation into reading texts or teach it through some media.

### **C. Suggestions**

After conducting the research study, some suggestions were given for the English teacher in SMP, English Education Department students, and the school principals of SMP.

### 1. For the English teachers in SMP

It is important for the English teachers in SMP to make some actions to respond the findings in the research study. First, they need to enrich their self with the knowledge of how to develop interesting activity for their students so that she would not depend too much on the textbook. Second, the reading techniques and strategies should be provided by the teachers to ease the students in comprehending the texts. Third, they have to provide some activities in which all students can be involved.

Fourth, various media should be used during the teaching and learning process since they have to make the teaching and learning process become more interesting. Fifth, the interaction should be built by the teachers in the classroom activities so the students got involved in the activities. The last suggestion is that the teachers need to give appreciation and rewards as an alternative to motivate their students to learn. All of those actions will improve the quality of the English teaching learning process especially the students' reading comprehension.

### 2. For the English Education Department Students

The students should be more aware and careful in choosing method and activities to teach English, especially in teaching reading. The interaction-based activities can be one of the alternative activities to teach reading since the interaction-based activities allows the students to have active participation and interaction in the teaching-learning process.

### 3. For the school principals of SMP

To support the teaching and learning process, the schools need to allocate the funds to the development of the media and materials. The schools need to provide the students with adequate books since the students need a lot of exposure to master English language.

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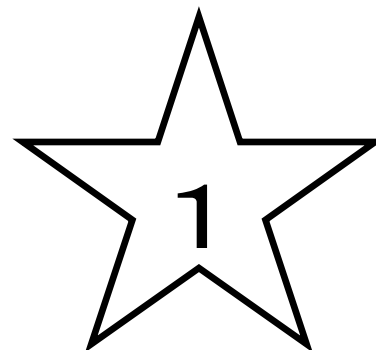
# APPENDICES

# **APPENDIX A**

## **LESSON PLANS**

## LESSON PLAN

<b>Name of the school</b>	: SMP N 6 Yogyakarta
<b>Subject</b>	: Bahasa Inggris
<b>Grade/Semester</b>	: VIII/ 2
<b>Meeting</b>	: 1-3
<b>Text type</b>	: Narrative text
<b>Skill</b>	: <i>Reading</i>
<b>Time Allocation</b>	: (8x40) menit



### Standard of Competence

11. Understanding the meaning of short essay in the form of recount, and narrative to interact with environment.

### Basic Competency

- 11.2 Responding the meaning and rhetorical steps in simple essay accurately, fluently, and appropriately related to environment in the form of recount and narrative.

### A. INDICATORS

Students are able to:

1. Say social function of narrative text.
2. Find difficult words on the text.
3. Say the characteristics of narrative text.
4. Say the generic structure of narrative text.
5. Find the tenses used in the text.
6. Identify the information in the text.
7. Tell a narrative text based on picture series given by the teacher.

## B. LEARNING MATERIAL

### The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It meant the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The king did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent her away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the south Ocean. The ocean was so clean and clear. She jumped into the water and swam.

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

### Narrative Text

- **Social Function**

A narrative is a text that tells a story and, in doing so, entertains the audiences. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

- **Text Organization**

Narrative text has structures as below:

#### **Orientation**

It tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening.

### Complication

It sets off a chain of events that influences what will happen in the story.

### Resolution

It present the situation in which the character solve the problem created in the complication.

#### ▪ Characteristics

- A narrative text is written in first person (I, we) or third person (he, she, they)
- A narrative text uses connectors to explain the event such as because, but, although, and etc.
- A narrative text uses time words that connect events, telling when they occurred like this time, the next night, once upon a time and etc.
- A narrative text uses active nouns. Example: There was a large cabinet in the lounge could become a large cabinet seemed to fill the lounge.
- A narrative text uses past tenses.
- A narrative text action verbs

<b>Subject</b>	+	<b>V2</b>	
<b>She</b>		<b>came</b>	<b>to the south Ocean.</b>
<b>The king</b>		<b>decided</b>	<b>to marry Dewi Mutiara</b>

#### ▪ Vocabulary

<i>Word</i>	<b>Part of Speech</b>	<b>Pronunciation</b>
Expect	V	/ɪk'spekt/
Magician	N	/mæ'dʒɪʃ. ə n/
Itch	N	/ɪtʃ/
Ulcer	N	/'ʌl.sə r /
Stink	Adj	/stɪŋk/
Cure	V	/kjʊə r /
Illness	N	/'ɪl.nəs/
Rumor	N	/'ru:.mə r /
Noble	Adj	/'nəʊ.bl /

Miracle	N	/ <sup>1</sup> mɪr.ɪ.kl/
Command	V	/kə <sup>1</sup> mɑ:nd/

### C. TEACHING-LEARNING METHOD/ TECHNIQUES

Four Cycles: BKOF, MOT, JCOT, ICOT

### D. TEACHING-LEARNING ACTIVITIES

#### 1. Opening

- a. Teacher greets the teacher.
- b. Teacher checks the attendance.
- c. Teacher writes the topic on the board.
- d. Teacher informs the learning objectives and the scope of the lesson.

#### 2. Main activities

Teacher	Students
<p><b>BKOF</b></p> <ul style="list-style-type: none"> <li>- Teacher ask students social function of narrative text.</li> <li>- Teacher give examples of narrative text.</li> <li>- Teacher ask students another example of narrative.</li> <li>- Teacher discuss with their students about narrative text.</li> </ul>	<p><b>BKOF</b></p> <ul style="list-style-type: none"> <li>- Students tell their knowledge about narrative text.</li> <li>- Students give another example of narrative text.</li> <li>- Students give their opinions about narrative text.</li> </ul>
<p><b>MOT</b></p> <ul style="list-style-type: none"> <li>- Teacher gives an example of narrative text.</li> <li>- Teacher ask students the contents of the text.</li> <li>- Teacher ask students to find some difficult words.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Teacher drills the new vocabulary.</li> <li>- Teacher ask students to investigate the characteristics of the text.</li> </ul>	<p><b>MOT</b></p> <ul style="list-style-type: none"> <li>- Students read the text carefully.</li> <li>- Students tell the content and social function of the text to the teacher orally.</li> <li>- Students mention the difficult words.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Students study the new vocabulary.</li> <li>- Students investigate characteristics of the</li> </ul>



<ul style="list-style-type: none"> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to find generic structure of the text.</li> </ul>	<p>text.</p> <ul style="list-style-type: none"> <li>- Students say tenses used in the text.</li> <li>- Students say generic structure of the text.</li> </ul>
<p>JCOT</p> <ul style="list-style-type: none"> <li>- Teacher ask students to make a group of five.</li> <li>- Teacher give another text each group.</li> <li>- Teacher ask students the contents of the text.</li> <li>- Teacher ask students to find some difficult words.</li> <li>- Teacher ask students to discuss difficult words.</li> <li>- Teacher ask students to investigate the characteristics of the text.</li> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to find generic structure of the text.</li> <li>- Teacher give questions about the text.</li> <li>- Teacher ask students to discuss and answer the questions.</li> <li>- Teacher ask students to check the others groups answers through peer corrections.</li> <li>- Teacher ask students to report their result of the peer corrections in front of the class.</li> <li>- Teacher and students discuss the text and check the answer.</li> </ul>	<p>JCOT</p> <ul style="list-style-type: none"> <li>- Students make a group of five.</li> <li>- Students read and discuss the text in their group.</li> <li>- Students discuss the content of the text in the group.</li> <li>- Students mention and discuss the difficult words in the group.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Students investigate characteristics of the text in the group.</li> <li>- Students find tenses used in the text in the group.</li> <li>- Students mention generic structure of the text in the group.</li> <li>- Students discuss and answer the questions.</li> <li>- Students check the others groups answers through peer corrections.</li> <li>- Students report result of the peer correction.</li> <li>- Teacher and students discuss the text and check the answer.</li> </ul>
<p>ICOT</p> <ul style="list-style-type: none"> <li>- Teacher gives another narrative text.</li> <li>- Teacher ask students to study the text individually.</li> <li>- Teacher ask students to find some difficult</li> </ul>	<p>ICOT</p> <ul style="list-style-type: none"> <li>- Students study the text individually.</li> <li>- Students study the difficult words individually.</li> <li>- Students investigate characteristics of the</li> </ul>

<p>words individually.</p> <ul style="list-style-type: none"> <li>- Teacher ask students to investigate the characteristics of the text.</li> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to find generic structure of the text.</li> <li>- Teacher ask students to answer the questions of text individually.</li> <li>- Teacher guide students to tell the story of the text through giving them the sentences in the story.</li> <li>- Teacher ask students the material they have learned.</li> <li>- Teacher ask students to fill evaluation sheets.</li> </ul>	<p>text in the group.</p> <ul style="list-style-type: none"> <li>- Students find tenses used in the text in the group.</li> <li>- Students mention generic structure of the text in the group.</li> <li>- Students answer the questions of text individually.</li> <li>- Students tell the text through continuing the sentences that the teacher give.</li> <li>- Students tell the material they have learned.</li> <li>- Students fill evaluation sheets.</li> </ul>
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### 3. Closing

- a. Teacher and students reflect to today's lesson.
- b. Teacher gives feedback to students.
- c. Teacher and students summarize materials learned.
- d. Teacher gives further guidance to students.
- e. One of the students leads the prayer.
- f. Teacher says goodbye to students.

### E. LEARNING RESOURCES

- Anderson and Anderson. 1997. *Text Types in English*. Australia: Macmillan Education.
- Hornby, A. S. 2005. *Oxford Advance Learner's Dictionary*. London: Oxford University Press.
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**F. LEARNING MEDIA**

Media:

- Power Point Presentation
- LCD
- Handout Material
- White board
- Board marker

**G. ASSESSMENT**

**a.** Performance Assessment :

Ordering tasks

Short-Answer Tasks

**b.** Written Test :

Impromptu Reading plus Comprehension Questions tasks

Scanning tasks

Yogyakarta, 4 April 2014

English Teacher,

Researcher,

G.Erna Janu P., S.Pd.

NIP. 19640105 198803 2 009

Fitri Alfarisy

NIM 10202241024

## LESSON PLAN

<b>Name of the school</b>	: SMP N 6 Yogyakarta
<b>Subject</b>	: Bahasa Inggris
<b>Grade/Semester</b>	: VIII/ 2
<b>Meeting</b>	: 1-3
<b>Text type</b>	: Narrative text
<b>Skill</b>	: <i>Reading</i>
<b>Time Allocation</b>	: (8x40) menit



### Standard of Competence

11. Understanding the meaning of short essay in the form of recount, and narrative to interact with environment.

### Basic Competency

- 11.2 Responding the meaning and rhetorical steps in simple essay accurately, fluently, and appropriately related to environment in the form of recount and narrative.

### A. INDICATORS

Students are able to:

8. Say social function of narrative text.
9. Find difficult words on the text.
10. Say the characteristics of narrative text.
11. Say the generic structure of narrative text.
12. Find the tenses used in the text.
13. Identify the information in the text.
14. Tell a narrative text based on jumbled sentences given by the teacher.

## B. LEARNING MATERIAL



### King of the Jungle

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement. "Nonsense! You are not King!" "Certainly I am," replied the fox. "All the animals run from me in terror! If you want proof, come with me. The fox went into the forest with tiger in heels. When they came to a herd of deer, the deer saw Tiger behind the fox and ran in all direction. They came to a group of monkey, the monkey saw the tiger behind the fox and they fled. The fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I've seen it with my own eyes. Forgive me attacking you, great King." Tiger bowed low with great ceremony, he let the fox go.

### Narrative Text

- **Social Function**

A narrative is a text that tells a story and, in doing so, entertains the audiences. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

- **Text Organization**

Narrative text has structures as below:

**Orientation**

It tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening.

**Complication**

It sets off a chain of events that influences what will happen in the story.

**Resolution**

It present the situation in which the character solve the problem created in the complication.

#### ▪ Characteristics

- A narrative text is written in first person (I, we) or third person (he, she, they)
- A narrative text uses time words that connect events, telling when they occurred like this time, the next night, once upon a time and etc.
- A narrative text uses past tenses.
- A narrative text action verbs

Subject	+	V2	
She		came	<b>to the south Ocean.</b>
The king		decided	<b>to marry Dewi Mutiara</b>

#### ▪ Vocabulary

- |                  |   |                 |   |
|------------------|---|-----------------|---|
| 1. Alone (Adv)   | : | 6. Cried out(V) | : |
| 2. Nonsense (N)  | : | 7. Proof(N)     | : |
| 3. Flee (V)      | : | 8. Surprised(N) | : |
| 4. Forgive (V)   | : | 9. Great(Adj)   | : |
| 5. Bowed low (V) | : | 10. Let (V)     | : |

### H. TEACHING-LEARNING METHOD/ TECHNIQUES

Four Cycles: BKOF, MOT, JCOT, ICOT

### I. TEACHING-LEARNING ACTIVITIES

#### 1. Opening

- e. Teacher greets the teacher.
- f. Teacher checks the attendance.
- g. Teacher writes the topic on the board.
- h. Teacher informs the learning objectives and the scope of the lesson.

## 2. Main activities

Teacher	Students
<p>BKOF</p> <ul style="list-style-type: none"> <li>- Teacher ask students their knowledge of narrative text.</li> <li>- Teacher discuss with their students about narrative text.</li> <li>- Teacher ask students their knowledge about scanning and skimming text.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>- Teacher gives an example of narrative text.</li> <li>- Teacher gives an example skimming and scanning the text.</li> <li>- Teacher ask students to find main idea of the text.</li> <li>- Teacher ask students to mark the specific information in the text.</li> <li>- Teacher ask students to find some difficult words.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Teacher drills the new vocabulary.</li> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to find generic structure of the text.</li> <li>- Teacher ask students to answer the question related to the text.</li> </ul>	<p>BKOF</p> <ul style="list-style-type: none"> <li>- Students tell their knowledge about narrative text.</li> <li>- Students give their opinions about narrative text.</li> <li>- Students give their opinions about scanning and skimming technique.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>- Students read the text to find main idea of the text.</li> <li>- Students give a mark the specific information in the text.</li> <li>- Students say some difficult words.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Students pronounce the new vocabulary.</li> <li>- Students say tenses used in the text.</li> <li>- Students say generic structure of the text.</li> <li>- Students answer the question related to the text.</li> </ul>

<p>JCOT</p> <ul style="list-style-type: none"> <li>- Teacher ask students to make a group of nine.</li> <li>- Teacher give different text each group.</li> <li>- Teacher ask students to find some difficult words.</li> <li>- Teacher ask students to discuss difficult words.</li> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to find generic structure of the text.</li> <li>- Teacher ask students to discuss the text.</li> <li>- Teacher ask students to make a group of five which consist of member of the different group.</li> <li>- Teacher give questions about the text.</li> <li>- Teacher ask students to discuss and answer the questions.</li> <li>- Teacher ask students to check the others groups answers through peer corrections.</li> <li>- Teacher ask students to report their result of the peer corrections.</li> <li>- Teacher and students discuss the text and check the answer.</li> </ul>	<p>JCOT</p> <ul style="list-style-type: none"> <li>- Students make a group of nine.</li> <li>- Students read and discuss the text in their group.</li> <li>- Students mention and discuss the difficult words in the group.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Students investigate characteristics of the text in the group.</li> <li>- Students find tenses used in the text in the group.</li> <li>- Students mention generic structure of the text in the group.</li> <li>- Students make a group of five which consist of member of the different group.</li> <li>- Students discuss and answer the questions.</li> <li>- Students check the others groups answers through peer corrections.</li> <li>- Students report result of the peer correction.</li> <li>- Teacher and students discuss the text and check the answer.</li> </ul>
<p>ICOT</p> <ul style="list-style-type: none"> <li>- Teacher gives another narrative text.</li> <li>- Teacher ask students to study the text individually.</li> <li>- Teacher ask students to find some</li> </ul>	<p>ICOT</p> <ul style="list-style-type: none"> <li>- Students study the text individually.</li> <li>- Students study the difficult words individually.</li> <li>- Students investigate characteristics of</li> </ul>



<p>difficult words individually.</p> <ul style="list-style-type: none"> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to answer the questions of text individually.</li> <li>- Teacher guide students to tell the story of the text through jumbled sentences</li> <li>- Teacher ask students the material they have learned.</li> <li>- Teacher ask students to fill evaluation sheets.</li> </ul>	<p>the text in the individually.</p> <ul style="list-style-type: none"> <li>- Students find tenses used in the text in the individually.</li> <li>- Students answer the questions of text individually.</li> <li>- Students tell the text based on jumbled sentences that the teacher give.</li> <li>- Students tell the material they have learned.</li> <li>- Students fill evaluation sheets.</li> </ul>
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### 3. Closing

- g.** Teacher and students reflect to today's lesson.
- h.** Teacher gives feedback to students.
- i.** Teacher and students summarize materials learned.
- j.** Teacher gives further guidance to students.
- k.** One of the students leads the prayer.
- l.** Teacher says goodbye to students.

### J. LEARNING RESOURCES

- Anderson and Anderson. 1997. *Text Types in English*. Australia: Macmillan Education.
- Hornby, A. S. 2005. *Oxford Advance Learner's Dictionary*. London: Oxford University Press.
- Priyana, Joko et al. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Departemen Pendidikan Nasional.

**K. LEARNING MEDIA**

Media:

- Power Point Presentation
- LCD
- Handout Material
- White board
- Board marker

**L. ASSESSMENT**

c. Performance Assessment :

Ordering tasks

Short-Answer Tasks

d. Written Test :

Impromptu Reading plus Comprehension Questions tasks

Scanning tasks

Yogyakarta, 18 April 2014

English Teacher,

Researcher,

G.Erna Janu P., S.Pd.

NIP. 19640105 198803 2 009

Fitri Alfarisy

NIM 10202241024

**APPENDIX B**  
**LEARNING MATERIALS**  
**AND TASKS**

## ONCE UPON A TIME

### Meeting 1-3

**Task 1. Read text carefully and identify contents of the text!**



#### The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It meant the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The king did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of *ulcer*. Then, Kadita's body was full of *ulcer*. It *smelled bad*. The beautiful princess cried.

The King was sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent her away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the south Ocean. The ocean was so clean and clear. She jumped into the water and swam.

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

**Task 2. Study the social function of the text!**

**Narrative Text**

▪ **Social Function**

A narrative is a text that tells a story and, in doing so, entertains the audiences. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

▪ **Text Organization**

Narrative text has structures as below:

**Orientation**

It tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening.

**Complication**

It sets off a chain of events that influences what will happen in the story.

**Resolution**

It present the situation in which the character solve the problem created in the complication.

**Task 3. Study the characteristics of the text!**

▪ **Characteristics**

- A narrative text is written in first person (I, we) or third person (he, she, they)
- A narrative text uses time words that connect events, telling when they occurred like this time, the next night, once upon a time and etc.
- A narrative text uses active nouns. Example: There was a large cabinet in the lounge could become a large cabinet seemed to fill the lounge.
- A narrative text uses past tenses.

Subject		V2	
She	+	came	<b>to marry Dewi Mutiara</b>
The king		decided	<b>to the south Ocean.</b>

#### Task 4. Study new vocabulary and find the meaning!

##### ▪ Vocabulary

<i>Word</i>	<b>Part of Speech</b>	<b>Pronunciation</b>	<b>Meaning</b>
Expect	V	/ɪk'spekt/	
Magician	N	/mə'dʒɪʃ. ə n/	
Itch	N	/ɪtʃ/	
Ulcer	N	/'ʌl.sə r /	
Stink	Adj	/stɪŋk/	
Cure	V	/kjʊə r /	
Illness	N	/'ɪl.nəs/	
Rumor	N	/'ru:.mə r /	
Noble	Adj	/'nəʊ.bl /	
Miracle	N	/'mɪr.ɪ.kl /	
Command	V	/kə'mɑ:nd/	

#### Task 5. Pronounce these vocabulary correctly!

<i>Word</i>	<b>Part of Speech</b>	<b>Pronunciation</b>
Expect	V	/ɪk'spekt/
Magician	N	/mə'dʒɪʃ. ə n/
Itch	N	/ɪtʃ/
Ulcer	N	/'ʌl.sə r /
Stink	Adj	/stɪŋk/
Cure	V	/kjʊə r /
Illness	N	/'ɪl.nəs/
Rumor	N	/'ru:.mə r /
Noble	Adj	/'nəʊ.bl /
Miracle	N	/'mɪr.ɪ.kl /
Command	V	/kə'mɑ:nd/

**Task 6. Read the text and answer the following questions!**

1. Why was Kadita called Dewi Srengenge?
2. Who was Kadita's step mother?
3. What did the black magician do?
4. What did the King do to keep his daughter from being a rumour?
5. What happened to Kadita when she jumped into the ocean?

**Task 7. Read text carefully and identify contents of the text in your group!****La Llorona, the Woman Crying**

Once, there was a poor man who married a beautiful woman. They lived happily. However, the man *insisted* that they were too poor to have any children. When he found out his wife was *pregnant*, the man was very angry. He told the woman that they could not keep the child.

When their first son was born, the man *drowned* the child in the river. His wife could not do anything to help the child. When the second child was born, the man did the same. The same thing happened to their third and fourth child.

When the fifth son was born, the man took him to the river. This time, his wife followed him although she was still weak and *bleeding* from giving birth. When he threw the child in the river, the woman jumped into the river, the woman jumped into the river to catch her son. Unfortunately, she could not swim. The woman and her baby were *swept* away by the *current* and they both *drowned*.

The next night, the women's *spirit* returned to the river beside her home. She was crying and searching for the son. At first, the poor man was *terrified* by the spirit of his wife. He begged her to return to the spirit realm. But she did not hear him.

Finally, the sound of the crying woman made the man mad. He grabbed a knife and jumped into the river to kill her. But the poor man did not know how to swim. The current swept him away and he drowned. From that day the spirit of La Llorona still haunts the waters and lakes.

**Task 8. Study new vocabulary and find the meaning in a group!**

▪ **Vocabulary**

<i>Word</i>	<i>Part of Speech</i>	<i>Pronunciation</i>	<i>Meaning</i>
Poor	Adj	/pʊr/	
Insist	V	/ɪn'sɪst/	
Pregnant	Adj	/'preg.nənt/	
Drown	V	/draʊn/	
Born	V	/bɔ:rn/	
Bleed	V	/bli:d/	
Swept	V	/swept/	
Current	N	/'kʌr. ə nt/	
Spirit	N	/'spɪr.ɪt/	
Terrify	V	/'ter.ə.fai/	
Beg	V	/beg/	
Grab	V	/græb/	
Haunt	V	/ha:nt/	
Mad	Adj	/mæd/	

**Task 9. Pronounce these vocabulary correctly!**

▪ **Vocabulary**

<i>Word</i>	<i>Part of Speech</i>	<i>Pronunciation</i>
Poor	Adj	/pʊr/
Insist	V	/ɪn'sɪst/
Pregnant	Adj	/'preg.nənt/
Drown	V	/draʊn/
Born	V	/bɔ:rn/
Bleed	V	/bli:d/
Swept	V	/swept/
Current	N	/'kʌr. ə nt/
Spirit	N	/'spɪr.ɪt/
Terrify	V	/'ter.ə.fai/



Beg	V	/beg/
Grab	V	/græb/
Haunt	V	/hɑ:nt/
Mad	Adj	/mæd/

**Task 10. Read the text and answer the following questions!**

1. Why the man very angry with his wife?
2. What did the man do to all of his son?
3. Why the woman jumped into the river?
4. How many children were born b the woman?
5. What happened with the woman spirit?
6. Why the man mad?
7. What was finally happened with the man?

**Task 11. Read text carefully and identify contents of the text individually!**

**The Legend of Banyuwangi**

Once upon a time, there was a local ruler named King Sulahkromo. The King had Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the King wanted her to be his wife.



One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife unfaithful to him. The Prime Minister was very angry with his wife.

Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he killed her and threw her into the river, she said that her innocence would be proven.

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu...Wangi... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

**Task 12. Study new vocabulary and find the meaning individually!**

Word	Part of Speech	Pronunciation	Meaning
Mission	N	/ˈmɪʃ. ə n/	
Failed	V	/feɪld/	
Unfaithful	Adj	/ʌnˈfeɪθ. f ə l/	
Threw	V	/θruː/	
River bank	N	/ˈrɪv. ə r / , b ɒ n k	
Innocence	N	/ˈɪn. ə. s ə n t s/	
Proven	Adj	/ˈpruː. v ə n/	
Dirty	Adj	/ˈdɜː.ti/	
Spread	V	/spred/	
Fragrant	Adj	/ˈfreɪ. gr ə nt/	

**Task 13. Read the text and answer the following questions!**

1. Who was Raden Sidopekso?
2. Who was Sri Tanjung?
3. Why did the King want Sri Tanjung to be his wife?
4. How did the King try to get Sri Tanjung?
5. Why was the Prime Minister very angry to his wife?
6. How did Raden Sidopekso kill his wife?
7. What was finally proved in the story?

**Task 14. Retell the story through picture series bellow!**

1



2



3

## TELL YOUR STORY

### Meeting 4-6

#### Task 1. Read the text carefully!



### King of the Jungle

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement. "Nonsense! You are not King!" "Certainly I am," replied the fox. "All the animals run from me in terror! If you want proof, come with me. The fox went into the forest with tiger in heels. When they came to a herd of deer, the deer saw Tiger behind the fox and ran in all direction. They came to a group of monkey, the monkey saw the tiger behind the fox and they fled. The fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I've seen it with my own eyes. Forgive me attacking you, great King." Tiger bowed low with great ceremony, he let the fox go.

#### Task 2. Try to find out the meaning of the words below!

- |              |   |              |   |
|--------------|---|--------------|---|
| 1. Alone     | : | 6. Cried out | : |
| 2. Nonsense  | : | 7. Proof     | : |
| 3. Flee      | : | 8. Surprised | : |
| 4. Forgive   | : | 9. Great     | : |
| 5. Bowed low | : | 10. Let      | : |

#### Task 3. Answer the following questions!

1. Why the fox say that he is the king of the jungle?
2. Why the tiger was bowed low to the fox?
3. Why was another run away from the fox?
4. What can we learn from the story?

#### Task 4. Study the social function of the text!

##### Narrative Text

###### ▪ Social Function

A narrative is a text that tells a story and, in doing so, entertains the audiences. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

###### ▪ Text Organization

Narrative text has structures as below:

##### Orientation

It tells the audience about WHO is in the story, WHEN the story is taking place and WHERE the action is happening.

##### Complication

It sets off a chain of events that influences what will happen in the story.

##### Resolution

It present the situation in which the character solve the problem created in the complication.

#### Task 5. Study the characteristics of the text!

###### ▪ Characteristics

- A narrative text is written in first person (I, we) or third person (he, she, they)
- A narrative text uses time words that connect events, telling when they occurred like this time, the next night, once upon a time and etc.
- A narrative text uses active nouns. Example: There was a large cabinet in the lounge could become a large cabinet seemed to fill the lounge.
- A narrative text uses past tenses.

Subject	+	V2
She		came
The king		decided

to marry Dewi Mutiara

to the south Ocean.

## The Most Common Irregular Verbs List

base form	past simple	past participle
be	was/were	been
bear	bore	born
beat	beat	beaten
begin	began	begun
bite	bit	bitten
blow	blew	blown
broadcast	broadcast	broadcast
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

base form	past simple	past participle
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

**Task 6. Read the text carefully****The Old Grandfather and His Grandson**

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

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

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

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

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

*(Adapted from: <http://www.pitt.edu>)*

**Task 7. Try to find out the meaning of the following words!**

1. Blind
2. Deaf
3. Annoyed
4. Stove
5. Trough

**Task 8. Answer the following questions!**

1. How did the old grandfather's son and his son's wife treat him?
2. How did the old grandfather feel about his son's and his son's wife's behavior toward him?
3. What did the old grandfather's son and his son's wife do after they realized their mistake?
4. What does the word "he" in paragraph 2 sentence 4, refer to?
5. What does the word "they" in paragraph 5 sentence 2, refer to?
6. What is the antonym of "weak"?
7. What can we learn from the story

**Task 9. Make group of five then, take one text and discuss it carefully in your group!**

**Text 1**



**Little Red Riding Hood**

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too. However a hunter came to rescue and cut the wolf open. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's body with heavy stones, which killed him.

*(Adapted from <http://www.wikipedia.com>)*

**Text 2**

**Saint Valentine**



Saint Valentine was a priest who lived long ago at the time of the Roman Emperor, Cladius II. Cladius would not let soldiers marry. However, Valentine secretly performed marriage services for them. Then, he was discovered and was thrown into jail. Valentine fell in love with the jailer's daughter while he was in prison. On the day he was put to death he sent her a little note which he signed, Your Valentine. Now days, many people think that Saint Valentine's Day has something to do with that story.

*(Adapted from Childcraft-Celebrations)*

**Text 3**

**The Lion and the Bear**



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

*(Adapted from <http://etext.lib.virginia.edu>)*

**Text 4**

A countryman's son stepped on a snake's tail accidentally. The tail suddenly turned and hit him so that he died. The father was very angry so that he cut off part of the snake's tail. Then, the snake in revenge stung several of the farmer's cattle. It caused him great loss. However, the farmer decided to stop the fight with the snake. He brought food and honey to the mouth of its lair, and said to it, "Let's forget and forgive. Perhaps you were right to punish my son, and take revenge on my cattle, but surely I was right in trying to revenge him. Now that we are both satisfied, why should not we be friends again?" "No, no," said the snake. "Take away your gifts. You can never forget the death of your son, nor I the loss of my tail. Injuries may be forgiven, but not forgotten."

**Task 10. Make new group consist of member from different group. Then, answer the following questions in your group!**

**Text 1**

1. Why did Little Red Riding Hood walk through the woods?
2. What did the wolf do to the girl in order to enter the grandmother's house?
3. Who came to rescue the girl and her grandmother?
4. How did they kill the wolf?
5. What does "her, in sentence 3, refer to?"

**Text 2**

1. Who was Saint Valentine?
2. Why was Saint Valentine in prison?
3. When did Valentine fall in love with a girl?
4. Who was the girl?
5. What does "them", in sentence 3, refer to?

**Text 3**

1. What day was in in the story?
2. What made the animals thirsty?
3. Who came to the river at the same time?
4. What did the Lion and the Bear do at the river?
5. Why did the Lion and the Bear stop fighting?

**Text 4**

1. Why did the countryman's son die after stepped on the snake's tail?
2. Who cut off part of the snake's tail?
3. What happened after the farmer and the snake stopped their fight?
4. Why the snake refused to be friends with the man?
5. What is the most suitable title for the text?



**Task 11. Read text carefully and identify contents of the text individually!**



**THE LEGEND OF LAKE TOBA**

Once upon time there was a poor fisherman. He lives in North Sumatra. One day, while he was fishing in a river, a big fish was *nailed*. The fish had gold color all over its body. It was beautiful. The fisherman was very excited. Soon, he put the fish in his basket and went home happily. After he came back to home, he kept the fish for dinner's tomorrow.

The next day, the fisherman went fishing again, but he could not get any fish. He went home with nothing in his hand. He was starving and walked home *slouching*. He surprised when he saw smoke came out from his kitchen.

"Who is cooking in my kitchen?" the fisherman was confused.

He *peeped* in and was surprised knowing that there was a beautiful girl cooking in the kitchen.

"Who are you?" he asked the girl

"I'm the fish" the girl said.

The fisherman looked into the basket and saw nothing, "the fish?" *incredulous* the man, "yes, you did not kill me and I very thankful, I will return your kindness," the girl replied.

"That's all right. I did not ask any return" said the fisherman. "Well, I don't have a family, if you want to be my wife, I will be very happy" continued the fisherman.

The girl smiled and said "I'd love to, but you have to promise me that you will not tell anyone who am I"

The fisherman and the girl were married. They had a child. His name is Samosir. He was very naughty and always played with his friends. He never helped his parents.

One day, his mother asked him to deliver lunch to his father on the field. On his way, he met his friends and forgot to deliver his father's lunch. When he was tired and hungry, he ate his father's lunch.

Meanwhile, his father waited for him starving and tired. His father went home and saw his son played with his friends. The fisherman was very angry knowing that his lunch was eaten by him. His father sent him out from his house. Immediately, he broke the promise through saying "You...fish's son" to him.

Suddenly, the sky got dark and the storm was rumbling. The rain felt from the sky and got harder.

The mother very sad "I told you not to tell anyone who am I" she said to her husband, "Now I am going back to a fish again. Good bye!" She turned into a gold fish and jumped into the water. Then, the village drowned and formed a lake.

**Task 12. Study new vocabulary and find the meaning individually!**

Word	Part of Speech	Pronunciation	Meaning
nail	V	/neɪl/	
slouch	V	/slaʊtʃ/	
peep	V	/pi:p/	
incredulous	Adj	/ɪn'kred.jʊ.ləs/	
rumbling	N	/'rʌm.blɪŋ/	

**Task 13. Read the text and answer the following questions!**

1. How was Samosir behavior?

Answer: . . .

2. How was the man meet the girl?

Answer: . . .

3. Where was the story happened?

Answer: . . .

4. What was the spell that forbid to say by the farmer?

Answer: . . .

5. What we can learn from the story above?

Answer: . . .

**Task 14. Number picture and tell the picture individually!**







1. ...

2. ...

3. ...

4. ...

5. ...

6.

# **APPENDIX C**

## **COURSE GRIDS**

**COURSE GRID**  
**Improving the Reading Comprehension of Grade VIII A Students of SMPN 6 Yogyakarta**  
**Through Interactive Learning Activities in the academic year 2013/2014**

**Standard of Competence**

11. Understanding the meaning of short essays in the form of recount, and narrative to interact with environment.

**Basic Competency**

11.2 Responding to the meaning and rhetorical steps in simple essays accurately, fluently, and appropriately related to environment in the form of recount and narrative

**Cycle 1 (Meeting 1-3)**

Topic	Learning Materials	Interactive Learning Activities		Indicators	Evaluation
		Teacher	Students		
Once upon a time	<p>1. Narrative texts Example. The Legend of Nyi Roro Kidul and La Llorona, the Woman Crying</p> <p>2. Social Function A narrative is a text that tells a story and, in doing so, entertains the audiences. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.</p> <p>3. Generic structure of narrative text</p> <ul style="list-style-type: none"> <li>▪ Orientation</li> <li>▪ Complication</li> <li>▪ Resolution</li> </ul> <p>4. Vocabulary Expect (v) Magician (n) Itch (n) Ulcer (n) Stinky (adj) Cure (v)</p>	<p>BKOF</p> <ul style="list-style-type: none"> <li>- Teacher ask students social function of narrative text.</li> <li>- Teacher give examples of narrative text.</li> <li>- Teacher ask students another example of narrative.</li> <li>- Teacher discuss with their students about narrative text.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>- Teacher gives an example of narrative text.</li> <li>- Teacher ask students the contents of the text.</li> <li>- Teacher ask students to find some difficult words.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Teacher drills the new vocabulary.</li> <li>- Teacher ask students to investigate the characteristics of the text.</li> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to find generic structure of the text.</li> </ul>	<p>BKOF</p> <ul style="list-style-type: none"> <li>- Students tell their knowledge about narrative text.</li> <li>- Students give another example of narrative text.</li> <li>- Students give their opinions about narrative text.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>- Students read the text carefully.</li> <li>- Students tell the content and social function of the text to the teacher orally.</li> <li>- Students mention the difficult words.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Students study the new vocabulary.</li> <li>- Students investigate characteristics of the text.</li> <li>- Students say tenses used in the text.</li> <li>- Students say generic structure of the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the information in the text.</li> <li>- Say social function of narrative text.</li> <li>- Say the characteristics of narrative text.</li> <li>- Say the generic structure of narrative text.</li> <li>- Find difficult words on the text.</li> <li>- Find the tenses used in the text.</li> <li>- Retell the narrative text through picture series given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Impromptu Reading Plus Comprehension Questions tasks</li> <li>- Short-Answer Tasks</li> <li>- Scanning tasks</li> <li>- Ordering tasks</li> </ul>

	<p>Illness (n) Rumor (n) Noble (adj) Miracle (n) Command (v)</p> <p>Poor (adj) Insist (v) Pregnant (adj) Drown (v) Born (v) Bleed (v) Swept (v) Current (n) Spirit (n) Terrify (v) Beg (v) Realm (b) Grab (v) Haunt (v)</p> <p>5. Grammar Simple past tenses. (Verb+ ed) or irregular verbs</p> <p>6. Characteristics</p> <ul style="list-style-type: none"> <li>- Connectors: Because, but, although, once upon a time</li> <li>- Time words: This time, the next night, once upon a time</li> <li>- Action verbs (Regular/irregular verbs) She came to the south Ocean. The king decided to marry Dewi Mutiara.</li> <li>- Active nouns: There was a large cabinet in the lounge could become a large cabinet seemed to fill the lounge.</li> <li>- Written in first person (I, we) or third person (he, she, they)</li> </ul>	<p>JCOT</p> <ul style="list-style-type: none"> <li>- Teacher ask students to make a group of five.</li> <li>- Teacher give another text each group.</li> <li>- Teacher ask students the contents of the text.</li> <li>- Teacher ask students to find some difficult words.</li> <li>- Teacher ask students to discuss difficult words.</li> <li>- Teacher ask students to investigate the characteristics of the text.</li> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to find generic structure of the text.</li> <li>- Teacher give questions about the text.</li> <li>- Teacher ask students to discuss and answer the questions.</li> <li>- Teacher ask students to check the others groups answers through peer corrections.</li> <li>- Teacher ask students to report their result of the peer corrections in front of the class.</li> <li>- Teacher and students discuss the text and check the answer.</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>- Teacher gives another narrative text.</li> <li>- Teacher ask students to study the text individually.</li> <li>- Teacher ask students to find some difficult words individually.</li> <li>- Teacher ask students to investigate the characteristics of the text.</li> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to answer the questions of text individually.</li> <li>- Teacher guide students to tell the story of the text through giving them the sentences in the story.</li> <li>- Teacher ask students the material they have learned.</li> <li>- Teacher ask students to fill evaluation sheets.</li> </ul>	<p>JCOT</p> <ul style="list-style-type: none"> <li>- Students make a group of five.</li> <li>- Students read and discuss the text in their group.</li> <li>- Students discuss the content of the text in the group.</li> <li>- Students mention and discuss the difficult words in the group.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Students investigate characteristics of the text in the group.</li> <li>- Students find tenses used in the text in the group.</li> <li>- Students mention generic structure of the text in the group.</li> <li>- Students discuss and answer the questions.</li> <li>- Students check the others groups answers through peer corrections.</li> <li>- Students report result of the peer correction.</li> <li>- Teacher and students discuss the text and check the answer.</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>- Students study the text individually.</li> <li>- Students study the difficult words individually.</li> <li>- Students investigate characteristics of the text in the individually.</li> <li>- Students find tenses used in the text in the individually.</li> <li>- Students answer the questions of text individually.</li> <li>- Students tell the text through picture series that the teacher give.</li> <li>- Students tell the material they have learned.</li> <li>- Students fill evaluation sheets.</li> </ul>		
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## Cycle 2 (Meeting 4-6)

Topic	Learning Materials	Interactive Learning Activities		Indicators	Evaluation
		Teacher	Students		
Once upon a time	<p>1. Narrative texts Example: King of the Jungle The grandfather and his grandson</p> <p>2. Social Function A narrative is a text that tells a story and, in doing so, entertains the audiences. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.</p> <p>3. Generic structure of narrative text</p> <ul style="list-style-type: none"> <li>▪ Orientation</li> <li>▪ Complication</li> <li>▪ Resolution</li> </ul> <p>4. Vocabulary Alone (adv) Cried out (v) Nonsense (n) Proof (n) Flee (v) Surprised (n) Forgive (v) Great (adj) Bowed low (v) Let (v) Blind (adj) Deaf (adj) Annoyed (adj) Stove (n) Trough (n)</p> <p>5. Grammar Simple past tenses. (Verb+ ed) or irregular verbs</p>	<p>BKOF</p> <ul style="list-style-type: none"> <li>- Teacher ask students their knowledge of narrative text.</li> <li>- Teacher discuss with their students about narrative text.</li> <li>- Teacher ask students their knowledge about scanning and skimming text.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>- Teacher gives an example of narrative text.</li> <li>- Teacher gives an example skimming and scanning the text.</li> <li>- Teacher ask students to find main idea of the text.</li> <li>- Teacher ask students to mark the specific information in the text.</li> <li>- Teacher ask students to find some difficult words.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Teacher drills the new vocabulary.</li> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to find generic structure of the text.</li> <li>- Teacher ask students to answer the question related to the text.</li> </ul> <p>JCOT</p> <ul style="list-style-type: none"> <li>- Teacher ask students to make a group of nine.</li> <li>- Teacher give different text each group.</li> <li>- Teacher ask students to find some difficult words.</li> <li>- Teacher ask students to discuss difficult words.</li> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to find generic structure</li> </ul>	<p>BKOF</p> <ul style="list-style-type: none"> <li>- Students tell their knowledge about narrative text.</li> <li>- Students give their opinions about narrative text.</li> <li>- Students give their opinions about scanning and skimming technique.</li> </ul> <p>MOT</p> <ul style="list-style-type: none"> <li>- Students read the text to find main idea of the text.</li> <li>- Students give a mark the specific information in the text.</li> <li>- Students say some difficult words.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Students pronounce the new vocabulary.</li> <li>- Students say tenses used in the text.</li> <li>- Students say generic structure of the text.</li> <li>- Students answer the question related to the text.</li> </ul> <p>JCOT</p> <ul style="list-style-type: none"> <li>- Students make a group of nine.</li> <li>- Students read and discuss the text in their group.</li> <li>- Students mention and discuss the difficult words in the group.</li> <li>- Teacher and students discuss difficult words.</li> <li>- Students investigate characteristics of the text in the group.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the information in the text.</li> <li>- Say social function of narrative text.</li> <li>- Say the characteristics of narrative text.</li> <li>- Say the generic structure of narrative text.</li> <li>- Find difficult words on the text.</li> <li>- Find the tenses used in the text.</li> <li>- Retell the narrative text based on jumbled sentences given by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Impromptu Reading Plus Comprehension Questions tasks</li> <li>- Short-Answer Tasks</li> <li>- Scanning tasks</li> <li>- Ordering tasks</li> </ul>

	<p>6. Characteristics</p> <ul style="list-style-type: none"> <li>- Time words: This time, the next night, once upon a time The king decided to marry Dewi Mutiara.</li> <li>- Active nouns: There was a large cabinet in the lounge could become a large cabinet seemed to fill the lounge.</li> <li>- Written in first person (I, we) or third person (he, she, they)</li> </ul>	<p>of the text.</p> <ul style="list-style-type: none"> <li>- Teacher ask students to discuss the text.</li> <li>- Teacher ask students to make a group of five which consist of member of the different group.</li> <li>- Teacher give questions about the text.</li> <li>- Teacher ask students to discuss and answer the questions.</li> <li>- Teacher ask students to check the others groups answers through peer corrections.</li> <li>- Teacher ask students to report their result of the peer corrections.</li> <li>- Teacher and students discuss the text and check the answer.</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>- Teacher gives another narrative text.</li> <li>- Teacher ask students to study the text individually.</li> <li>- Teacher ask students to find some difficult words individually.</li> <li>- Teacher ask students to find tenses used in the text.</li> <li>- Teacher ask students to answer the questions of text individually.</li> <li>- Teacher guide students to tell the story of the text through jumbled sentences</li> <li>- Teacher ask students the material they have learned.</li> <li>- Teacher ask students to fill evaluation sheets.</li> </ul>	<ul style="list-style-type: none"> <li>- Students find tenses used in the text in the group.</li> <li>- Students mention generic structure of the text in the group.</li> <li>- Students make a group of five which consist of member of the different group.</li> <li>- Students discuss and answer the questions.</li> <li>- Students check the others groups answers through peer corrections.</li> <li>- Students report result of the peer correction.</li> <li>- Teacher and students discuss the text and check the answer.</li> </ul> <p>ICOT</p> <ul style="list-style-type: none"> <li>- Students study the text individually.</li> <li>- Students study the difficult words individually.</li> <li>- Students investigate characteristics of the text in the individually.</li> <li>- Students find tenses used in the text in the individually.</li> <li>- Students answer the questions of text individually.</li> <li>- Students tell the text based on jumbled sentences that the teacher give.</li> <li>- Students tell the material they have learned.</li> <li>- Students fill evaluation sheets.</li> </ul>		
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# **APPENDIX D**

## **INTERVIEW GUIDELINES**

## BLUEPRINT OF INTERVIEW GUIDELINES

### A. Planning

No.	Content	References	Items	
			For Teacher	For Students
1.	The obstacles in the teaching and learning process of reading	Nunan (1989:18) Brown (2000:270)	<ul style="list-style-type: none"> <li>- What are your obstacles or difficulties in teaching reading comprehension?</li> <li>- How do you deal with those problems?</li> <li>- In your opinion, what are difficulties faced by your students in learning Reading skill?</li> <li>- How do you deal with those problems?</li> </ul>	<ul style="list-style-type: none"> <li>- What are your problems in reading comprehension?</li> <li>- How do you deal with those problems?</li> </ul>
2.	The classroom activities	Brown (2001:271) Harmer (2004:271) Kayi (2006)	<ul style="list-style-type: none"> <li>- In regard to reading activities, what kind of activities you use to practice your students' reading skill</li> </ul>	<ul style="list-style-type: none"> <li>- Does your teacher often give you reading comprehension? What are they?</li> <li>- Does your teacher involve you to choose the topic of the activities?</li> <li>- What are learning activities in your classroom you like to do very much?</li> </ul>
3.	The teacher	Harmer (2007:108) Nunan (1989:19)	<ul style="list-style-type: none"> <li>- How do you explain the materials?</li> <li>- Are the students motivated in learning reading?</li> <li>- How to give feedback in reading activities?</li> </ul>	<ul style="list-style-type: none"> <li>- Tell me about the teaching and learning process in your classroom.</li> <li>- Is the teaching and learning process interesting/good?</li> <li>- How does your teacher explain the material?</li> </ul>
4.	The students' attitudes and reading abilities	Graves (2000:103) Nunan (1989:36)	<ul style="list-style-type: none"> <li>- Are the students active in the classroom activities?</li> <li>- What do you think about your students' learning achievement in learning English, especially in reading comprehension?</li> <li>- Are their abilities as what you are expected?</li> </ul>	<ul style="list-style-type: none"> <li>- Do you like English? Do you like to read English? Do you practice your reading comprehension regularly?</li> <li>- Do you enjoy the teaching and learning process in your classroom?</li> <li>- During the teaching and learning process, do you feel confident to read English?</li> <li>- If you find difficult words when doing your tasks, how do you solve the problems?</li> </ul>

No.	Content	References	Items	
			For Teacher	For Students
				<ul style="list-style-type: none"> <li>- How about your achievement in learning English so far, do you think you need improvement?</li> <li>- What are your expectations in the teaching and learning process in relation with your achievement in learning English?</li> </ul>
5.	Materials	Gower, et.al., (1995:77)	<ul style="list-style-type: none"> <li>- Could you please tell me about materials that you use in the teaching and learning process?</li> <li>- What are your teaching resources?</li> <li>- Have you ever developed your own teaching materials?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you think about the materials, are they difficult or easy?</li> <li>- Are they interesting?</li> </ul>
6.	Instructional media	Gerlach, et.al., (1980:241)	<ul style="list-style-type: none"> <li>- Do you use any teaching media to assist your teaching?</li> <li>- Have you ever developed your own teaching media?</li> </ul>	
7.	Assessment	Brown (2004:140)	<ul style="list-style-type: none"> <li>- How do you assess or evaluate the students' ability whether it is improved or not.</li> </ul>	
8.	Method (Interaction-based Activities in Language Classroom)	Rivers(1988:4)	<ul style="list-style-type: none"> <li>- Have you ever used interaction-based activities as method?</li> <li>- In your opinion, do you think such method are helpful to support the reading practices?</li> </ul>	<ul style="list-style-type: none"> <li>- Have you ever used interaction-based activities in the reading activities, such as student-teacher interaction or student-student interaction?</li> <li>- Do you think it is interesting and useful using interaction based activities during teaching and learning process?</li> </ul>

## B. Reflection

No.	Sub-Content	References	Items	
			For Teacher	For Students
1.	The classroom activities	Brown (2001:271) Harmer (2004:271) Kayi (2006)	<ul style="list-style-type: none"> <li>- What are activities suitable for teaching reading to the students?</li> <li>- Do you think the students enjoy the activities?</li> <li>- In relation to the reading practice, how do you feel about it?</li> <li>- Is there still any problems we should deal with?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you think about the activities?</li> <li>- What are learning activities you like and dislike to do very much?</li> <li>- Did your teacher ever use such activities?</li> <li>- Is there any the difficulties?</li> </ul>
2.	The teacher	Harmer (2007:108) Nunan (1989:19)	<ul style="list-style-type: none"> <li>- What do you think about the last teaching and learning process?</li> <li>- Do you find some problems occurred during the implementation of the actions?</li> <li>- Which part indicate some failures and improvement?</li> <li>- Do you have suggestions for the next teaching and learning process?</li> </ul>	<ul style="list-style-type: none"> <li>- What is your opinion about my teaching?</li> <li>- Is the teaching and learning process interesting/good?</li> <li>- Is my voice clear and loud enough?</li> <li>- What is your suggestion for the next meetings?</li> </ul>
3.	The students' attitudes and reading abilities	Nunan (1989:36)	<ul style="list-style-type: none"> <li>- Are the students active in the teaching and learning process?</li> <li>- What do you think about your students' learning achievement in learning English, especially in reading skill?</li> </ul>	<ul style="list-style-type: none"> <li>- Do you enjoy or last teaching and learning process?</li> <li>- How do you feel about your reading skill? Is there any improvement?</li> </ul>
4.	Materials	Gower, et.al., (1995:77)	<ul style="list-style-type: none"> <li>- What do you thing about the materials, are they difficult or easy for the students?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you thing about the materials, are they difficult or easy?</li> <li>- Are they interesting?</li> </ul>

5.	Method (Interaction-based Activities in Language Classroom)	Rivers (1988:4)	- Interaction can help the students to comprehend the text in reading class?	- What about the activities? Is it interesting? - Is it helpful for in Reading?
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# **APPENDIX E**

## **FIELD NOTES**

**The Fields' Problems Found  
During the Teaching and Learning Process**

No	Problems Found	Indicators
1	The class was such a grammar class.	The teacher explained grammar directly without connected the grammar with the text.
2	The teacher used much Bahasa Indonesia.	The teacher and the students used Bahasa Indonesia as the main language in the classroom.
3	The activities were not varied.	The teacher provided the same technique every meetings.
4	The students read and translate the text word by word.	The students depended on their dictionaries in reading class.
5	The students did not have adequate vocabulary.	The students did not understand the meanings of some words.
6	The students forgot some basic concepts of grammatical points.	The students could not give examples of some grammatical.
7	The students could not answer the comprehension questions of the text.	The students could not answer the comprehension questions correctly.
8	The students considered that reading English texts were difficult.	The students worried when they were asked to read the English text.
9	The teacher mostly translated the meaning of the unfamiliar words for the students.	The teacher translated some unfamiliar words to the students directly without giving chances to the students guess the meanings.
10	Neither the students nor the teacher used any reading techniques and strategies.	1. The students just read and answer the questions. 2. The teacher just asked the students to read the text and answer the questions.
11	The students had low motivation to learn English.	Some students were chatting with their friends in the teaching learning process.
12	The students passively used English in the classroom communication.	The students used Bahasa Indonesia and Javanese languages in the classroom activities.
13	There was no communication between the teacher and the students	1. The students were busy with their activities such as chatting with their friends, reading a book and etc. in the teaching learning process. 2. The teacher explained the materials and ignore the students' activities. 3. There were no discussion between the teacher and the students.
14	The students had difficulties in recognizing word-class.	The students could not differentiate the word-classes such as adjective, noun and etc.





# **APPENDIX F**

## **INTERVIEW TRANSCRIPTS**

## Interview Transcripts with the Students

### Interview Transcripts April, 4 2014

- R : Apakah kamu menikmati pembelajaran yang interaktif seperti hari ini?
- S1 : Iya mas karena lebih seru dan lebih *mudeng* mas.
- R : Kalau teksnya tadi kepanjangan gak?
- S1 : Lumayan mas, tapi kerena pembelajaran menarik jadi mengerti. Pokoknya pembelajaran kayak gini lebih *ngedong* dari sebelumnya.
- R : Kalau teknik guessing membantu memahami teks tidak?
- S1 : Membantu banget mas, biasanya pake alfalink atau kamus langsung.
- R : Jadi teknik guessing membantu kamu memahami bacaan?
- S1 : Iya.

### Interview Transcripts April, 4 2014

- R : Apakah kamu menikmati pembelajaran yang interaktif seperti hari ini?
- S2 : Iya mas, gak bikin bosan mas.
- R : Kalau teksnya tadi kepanjangan gak?
- S2 : Ya lumayan mas.
- R : Kalau teknik guessing membantu dalam memahami teks tidak?
- S2 : Membantu mas jadi lebih ngerti arti kosakata baru.
- R : Jadi teknik guessing membantu kamu memahami bacaan?
- S2 : Iya mas.
- R : Menurut kamu media presentasi di kelas gimana?
- S2 : Yo tentu memudahkan mas.

### Interview Transcripts April, 5 2014

- R : Gimana pembelajaran hari ini?
- S3 : Menarik banget dan bikin semangat dan juga bisa tahu cara bicara yang benar.
- R : Kalau aktifitasnya membantu kamu memahami bacaan gak?
- S3 : Iya mas, jadi lebih ngerti.

#### **Interview Transcripts April, 5 2014**

- R : Gimana pembelajaran hari ini?
- S4 : Wah asik banget mas, aku sampai keringatan mas. Asiknya lagi karena diajari ngucapin yang bener.
- R : Kalau aktifitasnya membantu kamu memahami bacaan gak?
- S4 : Iya lah mas.

#### **Interview Transcripts April, 11 2014**

- R : Gimana pembelajaran hari ini?
- S5 : Biasa aja mas karena tadi ngerjain sendiri-sendiri tapi sekarang lebih gampang mudeng mas.
- R : Kalau aktifitas yang selama ini dilakukan membantu kamu memahami bacaan gak?
- S5 : Iya mas, membantu menyelesaikan soal-soal yang tadi. Dengan gambar juga tadi membantu memahami bacaan.

#### **Interview Transcripts April, 11 2014**

- R : Gimana pembelajaran hari ini?
- S6 : Iya bagus mas.
- R : Kalau aktifitas yang selama ini dilakukan membantu kamu memahami bacaan gak?
- S6 : Iya mas, karena lebih mengerti bacaan dan lebih tahu banyak vocabulary.

#### **Interview Transcripts April, 19 2014**

- R : Gimana menurutmu pembelajaran hari ini?
- S7 : Asik mas.
- R : Bagaimana metode membaca scanning dan skimming tadi?
- S7 : Ya bagus mas. Jadi lebih tahu cara memahami bacaan-bacaan dengan lebih cepat. Apalagi kalau lagi ujian banyak bacaan jadi lebih tahu cara memahami bacaan yang cepat.
- R : Jadi menurut kamu, teknik skimming dan scanning tadi membantu kamu dalam memahami bacaan ya?
- S7 : Iya.

### **Interview Transcripts April, 19 2014**

- R : Menurut kamu, bagaimana pembelajaran hari ini?  
 S8 : Sangat bagus mas.  
 R : Bagaimana dengan metode scanning tadi?  
 S8 : Sulit mas.  
 R : Apakah metode tersebut membantu kamu dalam memahami bacaan?  
 S8 : Sangat membantu. Teknik tersebut membantu mempermudah dalam memahami bacaan.  
 R : Jadi teknik scanning membantu kamu dalam memahami bacaan?  
 S8 : Iya.

### **Interview Transcripts April, 25 2014**

- R : Menurut kamu, bagaimana pembelajaran hari ini?  
 S9 : Rame mas.  
 R : Apakah kamu menyukai pembelajaran yang banyak interaksi seperti tadi?  
 S9 : Iya mas. Lebih menarik mas, gak bosan.  
 R : Apakah dengan pembelajaran secara berkelompok dan banyak interaksi bisa membantu kamu dalam memahami teks?  
 S9 : Ya lumayan mas. Jadi lebih ngerti mas.

### **Interview Transcripts April, 25 2014**

- R : Menurut kamu, bagaimana pembelajaran hari ini?  
 S10 : Menyenangkan banget mas. Sayangnya tadi kelompokku gak kompak jadi gak menang.  
 R : Apakah kamu menyukai pembelajaran yang banyak interaksi seperti tadi?  
 S10 : Iya dong mas, gak bosan. Biasanyakan cuma ngerjain soal terus.  
 R : Apakah dengan pembelajaran yang interaktif bisa membantu kamu dalam memahami teks?  
 S10 : Kalau buat aku iya mas.

### **Interview Transcripts April, 26 2014**

- R : Menurut kamu, bagaimana pembelajaran Bahasa Inggris yang selama ini saya terapkan?  
 S11 : Asik dan lebih seru karena banyak interaksi sama siswanya.

- R : Apakah kegiatan pembelajaran selama ini meningkatkan kemampuan memahami bacaan selama ini?
- S11 : Iya mas. Jadi tahu juga teknik scanning, guessing dan skimming juga. Banyak diskusi juga jadi lebih ngerti.
- R : Jadi pembelajaran selama ini yang lebih interaktif membantu kamu dalam memahami bacaan?
- S11 : Iya.
- R : Apakah gambar-gambar tadi mempermudah kamu dalam bercerita?
- S11 : Iya mas, jadi inget ceritanya.

### **Interview Transcripts April, 26 2014**

- R : Menurut kamu, bagaimana pembelajaran Bahasa Inggris yang selama ini saya terapkan?
- S12 : Kalau menurutku gak bikin bosan mas.
- R : Apakah kegiatan pembelajaran selama ini meningkatkan kemampuan memahami bacaan selama ini?
- S12 : Iya mas, karena lebih banyak diskusi bareng jadi lebih ngerti.
- R : Jadi pembelajaran selama ini yang lebih interaktif membantu kamu dalam memahami bacaan?
- S12 : Iya.

### **Interview Transcripts with the Collaborators**

#### **Interview transcript April, 4 2014**

- R : Gimana menurutmu kelas tadi Cal?
- C : Yo bagus. Tapi ada beberapa kekurangan tadi. Teksnya tadi masih terlalu panjang, terus suarau juga kurang jelas tadi. Oh iya, terus powerpointnya kurang besar tadi.
- R : Tapi tadi sudah interaktif pembelajarannya belum?
- C : Sudah interaktif, siswa kelihatan senang.
- R : Sudah menyeluruh belum?
- C : Belum, beberapa siswa masih belum mendapat kesempatan untuk berbicara. Tapi ya menurutku wajar. Inikan pertama kali masuk kelas.
- R : Gimana kegiatan readingnya tadi?

- C : Asik kok. Siswa tadi kelihatan lebih paham.
- R : Ada masukan untuk pertemuan selanjutnya?
- C : Mungkin lebih menyeluruh saja interaksinya. Lebih sering keliling juga biar bisa menyeluruh interaksinya.

#### **Interview transcript April, 5 2014**

- R : Gimana menurutmu kelas tadi Cal?
- C : Wah rame dan asik. Siswa kelihatannya senang dan seru.
- R : Gimana menurutmu dengan drilling vocabulary?
- C : Bagus juga. Siswa jadi tahu bagaimana pronunciation yang benar.
- R : Bagaimana dengan kegiatan tadi, sudah interaktif belum?
- C : Sudah interaktif. Hampir semua mendapat kesempatan berbicara dan tidak menitikberatkan pada sebagian siswa. Tapi secara keseluruhan sudah interaktif.
- R : Ada masukan untuk pertemuan selanjutnya?
- C : Mungkin manajemen waktunya harus diperbaiki. Kalau bisa ada tambahan nilai atau *award* bagi siswa yang aktif biar mereka lebih semangat.

#### **Interview transcript April, 11 2014**

- R : Menurut ibu, bagaimana kelas tadi?
- C : Bagus.
- R : Bagaimana tadi dengan teknik *guessing* dalam membaca?
- C : Bagus, jadi tidak membuat siswa tergantung pada kamus.
- R : Menurut ibu, bagaimana dengan pemahaman siswa dengan grammar atau tenses?
- C : Wah bagus, tadi bisa membuat kalimat yang lebih baik, Biasanya cuma I went to school yesterday.

#### **Interview transcript April, 19 2014**

- R : Gimana menurutmu teknik *scanning* dan *skimming* tadi?
- C : Siswa merasa terbantu memahami bacaan dengan teknik itu. Teknik itu juga baru buat siswa jadi mereka kelihatan antusias.
- R : Gimana dengan pemakaian *keyword* tadi?
- C : Ya membantu siswa kalau menurutku. Jadi mempermudah mereka memahami bacaan.

# **APPENDIX G**

## **VIGNETTES**

**Vignette 1**

Day/date : Friday, November 22th, 2013  
 Time : 08.00 – 09.20 a.m.  
 Place : Grade VIII A of SMPN 6 Yogyakarta  
 ET: English Teacher R: Researcher Ss: Students

ET started the class by greeting Ss with saying “Good morning, everybody” and immediately replied by the Ss, “Good morning”. “How are you today?” asked ET. Ss answered, “Fine. Thank you. And you?” “I am fine too. Thank you,” said ET. ET said to Ss that there was a guest that day. Then, R introduced his name. “Okay. My name is Fitri Alfarisy but you can call me mas Alfa or Mister Alfa.” Then, ET checked the attendance list. ET started the lesson by continuing the previous lesson. She asked Ss whether they had finished their homework or not. ET asked Ss to check the answer together. ET asked them, “Have you done the homework?” Ss kept silent. Then, ET checked the answer through reading the answer without discussion with Ss. ET mentioned all of the answers. While ET mentioned the answers some of Ss looked bored and they did their own activities such as chatting with their friends and reading other book. After ET finished the answers, ET did not ask Ss about their answers. ET turned on the LCD. ET showed a text of Sea Eagle. ET said, “Read the text carefully and answer the questions!” Then, Ss did the tasks. The class was noisy then because ET went to the toilet. Some of Ss tried to do the exercises with their friends. There were also some of Ss who tended to make noise during the teaching and learning process by chatting with their friends. Some Ss asked me how to use some expressions. R explained the expressions to them. Then, ET came to the class again. She asked to the Ss, “*Sudah selesai mengerjakannya?*”. Ss answered, “*Belum Miss.*” Then ET was silent and doing something with her laptop in front of the class while Ss were finishing the tasks. Some of Ss were still chatting with their friends and the others were finishing the tasks. The class became noisy because some of them had finished their tasks. ET then started to check the answer. Like before ET did not discuss the text with Ss first but she checked the answers directly through mentioning all of the answers. Then, ET explained next material until the end of the time. Then ET asked Ss to do some tasks in LKS. She said, “*Sekarang buka LKS dan halaman 40 sampai 45 untuk PR*”. Finally, the bell rang out. ET ended the class. “*Latihannya dikerjakan di rumah, ya. Sambil belajar. See you.*” Her *salam* was replied by Ss.



## Vignette 2

Day/date : Friday, April 4, 2014  
 Time : 08.00 – 09.20 a.m.  
 Place : Grade VIII A of SMPN 6 Yogyakarta  
 Meeting : 1<sup>st</sup> meeting  
 Topic : Narrative  
 ET: English Teacher                      R: Researcher                      Ss: Students

Ss were ready to join the class. When the teacher greeted them, “Okay, class. How are you today?”, Ss replied loudly, “I am fine. Thank you.” Then, she led them to take a pray. After that, R called Ss’ names one by one to check whether some of them could not join the class. R turned on the LCD and started the materials by presenting the first slide about picture of Nyi Roro Kidul. R explored Ss’ knowledge about Nyi Roro Kidul and the narrative text through the picture and several questions. R showed the picture and said, “Well, look at the slide. Who is the woman on the picture?”. Ss said “Nyi Roro Kidul”. And then, R continued the next questions “Who is she? Is she superhero?”. Ss replied, “No, she is a legend *dari pantai selatan*”. R replied “Good, very good she is a legend from south sea”. “Today, we will learn about narrative text. What is narrative text?” R asked them. “*Narasi mas.*”. a S replied. “Good, any other opinions?” Another S said, “*Cerita narasi yang bertujuan untuk menghibur mas.*”. R asked again, “Good, so the purpose of narrative texts is to entertain or to amuse the reader and to give information. Can you give some examples of narrative texts?”. Enthusiastically the Ss said, “The legend of Tangkuban Perahu, Cinderella, *Si Kancil*, and Snow White.” “Ok. Those are examples of the narrative text. The examples can be found in myths, fairytales, science fiction, legends, fable, and romance novels”, R explained them. R asked Ss to mention the examples of them. They enthusiastically mentioned it. Then, R explained them definition of the narrative text. Then, R asked “So, the purpose of narrative text is to?” “to entertain or to amuse the reader”, Ss replied. “Good, it also has a purpose to?” R continued.

“to give information, sir”, shouted one of the students.

“Good.” R appreciated her. R continued to explain the generic structure. R mentioned that the generic structure of the text consists of orientation, complication, and resolution. R gave them a text about the legend of Nyi Roro Kidul and asked them to identify the generic structure of the text. Then R and Ss discussed the generic structure of the text. R asked, “Is there any question about the generic structure of the narrative text?”

They asked, “*Bisa gak mas kalau satu teks ada beberapa masalah?*”

R said, “Yes. It can be. One text consists of several problems, but of course there are solutions of the problem.”

Then, R asked the Ss about the use of tenses in the narrative text. They said that past tense is used in the text. Then R asked them, “Can you give the example of narrative text?” One of Ss said, “I went to school yesterday.” “Great”, R said. R explained them about past tenses and asked them to identify the past tense in the text. After that, R and Ss discussed the past tense used in the text. Ss asked, “*Kalau past tense cuma ditambah ed/d sajakan, mas?*” R said, “For regular verbs, we just add ed/d, but for irregular verb, we don’t put ed/d. Examples of irregular verbs are go, bring, buy, drink, eat and etc. You got it?” They said, “Yes, mas.”

R distributed handouts one by one to allow them to get involved in the learning activities. In the handouts, there were several words categorized into the word classes and asked them to identify the meanings of the words. R showed the word classes to help them in understanding the grammatical points of the text. Then, R asked Ss to find difficult words in the text. They mentioned several words like ulcer, cure, stink, and noble. R asked them to find the meaning of the words through guessing technique. R gave one example. R asked, “Please read the paragraph 4 sentence 2 and 3. However, she had a noble heart. She did not have any bad feeling about her step mother. If we read those sentences carefully, what the meaning of *noble*?” They replied. “*Itu mas, hati yang baik bukan?*” R said, “Yes, that’s true. Noble is baik hati.”

R continued, “You can also said *mulia* because the princess did not have any bad feeling about her step mother although her step mother did bad things to her. So, to find the meaning of the word, we can use guessing. Now try to find the meaning of other difficult words through guessing.”

Then, they tried to find the meaning of some words seriously. One of Ss suddenly clapped the hands and said, “*wah ternyata lebih gampang memahami teks dan kata sulit lewat guessing. Jadi gak perlu tergantung sama kamus.*”

Then R read the pronoun the words. When R drilled the words, they still made mistakes to pronounce *noble*, *ulcer*, and *rumor*. They pronounced, “/’no.bl/, /’ul.cə r / and /’ru:.mə r /”.

R said “/’nəʊ.bl/. Then they repeated it. After few times they could say noble correctly. R also used the same method to teach how to pronounce ulcer /’ʌl.sə r / and rumor /’ru:.mə r /. Then R gave comprehension question related to the text and asked them to answer it. They can easily answer the questions correctly. R continued the learning through giving other text to them. R asked them to read the text carefully. Then R asked them to try to identify the generic structure of the text, the tenses, and the difficult words. After a while, then R and Ss discussed the generic structure of the text, the tenses, and the difficult words. R asked them to use guessing in finding the meaning of the words. They can easily find the meaning of the words. R also gave them the comprehension question related to the text. Then R and Ss discussed it together. They could easily answer the questions. In the end of the class, R reviewed the material and asked them whether they still had problems with narrative text or not. They said, “*Mengerti mas, no questions*”

R also asked them how about activities today. They said “*Lebih mudeng. Lebih ngerti dan lebih asik karena banyak interaksi guru dan murid, mas.*”

R also gave them questions about the learning activities that day. Finally R turned the LCD off and closed the class with a prayer and saying “Good bye and see you next meeting”

### Vignette 3

Day/date : Saturday, April 5, 2014  
 Time : 08.20 – 09.40 a.m.  
 Place : Grade VIII A of SMPN 6 Yogyakarta  
 Meeting : 2nd meeting  
 Topic : Narrative  
 ET: English Teacher                      R: Researcher                      Ss: Students

R turned the LCD on first while Ss were preparing to join the class. When R greeted them, “Okay, class. How are you today?” Ss replied loudly, “I am fine. Thank you.” Then, R led them to take a prayer. After that, R called their names one by one to check whether some of Ss could not join the class. Then R started the lesson through explore their knowledge about narrative text. R asked, “Yesterday, we have learned about narrative text. Can you mention the purpose of narrative text?”

One of them said, “to entertain the reader, *mas*.”

The other said, “to amuse the reader and give information, *mas*.”

“Good. How about generic structure of the text?” R continued.

“Orientation, complication, and resolution, *mas*.” Enthusiastically Ss answered.

R asked, “Great. Then, what tenses used in the text?”

They said, “past tense, *mas*.”

R asked one of Ss to give example of past tense. A S said, “I went to school this morning.”

“Good.”, R said. Then, R asked him to choose their friends randomly. Some of Ss could not make sentences using past tense. R tried to help them make sentences. R asked, “Wibhi, please make a sentence using past tense.” He said, “I meet my friend in the school”. R replied, “Not meet Wibhi, but met. You also have to mention the time. *Waktunya harus disebutkan misalkan this morning, yesterday, this afternoon, and etc.*”

After reviewing the materials, R asked them to make a group of four. R gave them text about *La Llorona, the Woman Crying*. R asked them to learn the text carefully in a group. Then, they had to identify the generic structure of the text, find the meaning of difficult words, and answer the questions in the group. While they were finishing the tasks, R walked around the class to check whether they had problems to comprehend the text or answer the questions. When R came to one of the group, they asked him about the difficult words. They said. “*Mas, kalau bleed dan current artinya apa?*”

“*Coba baca kalimat yang ada kata bleed sama current!*” R asked them.

One of them said, “*Inikan ibunya setelah melahirkan jadi pasti mengeluarkan darah, terus darah itu blood, jadi bleed itu pasti berdarah. Bener gak mas?*”

“*Ya benar. Itu bisa kalau tidak pakai kamus. Sekarang coba yang lain, pasti bisa.*” R said.

“*Oke mas.*” They replied together.

After several minutes, they have finished their tasks. R asked them to do peer-corrections. So, they had to check another group answer and give comments about it. Then, R and Ss checked the answers together. R asked the group one by one randomly to answer the questions. R did it to interact with a whole class. Then, they gave their marks and submit the answer sheet together. Next, R made a reading game. R gave Ss a short narrative text and asked them to

read carefully in the group. After that, R took the text and asked them about the text orally to check their comprehension of the text. The group that could answer the questions correctly would be given score. Ss were very enthusiastic to answer the questions. They shouted to be chosen to answer the question. They competed to each other to win the reading game. All of them tried to answer the questions but only some of them could answer the questions correctly. In the end of the class, the highest score get snacks as award. Then, R asked, "How about today's activities in reading class?" Ss said, "*Seru mas, asik banget. Besok lagi mas.*(It is fun. I hope tomorrow will be more fun)" R continued, "Do you like the activities? They shouted, "Yes." R asked again, "Do you think that the activities help you to comprehend/*memahami* the text?" They replied, "Yes." "*Jadi lebih ngerti mas. (I get to understand more than before)*" one of Ss said. R said, "Good. *Bagus kalau begitu.* Is there any questions?" They shouted, "No." Then, R finished the class with a prayer and saying "Good bye and see you next meeting". After that, R turned the LCD off and left the class.

#### Vignette 4

Day/date : Friday, April 11, 2014  
 Time : 08.00 – 09.20 a.m.  
 Place : Grade VIII A of SMPN 6 Yogyakarta  
 Meeting : 3rd meeting  
 Topic : Narrative  
 ET: English Teacher                      R: Researcher                      Ss: Students

R turned the LCD on first while Ss were preparing to join the class. When R greeted them, “Okay, class. How are you today?” Ss replied loudly, “I am fine, and you?” I said, “I’m fine, thank you.”

Then, R led them to take a prayer. After that, R called their names one by one to check whether some of Ss could not join the class. Next, R reviewed the materials about narrative text. R asked some questions about generic structures of the text, tenses used in the text, and examples of narrative text. R asked some of Ss to give example of past tense to make sure they had already understood the past tense. Surprisingly, they could make sentences correctly and better such as, “They gave a cake to my parents this morning when I was having breakfast”. When Ss gave example, they made mistakes to pronounce the word but R corrected it directly. One of them said, “The police received /rɪˈsi:ved/ the report this morning.” She made mistake when she said received /rɪˈsi:ved/. Then R said, “You have to pronounce /rɪˈsi:vd/ not /rɪˈsi:ved/. Now, please repeat after me /rɪˈsi:vd/.” Ss repeated three times until they pronounced correctly. After that, R asked another S to make a sentence. One of them said, “The police stopped my motorcycle yesterday.” “Good. How to pronounce s-t-o-p-p-e-d?” R asked Ss. They shouted “/staped/” Then R corrected them, “Not /staped/ but /stapd/. Repeat after me, /stapd/” Then R corrected them, “Not /staped/ but /stapd/. Repeat after me, /stapd/”

R repeated for few times till they could pronounce correctly. R wrote some words like ‘trough’, ‘rough’, ‘stopped and etc. on the white board. R asked them to pronounce them but most of them mispronounced so R corrected them. Next, R reviewed the text that they had learned. R asked them to check their comprehension about the text, “We have learned several texts, right? Can you tell me what are they?”

They said, “Yes, mas. *Ada* the legend of Nyi Roro Kidul, Llorona the Cryng Stonesa, and the Owl and the Nightingale.”

“Good. Now can you tell me what is one of the text about?” R asked again, however no one answered the question. Then R asked one of them, “Hafiz, can you tell me the legend of Nyi Roro Kidul, please?”

He said, “In Indonesia *ya mas. Jadi dulu ada sebuah kerajaan, rajanya punya anak namanya Dewi Kadita. Terus, rajanya nikah lagi, lha ibunya tidak suka sama Dewi Kadita. Terus dia pergi ke penyihir untuk membuat Dewi Kadita jadi kena penyakit mas. Terus Dewi Kadita kena penyakit dia diusir dari kerajaan dan berjalan selama tujuh hari tujuh malam mas. Akhirnya dia sampai di laut selatan terus lompat ke laut dan dia jadi cantik lagi serta sembuh dari penyakit yang dia alami. Begitu mas.*”

“Wah. Great. *Keren sekali sudah paham ceritanya.*” R said.

R continued asking other students about other texts. Surprisingly, they could tell the story correctly although they still mixed Indonesian and English. They could retell the story they had

learned. This showed that they comprehended the text well. After reviewing the materials, R moved to the next step which is individual construction of the text. R gave them text and asked them to identify the generic structure of the text. R also asked them to find the meaning of difficult words by guessing and answer the questions related to the text individually. R said that they were not allowed to work in pairs or a group. R wanted to assess their reading comprehension. While they were finishing the task, R looked around to check whether they had problems to finish the task. Ss did the task individually, they did not use any dictionary to find the meaning of difficult words. R asked them to use guessing to find the words through understanding the sentence of the text. After 45 minutes, they finished their task and R and Ss checked the answer together by peer corrections. Then, R called their name one by one to write their score. The result of the assessment shows that their reading comprehension had improved. There were 35 students in the class and they gained 81.7 on the average. After R and Ss checked the answer together, R asked one of them to tell the story of the text through picture series. R gave them several pictures and asked them to tell the story through the pictures. However, no one raised their hands so R asked one of them again. Suddenly one of them raised his hand and retold the story in front of the class. Then R guided him to retell the story in English. He could tell the story well in front of his friends. After he finished the story, everyone gave him big applause. Then R asked other students to do the same however suddenly the bell rang, so R finished the class. R said, "Good bye and see you next meeting. Keep learning." They said, "See you. Ok *mas*."

### Vignette 5

Day/date : Saturday, April 19, 2014

Time : 08.20 – 09.40 a.m.

Place : Grade VIII of SMPN 6 Yogyakarta

Meeting : 4th meeting

Topic : Narrative

ET: English Teacher

R: Researcher

Ss: Students

In this meeting, R started the second cycle. From the result discussion with the collaborator and the teacher, it could be concluded that the Ss' comprehension had improved. Then R and ET wanted to improve their comprehension more, so in the second cycle Ss were taught about scanning and skimming. R also taught them about grammar, because some of them couldn't recognize the speech of the word. Ss were ready to join the class. When R greeted them, "How are you, everybody?" Ss replied, "Fine, thank you". Then R asked one of them to lead a prayer before class. "Samodra lead us to take a prayer, please?" "Ok. Sir" After that, R called their name one by one to know why some of them could not join the class. They said that some of them were joining the competition". R wrote "SKIMMING AND SCANNING" in the white board and asked them "Do you know what that is?" They replied "No. *Baru saja dengar*". Then R said that they were going to learn about that today. They looked happy and enthusiastic to learn about it. They paid more attention to me. Firstly, R explained them about skimming. R told them the benefits of using the technique. They continued the activities through practicing how to use the technique together. R turned on the LCD to show the text about the King of the Jungle. R asked them to skim the text and found the main idea of the text. Then R asked them to say the main idea of the text. Some of them said, "There is a fox and Tiger. The tiger *dibodohi mas sama* the fox." R asked to Ss, "What is *dibodohi* in English?"

They said, "*Gak tau mas.*"

Then R replied, "*dibodohi* in English is fooled /fuld/". Then they learned how to pronounce the word with him. R said some words, then they repeated the word few times. Next, R explained them about scanning technique. R told them the benefit of the technique too. R gave them text individually and asked them to mark keywords of the text. R gave them few minutes to read carefully. After that, they discussed the text through specific information that they found. R asked, "What keywords did you find in the text?"

R asked them to say the keywords one by one. They said, "The Tiger and the Fox, the Fox said that he is a king of the jungle, the animals in terror, and the Tiger bowed low to the Fox".

To check their answer, R distributed handouts of the materials which consist of the materials and list of irregular verbs. Then R and Ss continued discussing the specific informations. R and Ss tried to comprehend the text through the specific informations that they get. R asked them several questions related the specific informations. They could answer it easily. Then R asked them to find difficult words. Then R and Ss discussed to find the meaning of the words without dictionary. R and Ss identified the difficult words on the sentences. R asked them to use guessing techniques to find the meaning further. R asked, "What's the meaning cried out?" One of them directly said, "*Di dalam text, harimau menyerang musangnya.* The Fox cried out, *kalau*

*tiba-tiba diserang biasanya menjerit. Jadi cried out menjerit mas.*” R replied, “Good. It shows that you already understand the text well. You also can say *menjerit atau berteriak.*”

Then, we continued to find other meanings of difficult words through the guessing technique.

R reviewed the difficult words that the Ss had learn. Next, R and Ss practiced to pronounce those words together. They repeated the words few times. After that, R and Ss discussed the past tense. R asked them to make sentences using past tense because R found that some of them still made mistakes about it. R found that some of them didn't understand the regular and irregular verbs, so R gave them list of irregular verbs. Then R explained briefly the differences characteristics between the regular and irregular verbs. R asked some of them to make sentences to make sure that they had understood about it. Surprisingly, they could make correct sentences. R also asked them past tense form of some verbs either regular or irregular verbs. Mostly, they could answer it correctly. When they made mistakes, R corrected them. Then R reviewed the materials that they had learned about skimming and scanning, difficult words, and tenses. R kept asking them if they had problems about the text. After made sure that Ss understanding the material, R gave them another text and asked them to read the text carefully. R asked them to find the specific information to help them in comprehending the text. R asked to use scanning in comprehending the text. Then, we identified the difficult words and found the meaning of the words through guessing. Next, we identified the tenses. R asked them to show the examples of past tense in the text. In the end of the class, R reviewed the material. R asked, “How about today activities for reading?”

They said, “*Bagus mas. Fun. Seru*”

R continued, “How about scanning and skimming? Do they help you to comprehend the text well?”

They replied, “*Ya, enak mas. Jadi lebih mengerti dan lebih mudeng. Biasanya kalau sama guru Bahasa Inggris jarang komunikasi dan jarang diajarin gini mas. Ini lebih cepat memahami teks*”

R was happy to know it. After that, R asked them whether they still had problems to comprehend the text. They said that they understood the text well and did not have any questions. So, R turned the LCD off and said “Goodbye and see you next meeting”



### Vignette 6

Day/date : Friday, April 25, 2014  
 Time : 08.00 – 09.20 a.m.  
 Place : Grade VIII of SMPN 6 Yogyakarta  
 Meeting : 5th meeting  
 Topic : Narrative  
 ET: English Teacher                      R: Researcher                      Ss: Students

Ss were ready to join the class. When R greeted them, “How are you everybody?” Ss replied, “Fine, thank you”. R asked one of them to lead a prayer before the class started. Next, R called their names one by one to check whether some of them could join the class or not. Then, R continued reviewing the material they had learned. R moved to joint construction of the text step. Before R asked Ss to do the tasks, R motivated them to like learning English. Ss paid attention to R. R told them that R didn’t like English before till R can finally have good English. R also told them benefits of having good proficiency of English. They looked seriously to hear R’s story. R advised them to keep learning English. They agreed with that. Then, R applied a reading game which was a modification of jigsaw to build interaction between Ss. Firstly, R asked them to make a group of nine. R gave different text each the group. After that, R asked them to comprehend and discuss the text with their group. R asked them to discuss the difficult words, the language function, and the grammar used in the text. R asked them to comprehend the text well because they had to inform or retell the text to his/her friends. R gave them 20 minutes to discuss the text. While they were discussing the text, R looked around to help them if they had some problems. They seemed to enjoy the activities. Then, R took all of the texts and asked them to make a new group of four students consists of members from different the group before. It quite took time because some of Ss did not want to make a new group. Then R divided them into nine groups. They looked happy because all of them had a group. After all of them sat in their groups, R asked them to choose one person each group to be a leader. Then they had to retell the stories that they had read before to the leader. While they were retelling the story to the leader, R looked around to check whether they had problems or not. R gave them 15 minutes to retell their story to the leader. The class was so lively. Most of them spoke in English to retell the story. It was quite crowded, but it was fine. After they finished the discussion, R asked to all of the leaders to come in front of the class. Then R gave several questions randomly to make sure whether they understood the text or not. They competed to each other to be a winner. The class was really lively. It was really crowded because the leaders tried to answer while the others cheered them. When we did the competition suddenly the bell rang, Ss said, “*Yah..dilanjutin aja mas, lagi asik mas*”. Most of them agree with that, they said, “*Iya mas.Iya.*” They were really enthusiastic towards the activities. They looked like they did not want to end the class, however R could not continue the activities because the time was over. R said, “Hmm. Let’s continue next time.” So, R ended the class after mentioned the winner of the game. They applauded and gave congratulations to the winner. Before R ended the class, R asked them about the activities they had done. They shouted, “*Asik. Fun. Belum pernah kegiatan kayak gini mas.*” R was happy to know that they enjoyed the activities. Then, R said, “Thank you. See you.”

**Vignette 7**

Day/date : Saturday, April 26, 2014

Time : 08.20 – 09.40 a.m.

Place : Grade VIII of SMPN 6 Yogyakarta

Meeting : 6th meeting

Topic : Narrative

ET: English Teacher

R: Researcher

Ss: Students

Ss were ready to join the class. When R greeted them, “How are you everybody?”, Ss replied, “Fine, thank you”. R asked one of them to lead a prayer before the class started. Next, R called their names one by one to check whether some of them could join the class or not. Fortunately, all of them came to the class. Then, R started the class by reviewing the materials they had learned before. R asked them whether they still had problems with reading comprehension or not. They said, “*Gak ada masalah, pak. Everything is clear, sir.*”

“Great.”, R replied. After that, R asked them about the materials that they had learned. R also asked them about the techniques they learned to comprehend the reading text. After reviewing the materials and the techniques, R gave them the tasks of reading. R asked them to finish the text individually. Firstly, R explained the instructions in the text. And then, R asked them to finish the tasks individually. After that, Ss read the text silently. The tasks consisted of answering the comprehension question, mentioning the meaning of some words, and arranging the pictures series. The activities ran smoothly. Ss had no problem with the task. While they were finishing the task, R looked around to help them. R checked one by one if they had problems in finishing the task. R gave them 45 minutes to finish the task. Ss looked seriously finishing the task. They did the task individually without discussing it with other friends. When some of them tried to discuss or asked the answer, R asked them to finish it individually. R asked them that cheating is not good attitude. R motivated them to finish individually because they had to believe with their proficiency. R asked them to finish the task using the techniques that they had learn. After 45 minutes, R asked them to submit the task but some of them wanted to have more time. R gave 5 minutes as additional time. Furthermore, they submitted the tasks together. They looked satisfied with their work. After they submitted the task, R asked them to discuss the answers together. When R and Ss were discussing the answers together, they looked satisfied because they believe that they answer correctly. R turned on the LCD and showed pictures series about the story they read before. R asked them to rearrange the pictures and told the story according to the pictures. At first, they were silent and no one answered. R said them to tell what they did in the individual task before. R said them that R would give reward to Ss who could tell the story. Suddenly, most of them raised their hands. R chose two of them to retell the story. After they finished retell the story, R gave the reward. They were happy because they got the reward. This was the last meeting so R asked them about the activities in the class for whole meetings. Suddenly one of them said, “*Lebih menarik kalau diajar mas Alfa. Kalau diajar sama guru Bahasa Inggris biasanya gak mudeng mas karena gurunya Cuma datang terus buka leptop dan meminta mengerjakan soal. Biasanya dia memberikan pertanyaan tapi dijawab sendiri juga mas. Jadi gak ada interaksi sama murid. Pembelajarannya jadi bosan dan gak mudeng.*”

The others agreed with the opinion. They shouted, “Yes. Yes. That’s true, mas.”

Then R said that that was the teacher style and asked them to learn more individually. In the end of the class, R gave a token as gratitude for their help. Then, R asked, “How about all of the activities in the learning process from the first until the last meeting?”

They said, “*Seru mas. Asik. Kalau bisa mas Alfa aja yang mengajar, karena lebih interaktif dan lebih enak. Mas Alfa jadi gurunya kita aja.*”

R just laughed and asked again, “how about the reading comprehension of the text?”

One of them said, “*Ya jadi lebih gampang mengerti dengan scanning, skimming, dan guessing itu mas.*” The others agreed with the opinion. They say “Iya. Iya mas”

R said, “Thank you, I’m glad to hear that. I hope I can be your teacher someday.”

The bell rang immediately, R ended the class and said “Thank you very much and see you later Wassalamualaikum wr.wb.”

# **APPENDIX H**

## **ATTENDANCE LIST**

## ATTENDANCE LIST

STD. NUMBER	NAME	MEETING						N1	N2
		1	2	3	4	5	6		
1	AMARRIA MA'RUFU	v	v	v	v	v	v	90	75
2	AMATULLOH DEWI FAJAR	v	v	v	v	v	v	75	80
3	ANGELA YUBILIANA	v	v	v	v	v	v	80	90
4	ANGGRAETA OKFIA PUSPITASARI	v	v	v	v	v	v	80	85
5	BENARIFA RIDHA AZIZAH	v	v	v	v	v	v	85	88
6	BERNADETTA RISMA YUBILIA	v	v	v	v	v	v	85	95
7	BERNADETTA DANIA ROSSA	v	v	v	v	v	v	80	85
8	CANDRA KURNIAWAN	v	v	v	v	v	v	75	80
9	CINTYA SEKAR AYU PERMATASARI	v	v	v	v	v	v	70	90
10	DAFFA DEWA SAPUTRA	v	v	v	v	v	v	90	95
11	DESI KRISTIYANI	v	v	v	v	v	v	75	95
12	DEWANDIAKSA SYAHDA MARHAENDRA	v	v	-	-	v	v	-	75
13	DHEA AYU DANISWARI	v	v	v	v	v	v	80	80
14	FEBBY NURUL HUDA	i	i	v	I	v	v	85	75
15	GENTHA WIBHI MIASA	v	v	v	v	v	v	80	85
16	HILARIUS SAMODRA WISAMBODHI	v	v	v	v	v	v	85	80
17	I KOMANG MANIK CHARLIAN BENANDIKA	-	v	v	-	v	v	75	85
18	KIRARA MUTHIA ADESTY	v	v	v	s	v	v	95	80
19	LETHYCIA RACHEL JOVINA	v	v	v	v	v	v	85	75
20	MONICA AMELIANA ANDISTA MUNTHIE	v	v	v	v	v	v	85	90
21	MUHAMMAD HAFIZH RASHIN	v	v	v	v	v	v	65	85
22	MUHAMMAD MUZAFFAR FAZA	v	v	v	v	v	v	90	90
23	MUHAMMAD REZA ARISTO	v	v	v	v	v	v	85	95
24	NADYANATA KANESTRI MEGANOVETA	v	v	v	v	v	v	65	85
25	NATALIA DESI WAHYUNINGRUM	v	-	v	i	v	v	80	85
26	OCTA NADIA MELLYNDA	v	v	v	v	v	v	90	95
27	RAHMAH SAKINAH	v	v	v	i	v	v	85	75
28	SATRIYA PARAMA PUTRA WIBAWA	v	v	v	v	v	v	75	90
29	SHAQUILLE KITO NAJIB	v	v	v	v	v	v	90	88
30	SHEILLA HALIMUS SA'DIYAH	v	v	v	v	v	v	75	95
31	SHINTYA NABILA SOLITA	v	v	v	v	v	v	90	88
32	SISILIA VINA EUDIA	v	v	v	v	v	v	80	95
33	STEFANUS FAJAR SETYAWAN	v	v	v	v	v	v	70	85
34	SYAFA SALSABILA YASINTA	v	v	v	v	v	v	85	80
35	TIMOTIUS LEON SATYA PRIHANDORO	v	v	v	v	v	v	85	95
<b>Rata-rata</b>								<b>81.7</b>	<b>85.9</b>



# **APPENDIX I**

## **PHOTOGRAPHS**



The students interact with the text and the teacher.



The students interact with each other in group activity.





The teacher interact with students while the students interact with each other to comprehend the text.



The teacher interact with the students. The students were enthusiastically to answer the questions.



The students interact with the text through reading text individually and carefully.



The student retell the story that show his comprehension of the text.

# **APPENDIX J**

## **PERMISSION LETTERS**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0346/UN.34.12/DT/III/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

20 Maret 2014

**Kepada Yth.  
Walikota Yogyakarta  
c.q. Kepala Dinas Perizinan Kota Yogyakarta**

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan Penelitian untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**IMPROVING THE READING COMPREHENSION OF GRADE VIII A STUDENTS OF SMP NEGERI 6  
YOGYAKARTA THROUGH INTERACTIVE LEARNING ACTIVITIES IN THE ACADEMIC YEAR  
2013/2014**

Mahasiswa dimaksud adalah :

Nama : FITRI ALFARISY  
NIM : 10202241024  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Maret - Mei 2014  
Lokasi Penelitian : SMP Negeri 6 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,



*[Signature]*  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
1. Kepala SMP Negeri 6 Yogyakarta



**PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN  
SMP NEGERI 6**

Jl. RW Monginsidi No 1 Yogyakarta Kode Pos 55233, Telp. (0274) 512268 Fax (0274) 512268  
EMAIL : [smpn6yk@yahoo.com](mailto:smpn6yk@yahoo.com)  
HOT LINE SMS 08122780001 HOT LINE E MAIL : [upik@jogjakota.go.id](mailto:upik@jogjakota.go.id)  
WEBSITE : [www.jogjakota.go.id](http://www.jogjakota.go.id)  
**YOGYAKARTA 55233**

## **SURAT KETERANGAN**

Nomor : 070/177

Yang bertanda tangan di bawah ini :

Nama : RETNA WURYANINGSIH, SPd  
NIP : 19690726 199512 2 003  
Pangkat/Gol : Pembina IV/a  
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : FITRI ALFARISY  
NIM : 10202241024  
Jurusan : Fakultas Bahasa dan Seni  
Universitas : UNY

Benar-benar telah menyelesaikan penelitian di SMP Negeri 6 Yogyakarta guna memperoleh data yang diperlukan untuk tugas akhir skripsi dengan judul **"IMPROVING THE READING COMPREHENSION OF GRADE VIII A STUDENTS OF SMP NEGERI 6 YOGYAKARTA THROUGH INTERACTIVE LEARNING ACTIVITIES IN THE ACADEMIC YEAR 2013/2014"** pada tanggal 4 - 26 April 2014.

Demikian keterangan ini dibuat untuk dapat digunakan seperlunya.

Yogyakarta, 26 April 2014  
Kepala sekolah



RETNA WURYANINGSIH, SPd  
NIP. 19690726 199512 2 003



PEMERINTAH KOTA YOGYAKARTA  
DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241,515865,515866,562682  
Fax (0274) 555241  
EMAIL : perizinan@jogjakota.go.id  
HOT LINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id  
WEBSITE : www.perizinan.jogjakota.go.id

**SURAT IZIN**

NOMOR : 070/0974  
1824/34

Membaca Surat : Dari Dekan Fak. Bahasa dan seni - UNY  
Nomor : 0346/UN.34.12/DT/III/2014 Tanggal :20/03/2014

Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah  
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;  
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : FITRI ALFARISY NO MHS / NIM : 10202241024  
Pekerjaan : Mahasiswa Fak. Bahasa & Seni - UNY  
Alamat : Kampus KArangmalang Yogyakarta  
Penanggungjawab : Drs. Nury Supriyanati, M.A.  
Keperluan : Melakukan Penelitian dengan Judul Proposal : IMPROVING THE READING COMPREHENSION OF GRADE VIII A STUDENTS OF SMP NEGERI 6 YOGYAKARTA THROUGH INTERACTIVE LEARNING ACTIVITIES IN THE ACADEMIC YEAR 2013/2014

Lokasi/Responden : Kota Yogyakarta  
Waktu : 21/03/2014 Sampai 21/06/2014  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas  
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan  
Pemegang Izin  
  
FITRI ALFARISY

Dikeluarkan di : Yogyakarta  
pada Tanggal : 21-3-2014

An. Kepala Dinas Perizinan  
Sekretaris



Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMP Negeri 6 Yogyakarta
4. Dekan Fak. Bahasa dan Seni - UNY