THE IMPLEMENTATION OF THE EXPERIENCE-TEXT-RELATIONSHIP (ETR) METHOD TO IMPROVE GRADE VIII STUDENTS' READING COMPREHENSION AT SMP N 9 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the

Sarjana Pendidikan Degree in English Language Education

Christy Dewi Pramanik

11202241060

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2015

THE IMPLEMENTATION OF THE EXPERIENCE-TEXT-RELATIONSHIP (ETR) METHOD TO IMPROVE GRADE VIII STUDENTS' READING COMPREHENSION AT SMP N 9 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the

Sarjana Pendidikan Degree in English Language Education

Christy Dewi Pramanik

11202241060

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2015

i

APPROVAL SHEET

THE IMPLEMENTATION OF THE EXPERIENCE-TEXT-
RELATIONSHIP (ETR) METHOD TO IMPROVE GRADE VIII
STUDENTS' READING COMPREHENSION AT SMP N 9
YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

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

By
Christy Dewi Pramanik
11202241060

Approved by the supervisor on 9th July 2015

Supervisor

Dra. Jamilah, M.Pd.
NIP. 19630103 198803 2 002

ii

RATIFICATION

THE IMPLEMENTATION OF THE EXPERIENCE-TEXT-RELATIONSHIP (ETR) METHOD TO IMPROVE GRADE VIII STUDENTS' READING COMPREHENSION AT SMP N 9 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

By

Christy Dewi Pramanik

11202241060

Accepted by the board examiners, Faculty of Languages and Arts, State University of Yogyakarta on July 30th, 2015 and declared to have fulfilled the requirements for the attainment of *Sarjana Pendidikan* Degree in English Education Department
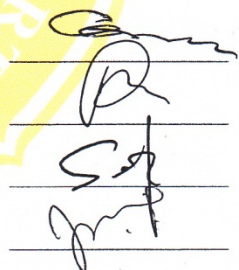
the board of examiners,

Chairperson	: Drs. Samsul Maarif, M.A.	
Secretary	: Sudiyono, M.A.	
First Examiner	: Siti Sudartini, M.A.	
Second Examiner	: Dra. Jamilah, M.Pd.	

Yogyakarta, August 4th 2015
Faculty of Languages and Arts
State University of Yogyakarta
Dean,
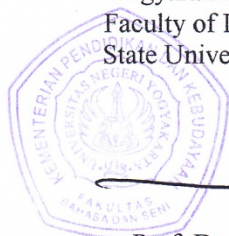
Prof. Dr. Zamzani, M.Pd.
19550505 198011 1 001

iii

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini,

Nama	: Christy Dewi Pramanik
NIM	: 11202241060
Jurusan	: Pendidikan Bahasa Inggris
Jenjang	: S 1
Fakultas	: Bahasa dan Seni, Universitas Negeri Yogyakarta
Judul Skripsi	: *The Implementation of the Experience-Text-Relationship (ETR) Method to improve Grade VIII students' Reading Comprehension at SMP N 9 Yogyakarta in the Academic Year of 2014/2015*

menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya skripsi 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, maka sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 9 Juli 2014
Penulis

Christy Dewi Pramanik
11202241060

iv

MOTTOS

"And seek help through patience and prayer."

— Quran 2:45

"Humans can have only that for which they make effort."
— Quran 53:39

"Sometimes you gotta run before you can walk."
– Tony Stark

DEDICATION

I dedicate this thesis to:

My super mom.

For her unconditional love and for never-ending
prayers.

My precious family:

My grandmother. *Ayah*, *Ibu*, Sophia, Emeera. *Papa*
Handoko.

For their support.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful.

Alhamdulillah, all praise to Allah for providing me this opportunity and granting me the capability to proceed successfully. Only due to His blessing I could finish my thesis.

First of all, I would like to express my deepest and sincere gratitude to my supervisor Dra. Jamilah, M.Pd. for her valuable advices, suggestions and corrections. Her guidance helped me in all the time of research and writing of this thesis. Without her guidance it would be impossible to finish this thesis.

I would like to thank the big family of SMP N 9 Yogyakarta. Special thank goes to the school principal, Drs. Arief Wicaksono, M.Pd. for giving me the permission to conduct my research, the English teacher, Mursihati, S.Pd. for her cooperation and help, and the students of class VIII C for their participation and cooperation during the period of my research.

My biggest gratitude is directed to my beloved mom, Mama Herly, for her endless love, prayers, support, and sacrifice all over my life, and also for being my reason to study and work hard. I am also grateful to my grandmother, Mak Mursiti, for always caring and loving me unconditionally and for always being right by my mom's side. I cannot tell how much I love you. I also would like to thank my father, Mr. Izzul Fata and Mrs. Evi Roviaty for their understanding, valuable advices and continuous support; those mean so much to me, and thank you for taking good care of me, so that I can finish my degree. For Sophia and Emeera, thank you for being my nicest and cutest sisters. Also I express my thanks to the other people in my big family, Papa Handoko, Mama Yanti, Abah Yokie, and Abah Nono. I am so happy and grateful to have you all.

I should not forget to acknowledge my closest partner since the beginning of studying in this university, Adityarahman Sugandhi, for his patience, care and support, and for spending great moments together. Special thanks are also directed to those people around me. They are my dear classmate and the collaborator of my research Nindya, all classmates in PBI-C 2011 Dite, Anin, Latif, Nisa, Betty,

Erna, Aul, Ismi, Ica, Sinyo, Erica, Simbok, Danar, Aji, Imong, Slamet and Dika, my dear best friends in Cirebon, Ajjem and Anjas, and my beloved 'Wisma Umi' family in Jogja. I also would like to thank to all the people who have supported me directly or indirectly in the successful completion of my thesis.

Lastly, I completely realize that this thesis is far from being perfect. I appreciate any positive criticisms, ideas, and suggestions for the improvement of this thesis. Hopefully, this thesis gives meaningful contribution to the academic field.

Yogyakarta, 9th July 2015
The Researcher

Christy Dewi Pramanik

TABLE OF CONTENTS

LIST OF TABLES

THE IMPLEMENTATION OF THE EXPERIENCE-TEXT-RELATIONSHIP (ETR) METHOD TO IMPROVE GRADE VIII STUDENTS' READING COMPREHENSION AT SMP N 9 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

Christy Dewi Pramanik
11202241060

ABSTRACT

This research was aimed at improving reading comprehension of grade VIII students of SMP N 9 Yogyakarta through the implementation of experience-text-relationship (ETR) method in the academic year of 2014/2015.

This research was categorized as classroom action research. It consisted of two cycles. The subjects of this research were the students of grade VIII C of SMP N 9 Yogyakarta in the academic year of 2014/2015. The data of this research were in the form of qualitative and quantitative data. The qualitative data were collected by observing the teaching and learning process during the implementation of the actions, and interviewing the English teacher, the collaborator and the students. As for the quantitative data, they were collected by administering reading comprehension tests which consisted of pre-test and post-test. The qualitative data were analyzed using several steps including assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. Meanwhile, to analyze the quantitative data, the researcher used descriptive statistic to find the mean and standard deviation scores of the reading comprehension test scores. The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity.

The research findings show that there was improvement in the students' reading comprehension after the experience-text-relationship method was implemented in the teaching and learning process. It was indicated by the increasing mean scores of the students' pre-test and post-test results (66,52 to 77,41). The implementation of the experience-text-relationship method had also influenced several aspects of the teaching and learning process of reading. Firstly, the method was able to change students' attitude and behavior towards reading lesson seen from students' interest and enthusiasm which increased. Secondly, the method was able to increase students' participation in the class discussion. Lastly, the method was able to give the students' opportunity in attempt to achieve reading goals.

Keywords: *reading comprehension*, *experience-text-relationship*

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an important way for a person to master a certain language. Grabe (2009:4) states that reading is something that many people take for granted. He claims that as a part of citizen of modern societies, a person must be a good reader to be successful because reading in English can provide advantages for a person to develop his or her abilities in English. When someone becomes a skilled reader in English, he or she can use his or her reading skills to engage in advanced studies, get a good job, travel, gain access to information, become more cross culturally aware, and communicate with other.

In English as foreign language (EFL) classroom, reading is a kind of crucial activity since it has a role to improve the students' general language skills in English. Reading can enlarge the students' vocabulary mastery, improve writing and speaking skills, and reading is a source for student to know new knowledge about language. Furthermore, reading appears in many kinds of exams such as school exam, national exam, and any other exams, so that it is a must for students to have good reading skills to pass the exams.

A reading activity is closely related to reading comprehension which is one of the main purposes of EFL teaching-learning. The reader's ability to use their background knowledge or often called as prior knowledge or "schema" and relate it with the information from the text will affect their comprehension in

reading. As Nunan (2003) says, reading is a fluent process of readers combining information from a text and their own background knowledge to build reading.

However, building meaning of an English text by EFL learners cannot be considered as an easy task. Since English is a foreign language, most learners faced difficulties dealing with comprehending the text. As the result, students' ability in reading comprehension still needs improvement. This problem also happens to be the case among students in eighth grade of SMP Negeri 9 Yogyakarta. Most of the students find it difficult to construct the meaning of an English text or to comprehend a text.

Problems in reading comprehension may be caused by several factors. Firstly, the students' linguistic knowledge such as vocabulary mastery and grammar mastery could be categorized low. Secondly, the students lack interest in reading. Thirdly, the teacher has not yet taught the students a particular reading strategy. The students faced difficulties in reading comprehension since they do not use a certain reading strategy which is useful to help them to read.

Based on the problems stated above, the teacher needs to apply an appropriate strategy that can solve the problems, that is, a method that can activate students' background knowledge to facilitate students in reading comprehension. Carrell and Floyd in Ajideh (2003) argue that the teacher must provide the students with appropriate schemata they are lacking, and must also teach the students how to build bridges between existing knowledge and new knowledge.

Considering the issues, there are several reading strategies that can facilitate reading through activation of background knowledge. Carrel in Stott

(2001) lists numerous ways in which relevant schemata may be constructed, including lectures, visual aids, demonstrations, real-life experiences, discussion, role-play, text previewing, introduction and discussion of key vocabulary, and key-word or key-concept association activities.

Among the numerous schema-building strategies, the experience-text-relationship (ETR) is chosen to be the method to improve students' reading comprehension. ETR is a method developed by Au (1979) in teaching reading comprehension in EFL for Hawaiian children to stimulate students' prior knowledge. ETR method consists of three stages including experience (E) stage, text (T) stage, and relationship (R) stage.

ETR method is chosen based on its benefits. As stated in International Reading Association, Inc. (2004), using a method that can involve students' experience in reading provides some advantages. Firstly, in most cases, language experience is best used to introduce students to some of the basic concepts of reading. Moreover, students' experience will contribute to reading achievement when the school uses a text containing stories directly related to the students' own world. In addition, these stories can be also sensitive explorations of aspects of the students' daily life.

Related to the facts above, the researcher is interested in implementing this method to improve the reading comprehension of the eighth grade students at SMP Negeri 9 Yogyakarta by conducting Classroom Action Research.

B. Identification of the Problems

Based on the class observation, the researcher found several factors that influence reading achievement of eighth grade students of SMPN 9 Yogyakarta. The factors are categorized as follows:

1. Students' Factor

Based on the prior observation, the researcher had listed factors influencing the reading achievement that derive from the students. Firstly, students took long time to read. When, students found unfamiliar words in the text, some students made efforts to open their dictionary and translated the words or to ask to the teacher the meaning of the words, while some others seemed that they were not curious to find the meaning of the words and just wait for the teacher to answer or give explanation. By this way, students took long time to read because they tended to translate words by words. In consequence, they only know the meaning of the words, but do not get the message of the text. Secondly, some students did not pay attention well and there were some students who tended to dominate the class activities. When, the teacher asked them to read a text, there was still found a couple of students who did not show good interest to the activity. They read the text only when the teacher approached them, but when the teacher left, their focus was back to the other things outside reading. Additionally, a few students who were very active tended to dominate class activities and discussions, so it made the other students become passive and less interactive. In other words, this condition failed to give the others opportunity to participate actively in the class, and it led the silent students became more silent. Furthermore, the peace of

the class also did not last long, because after several minutes passed some students tended to be noisy. Lastly, the students had not mastered a certain reading strategy. The students rarely learnt a reading strategy that was why when they read, they only tended to translate unfamiliar words. They do not try to find meaning of the words by the context.

2. Teachers' Factor

A teacher also plays a role in determining a student's reading achievement. Based on the previous observation, the teacher at some points already provided sufficient efforts in teaching English. The way the teacher communicated with the students was good, the teaching steps had been systematic, and the teacher was also well-prepared. However, when the researcher took a look at the reading activity, there were some factors that are lacking.

First, the teacher lacked to encourage the students to share their ideas and think critically during the learning process. Mostly, only the teacher who delivered the materials and the students listen. When it came to reading, it was mainly about reading texts and then answering some questions. After the students had finished answering the questions, if they still had some minutes left, the teacher checked the students' answer without determining further discussion. In this situation, the students only knew the right answers but they had no idea about the reason why the answer was right or wrong.

Next, the teacher lacked activating the students' background knowledge before it came to the main reading activity. In fact, it was useful to bridge the students' existing knowledge and the content of the text discussed. So the students

would find it easier to comprehend the text. Additionally, the teacher did not introduce a particular reading strategy that could help students comprehend a text easier. She merely asked the students to open a dictionary to find meanings of words and to get sense of a text.

3. Activities' Factor

The activities held in the class rarely engaged the students to think critically and to share their ideas. A class discussion was sometimes conducted in teaching reading. However, when the discussion was held, only several students were active and only the same students who dominated the class discussion. The others just listened and were reluctant to share the ideas. In addition, mostly the reading activities were the same all the time. The students read texts and then answer some questions. Activity that can activate the students' background knowledge was seldom held in the class. In fact, schema activation is an effective strategy to teach reading. In addition, the students needed activities that could help them to comprehend texts easier, and could encourage them to share ideas of the texts to build interaction among the students.

C. Limitation of the Problems

Based on the discussion in the background of the study and the identification of the problem, the researcher found various problems occurred in English teaching-learning activities at grade VIII C of SMP Negeri 9 Yogyakarta. However, due to limited time and capability that the researcher had, it was impossible for the researcher to solve all the problems mentioned earlier.

Accordingly, the researcher limited the problem areas to be more specific which was focused on students' reading activity. The research focused on the implementation of schema-building strategy of experience-text-relationship method to improve the students' reading comprehension toward narrative texts at Grade VIII C, SMP Negeri 9 Yogyakarta in the academic year of 2014/2015.

D. Formulation of the Problems

Based on the limitation of the problem above, it led a problem to be solved as follows: How can the reading comprehension of the Grade VIII C students of SMPN 9 Yogyakarta be improved by using Experience-Text-Relationship (ETR) method?

E. The Objective of the Study

This study was aimed at improving reading comprehension of Grade VIII C students of SMP N 9 Yogyakarta by using Experience-Text-Relationship (ETR) method in reading class.

F. Significances of the Study

It is expected that the results of this study are useful and bring significances to everyone, including educational institutions and communities, public and society whether it is theoretically or practically.

1. Theoretical Significance

This study can prove more evidence on how schema building strategy, especially Experience-Text-Relationship method can improve reading comprehension for learners. This evidence is also useful for those researchers

who want to investigate the similar issues in the future and teachers who want to solve class problems related to issues of this study.

2. Practical Significance

    a. For Researchers

        The findings of the study can give information on schema building strategy of experience-text-relationship method for the other researchers who are interested in conducting research of the similar topic.

    b. For Schools

        The results of the study are expected to be beneficial as the input and model in the implementation of English reading activity.

    c. For English Teachers

        The results of the study are expected to be useful for teachers to find a solution to the problems related to students' reading comprehension, since this study is basically a way of settling the problem faced by teachers in the learning process.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In this chapter, the researcher discussesed some related theories on reading comprehension; the nature of reading, schema-building theory, experience-text-relationship method, and several related studies that support this study.

1) The Nature of Reading

a. Definition of Reading

In general, reading can be defined in many ways. According to Grabe and Stoller (2002:9), reading is a way to draw information from the printed page and interpret the information appropriately. In line with the statement, Urquhart and Weir in Grabe (2009: 14) propose that reading is the process of receiving and interpreting information encoded in language via the medium of print.

In another study, Grabe (1997) points out that reading is an interaction between reader and text. Grabe adds that reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. In addition, Wixson, Peters, Weber, & Roeber, 1987 states "Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation".

Based on the definitions above, it can be concluded that, first, reading is a process in which interaction between a reader and a text is occurred in

order to extract information from the printed page. Second, in the process of extracting information, the reader needs to make use of his or her prior knowledge and relate it to the content of text to create meaning.

b. Skills in Reading

To construct meaning from a text, a reader needs skills to succeed. Hollas (2002) suggests that a reading skill is a helpful tool that a student practices in order to improve reading.

Brown (2004) classified reading skills into two major elements, namely micro skills and macro skills. The two classifications of reading skills by Brown are described as follows:

Micro skills

1) Discriminating among the distinctive graphemes and orthographic patterns of English,
2) Retaining chunks of language of different lengths in short-term memory,
3) Processing writing at an efficient rate of speed to suit the purpose
4) Recognizing a core of words, an interpreting word order patterns and their significance,
5) Recognizing grammatical word classes (noun, verb, etc.), systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.
6) Recognizing that a particular meaning may be expresses in different grammatical forms,
7) Recognizing cohesive devices in writing discourse and their role in signaling the relationship between and among clauses.

Macro skills

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
2) Recognize the communicative functions of written text, according to form and purpose.
3) Infer context that is not explicit by using background knowledge.
4) From described events, ideas, etc., infer links and connection between events, deduce causes and effects, and detect such relations

as main idea, supporting idea, new 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 battery of strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

(Brown, 2004: 187-188)

2) Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension has much deeper definition than reading in general. However, reading comprehension has very close relation to reading and it almost cannot be separated when it comes to reading activity. As Mikulecky (1990:2) says that reading can even be defined as practically synonymous with reading comprehension. Accordingly, most of reading's goal is to comprehend a text.

Westwood (2008:31) states that reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information presented in a text. In line with the statement, Klingner et al (2007:2) claims that reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency."

Weaver (1994:44) adds that reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing,

determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting.

Based on the definitions above, it can be inferred that reading comprehension is a complex process in which a reader makes efforts to construct idea conveyed in a text. While the process of constructing idea, he or she employs the various reading abilities and connects his or her real-world knowledge with knowledge about language.

b. Teaching Reading Comprehension

Kimbly and Garmezy in Brown (2000:7) describe that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge, and give new knowledge. Accordingly, teaching reading can be defined as the activity to facilitate students in order to achieve reading's goals by guiding students, giving instructions and providing them knowledge on how to read comprehensively.

Mastropieri and Scruggs in Klinger, Vaughn and Alison (2007: 124) propose some activities that can help the teacher to improve students' reading comprehension, as follows:

1) Teach strategies that have been documented as effective in promoting reading comprehension.
2) Design instruction based on effective principles of direct instruction and strategy instruction.
3) Provide modeling, support, guided instruction, practice, attributional feedback, and opportunities to practice across text types.
4) Monitor students' progress and make adjustments accordingly.

Those are activities that can be taken into account for the teacher who wants to teach reading comprehension. The teacher needs to be wise in selecting activities for teaching reading as it can determine the success of students' comprehension.

c. Models in Teaching Reading Comprehension

There are three models of how the comprehension process works, those are, bottom-up processing, top-down processing, and interactive processing (Nunan, 1993).

In the bottom-up processing, firstly readers have to identify the smallest units of language, which are next they would be linked together with the next highest unit. In the process of reading comprehension, first the readers have to identify each letter in a text, and then link them together to make up words. After that, the words are joined together to form sentences; sentences are tied together to form paragraphs; and paragraphs are connected together to form whole texts. Finally, comprehension is the last stage of this process.

In contrary, top-down processing works from the highest units of analysis to the lowest. According to this theory, the readers make use of their background knowledge of the topic they are reading, the overall structure of the text, and the context it contains, rather than decoding letters or words of the text.

The last model is interactive processing. Stanovich in Nunan (1993) suggests that in comprehending discourse, the readers use information from

more than one level simultaneously. It means that comprehension is not simply moving from lower to higher and vice versa, but it is an interactive process. Accordingly, this process requires both bottom-up processing and top-down processing.

d. Teaching Reading in Junior High Schools

An important element in the English teaching and learning process at junior high schools is a curriculum. A curriculum provides guidances for the English course and learning goals for students to reach. In SMP N 9 Yogyakarta, the curriculum that is implemented is School-Based Curriculum.

The School-Based Curriculum allows the schools to develop its operational curriculum and then implement it (BSNP, 2006:5). One of the components of the School-Based Curriculum is a syllabus. The syllabus contains standard of competence and basic competence which are useful to develop learning materials, learning activities, learning indicators, assessments, time allocation and learning sources for the English course.

The standard of competence and basic competence of reading of the eighth grade students of junior high schools in the second semester presented as follows.

Table 1: **The Standard of Competence and the Basic Competence of Reading of Eighth Grade Students in Junior High Schools**

Standard of Competence	Basic Competence
Reading 11. Comprehending meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings	11.1 Reading aloud short functional texts and simple and short essays in the form of recount and narrative by giving appropriate pronunciation, stress, and intonation to be able to interact in the daily life context. 11.2 Responding to meaning of short functionals text accurately, fluently, and appropriately in the daily life context. 11.3 Responding to meanings and rhetorical steps of simple and short essay writings accurately, fluently, and appropriately in the form of narrative and recount in the daily life context.

Based on the standard of competence and basic competence of the second semester stated above, the reading materials are in the form of narrative and recount texts. It can be seen that students are expected to be able to comprehend the essence of those text and also to relate and implement them in the daily life context.

e. Reading Lesson Sequences

There are sequences in teaching reading that a teacher needs to take into account to make reading activity meaningful. Brown (2001:315) proposes

three sequences in teaching reading: before reading, while reading, and after reading.

1) Before reading

    In this stage, the teacher needs to spend some time to introduce a topic of a text, and let the students to understand the topic given. The teacher can apply skimming, scanning, predicting, and activating schemata to stimulate students' knowledge and skills.

2) While reading

    In this stage, the teacher should be able to give the students a sense that they have a purpose in reading a particular text. So that, the students will understand that they read a text not merely because the teacher orders them to do so.

3) After reading

    In the final stage, the teacher can provide some activities appropriate for post-reading. Comprehension questions can be given to check students' understanding of the text. Additionally, activities can be in the form of vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow-up writing exercise.

f. Strategies in Reading Comprehension

As reading comprehension is one of main goals in ESL reading teaching-learning, both a teacher and a reader needs to know strategies that

can facilitate a student in comprehending text and is potential in improving his or her reading comprehension. Janzen in Richards and Renandya (2002: 287) suggests reading strategy as plans for solving problems encountered in constructing meaning.

There are ten reading strategies proposed by Brown (2001: 306-310), as follows:

1) Identifying the purpose in reading.
2) Using graphemic rules and pattern to aid in bottom-up decoding (especially for beginning level learners).
3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
4) Skimming the text for main ideas.
5) Scanning the text for specific information.
6) Using semantic mapping or clustering
7) Guessing when you are not certain.
8) Analyzing vocabulary.
9) Distinguishing between literal and implied meanings.
10) Capitalizing on discourse makers to process relationships.

Those are some strategies that can be applied for a student in order to overcome difficulties in reading comprehension. The teacher and the reader can select the most suitable strategy based on each student's ability to be applied in reading activity.

g. Principles in Reading Comprehension

There are some principles that should be taken into account by teachers when they want to teach reading comprehension to the students. The principles are essential for teachers to guide the course of teaching and to meet the goals of teaching. Nunan (2003) mentions some principles for teaching reading, as follows:

1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension (Carrell, 1983; Carrell and Connor, 1991 in Nunan, 2003). Background knowledge comprises all of the experiences that a reader brings to a text. Reading comprehension can be enhanced through activation of background knowledge such as by setting goals, asking questions, making predictions, teaching text structures, and so on.

2) Build a strong vocabulary base.

Vocabulary is considered essential as it influences successful reading. Nunan (2003) suggests that basic vocabulary should be taught explicitly and L2 readers should be taught to effectively guess meaning based on context of less frequent vocabulary.

3) Teach for comprehension.

Monitoring comprehension is important to successful reading (Nunan, 2003). Mostly in reading instruction, teachers emphasize in testing reading comprehension, instead of teaching how to comprehend.

4) Work on increasing reading rate.

Teachers must work to develop fluent readers. Many second language learners in reading classroom show that they can read, but much of their reading is not fluent. Teachers need to find a balance between assisting students to improve their reading rate and developing reading comprehension skills.

5) Teach reading strategies.

   Students need to learn how to use a range of reading strategies that match their reading goals. Teaching them how to do this should be a major consideration in reading instruction (Anderson, 1991; Chamot and O'Malley, 1994 in Nunan, 2003). Nunan (2003) adds that a good technique to make students aware to the strategies they used is to get them to verbalize or talk about their thought processes as they read.

6) Encourage readers to transform strategies into skills.

   "As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill" (Nunan, 2003). In this case, teachers need to make students familiar with reading strategy. As using the strategy becomes automatic, so the learner moves from using conscious strategy to unconscious skill.

7) Build assessment and evaluation into your teaching.

   It is required for teachers to assess development in reading skills from both formal and informal perspectives. Teachers can involve qualitative and quantitative assessment activities in reading classroom (Nunan, 2003).

8) Strive for continuous improvement as a reading teacher.

   A good reading teacher actively teaches the students what to do. Teachers should consider themselves as facilitators, and help each reader to discover what works best. (Nunan, 2003).

In the end, basing on the teaching reading principles will help teachers find a way to conduct effective reading instruction. The teachers can select what principles work best for the students, and even they can integrate some key principles in order to achieve the success of teaching reading.

h. Assessing Reading Comprehension

Assessment is done to check students' progress during teaching and learning process whether they make improvement or not. However, it should be highlighted that assessing is different from testing. As stated by Brown (2004: 4), tests are defined as planned administrative procedures which were done to measure students' performance at identifiable times. While, assessment is an ongoing process that can be done whenever in the occurance of learning process or after learning process. He adds "Whenever a student respond to a question, offers a coment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance".

According to Brown (2004), assessment is classified into two types including informal and formal assessment. Informal assessment has various forms and it usually is not prepared by the teacher. This assessment can be in the forms of incidental, unplanned comments and responses, or spontaneous feedback to the student. Some examples include saying "Good job!", "Nice try!", "Welldone", and so on. In addition, the teacher can do this kind of assessment by correcting students' pronounciation, putting symbols like smiley symbol or stars on students' work, and comenting on students' paper.

In contrary to the informal assessment, formal assessment is specifically designed assessment to assess students' skill and knowledge. The teacher does this kind of assessment usually in the form of giving exercises or quizzes, giving assignment, or using student's journal or portofolio of materials. However, formal assessment cannot be called testing in some way (Brown, 2004: 5-6).

In addition to reading comprehension, Alderson (2000: 206-232) suggests some kinds of reading assessment. They are:

1) Integrative test

   Integrative test is a kind of test which is used for assessing students' comprehension skills. This test assesses deeper than how well the students read, but how well the students' skill in understanding the message of the text.

2) The cloze test and gap-filling test

   The cloze test refers to a test that is some words are deleted from a text (usually being a number somewhere between 5 and 12). The task for the test take is to restore the words that have been deleted. Meanwhile, gap-filling test is test which is made by deleting some words or phrases, and it requires the test taker to create sentence completion based on the text that they read.

3) Multiple-choice techniques

A multiple-choice technique provides several choices for the students to answer. The choices consist of one right anwer, while the others are distracters.

4) Matching techniques

This technique allows the students to match against each other, for example matching paragraph with the title.

5) Dichotomous techniques

In dichotomous technique, the students are presented with statements that are related to the target text and they are offered by only two choices. Examples of this technique are exercises to decide true or false or agree disagree.

6) Short-answer techniques

In the short-answer technique, the student reads the text provided and responds to questions by giving only short answers in a sentence or two.

7) The summary test

The summary test is a test technique that rquires the student to summarize the main idea or key points of the text that they have read. This indeed will check the students understanding of the text based on the points of summary that they make.

i. The Problems of Reading Comprehension

Students are very likely to face some problems in reading comprehension, especially comprehending a second language text.

Comprehension itself is not an easy task. Hudson in Stott (2001) says that readers sometimes feel that they comprehend a text, but have different interpretation to the writer. It means that the process of getting message from a text is unsuccessful.

Duke (2003:11) points out some problems regarding students' reading comprehension, as follows:

1) Students lack reading strategies,
2) Students lack relevant prior knowledge,
3) Students fail to apply relevant prior knowledge,
4) Students lack of reading engagement.

Two key points of problems stated above are related to students' prior knowledge. It shows that the role of prior knowledge is important in determining the success of students' reading comprehension. Accordingly, to solve the problems a teacher needs to select a proper method that can fix the main problem of students' reading comprehension related to activating and applying prior knowledge.

11) Schema Theory

a. Definition of Schema

"A schema (plural schemata) is a hypothetical mental structure for representing generic concepts stored in memory" (Ajideh, 2003). He adds that "Schemata are created through experience with people, objects, and events in the world." He, then, summarizes that schema can be referred as the structured background knowledge, which leads people to expect or predict aspects in their interpretation.

According to Anderson in Wiseman (2008), a schema can be interpreted as an individual's collection of prior knowledge that provides a context for meaningful interpretation of new information.

Carrell (1984) in Zhao and Zhu (2012) categorizes schema into three types consisting linguistic schema, content schema and formal schema. Linguistic schema refers to readers' existing knowledge of linguistics such as knowledge about phonetics, grammar and vocabulary. Content schema refers to the background knowledge about the topic of a text (Carrel, 1988 in Zhao & Zhu, 2012). Zhao and Zhu (2012) add that this knowledge involves many things such as topic familiarity, cultural knowledge, conversations and previous experience of domain. Among the three types, this schema has the most important role in readers' understanding of a text. Lastly, formal schema is defined as "abstract, encoded, internalized, coherent, patterns of meta-linguistic, discoursed, and textual organization that guide expectations in our attempts to understand a meaningful piece of language" (Carrell, 1983 in Zhao and Zhu, 2012). This knowledge involves knowledge about rhetorical, organizational structure, and language structures of different kinds of texts. Those three types of schemata played roles on how a reader gets sense of meaning of the text.

From the statements above, schema can be defined as a mental device that all human being has as the effect of world experiences kept in memory. Schema exists in three types including linguistic, content and formal schema. Knowledge of schema is applicable to connect between the existing

knowledge of world and new concept that readers encounter as they read a text.

Considering the beneficial role of schema in one's mind, schema theory has strongly influenced reading research. Khemlani and Lynne in Ajideh 2003 claims that since the late 1960s, numerous theorists (Goodman, 1970; Smith, 1978) have developed interactive theories of reading which place great importance on the role of the reader and the knowledge he or she brings to bear on the text in the reading process.

Schema theory is based on the belief that every act of comprehension involves one's knowledge of the world developed up to that point (Anderson in Wiseman, 2008). Referring to this, in teaching reading teachers should teach their students how to use their schema and store information for easy retrieval. This existing schema and knowledge will be later used in bridging new concepts they encounter in reading to create meaning.

b. **Schema-Building Strategies in Teaching Reading**

Schema-building or schema activation is a strategy to help students sees the relationships between various concepts. There are two ways in which the schema can be activated according to Cook in Ajideh (2003): first, new information from the outside world can be cognitively received and related to prior information stored in memory via retrieval or remembering. Second, new information can be represented by new mental structure. In this case, a nonexistence of prior schemata will build new knowledge become new schemata.

Keene and Zimmerman in Moreillon (2007:21) propose three types of connection that can help readers to build their schema including text-to-self, text-to-text, and text-to-world.

a. Text-to-self requires students to make connection between texts and the students' personal background knowledge. In this strategy, a teacher needs to provide a text that is related to the students' common problems and experience.

b. Text-to-text requires the students to make connections between texts and different authors. The teacher needs to lead the students to compare some story elements such as setting, character, plot, conflict, theme, style, and so on.

c. Text-to-world connection requires the students to make connection between the information from texts and the world around them. In this case, the students deal with larger life issues. The teacher needs to encourage the students to activate their schemata relating what they hear, what they read, and what they view.

Another study suggests that schema activation in teaching reading can be achieved through pre-reading strategy. As mentioned by Ajideh (2003), a number of pre-reading approach and methods have been proposed in the literature for facilitating reading through activation of background knowledge. Several pre-reading strategies to activate background knowledge are discussion-based activity, semantic mapping, questioning, providing pictures, graphs, charts, or other visual aids, and previewing.

12) Experience-Text-Relationship Method

    a. Definition of Experience-Text-Relationship Method

        Experience-Text-Relationship is a method of teaching that can be applied to improve reading comprehension. This method consisted of three systematic stages; those are experience stage, text stage and relationship stage. A single ETR lesson usually lasts from 20 – 30 minutes. ETR is a method using discussion-based activity to relate what students already know or students' existing knowledge to what they are about to read (Au, 1979). In this activity, a discussion refers to interactive communication between a teacher and students talking about a particular topic.

        Carrell et al. (1988) claim that the Experience-Text-Relationship (ETR) emphasizes in reading for meaning. This method can help student to activate background knowledge to draw meaning of a text that is useful for text comprehension.

        Based on the definitions above, it can be inferred that the experience-text-relationship method provides discussion between a teacher and students expressing their background knowledge in relation to the text they are about to read in order to draw meaning for comprehension.

    b. The Advantages of Experience-Text-Relationship Method

        The advantage of using experience-text-relationship method in reading is admitted, since it helps students in schema activation to enhance reading comprehension. Several other benefits can be gained through the implementation of experience-text-relationship method. One of which, the

ETR method provides opportunities for students to explore many dimensions of the story and to integrate features of it with their existing store of knowledge (Au, 1979). Au in Edwards (2003) also adds that ETR method will help to stimulate the student's interest in reading and help to develop their comprehension. Additionally, since ETR method is a discussion-based activity, it encourages students to think critically and to develop their way of thinking. It also engages the entire class to interact and share their experiences.

c.   The Implementation of Experience-Text-Relationship Method

This method is firstly implemented by Au (1979) to teach reading comprehension in EFL of Hawaiian children. Through the implementation of this method, the students were stimulated to think and to activate their background knowledge during reading process. After reading process using ETR completed, a test was administered for the student to see the effect of the ETR method in Hawaiian children's reading comprehension. The result of Hawaiian children who have been instructed with the ETR method showed to indicate the improvement of their reading achievement.

There are some procedures or steps in implementation of experience-text-relationship method according to Au (1979), as follows:

a. Experience (E)

In the first section, the teacher sets students to have a discussion. This activity consists of students expressing their own experience of knowledge

about the topic prior to reading. The teacher can stimulate each student to talk by asking some questions related to the topic.

b. Text (T)

After the students have shared their knowledge sufficiently, the text then becomes the focus of the class. During this section of the lesson, the teacher asks the students to read short parts of the text and then asks questions about the content. The teacher must be sensitive to the texts that can cause the students' misunderstandings and the teacher should work hard to guide the students to find the correct answer.

c. Relationship (R)

In the final section, the teacher encourages the students to draw relationships or connections between the content of the text discussed in the previous section and their personal experiences and knowledge. In this section the teacher also gives the students an opportunity to contrast and compare the information presented in the text with their existing knowledge. This process provides the opportunity for students to expand their existing schemata. The teacher's task is to guide the students constructing the meaning of the text by stimulating them with questions that can lead them to find the correct answer without telling too much information.

B. Relevant Studies

Several studies have investigated the effect of experience-text-relationship method in improving students' reading comprehension. The findings show that

the implementation of ETR method in reading comprehension is useful and effective.

The first related study was conducted by Jarmianik, J. (2013), one of researchers from Sebelas Maret University. Her study was aimed at improving reading comprehension using experience-text-relationship (ETR) method. She conducted classroom action research in order to investigate students' improvement toward reading comprehension. In her research, she implemented two cycles of planning, action, observation, and reflection, and it took seven meetings. The result of the study indicates that ETR method improve the students' reading comprehension, as well as the class situation.

Samosir, D.N. (2013) also conducted classroom action research to investigate the improvement of students' reading comprehension achievement in narrative text through experience-text-relationship method of the eighth grade students of SMPN 41 Medan. The research was done in six meeting consisting of two cycles. The research showed that the students' achievement improved from the orientation test, test cycle I, and test cycle II. The mean score of students' reading comprehension of the first cycle was 64, 38 and the mean score of the second cycle was 77, 20. The result showed significant improvement of students' reading comprehension through the use of ETR method.

C. Conceptual Framework

Reading is one of English four skills, which has an important role for a learner in language learning. Reading belongs to one of two receptive skills in which the learner must to learn first before he or she can learn the productive

skills. Considering this, skills in reading are essential for a learner in order to master the language. However, reading in second language is not merely about the skill in decoding symbols and pronouncing words, but it needs an ability at grasping the intended meaning inserted by the author in a text or a skill to comprehend a text.

Based on the observation done in SMP N 9 Yogyakarta, the researcher found some problems related to the process of teaching and learning reading. The first problem was related to the vocabulary mastery. Students' reading process in understanding the content of the text was often disturbed when they find unfamiliar words. It made the students to take long time in reading because they tend to translate meaning of words one by one. Secondly, some students did not pay attention well. When the teacher asked the students to read a text, there were couples of students who did not show good interest to the activity. Lastly, the teacher rarely taught the students using a particular reading strategy. She gave less effort to solve reading problems occur in the class. One of the examples, when the students found difficulties in understanding meaning of unfamiliar words, she merely asked the students to look the meaning in the dictionary. As the result, the students depended too much on dictionary and this activity was not interested for the students. Furthermore, the teacher sometimes also ignored the sequences in teaching reading consisting pre-reading activities, reading phases, and post-reading activities. These reading sequences, in fact, were meaningful to guide the students in reading comprehension, especially the pre-reading activity. The pre-reading was a crucial element in a reading process since in this sequence the

students were prepared to face the text and understand the text. However, the reading activity was mostly the same all the time, and it seldom involved students to activate their schemata.

Considering the issues, the researcher is interested in applying schema activation-based strategy. This strategy focuses on the activating background knowledge to facilitate the students in reading comprehension and on how to build bridges between existing knowledge and new knowledge.

Among the numerous schema-building strategies, the researcher chose experience-text relationship (ETR) method to solve the problems. This method is created by Au (1979) in teaching reading comprehension in EFL for Hawaiian children. This method consists of three phases including experience phase (E), text phase (T), and relationship phase (T). In *E* phase, it consists of students sharing their own experience related to the topic prior to reading. In *T* phase, the text becomes the focus of the class. The teacher asks the students to read short parts of the text and then ask questions about the content. In the final phase (*R*), the teacher encourages the students to draw relationships between the content of the text and their personal experience and knowledge. In this section, the students are allowed to contrast and compare the information presented in the text with their existing knowledge.

Through this method of teaching reading, the students and the teacher are expected to be more aware of the role of background knowledge in determining the success of reading comprehension. It is also expected that the students will apply this strategy when comprehending English text. Moreover, the ETR method

is also expected to improve students' engagement and involvement toward reading activity better than before.

D. Research Hypothesis

Based on the literature review and conceptual frameworks discussed previously, the hypothesis of this research can be formulated as follows: The implementation of schema-building strategy of experience-text-relationship (ETR) method can improve reading comprehension of eight grade students of SMPN 9 Yogyakarta.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research was categorized as classroom action research. Kusumah and Dwitagama (2009:9) explain that classroom action research is research conducted by teachers in their own classes by a way of planning, implementing, and reflecting action collaboratively with the aim of improving their performance as teachers, so that students learning outcomes can be improved. In this research, the researcher and the teacher of the subject collaboratively carry out the research at least in two cycles. Furthermore, Kusumah and Dwitagama (2009:9) explain the ideal classroom action research is one that is carried out in pairs between the ones who perform the action and the ones who observe the ongoing proses of implementation of the action. The ideal research results are valid findings which do not contain any subjectivity.

B. The Research Subjects

The subjects of this study were the students of grade VIII C SMP Negeri 9 Yogyakarta. The numbers of student in the class were 34 students that consisted of 14 male students and 20 female students. The choice of this class was based on the agreement between the researcher and the English teacher. There was no special reason of choosing the class because, based on the information from the English teacher, all eighth grade classes had almost similar reading ability and difficulties. The students' achievement in the class and in the mid-term exam also showed almost the same average score for all classes.

C. Research Setting

The setting of the research consists of a place where the research took place and the time when the research was carried out.

First, this research was conducted at SMP Negeri 9 Yogyakarta. The location of the school is quite strategic since it is located in the main street in Jalan Ngeksidgondo 30, Yogyakarta. By looking at the overall building and rooms, this school has sufficient facilitations to support teaching-learning activities. It has 18 classes which consist of 6 classes for each grade. Each class consists of about 32 to 34 students. There are 4 English teachers and all of them are from S1 graduates. In addition to the English teaching-learning process, this school also has a language laboratory.

Furthermore, the research was carried out in the second semester of 2014/2015 academic year. The research started from April 16th to April 30th 2015. It took four meetings for two cycles in which one cycle consisted of two meetings.

D. Focus of the Research

This research focused on the reading comprehension ability of Grade VIII C students of SMP N 9 Yogyakarta. The reason behind this is that most students still face difficulties to read comprehensively toward certain texts, while reading is crucial for school achievement and life achievement.

E. Data Collection Technique

In this research design, the data were in the form of qualitative and quantitative data. To obtain the data of the research, the researcher used various techniques of data collection. These included:

1. Observation

   The observations were done in order to obtain qualitative data of the research. This technique was done by observing the teaching and learning process in the classroom, the situation and condition of the teaching implementation, and the students' classroom behaviors and actions. The observation was conducted to gain relevant information to the issues of the research.

2. Interview

   Interviews were also conducted in order to obtain qualitative data of the research. The researcher did audio recordings and interviewed the English teacher, the collaborator, and the students. The interviews were done to gain informative perspectives from various participants of the research concerning the issues investigated. The interviews were conducted before, while, and after the implementation of the actions.

3. Field note-making

   During the implementation of the actions, the researcher also wrote field notes to collect the qualitative data. The field notes were taken regularly and they were written in factual and objective way. The field notes consisted of descriptions and notes of the classroom actions and occurrences.

4. Photographs-taking

   The researcher also used photographs as a data collection technique to provide visual resources for the classroom actions. The use of photographs was useful to create images of the classroom situation, interactions, and activities to be analyzed in the research.

5. Administering reading comprehension tests

   Meanwhile, in collecting quantitative data, the researcher administered pre-test and post-test to the students to obtain reading comprehension scores.

F. Data and Research Instrument

   From the various data collection techniques, the research instruments were determined. The instruments were in the form of:

1. Observation sheets and observation checklists

   The instrument to collect data from observation was in the form of observation sheet and observation checklist. The observer filled in the observation checklist by ticking the column that mostly represented her observation towards the implementation of teaching and learning in the classroom. She could also add some notes related to the aspects that were observed.

2. Interview guidelines

   Interview guidelines were the instrument for collecting data by interview. These consisted of several questions as the guidance relevant to the issues investigated. The guidelines were adjusted based on the context of the interviews. Then, the data were in the form of interview transcripts.

3. Field note sheets

   This instrument was used for taking field notes during the implementation of the action. The filed note sheets consisted of date, time, and teacher's notes.

4. A camera

   The researcher used a camera to collect data for photographs.

5. A voice recorder

A voice recorder was an instrument for recording the interviews by the researcher and participants. It was also used for listening again to the interview to transcribe.

6. Reading comprehension tests (a pre-test and a post-test).

Reading comprehension tests were the instrument to collect quantitative data of the research. The result of this instrument was reading comprehension scores (a pre-test and a post-test).

G. Data Analysis

As mentioned before, data in this research consisted of qualitative and quantitative data. In analyzing quantitative data, the researcher used descriptive statistics in SPSS program to compare the students' mean scores of the pre-test and post-test.

While the qualitative data were analyzed using five steps data analysis suggested by Burns (1999: 157-160) listed as follows:

1) Assembling the data

In analyzing the data, firstly, the researcher gathered all the data collected over the period of the research. Those were the data collected through observations, field-notes making, interviews and tests. The data that had been collected were scanned to see the possible pattern that showed up in order to begin the process of more detailed analysis.

2) Coding the data

Once the data had been assembled, the data were categorized into more manageable categories. The categories were developed to identify patterns more specifically, so that coding the data was relatively easier.

3) Comparing the data

After the data had been categorized into more specific groups, the data were compared to see the differences or similarities between the data. Comparisons were done to see whether patterns are repeated or developed across different data collection techniques.

4) Building interpretation

This step was beyond assembling data, categorizing or coding data and comparing the data. More than those, in this step, the researcher needed creative thinking to make sense of the meaning of the data. The researcher processed the data to create interpretation that led into the results.

5) Reporting the outcomes.

In the final process, the researcher reported the outcomes or the results of the research concluded from data analysis. The researcher presented the data of the research with some considerations. First, the report pointed out the major process of the research. Next, the findings and the results of the research were well-supported with examples from the data.

H. Data Validity and Reliability

In data analysis, the researcher needed to ensure the validity and reliability of the data. The validity of the data was essential to make the research acceptable and valid. Meanwhile, reliability was urgently needed in analyzing the data to gain the consistency of the data of the research, so that the research fulfilled the trustworthiness. The following section presented how to fulfill the data validity and reliability of the research.

1. Data Validity

To validate the data, Anderson in Burns (1999: 161-162) proposes five criteria of validity test which can be explained as follows:

1) Democratic validity

To achieve the democratic validity, the researcher represented several perspectives from all parties under the study. These involved the students, the English teacher and the collaborator. The researcher interviewed the students, the English teacher, and the collaborator regarding their perspectives concerning the result of the study.

2) Outcome validity

This validity was achieved as the results of the study led into successful resolution of the problem. The researcher found that the results of the study meet the intended purposes of the research.

3) Process validity

To achieve process validity, the researcher needed to prove that the research action which was conducted was dependable. Thus, the data of the

research were examined from several perspectives and through different data sources.

4) Catalytic validity

The catalytic validity is attained as the research process allows the participants to expand their understanding of social realities of the context and how they could make progresses within it. To achieve this validity, the researcher did interviews with the students as the participant of the research to gain their perceptions relevant to the issues investigated.

5) Dialogic validity

This validity was achieved by conducting peer review process or by critical and reflective conversations. The researcher was monitored through publication, and then the researcher had a reflective dialog to discuss the action with the English teacher and the collaborator.

2. Data Reliability

Additionally, to check the consistency of the data and whether the data was dependable or reliable, Burns (1999:164) suggests triangulation which is presented as follows:

1) Time triangulation

By using time triangulation, the researcher attempted to collect data in one period of time. The purpose is to get the consistency of the data over a period of time, so that the researcher could clearly see the factors that involved in changes process. In this study, the action was conducted from April – June 2015.

2) Investigator triangulation

Investigator triangulation means that there is more than one investigator working together on a study in order to avoid observer bias. In this case, the investigators do observation to examine the data collection of the research. In this study, there were three investigators consisting of the researcher, the collaborator, and the English teacher.

I. Research Procedure

This research belonged to classroom action research which has several sequenced procedures. According to Burns (2010:8), there are four procedures in doing this kind of research including planning, action, observation, and reflection. The details of each procedure were explained as follows:

1. Planning

In the first stage, the researcher attempted to seek some problems encountered by the students in relation to their reading comprehension. Observations and interviews were carried out to derive the problems that the students faced while they were having reading activities. After the problems were identified, then the problems were analyzed to find the major problem causing some other related underlying problems, and then those were narrowed down based on the urgency and feasibility level. After the problems were limited, the researcher planned some actions to solve the problems. In this case, the researcher selected the experience-text-relationship method to solve the problems. Before conducting the actions, some preparations were done including writing course grid, designing lesson plans using experience-

text-relationship (ETR), writing test items, and so on. Additionally, the researcher did some planning and preparation regarding what text would be used, how long the treatment would take, how to manage students, and what properties and materials that would be needed.

2. Action

In the second stage, the researcher performed the actions based on the lesson plans prepared before which employed Genre-Based Approach as the teaching method and adapted the use of the experience-text-relationship method in reading process. The kind of text was selected based on the SK/KD (Standard of Competence and Basic Competency) in that semester which was narrative text. All activities during this stage of action was observed and recorded through field notes and photographs.

3. Observation

In this stage, observation was focused on students' reading process during the teaching learning process using ETR method. The researcher investigated the students' attitude toward ETR, and the problems occurred during the process. The researcher and collaborator made field-notes and filled observation checklist to collect the data of observation.

4. Reflection

In the final stage, the researcher did reflection and evaluation to analyze the effects of ETR on students' reading comprehension, to see the strengths and weaknesses of the action implemented, and to decide the next actions. In doing the reflection, the researcher analyzed the results of the

observations and interviews. The researcher looked at the observation results and field-notes to see which part of the action that had been successful, and which part that still needed better treatments. The researcher also did some interviews with the students to hear their responses and testimonies towards the implemented actions as the sources for the evaluation. In addition, the researcher also had discussions with the collaborator to meet decision of overall teaching learning process and to plan for the next actions.

CHAPTER IV

GENERAL FINDINGS AND DISCUSSION

This chapter discusses the findings and discussions of the classroom action research which had been conducted as the efforts to improve the students' reading comprehension through experience-text-relationship (ETR) method. Several steps had been conducted during the study including reconnaissance, planning, action and observation, and reflection. The further explanation about the steps described as follows.

A. Reconnaissance

Before conducting the actions, the researcher tried to seek information related to problems occurring in the field of the study. Several techniques were organized to collect the data related to the problems. The techniques are observation, interview and tests. The observation was done to find information related to the teaching and learning process, the teacher's teaching techniques, and the students' behavior and attitude in the class. She also conducted interviews with the English teacher and the students in order to obtain more data related to the problems existing during English teaching and learning on reading. Additionally, she administered a pretest to gain data related to the students' achievement and ability in reading comprehension.

1. Identification of the Field Problems

Based on the observation done in advance, she found some problems related to the English teaching learning in the class. The following piece of field note showed the condition in the class:

Selanjutnya, ET menanyakan materi yang dipelajari siswa pada pertemuan sebelumnya. Hanya beberapa siswa yang merespon pertanyaan tersebut. Suasana kelas pada saat itu sedikit gaduh. Beberapa siswa yang duduk di pojok belakang tampak sibuk dengan kegiatannya sendiri seperti mengobrol dengan teman sebelahnya, bergurau dengan temannya, dan tidak memperhatikan apa yang diterangkan ET.

ET memasuki materi dengan menayangkan sebuah video tentang cerita Cinderella. Siswa terlihat antusias ketika ditayangkan video tersebut, namun situasi tersebut tidak berlangsung lama karena beberapa saat kemudian siswa kembali gaduh dan tidak memperhatikan dengan baik. Beberapa kelompok siswa tertawa-tawa karena memperhatikan hal lucu dalam video, melainkan memperhatikan jalan ceritanya.

...

Saat diskusi berlangsung, hanya beberapa murid yang terlihat aktif bertanya kepada ET mengenai hal yang masih belum jelas. Sisanya, tidak tampak termotivasi dalam kegiatan diskusi. Ketika ET sedang menjelaskan kepada kelompok yang bertanya beberapa kelompok tidak menjalankan tugas yang diminta ET dengan baik. Namun ketika ET menghampiri kelompok satu per satu, barulah mereka fokus, sehingga dalam kegiatan tersebut ET harus berkeliling untuk memastikan setiap kelompok berdiskusi dengan baik.

Setelah beberapa menit diskusi berlangsung, siswa diminta menceritakan kembali cerita yang telah mereka dapatkan. ET menawarkan apabila ada yang ingin menyampaikan hasil diskusinya, namun sebagian siswa tidak merespon dan merasa belum siap. Hanya satu kelompok yang antusias ingin maju itupun hanya satu orang di dalam kelompok yang tampak menggebu-gebu. Beberapa orang siswa tampak dominan di dalam kelas. Mereka terlihat paling aktif, sehingga di dalam pelajaran hanya mereka yang sering muncul bertanya, mengeluarkan pendapat, menyampaikan hasil diskusi. Namun hal ini membuat siswa lain tidak berkesempatan untuk ikut berperan aktif di dalam kelas.

Next, the teacher asked about the materials that the students had learned on the previous meeting. However, only a few students who gave responses to the question. The situation in the class was a bit noisy at that time. Some of male students sitting on the back corner of the classroom seemed busy with their own activities, such as having chit-chat, joking with the desk mate, and having some activities other than paying attention.

After that, the teacher played a video of "Cinderella" story. The students seemed interested in watching the video, but that condition did not last long because after minutes passed, the student did not pay good attention anymore to the video. A group of students even laughed at some funny appearance in the

video rather than paying attention to the plot of the story.

…

During the discussion, only a few students seemed active asking some questions related to the unclear instruction or something that they did not understand. The rests seemed not really motivated in the discussion. While the teacher was giving explanation to the other group, some groups did not do the task given by the teacher. They would pay attention when the teacher approached them to make sure that the students did their tasks in the group.

After several minutes passed for the discussion, the teacher then asked the students to retell the story. The teacher asked for a volunteer to present their result of the discussion in front of the class, but most students did not respond the question and they still were not ready. There was only a group of the students who was willing to present the result, and only a student of the group who was very enthusiastic. Several students seemed dominant in the class. They were the most active students, so that in every class activity, it was only them that often appeared to ask the teacher, to give opinion, and to present the result of the work. However, somehow it affected the interaction and participation of the other students that became less active in the classroom.

Field Note 1, Tuesday, 13th April 2015

In reference to the result of the observation above, the researcher found that the students seemed not really enthusiastic and motivated in joining the lesson. It was seen from the class observation showing that some of them did not pay attention well when the teacher was giving materials. Some of them preferred having chit-chat, joking with their desk mate, and doing other activities rather than paying attention. Furthermore, when they had a group discussion, only a few students who were interested in the lesson by showing active participation and they tended to dominate the class discussion. In this case, the interaction among the students, and the students and the teacher were not even.

In addition to the observation, the researcher also did interviews to gain more data related to the problems existed in the reading class. From the

interviews, she found that the students lacked of vocabulary mastery. The problem was admitted both by the English teacher and the students during the interviews. According to the interview with the English teacher, she pointed out that the students often faced difficulties towards low frequent vocabularies. The complexity of the text also usually hampered the process of reading comprehension. The following was the interview transcripts with the English teacher.

C	: *Iya benar, Bu. Terus apakah siswa itu sering mengalami kesulitan dalam memahami teks? Biasanya kesulitannya itu apa aja ya, bu?* (**Yes, that's right, ma'am. And then, do the students often find the difficulties in reading comprehension? What are the difficulties that are often faced by the students?**)
ET	: *Kalau itu biasanya tergantung teksnya, mbak. Tergantung tingkat kesulitan teksnya juga, kalau teks yang sederhana sih biasanya gak banyak kesulitan. Biasanya itu siswa lemah di vocabulary, jadi karena siswa nggak tahu banyak arti kata ya itu yang bikin mereka kesulitan memahami teks.* (**It usually depends on the level of the complexity of the texts. If the texts provided are simple and short texts, there will be not so many problems. The students are usually lacking in vocabulary mastery. They do not have enough knowledge of vocabularies' meanings, so it makes them difficult to read and comprehend the texts.**)
	IT 1, Tuesday, 7th April 2015

In accordance to the English teacher's statements above, the students who were interviewed separately also agreed that they faced difficulties in reading comprehension due to the lack of vocabulary mastery. The students did not have strong vocabulary base, so that they often failed to understand the message of the text. The following was the interview transcripts:

C	: *Biasanya kesulitan atau kendalanya dalam belajar bahasa Inggris terutama kayak yang belajar teks-teks kayak gitu, deskriptif, prosedur itu apa kesulitannya?* **(What are the difficulties that you find in learning English texts such as procedure, descriptive, etc.?)**
S1	: *Mungkin kata-katanya nggak tau aja. Kalau tau kan jadi mungkin mudah kan, mbak?* **(May be because I don't know the meaning of words. If I know, then it must be easy.)**
C	: *Karena kata-katanya yang nggak tau artinya, ya? Kalau Tanjung gimana?* **(Well, it's because you don't know the meaning of words. How about you, Tanjung?)**
S2	: *Iya sama mbak, biasanya susah karena nggak tau artinya.* **(I agree with her. It's because I don't know the meaning of the words.)**

<div align="right">IT 2, Thursday 16th April 2015</div>

The next problem occurred due to the lack of reading practice. It was said that the students were not accustomed to read English text outside the English lesson, as the result they took long time to comprehend a text. It was obvious that all of the students definitely could read English texts, but much of their reading was not fluent. This meant that they only read but they were not sure whether they comprehended the content of the text or not. For them, to read and comprehend a text was time consuming. Accordingly, most of the students were not fluent readers since they took long time to read and comprehend the text. The following interview transcripts showed the teacher's statement supporting the problem.

C	: *Iya memang biasanyanya karena kurang paham vocabularynya ya, bu? Terus, selain itu ada kesulitan lain bu yang biasanya dialami siswa?* **(Yes, the problems often occur due to the lack of vocabulary mastery. And then, is there any more problems, ma'am?)**
ET	: *Hm... terus biasanya siswa itu butuh waktu yang lama gitu kalau memahami isi teks.* **(Hum… moreover, the students usually take long time to read and comprehend a text.)**
C	: *Itu biasanya penyebabnya apa ya, bu?* **(Why does it happen?)**
ET	: *Kalau yang saya lihat karena siswa itu kurang terbiasa membaca teks*

> *bahasa inggris. Kalau nggak pas pada pelajarannya ya mereka jarang sekali membaca teks bahasa Inggris. Jadi mereka kurang practice, ketika menemui kata-kata baru mereka nggak langsung paham.* (**As I know so far, the students aren't accustomed to read English texts. They rarely read English texts outside the English lesson. In other words, they lack of reading practice, so when they find new terms or words they cannot understand them right away.**)
>
> IT 1, Tuesday, 7th April 2015

In relation with the previous statements, it was also found that due to the lack of reading practice, the students faced difficulties in finding main idea and in dealing with a longer and more complex text. Reading practice was actually helpful since it gave the students input in which the more inputs that the students had, the easier for them to deal with another English texts. The problems were proved by the following interview transcripts with the students.

> C : *Kalau selain dari kata-kata sulit, ada kesulitan lain nggak dalam memahami bacaan? Kalau cari main idea itu ada kesulitan nggak?* (**Is there any more problems in comprehending texts other than unfamiliar words? How about finding main idea?**)
> S1 : *Kalau teksnya sederhana sih nggak terlalu sulit mbak, tapi kalau teksnya panjang jadi agak susah. Soalnya nggak terbiasa juga kan mbak baca teks bahasa Inggris.* (**There will be not so many problems if the text is simple, but if the text is long and complex, it will be hard to find the main idea. It's because I'm not accustomed to read English texts.**)
> S2 : *Iya, susah mbak. Soalnya kadang mbingungin yang mana main ideanya. Kadang kalau pakai bahasa Indonesia aja masih bingung. Hehe...* (**I think it is difficult to find a main idea because sometimes it's confusing. Even finding a main idea in an Indonesian text is sometimes confusing.**)
>
> IT 2, Thursday, 16th April 2015

Furthermore, both the teacher and the students had not used a particular reading strategy to overcome difficulties in reading comprehension. In fact,

teaching reading strategies was an effective way to develop reading comprehension. Reading strategy, if it was used consistently and regularly, it would become a skill for the students as they would automatically use the strategy. However, the fact that the researcher found in the class showed the opposite. It was stated by the students that when they faced difficulties in reading, the teacher merely asked them to find the meanings of words in the dictionary. By this way, the students would not learn how to understand the meanings using context. It showed that the teacher had not provided the students with a more useful strategy to solve reading problems. It was shown as follows:

C	: *Itu biasanya kalau misalkan nggak tau artinya apa yang kalian lakukan?* **(What do you usually do when you don't know the meanings of the words?)**
S2	: *Biasanya nyari di kamus.* **(We usually find the meaning in the dictionary.)**
S1	: *Iya, sama bu Mursih boleh.* **(Yes, because Mrs. Mursih allows us to do that.)**
S2	: *Soalnya sama bu Mursih disuruh bawa kamus, wajib.* **(Mrs. Mursih always requires us to bring a dictionary. It is a must.)**
…	
C	: *Terus kalau gurunya sendiri, bu Mursih, kalau kalian nggak tau artinya apa yang dilakukan ibunya untuk membantu kalian?* **(And then, what does the teacher do to help the students when they have difficulties with unfamiliar words?)**
S1	: *Cuma disuruh liat di kamus aja.* **(She just asks us to find the meaning in the dictionary.)**
	IT 2, Thursday, 16th April 2015

In addition, the English teacher also admitted that the students were still unfamiliar with reading strategy to comprehend a text, and she also had not taught the students a particular reading strategy. It could be seen that the teacher had not

been aware of the importance of using strategies in a reading instruction. Here was the interview transcript supporting the statements.

C	: *Kemudian, apakah dalam membaca siswa pernah menggunakan strategi membaca bu?* **(Then, do the students ever use a particular reading strategy to comprehend a text?)**
ET	: *Sepertinya belum pernah ya mbak. Siswa itu nampaknya belum begitu mengenal strategi untuk membaca. Selain itu saya juga belum pernah mengenalkan atau mengajak siswa untuk membaca menggunakan strategi khusus.* **(So far, no. The students seem not really unfamiliar with a particular strategy in reading comprehension. Besides, I also have not taught them a particular reading strategy.)**

IT 1, Tuesday, 7th April 2015

Besides conducting the class observation and interviews with the English teacher and the students, the researcher also administered a pretest to obtain data related to the students' reading ability before conducting the actions. The test consisted of 30 items. The items measured students' ability related to the macro skills and micro skills of reading in junior high school which the indicators consist of finding the detail information, identifying the implicit message or value, making inferences, finding the main idea, deducing the meaning of words by referring to the synonym or antonym, identifying word references, identifying communicative purpose of the text, and finding the topic. The result of the test shows that the students' score are varied ranging from 33 – 90, while the mean score of the test is 66,52.

Based on the result of the class observation, the interviews, and the students' pretest score, there were some problems in the teaching and learning process in grade VIII C of SMP Negeri 9 Yogyakarta. The following table presents the problems from the field.

Table 2: **The Identification of the Field Problems**

No.	Problems	Aspects	Sources
1.	The students took long time to read.	S	I
2.	The students lacked of reading practice.	S	I
3.	The students were less interested and enthusiastic in reading classes.	S	O
4.	The students faced difficulties in understanding the meaning of some difficult words.	S	I
5.	The students depended on dictionary too much.	S	I
6.	The students faced difficulties to comprehend a text.	S	I
7.	The class was dominated by a few active students.	S	O
8.	The activities rarely involved the students to activate their background knowledge.	M	I, O
9.	The teacher never taught the students using a particular reading strategy.	T	I
10.	The teacher gave less effort to help the students to solve reading problems.	T	I

Descriptions:

T   : Teacher   M   : Method   I   : Interview

S   : Students   O   : Observation

2. Selecting Problems to be Solved

In reference to Table 2, the researcher found that some problems were related to one another. From that case, the researcher did further discussion and analysis with the collaborator to seek the relation between the problems and to select the root problems to be solved based on the urgency and feasibility level.

Firstly, the researcher found the problem related to the students' interest and enthusiasm in reading class. From the class observation, it was found that the class participation and discussion was dominated by a few active students. This condition showed that the other students were less interested and enthusiastic in the class which led to the fact that they were lack of reading practice. Since the

students lacked of reading practice, they lacked input of knowledge such as knowledge of vocabularies. As the result, the students took long time to comprehend a text.

Next, it was admitted previously that the students' main problem in reading was the lack knowledge of vocabularies. However, the teacher gave less effort to help the students to solve the problem. She merely asked the students to look in the dictionary when they found unfamiliar words. It led the students to become dependent on dictionary too much, since they were forced to do so as the teacher did not provide other ways to solve the problem. In addition, the teacher also had not provided activities involving the students to activate their background knowledge. Besides it could help the students to comprehend a text easier, activating students' background knowledge helped them to guess meanings of new words since they already had prediction related to the text.

Lastly, the facts that the teacher gave less effort to solve the students reading problems and the activities provided rarely involved the students background knowledge showed that the teacher had not taught the students using a particular reading strategy. This problem had impacts on several problems such as the students' dependence on dictionary, their difficulties in understanding the meaning of unfamiliar words as well as the students' less interest in reading. Finally, it caused the students having difficulties to comprehend a text.

From the analysis of the problems above, the researcher and the collaborator agreed to select some root problems to be solved, in which the main concern was stated in the first number of the table. The next following problems

were chosen based on the urgency and feasibility level which had close relation to the main problem. The following table shows the selected problems.

Table 3: **The Selected Problems Relating to the Teaching of Reading**

No.	Problems
1.	The teacher never taught the students using a particular reading strategy.
2.	The students faced difficulties in understanding the meaning of some difficult words.
3.	The students faced difficulties to comprehend a text.
4.	The students were less interested and enthusiastic in reading classes.

3. Determining the Action to Solve Problems

After the problems were identified and then limited, the researcher and the collaborator discussed for the next actions to solve the selected problems in table 3. Then, a method from schema activation strategy called Experience-Text-Relationship (ETR) which was proposed by Au (1979) was selected. ETR method was selected because it was believed to be able to solve reading problems by stimulating students' background knowledge in which activating background knowledge played important role in reading process as stated in the Chapter II. ETR method consisted of three phases in its implementation including experience phase, text phase and relationship phase. The activity in the experience phase was students expressing their experience of knowledge about the topic before reading. After they had shared enough their experience, the text became the focus of the class. In this phase, the teacher assisted students by asking questions to prevent misunderstanding of the text. The teacher should be sensitive to areas that could cause students' misunderstanding and the teacher should work hard to lead

students to find correct answer. In the last phase, relationship phase, the teacher encouraged students to draw relationship between the content of the text discussed in the text phase and their experience and knowledge shared earlier. In this section, the teacher gave the students opportunity to contrast and compare the information presented in the text with their existing knowledge. Through this process, students had an opportunity to expand their existing schemata.

Accordingly, the researcher and the collaborator agreed to apply ETR method as an effort to solve students' reading problems. Through the implementation of ETR method in grade VIII C at SMP Negeri 9 Yogyakarta, it was expected:

a. to build students' interest and attention towards teaching-learning activity.

b. to help the students making connection between their background knowledge and the content of texts.

c. to enhance students' knowledge of vocabularies by connecting the meaning with contexts.

d. to improve students' reading ability.

B. The Report of Cycle I

This study consisted of two cycles in which each cycle consist of two meetings. The cycle one was conducted on 17th April and 23rd April 2015. The report of the cycle was described as follows:

1. Planning

A planning had been prepared before conducting the actions. During the planning time, the researcher met the English teacher to have consultations and

coordination, and also to get an agreement related to the selected method and materials. Next, the researcher also had a discussion with the collaborator concerning on the relevance of the selected actions, materials, and the other teaching-learning preparations. In details, some preparations done during the planning step included writing items which were tested in pretest and posttest, writing lesson plans, determining the topic of the text and the materials to be taught, planning activities, preparing teaching-learning media and aids, and preparing other research instruments. In addition to the more details planning for the implementation of teaching and learning process can be seen in the course grid which was enclosed in this script.

For the implementation, the researcher planned to use various media and activities to support the implementation of teaching and learning process of cycle I such as pictures and picture series, games, and discussion. By providing pictures and picture series, it was a way to activate students' background knowledge, and it was hoped that it would help the students to comprehend texts easier. Moreover, by preparing games, it was hoped that the students would become more interested towards teaching reading and they would not think that reading was boring anymore. Lastly, by conducting discussions, it was hoped that the students could share their ideas, as well as broaden their knowledge since there would be various ideas and information from the others.

Regarding to the process of teaching and learning, the researcher employed Genre-Based Approach as the teaching method consisting of five

sequences and Experience-Text-Relationship as the reading method. The details of the planned activities can be seen as follows.

1) Building Knowledge of Field

In this sequence, the researcher prepared some pictures to be observed by the students. Then, the researcher prepared some questions related to the pictures to build the students' knowledge of the topic being learnt such as "What do you know about the pictures?", "Where can you find that kind of stories?", "Do you like to read that kind of story?", "How do you feel when you read the story? Are you entertained?" and "What are the stories usually about?" Next, the researcher would specify one picture to be discussed further. She prepared a picture of "A Little Red Riding Hood" story and some eliciting questions. After that, she would present a full narrative text of the story to be analyzed its components together.

2) Modeling of Text

In this sequence, the researcher would present and analyze together with the students regarding the structure and language features of the text. After that, the researcher planned to begin using ETR method consisting of three phases. The phases were described as follows.

• Experience phase

The phase in which the students share their experiences related to the topic given. In this step, the researcher would try to activate students' background knowledge related to the topic. The researcher chose a fable of "The Rabbit and the Turtle" story. The topic was familiar for the students, so that it was expected that the whole class could participate in the sharing time.

- Text phase

The researcher would have the students to focus to the text given. She would guide the students with several questions related to the text while the students read the text. It had a purpose to avoid misunderstanding made by the students during reading process.

- Relationship phase

In this phase, the activity would be the students drawing relationship based on the content of the text they had just read and the previous knowledge and experience that they shared in the first phase. The students could compare and contrast the idea after and before they read the text.

3) Join Construction of Text

In this stage the researcher tried to direct the students being more familiar to use ETR in reading. Firstly, she prepared jumbled pictures and had the students to observe them. Then, she started to activate the students background knowledge by asking some questions related to the pictures. After that, in pairs, the students rearranged the pictures into a good order, and wrote prediction based on their background knowledge and experience.

Having finished writing the predictions, the researcher and the students came to the text stage and discussed the whole text to find main ideas of the text. But before that the students had to change the present verbs into past verbs first. Next activity was matching vocabularies with the meanings. Next activity was summing up the story and drawing relationship between information from the text and previous prediction.

4) Independent Construction of Text

In this stage the students were given follow-up activity that was answering reading comprehension questions. After the students went through three phases of reading strategy, their comprehension towards a text would be assessed. The text was about "The Thirsty Crow" that the students already learnt in the previous activity. The questions were in the form of close-ended questions and determining true or false statements.

5) Linking to Related Text

This was the last sequence of overall lesson. Here, the researcher would have the students to sum up the overall lesson in one cycle by mentioning what they had learnt so far, what they got from the lesson, and so on. After that, they would be led to relate the type of texts that they had learnt to the other similar context.

2. Action and Observation

After a plan had been prepared, it was time to put the plan into the action. In this step, the researcher was helped by a collaborator while conducting the action. The researcher had a role as the teacher that assisted the student in learning activities, while the collaborator acted as the observer that would assess overall teaching and learning process using ETR method carried out by the researcher.

Firstly, the teacher introduced ETR method to the students as a way to help them in carrying out reading activity. ETR method emphasized activating students' background knowledge to make connection with the content of texts.

The detail actions of the experience-text-relationship method were presented as follows.

The first phase of the method was experience phase in which the students shared their experience and prior knowledge that they had related to the topic. The following field note showed activities in the experience phase.

Kemudian R mulai masuk ke tahap Experience yang merupakan tahap awal dari metode yang digunakan dalam pelajaran membaca. Pada tahap ini R mengarahkan siswa untuk memperhatian sebuah gambar (The Rabbit and the Turtle), lalu berpasangan mendiskusikan prediksi mereka mengenai karakter dari hewan yang mereka lihat di dalam gambar sesuai dengan pengetahuan dan pengalaman mereka dengan menuliskannya di handout yang disediakan. Pada tahap itu, R membimbing siswa dengan menanyakan "Do you ever see or have a rabbit or a turtle?" sebagian siswa merespon dengan baik; ada yang menjawab "Ya, pernah lihat saja", "saya pernah punya kura-kura, Miss", dsb. Kemudian R melanjutkan "What comes to your mind when you see a rabbit? How is its character?" Siswa memberi beragam jawaban seperti "kelinci itu lucu Miss, cute", "suka melompat", "menggemaskan", "run fast", "suka makan wortel", dsb. "How about a turtle's character?" Siswa menjawab "pemalu", "punya tempurung", "berat", "lambat", kemudian siswa yang pernah memiliki kura-kura menjawab "it likes to eat vegetables; it's ugly but cute; It likes to swim".

After that, R began the experience phase which was the first phase of the method used in reading class. In this phase, R led the students to observe a picture (The Rabbit and the Turtle), and then in pairs, discussed their prediction relating to characters of the animals that they saw in the picture based on their prior knowledge and experience by writing it down in the handout provided. In that phase, R assisted the students to make prediction by asking "Do you ever see or have a rabbit or a turtle?" Some students gave good responses; they gave answers such as "Yes, I ever saw them", "I once had a turtle, Miss", and so on. Then, R continued "What comes to your mind when you see a rabbit? How is its character?" The students gave various answer such as "Rabbits are cute, Miss", "They like to jump", "Adorable", "Run fast", "They like to eat carrots", etc. "How about a turtle's character?" Some of them answered "Shy", "it has a shell", "heavy", "slow", and then a student who had a turtle said "it likes to eat vegetables; it's ugly but cute; It likes to swim".

From the piece of field note above, it can be seen that there was no problems in experience stage. Since the teacher presented the topic that was close to the students, they could share their ideas and experience easily.

In the text phase, the teacher intended to guide the students avoiding misunderstanding of the content of the text by asking some leading questions. However, only some students who were active responding to the questions, but some others still hesitated to answer. The following piece of field note supported the statement.

Setelah semua selesai menuliskan prediksi mereka, siswa memasuki tahap Text. Pada tahap ini R membagikan teks dari gambar tersebut dan meminta siswa untuk membacakan teks tersebut paragraph demi paragraph, sambil R mengajukan pertanyaan arahan untuk menghindarkan siswa dari kesalahpahaman dalam membaca. Namun sayangnya baru sebagian siswa yang aktif merespon dan menjawab dengan benar, sisanya masih ragu-ragu untuk menjawab.

After the students had finished writing down the prediction, the students began the text phase. In this phase, R distributed the text of the picture and asked them to read paragraph by paragraph while R led them by giving questions to avoid misunderstanding of the content. However, unfortunately only some students who were active responding and answering correctly, the others still hesitated to answer.

Field Note 2, Friday, 17th April 2015

Next, by applying ETR method, the teacher expected to help the student in understanding meanings of unfamiliar words. However, most of the students still depended on the dictionary to find the meaning of words. Some students were not

confident enough and reluctant to make some efforts in guessing meaning based on the context. This happened because previously they lacked practice to guess meaning using the context. They thought that finding meaning in the dictionary was easier and fast, but they did not realize that by merely finding the meaning in the dictionary, they could not really understand the meaning and they would easily forget the words. It could be seen in the following piece of field note.

Selanjutnya, R menugaskan siswa untuk mencari makna bahasa Indonesia dari beberapa kata dengan cara mengaitkannya dalam konteks bacaan dan sebisa mungkin tidak melihat arti dari kamus terlebih dahulu. Sebagian siswa mengeluh kesulitan dan meminta untuk membuka kamus, namun ada pula yang berusaha keras memaknai konteks bacaan. R membimbing siswa yang kesulitan dengan mengajukan pertanyaan yang mengarahkan siswa untuk berpikir lebih kritis.

After that, R asked the students to guess the meanings of some words based on the context. R encouraged the students not to look the meanings at the dictionary. Some students complained that it was hard and asked to open their dictionary, but some others tried their best to find the meanings based on the context. R guided the students who faced difficulties by giving questions that led the students to think critically.

Field Note 2, Friday, 17th April 2015

Furthermore, in the relationship phase, the students were guided to summarize the story and then to draw a relation with the previous prediction. However, it was seen that some students still found difficulties to make a relation between their previous prediction and the content of the text they had just read. While the students had different concepts between what they already knew and what was stated in the text, they found it difficult to conclude. So here, the teacher gave explanation and confirmation about what they had to do because not all background knowledge that they had would show the same information with the

content of the text. Thus, the teacher guided them to compare and contrast between the information to make a conclusion. The following piece of field note showed the students' difficulties in relationship phase.

> *Di tahap selanjutnya, yaitu relationship, siswa dibimbing untuk meringkas cerita yang telah mereka baca dan membuat kaitan antara informasi yang didapat dari teks dengan pengalaman yang telah mereka sebutkan di awal. Lalu R meminta beberapa siswa untuk menyampaikan hasilnya di depan kelas, namun beberapa siswa nampak belum siap dan masih bingung untuk membuat kaitan. Alhasil hanya satu siswa yang menjadi sukarela menyampaikan kesimpulannya.*
>
> In the next phase, that was relationship phase, the students were assisted to summarize the story that they had read and to draw relationship between the information that they got from the text and the experience that they had mentioned in the first phase. Afterward, R asked some students to present their result in front of the class, but some students seemed not ready yet and still got confused to create a relation. Finally, there was only one student who was willing to present his conclusion voluntarily.
>
> Field Note 2, Friday, 17th April 2015

In the other hand, during the three phases of reading activity, the teacher also inserted a game in order that the students did not get bored by only having discussions and they could experience various activities in the reading lesson. The teacher invited all students to join the game called "concentration game". In this game, the students should concentrate so that they would not lose. Then, the students who lost would get a penalty that was answering the questions. Accordingly, by inserting a game made the students becoming more interested in joining the lesson. It also changed the class situation becoming livelier. The following piece of field note supported the statements.

Setelah waktu yang diberikan habis, R dan siswa membahas jawaban melalui "concentration game". Siswa yang kalah diminta menjawab beberapa nomer, dan begitu seterusnya. R membandingakan jawaban yang siswa berikan dengan jawaban siswa lain. Setelah itu siswa menghitung berapa banyak kata yang mereka jawab tanpa membuka kamus dan benar. Sebagian besar siswa dapat menjawab benar separuh jumlah kata, ada yang mampu menjawab benar lebih dari setengah dan masih ada pula yang dibawah setengah. Namun, siswa terlihat antusias mengikuti permainan.

After the given time was up, R and the students played "concentration game" as a way to discuss the questions. Students who lost the game were asked to answer several questions. After they finished playing the game, the students count how many questions that they answered correctly without looking at the dictionary. Most students had correct answers around a half from the total questions, but there were also a few students who had correct answers more than a half, and a few students still got less than a half. However, all students looked enthusiastic in joining the game.

Field Note 2, Friday, 17th April 2015

Lastly, in the implementation of ETR method in reading class, providing pictures helped the students to activate their background knowledge. The students became easier to recall their past experience and prior knowledge as they saw the pictures. Especially when the students had limited background knowledge, the provision of the pictures enabled them to make predictions based on what they saw in the pictures. The following piece of field note supported the statements.

R menayangkan beberapa potong gambar acak dari cerita "The Thristy Crow". Dari gambar tersebut, siswa mengungkapkan apa yang diketahui dan apa yang terlihat di dalam gambar. Kemudian siswa mengurutkan gambar sesuai prediksi mereka dan menuliskan prediksinya sesuai pengetahuan dan pengalaman. Selanjutnya R meminta seorang siswa untuk mempresentasikan hasil kerjanya di depan kelas. Sebagian siswa telah menebak dengan benar namun masih ada pula yang keliru dalam mengurutkan.

R presented some jumbled pictures from the story of "The Thirsty Crow". From

> the pictures, the students shared what they saw in the pictures and what they knew about the pictures. Then, the students rearrange the pictures into a good order based on their prediction and wrote down their predictions based on the prior knowledge and experiences. After that, R asked a student to present his work in front of the class. Most of the students already guessed correctly, though there were still a few students who made mistakes in rearranging the pictures into the right order.
>
> Field Note 3, Thursday, 23rd April 2015

3. Reflection

After implementing actions of cycle I, the researcher made reflection to analyze the strengths and weaknesses of the teaching and learning process. The researcher also had a discussion with the collaborator to find out which aspects that needed improvement. They analyzed the interview transcripts to gain the data for the reflection. The results were presented in the following sections.

With regard to the interview with the collaborator, the implementation of cycle I still needed improvement and better preparation. First, it was seen that the teacher needed to mix the speech using Bahasa Indonesia while teaching in order to make the students to get the point of explanation. Next, the teacher put many additional activities in the meeting so that it reduced the time allocation for the main reading activity. Providing additional activities was also useful to support the action, but the teacher needed to reconsider the time allocation and the learning goals. The following interview transcript showed some feedback from the collaborator towards the implementation of Cycle I.

> R   : *Nin, bagaimana menurut pendapatmu mengenai proses belajar hari ini?* **(What do you think related to the implementation of teaching and learning process today?)**
>
> C   : Overall*, proses belajar tadi cukup baik. Kamu nggak begitu kelihatan*

> *gugup di depan anak-anak. Tapi sepertinya kamu terlalu banyak menggunakan bahasa Inggris, jadi kadang ada siswa yang tidak begitu menangkap apa yang kamu bicarakan. Sepertinya kamu perlu mencampur lebih banyak dengan bahasa Indonesia saat menjelaskan.* (**Overall, the teaching and learning process today was good. You did not look nervous in front of the students. But, I think you spoke in English too much, so sometimes some students could not understand what you were talking about. You need to mix your speech with Bahasa Indonesia more, especially when you were explaining.**)
>
> R   : *Oke. Kira-kira bagian mana lagi yang masih perlu perbaikan?* (**Which part that still needs improvement?**)
>
> C   : *Menurutku aktivitasmu terlalu banyak tadi. Maksudku ketika kamu memberikan latihan (aktivitas tambahan) atau* ice breaking*, quantitas soalnya jangan terlalu banyak dan perhatikan juga alokasi waktunya, karena itu cukup memakan waktu. Sedangkan inti kegiatanmu waktunya jadi berkurang.* (**I guess you provide too many activities. I mean, when you gave them additional activities, exercises or ice breaking, you need to limit the quantity of the questions and the time allocation, because it took too much time, while the main activities lacked of time**)
>
> <div align="right">IT 5, Friday, 17th April 2015</div>

Another feedback from the collaborator suggested that the teacher needed to pay attention more in *relationship* phase, since some students still needed assistance to make connection between the content of the text and their background knowledge. In line with the result of the observation discussed earlier, some students still found difficulties during the relationship phase. However, it was natural since they just started learning the method and this phase indeed required the students to think more complex thought than the other phases. The following interview transcript supported the statements.

> R   : *... Kemudian, apakah menurutmu siswa sudah paham dengan metode ETR?* (**... Do you think the students already understand about ETR method?**)
>
> C   : *Menurutku sebagian siswa sudah sedikit paham, tapi coba kamu*

ingatkan mereka lagi dipertemuan berikutnya untuk memastikan dan membuat mereka labih paham lagi. Pastikan juga di tahap relationship siswa dapat mengaitkan cerita dengan pengalaman mereka. Sepertinya beberapa siswa masih tampak bingung bagaimana mengaitkannya. **(Yes, I think some students slightly get the point, but you need to remind them again in the next meeting just to make sure and deepen their understanding. You also need to make sure that the students can draw relationship between the content of the story with their experience. It seems that some students still get confused how to make connection.)**

R   : *Oke. Terimakasih banyak, Nin.* **(Well. Thankyou so much, Nin.)**

IT 5, Friday, 17th April 2015

The comments above showed some feedback from the implementation of the first meeting. Additionally, in the second meeting, the students had improved their understanding in applying ETR method in reading activity, though there was still a problem occurring in the class which was related to the participation of the students. The statements can be seen in the following interview transcript.

C   : *Bagaimana implementasi ETR di pertemuan kedua ini?* **(What do you think concerning the implementation of ETR method in the second meeting?)**

N   : *Sepertinya siswa sudah lebih paham. Mereka mengikuti tahap-tahap ETR dengan cukup baik. Namun, beberapa siswa di barisan kiri sepertinya butuh lebih perhatian. Cobalah kamu lebih memperhatikan dan* encourage *siswa dibarisan itu, karena posisimu cenderung berada ditengah dan beberapa siswa aktif berada di baris tengah dan kanan jadi seolah-olah kamu terlalu fokus ke bagian situ. Sedangkan siswa dibarisan kiri jadi lebih banyak diam dan tidak memperhatikan.* **(I guess the students' understanding has improved. They could follow the sequences of ETR method well. However, some students on the left row need more attention. You should give them more attention and encouragement. Your standing position tended to be in the middle and some active students were only around there and the right row, so it seemed that you only focus on them. In the other hand, the students on the left row were silent and did not pay attention.)**

C   : *Iya, aku juga merasa begitu. Tapi kamu lihat sendiri, tadi aku sudah*

> *berusaha mengajak siswa barisan kiri juga untuk berpartisipasi, namun memang siswa di barisan tengah selalu ingin menjawab dan cenderung mendominasi diskusi di kelas.* **(I think so, but you've also seen, right? that I've tried to encourage and engage them to participate as well. However, the students in the middle row indeed always wanted to answer and tended to be dominant in the class discussion.)**
>
> N : *Maka dari itu, coba kamu lebih dekati siswa-siswa dibaris kiri dan lebih memotivasi mereka lagi, supaya mereka juga ikut berpartisipasi aktif.* **(That's why you need to approach the left row students and motivate them more in order that they join the activity as well.)**
>
> IT 6, Thursday, 23rd April 2015

The interview transcript above showed that step by step the students started to be able to follow the sequences of ETR method better than before. However, there was still a problem that some students, specifically those who were in the left row, did not participate actively in the class. The teacher indeed needed to pay attention the students. While the teacher was focusing on the other group of students, it was possible that the other students would loosen their attention to the class. In that case, the teacher had to consider a way to have students' attention such as standing position that could cover all students, approaching the students, encouraging and complementing while the students did a good job. While the class consisted of a few dominant students, the other students needed more encouragement and attention to pay attention and participate in the lesson, so that all students were treated equally.

In addition to the comments from the collaborator, the researcher also collected comments from the students regarding teaching and learning process and implementation of ETR method in reading class. Based on the interview transcript below, it was showed that in the first meeting of cycle I the students still found

difficulties to memorize the unfamiliar terms and they needed more explanation. This statement was in line with the feedback from the collaborator discussed previously.

> C : *Hehe oke oke. Terus tadi masih ada kesulitan nggak belajar pake ETR?* **(Do you still find any difficulties using ETR method?)**
> S1 : *Hmm... masih agak bingung sih mbak. Abis itu istilahnya susah e.* **(Hmm… I'm still a bit confused, because the terms are unfamiliar.)**
> C : *Hehe ya sudah, nanti pertemuan berikutnya mbak jelasin ulang lagi ya.* **(Alright, I will explain it again in the next meeting.)**
> <div align="right">IT 3, Friday, 17th April 2015</div>

In the other hand, statements from a student below showed that the learning process in meeting two run more successfully after the teacher reminded the students again and gave more explanation about ETR method. It showed that the students already understood concerning the materials presented in the reading class that was narrative text, although they still faced some unfamiliar vocabularies in the text. They also started to be accustomed with the use of ETR method in reading. Lastly, students' interest towards learning process increased as the teacher inserted some games.

> C : *Sejauh ini apakah adik-adik sudah paham dengan narrative teks?* **(So far, Do you understand about narrative texts?)**
> S1 : *Sudah cukup paham kok mbak.* **(Yes, quite understand.)**
> C : *Ada kesulitan nggak selama pelajaran di kelas kemarin?* **(Did you find any difficulties during the learning process yesterday?)**
> S1 : *Paling sih cuma kata-katanya aja agak susah mbak. Terus nggak boleh buka kamus juga.* **(I found difficulties dealing with some unfamiliar words. Moreover, we were not allowed to look at the dictionary.)**
> C : *Hehe bukannya nggak boleh dek, cuma kan mbak pengen ngelatih kalian menebak arti berdasarkan konteks bacaan gitu, bisa atau enggak. Tapi kan ternyata lumayan pada bisa?* **(It's not that you were not allowed to look at the dictionary. I just want to drill you to find meaning based**

on the context. In fact, you can do it, right?)
S1   : *Iya sih mbak. Hehe…* **(Yes, that's right. Hehe…)**
C   : *Nah itu, mungkin kalian cuma terlalu bergantung sama kamus. Padahal bisa tho ditebak-tebak? Terus pakai metode ETR udah paham belum?* **(See? May be you just depend on the dictionary too much. In fact, you can guess the meaning, can't you? Then, have you understood to apply ETR method in reading?)**
S1   : *sedikit-sedikit udah paham mbak.* **(Yes, I have.)**
C   : *Oke deh, sip. Ada saran nggak untuk kedepannya?* **(Do you have any suggestion for the next meetings?)**
S1   : *Ditambahin permainan yang seru-seru lagi mbak. Tadi consentration game nya kurang lama, padahal seru.* **(Please add more fun games. The concentration game was interesting, but it was not long enough.)**

<div align="right">IT 4, Thursday, 23rd April 2015</div>

Based on the evaluation made by the researcher and the collaborator, the implementation of cycle I showed both strengths and weaknesses. The implementation of ETR method in cycle I was done quite successful because the teacher managed to increase the students' interest and enthusiasm by providing a game in the reading lesson, and the teacher also managed to facilitate the students to activate their background knowledge through the use of pictures and picture series. Even though, there were some aspects that still needed improvement. Firstly, some students still had not understood well about the concept of experience-text-relationship, and they still needed lot assistance in applying each stage of the method. Secondly, some students still needed encouragement to participate in the class, so that not only the dominant students who participated actively.

Accordingly, in the next cycle, the researcher decided to solve the remaining problems occurring in the cycle I by doing some changes in the following aspects:

a. The researcher would use additional teaching aid to facilitate the students applying ETR method.

b. The researcher would provide more interesting activities that can encourage the students' participation and motivation.

c. The students would be grouped in larger size to enable them discussed broader.

C. The Report of Cycle II

Reflecting on the previous cycle, the researcher and the collaborator agreed to provide some new activities in the execution of reading activity and teaching method to get a better result of cycle II. This cycle consisted of two meetings which were held on Friday, 24th April 2015 and on Thursday, 30th April 2015. The report of cycle II was presented as follows.

1. Planning

After conducting action in cycle I, it was believed that applying experience-text-relationship method could improve the students reading ability, but the researcher also still found some aspects that needed to be improved. Regarding to this, the researcher still implemented the same action using ETR method in reading activity, but she planned to add some new activities in order to solve some problems which occurred.

In general, the planning of cycle II was done similarly with the planning of the previous cycle including the preparation of teaching instruments, teaching media, discussion and consultation with the English teacher and the collaborator. However, in this cycle the researcher planned to make some improvement and to add necessary activities regarding to solve the existing problems in the previous cycle.

Previously, the students still encountered difficulties in applying each step of ETR method. Though the provision of pictures and pictures series helped them to activate their background knowledge in experience stage, they still faced difficulties in drawing relationship involving all steps of ETR method. Regarding to the problem, the researcher planned to use graphic organizer to facilitate them applying all steps of the method and making connection between the experience and the content of the text.

Furthermore, considering the participation of the students in the class, some students had not involved actively in the teaching reading process. To solve the problem, the researcher planned to approach and encourage them more so that they could feel more motivated to participate in the learning process. In line with this, the researcher had also prepared some additional activities and games to boost the students' interest and enthusiasm towards reading activity. Activities such as matching pictures, arranging jumbled paragraph, and competition game were prepared by the researcher in this cycle. Meanwhile, grouping the students into larger size was also planned to enable them sharing and discussing with broader party. Previously, some students still needed lot of assistance form the

researcher in applying ETR method, depended on dictionary to find the meaning of unfamiliar words, and faced difficulties in comprehending a text. By grouping the students into larger parties, it was expected that they can learn from one another related to the problems that they had and they could improve the aspects that they were lacking.

The implementation of cycle II was still based on the same sequences as the previous cycle which employed Genre-Based Approach as the teaching method and Experience-Text-Relationship as the reading strategy. The materials given were also related to narrative text. The detail planning for the implementation of cycle II presented as follows.

1) Building Knowledge of Field

In this sequence, the teacher and the students would begin the Experience phase. The teacher provided some pictures and titles of the story and as usual she would give eliciting questions to activate the students' background knowledge. Then, the teacher would check the students' knowledge related to the narrative in the form of legend and myth by having the students to match the titles and the pictures. The next activities would be the students sharing their experience and knowledge related to the stories of the pictures and making prediction.

2) Modeling of Text

In this sequence, the teacher prepared a full narrative text and had the students to focus on the text. Similar with the previous activities in the text phase, the teacher would give leading questions while the students were reading the story. After that, the researcher also prepared some tasks such as defining the

meaning of words, studying the language features of the text, and categorizing the structure and key events of the story into a graphic organizer. Next in the relationship phase, the students would summarize the story based on the graphic organizer that they had made, and then compare the graphic organizers before and after they read the story to draw relationship.

3) Join Construction of Text

In this sequence, the teacher planned to divides the students into some groups consisting of 4-5 students. Then the researcher planned to have them discussed in their groups and applying each phases of ETR more independently. The activities prepared were nearly the same like the previous activities in each phase of ETR method, but here the researcher provided jumbled paragraph and a competition game between the groups. Each group should compete to be a winner. Every task given by the researcher would have scores, and the fastest group with the correct answer would gain scores.

4) Independent Construction of Text

The teacher provided follow-up activity after the students applied all phases of ETR method in the previous teaching sequence. The activity was still in the form of a quiz in which the students had to answer a number of comprehension questions. Each of the correct answer would be accumulated in the end of the game. The teacher also set rules for the game that should be obeyed by the students. First, before answering, each group had to raise their hand and shout their group's password, until the teacher chose the group. They could only raise their hand after the teacher had finished giving the question, and groups that rose

hand before the question finished would be disqualified for that question. Then, each group would be given five second to discuss the answer with the members. Additionally, the teacher also prepared rewards for the winning groups.

5) Linking to Related Text

The last sequence of the meeting would be that the students reflected on what they had learnt so far in the meeting by mentioning titles of the texts and text types. Then, they related those texts to the past cycle of learning and mentioned the other texts in the similar contexts.

2. Action and Observation

In this cycle the teacher emphasized some efforts to solve the problems existing in the previous cycle. The execution of the cycle II was presented in the following sections.

The teacher started the lesson of Experience phase by presenting some pictures as well as some titles of the stories in a slide but they were not in right match. Then, the teacher asked the students to match the pictures with the right titles orally. The students guessed them all correctly, although a few students looked hesitated to answer. The teacher continued by asking them what type of narrative text it was, and what it was usually about. From this activity, the students' participation was improved seen from the increasing amount of students who answered the questions. Afterward, the teacher showed one of the pictures presented previously to begin the experience phase. The teacher distributed handout for the students containing phases that they should apply as well as tasks on each phase. Then she asked some eliciting questions relating to the pictures

presented and the students shared what they know about the pictures based on the prior experience and knowledge. Most of the students looked familiar with the story seen from their enthusiasm in sharing phase. The teacher also gave them instruction to write down their prediction into a graphic organizer provided in the handout, while she demonstrated it on the white board based on the answers given from the students. The students organized their prediction based on the setting, complication, and resolution of the story that they knew. There were no problems in the implementation of the experience stage seen from the following note.

Kemudian, R menayangkan sebuah gambar berkisah tentang "Malin Kundang", dan siswa mengemukakan pengetahuan dan pengalaman yang mereka miliki terkait dengan cerita. Siswa mengemukakan pengetahuan dan pengalamannya seperti "Ah, kejadiannya di Padang, Bu.", "Malin dikutuk menjadi batu karena durhaka.", "Di Padang ada patung Malin yang menjadi batu benaran lho, Bu.", dsb. Selain secara oral, siswa juga menuangkan prediksinya kedalam sebuah graphic organizer untuk memudahkan tahap-tahap selanjutnya.

Then, R showed a picture of "Malin Kundang" story, and then the students shared what they knew and their experience that they had related to the story. The students shared their experience and knowledge by saying "It happened in Padang, Miss", "Malin was cursed into a rock because he did not admit his mother", "In Padang, there is a real stone of Malin after he was cursed, Miss", etc. In addition to share the experience orally, the students also write their prediction down into a graphic organizer to facilitate them for the next steps.

Field Note 4, Friday, 24th April 2015

Next, the students began the text phase. The teacher presented a full narrative text of "Malin Kundang" story and had the students to read the text carefully. As usual, while the students read the story by paragraphs, the teacher asked some guiding questions to avoid the students' misunderstanding of the story. After the students had enough understanding of the text, the teacher drilled

them to find the meaning of some words based on the context and answered some follow-up questions. During this activity, the students seemed more confident in guessing the meaning of the words and they started getting used without looking at the dictionary. Some students who still faced difficulties were assisted by the teacher to find the meanings. The following piece of field note showed the condition during the activity.

Kemudian, siswa diminta menemukan arti Bahasa Indonesia dari beberapa kata dengan mengaitkannya dengan konteks bacaan. Pada kegiatan ini, tak seperti di pertemuan sebelumnya, siswa sudah lebih mudah memaknai kata. Beberapa siswa yang masih tampak kesuliatan dibantu oleh R dengan mengarahkan jawaban sesuai konteks yang ada. Saat diarahkan siswa-siswa tersebut dapat menebak dengan cukup tepat.

Next, the students were asked to find Indonesian meaning of some words by relating it to the context. During the activity, in contrast to the previous cycle, most students did not face many difficulties to guess the meaning of the words. A few students who still faced difficulties were assisted by the teacher in guessing the meaning based on the context. While the teacher led them finding the meaning, they could guess correctly.

Field Note 4, Friday, 24th April 2015

Next in the relationship phase, the students filled a second graphic organizer based on the content of the story they had read. They filled the graphic organizer based on several categories including the setting, characters, complication, and resolution of the story. After they had finished, then the teacher asked them to compare and contrast the result of their graphic organizer in that phase with the graphic organizer in the experience phase. Then, they made a conclusion. Referring to the use of graphic organizer, the students found it was

easier to draw relationship between the content of the text and their prediction and to make conclusion. This was supported by the following piece of field note.

Selanjutnya siswa meringkas cerita yang telah dibaca kedalam sebuah graphic organizer, dan lalu membandingkan hasilnya dengan graphic sebelumnya yang telah mereka buat di tahap Experience. Siswa terlihat tidak banyak kesulitan untuk membuat hubungan, karena ide-ide mereka lebih tertata dengan menggunakan graphic organizer.

After that, the students summarized the story that they had just read into a graphic organizer, and then they compared the result with the previous graphic organizer that they made in the Experience phase. It was seen that the students did not face many difficulties to create the relationship as their ideas was well organized in the graphic organizer.

Field Note 4, Friday, 24th April 2015

In the second meeting of cycle II, the teacher divided the students into eight groups consisting of 4 – 5 students. This was the last meeting of the overall action, and in this sequence the teacher expected that the students became more independent in carrying out ETR method in reading. While applying ETR method in the groups, there was also held a competition game.

In the experience phase, the students observed a picture of "Nyi Roro Kidul" and began to share their knowledge and experience related to the picture. They discussed their experience towards the picture within their groups and filled a graphic organizer based on their prediction. Next, before came to the text phase, the teacher provided jumbled paragraph for each group and had them to rearrange the paragraphs into a good story. The groups which finished and was correct would earn a score, while the fastest group with the correct answer would gain additional score. It was seen from the activity that the students were enthusiastic

and competitive to gain a first score. Each group who had finished brought the answer to the teacher to be checked. After that, the groups which had finished rearranging, discussed the whole text with their group members to comprehend the content of the text, and then analyzed some unfamiliar words in the text and guessed the meanings. Furthermore, in the relationship phase, the students summarized the story into a graphic organizer provided in the handout, while the teacher checked each group's work to make sure that they done it based on the right steps and help them if they found any difficulties. Lastly, the students drew relationship between the content of the text and their previous prediction. The first group which was ready to present their result would gain additional score.

The last activity after applying ETR method in the groups, the students answered comprehending questions related to the materials given in that day in the form of quiz. By conducting the competition game, it was seen that the students' interest and enthusiasm increased. They focused on the given questions and tried their best to give a correct answer. It was also seen that the whole students participated in the activity actively.

Kegiatan selanjutnya yaitu R mengadakan permainan berjudul 'Ranking 1', dimana R akan memberikan pertanyaan rebutan dan kelompok yang dapat mengangkat tangan serta menyebutkan sandi grup tercepat berhak menjawab pertanyaan dan mendapat skor jika jawabannya benar. Siswa terlihat antusias dalam mengikuti kegiatan dan siswa berlomba-lomba untuk dapat menjawab soal dengan benar.

In the next activity, the teacher held a game named "*Ranking 1*", in which R provided questions for all the groups, and the fastest group to raise their hands and to shout their password got opportunity to answer the question and earned scores if the answer was correct. The students looked enthusiastic joining the activity and they tried their best in the competition to give correct answers.

---

3. Reflection

After conducting actions in cycle II, the teacher made a reflection towards teaching and learning process of the cycle. She discussed with the collaborator to make an evaluation, and also analyzed the observation result and interview transcripts as a source for doing evaluation.

In reference to the discussion with the collaborator, it can be seen that the problems existing in the previous cycle could be overcome. The discussion also led to the result that the student's reading ability had improved and the students' motivation and enthusiasm towards reading lesson increased. The statements were supported by the interview transcript below.

The following interview transcript showed that there was the increasing number of students who were willing to respond and give correct answers, while in the previous cycle some students still hesitated to answer to the teacher's questions. This situation showed that the students understood the text well and they became more confident to express their ideas and responses.

R	: *Bagaimana menurutmu implementasi cycle II tadi, Nin?* (**What do you think about the implementation of cycle II, Nin?**)
C	: *Berdasarkan observasi saya selama kegiatan tadi, siswa sudah menunjukkan peningkatan dalam pelajaran membaca. Mereka juga sudah dapat memahami tahap-tahap ETR dalam membaca dengan baik.* (**Based on my observation during the action, the students already showed some improvement in reading lesson. They also already understood the ETR steps in reading well.**)
R	: *Oh ya? Lalu apa saja peningkatannya?* (**Is that so? Then what are the improvements?**)

C	: *Seperti kemampuan mereka memahami bacaan ada kemajuan. Di cycle sebelumnya hanya sedikit siswa yang mau menjawab pertanyaan pehamanan yang kamu berikan setelah membaca, namun di cycle II tadi sebagian besar siswa mampu merespon dan menjawab dengan benar.* **(For example, their ability in comprehending text was improved. In the previous cycle, we can see that only a few students who were willing to answer and respond to the comprehending questions given after reading, but in cycle II most students responded and answered the questions correctly.)**
	IT 9, Thursday, 30th April 2015

Furthermore, the various activities held in this cycle succeed to create lively atmosphere in the class. The students followed the activities enthusiastically. Moreover, it could be seen that by conducting competition game, it encouraged the students to do their best to answer questions correctly, so they focused to comprehend the text, and it also engaged the students to participate actively.

R	: *Terus ada lagi?* **(Is there anything else?)**
C	: *Terus, ya bisa dilihat dari kegiatan-kegiatan tadi motivasi dan antusiasme siswa juga meningkat dalam kegiatan membaca. Apalagi saat mereka berkompetisi menjawab pertanyaan. Semua grup berebut untuk menjawab dan mendapat skor. Sekarang siswa-siswa sudah ikut berpartisipasi aktif di kelas.* **(Furthermore, it can be seen from the various activities in the cycle II that the students' motivation and enthusiasm increased in reading lesson. Moreover, when they were competing to answer the questions, all groups tried their best to answer and to get score. In the cycle II the students had participated actively.)**
R	: *Lalu apakah kegiatan belajar tadi terbilang sukses?* **(And then, was the implementation of cycle II successful?)**
C	: **Yes, it was a big success.**
	IT 9, Thursday, 30th April 2015

In supporting the interview with collaborator above, the interview was also done with the students in order to obtain more testimonies regarding the implementation of cycle II. The interview transcript with the students below showed how the students had understood each step of ETR method. When the researcher asked about ETR method, they could explain it clearly which meant that they grasped what had been learn during the implementation.

R	: *Oke dek, jadi kan selama beberapa minggu ini kalian belajar sama miss, itu belajar narrative pakai metodenya ETR. Kalian masih inget ETR?* **(Alright, in recent weeks you learnt with me. We learnt about narrative text using ETR method. Do you still rember ETR?)**
S1	: *Iya yang itu, yang sharing pengetahuan dulu.* **(Yes. Firstly we shared our knowledge.)**
R	: I*ya betul. Pertama apa dulu setelah miss tayangin gambar atau judul?* **(That's right. What is the first step after I present a picture of a title?)**
S1	: *Prediksi dulu.* **(Prediction first.)**
R	: *Iya betul. Mengungkapkan prediksi berdasarkan pengalaman atau pengetahuan sebelumnya. Terus?* **(That's right. Making prediction based on the experience and existing knowledge. Next?)**
S2	: *Baca teks.* **(Reading a text.)**
R	: *Habis baca teks?* **(After reading the text?)**
S2	: *Hmm... cari kata-kata baru terus diartikan.* **(Hmm… finding the meaning of new words.)**
R	: *Iya oke. Terus mengaitkan?* **(Okay. Next, drawing relationship?)**
S2	: *Iya mengaitkan prediksi dengan cerita aslinya.* **(Yes, drawing relationship between the prediction and the content of the story.)**
	IT 8, Thursday, 30th April 2015

Since the students had better understanding in applying ETR method, they realized how useful to apply ETR method in reading. They also realized that each step of ETR method had its own purpose to help the readers in the process of reading comprehension. The following transcript describes the students' statement.

R : *Iya. Menurut kalian itu gimana kegiatan belajar menggunakan itu (ETR)?* (**What do you think using ETR method in the learning process?**)

S1 : *Ya lumayan sih miss.* (**It's quite good.**)

S2 : *Itu kan melatih kita untuk berpikir dulu, jadi kita nginget-nginget dulu...* (**It drills us to think first, so we recall the existing information…**)

S1 : *Iya, sesuai pengalaman kita.* (**Yes, based on our experience.**)

R : *Sebelum membaca teksnya ya?* (**Before reading the text, right?**)

S1 : *Ya seru sih, miss.* (**Yes, it's interesting, Miss.**)

R : *Oke, terus strategi ETR itu menurut kalian membantu kalian dalam memahami bacaan nggak?* (**Well, does ETR method help you to comprehend the text?**)

S1 : *Iya, iya banget. Jadi lebih mudah paham karena ada step-stepnya.* (**Yes, of course. It's really helpful, so we can understand well because we follow the steps.**)

IT 8, Thursday, 30th April 2015

In reference to the interview transcript above, it showed that the students already had better understanding related to the implementation of ETR method in reading. It was also admitted that using ETR method was useful in the process of reading comprehension. It made them easier to comprehend a text because the steps in ETR method helped them in reading. The importance of each step of ETR method in facilitating them in reading was discussed further in the following interview transcripts.

R : *Menurut kalian perlu nggak sharing tentang pengalaman dan pengetahuan gitu?* (**Do you think that sharing experience and knowledge is necessary before reading?**)

S1 : *Perlu soalnya kalau kita punya pengalaman tapi nggak di sharing kan buat apa kan miss.* (**Yes, it is. Because if we have experience, it will be better to share it with others.**)

S2 : *Iya, sebagai sarana juga bisa. Jadi sebelum kita baca teksnya setidaknya kita kan udah punya prediksi dulu.* (**It can be also a way to help us in reading. So, before reading the text at least we already have predictions.**)

> R : *Itu kira-kira berkaitan nggak sama materinya sharing pengalamannya itu?* (**Is it related to the materials given?**)
>
> S1 : *Iya. Melatih juga, jadi lebih bisa mikir. Nggak langsung terus baca aja.* (**Yes, it also drills us to think more, rather than reading the text directly.**)
>
> IT 9, Thursday, 30th April 2015

According to the statements above, it was said that sharing experience and prior knowledge in experience step was necessary since it provided them to have predictions before they wholly reading the text. The students also preferred to have an activity that could activate their background knowledge than directly read the text, so that understanding the text was easier since they already had predictions. The predictions were also useful when the students found unfamiliar words in the text because they could use these to guess the meaning using context.

Moreover, the students also found that it was helpful to go through the text phase. While reading, they were given guiding questions that helped them to avoid misunderstanding of the content of the text, so they could comprehend the text easier.

> R : *Terus, kalau pas di tahap membaca (text), kan sebelum-sebelumnya saat kalian baca terus miss sambil tanya-tanya seputar paragrafnya. Itu membantu nggak?* (**Then, while in the text phase, previously I guided the students by asking some questions related to the text while you were reading each paragraph. Does it help you?**)
>
> S1 : *Iya, membantu.* (**Yes, it does.**)
>
> S2 : *Iya, biar kita lebih paham gitu sama bacaannya.* (**Yes, so that we can have better understanding of the text.**)
>
> IT 9, Thursday, 30th April 2015

Furthermore, using ETR method increased the students' curiousity and enthusiasm towards reading lesson and they became more interested in reading.

Since ETR method consists of several steps, and in the first step they only had an idea of the story based on their predictions, they were curious to go to the next steps to know the whole story and to confirm their previous predictions.

R	: *Oh oke. Terus kalian pake ETR itu lebih meningkatkan motivasi atau semangat untuk mengetahui isi bacaan, untuk memahami?* **(By using ETR method, does it increase your motivation and enthusiasm to understand or comprehend the content of the text?)**
S2	: *Hm... iya. Soalnya kan sebelumnya kita tahunya setengah-setengah...* **(Yes, because at first we only knew a little about the story…)**
S1	: *He.em jadi pengen tahu lebih lanjutnya gimana.* **(Yes, so we were curious to know the whole story.)**
R	: *Oh gitu?* **(Is that so?)**
S1	: *He'em disitu seru.* **(Yes, it's exciting.)**
	IT 9, Thursday, 30th April 2015

Meanwhile, the students also enjoyed the learning process because they experienced a new and different way of teaching reading. They found it new and interesting to learn using ETR method since they did not get the same method from the other teacher. Mostly, when they studied with their English teacher, they were only given a lot of materials and explanation. The teacher rarely taught using a particular reading strategy which was interactive, challenging and fun.

R	: *Kemudian kalian enjoy nggak belajar pake ETR?* **(Did you enjoy the learning process using ETR method?)**
S1	: *Enjoy. Kan dibantu sama missnya juga yang asik.* **(Yes. Moreover we were assisted by the nice teacher.)**
S2	: *Kalau sama guru kan biasanya cuma materi, materi...* **(If we learnt with the English teacher usually we were only explained about the materials.)**
S1	: *Iya materi, materi terus.* **(Yes, it's all about the materials.)**
	IT 9, Thursday, 30th April 2015

In addition, the following interview transcript also shows that after the implementation, the students' knowledge of vocabulary enhanced because during the learning process. They practiced to find the meaning of some words based on the context by looking at the surrounding sentences. When they found some difficult words in the text, they did not give up but they tried to understand the meaning. They admitted during the interview that facing some new words enriched their knowledge of vocabularies which are indeed useful for them because the more they knew vocabularies, reading texts became easier. By this way, they became more confident to understand the meaning without easily looking at the dictionary. As the result, it helped them to comprehend the text better.

R	: *Oke... terus pengetahuan kosakata kalian bertambah atau enggak nih setelah ikut pelajaran?* **(Does your knowledge of vocabularies increase after the learning process?)**
S1	: *Iya pasti.* **(Surely.)**
R	: *Banyak ya? Hehe* **(Does it increase a lot?)**
S2	: *Iya banyak.* **(Yes, a lot.)**
R	: *Karena banyak kata-kata sulitnya di dalam teksnya, ya? Hehe* **(Is it because there are many unfamiliar words in the texts?)**
S1	: *Iya, tapi nggak apa-apa sih miss. Kan jadi nambah pengetahuan juga.* **(Yeah, but it's okay, Miss, because it broadens our knowledge.)**
R	: *Terus biasanya kan kalian kalau ada kata sulit liat kamus, sekarang udah lebih memudahkan kalian nggak kalau nyari kata berdasarkan konteksnya?* **(Then, when you found difficulties relating to the meaning of words, usually you looked in the dictionary. Now, do you feel it easier to find the meaning based on the context?)**
S1	: *Iya.* **(Yeah.)**
S2	: *Iya soalnya kan kita udah terlatih banyak kemarin Miss minta buat nyoba artiin tanpa buka kamus tapi liat berdasarkan konteksnya.* **(Yes, because we had had enough practices in the past when you asked us to try finding the meaning of words without looking in the dictionary, but by relating it to the context.)**

> S1 : *Iya udah banyak tau kosakata jadi gampang.* (**Since we already know many new vocabularies, it becomes easier.)**
>
> IT 9, Thursday, 30th April 2015

Referring to the observation results and interview transcripts collected during the implementation, the teacher and the collaborator agreed that the action had successfully improved the students' attitude towards reading lesson and the students' reading comprehension ability.

D. General Findings

In relation to the evaluation of cycle I and II of the research, the implementation of Experience-Text-Relationship method in improving the students' reading comprehension was successful. The improvement happened during the implementation was presented in the table below.

Table 4: **The Improvement after the Implementation**

No.	Before the Implementation	After the Implementation	
		Cycle I	Cycle II
1.	The students were less interested and enthusiastic in reading classes. Only a few dominant students who often participated actively.	Some students were interested while the teacher inserted some games in the teaching and learning process. However a group of students did not pay attention well while the teacher was not around or was giving explanation to the other students.	The number of students who participated in learning process increased showed when the teacher made an interaction, many students active responding. Various activities and games made the students more interested and enthusiastic in joining

			the lesson. Moreover, providing a reward for the students made them more motivated to participate actively.
2.	The activities rarely involved the students to activate their background knowledge.	Providing pictures and picture series helped the students to activate their background knowledge. Experience phase in ETR method gave a chance to the students to share their prior knowledge and experience related to the text.	The students could think more critically when they were given a picture or a title of a particular story. Especially when a topic given was quite familiar for them, they could explore their prior knowledge better.
3.	The students were not familiar with a particular reading strategy.	Some students started to know ETR method although they still needed a lot of guidance in applying the method. While some others needed more explanation what they should do in each step, and how to relate between experience and the content of the text.	Most of the students had better understanding of ETR method and each steps of it. The use of graphic organizer facilitated them to draw relationship between what they know (experience) and the content of the text read.
4.	The students faced difficulties in understanding the meaning of some difficult/ unfamiliar words. As the result they depended on dictionary too much to find the meaning of the words.	Some students did try to understand the meaning of some words by looking at the context and surrounding sentence, but some students were less effort to do so and asked to look in the dictionary.	Most of the students were accustomed to understand the meaning based on the context. As the result, their knowledge of vocabularies increased.

5.	The students faced difficulties to comprehend a text.	Some students needed long time to comprehend a text and to find a main idea of the text. Steps of ETR method helped them to understand the content of the text, but they still need a lot of assistance.	As the students got better understanding of implementation of ETR method, their ability in comprehending text also improved. In addition, by the time their knowledge of vocabularies increased, comprehending a text become easier.

In connection to the table 4, the teacher found that experience-text-relationship method improved the students' behavior towards teaching reading as well as the students' ability in comprehending texts. This notion was in line with the previous researches conducted by Jarmianik, J. (2013) and Samosir, D.N. (2013). Jarmianik (2013) proved in her research that the result of the study indicated that ETR method had improved students' reading comprehension and the class situation. The findings by Samosir (2013) also indicated that there was significant improvement of students' reading comprehension through the implementation of ETR method.

This research was carried out in two cycles. During the implementation of the actions, the researcher also used accompanying activities and supporting teaching aids which were useful and meaningful to provide in the class. They indeed played an important role in succeeding the process of the implementation of the actions. As the result, the implementation of ETR method was not only effective in improving the students' reading comprehension, but also the students'

behavior in teaching reading and the class situation. The general findings of the actions were described as follows.

Firstly, experience-text-relationship is able to improve the students' participation and enthusiasm towards reading lesson. Various steps of the method encouraged them to think and share their opinion related to the topic. It gave the students chances to participate and have interaction with the teacher as well as the other students. In consequence, the class situation became livelier. Moreover the topic discussed was selected based on relevance and familiarity with the students, so it made them more confident while discussing and exploring the topic in the class. This notion was supported by Au (1979) claiming that ETR method is a discussion-based activity in which a discussion refers to interactive communication between a teacher and students talking about a particular topic. Additionally, various activities, games, and reward increased the students' interest and motivation. They enjoyed joining the lesson as they experienced a new way of teaching.

Secondly, experience-text-relationship is able to improve students' skill in using background knowledge. As stated by Carrell et al. (1988), experience-text-relationship method emphasizes in reading for meaning. This method can help students to activate background knowledge to draw meaning of a text that is useful for text comprehension. During the learning process, the students had got sufficient practice in sharing their experience and background knowledge as a bridge to connect their knowledge with the content of the text. Experience phase enabled the students to think more actively and critically before they read the text.

Furthermore, experience-text-relationship is able to enhance students' knowledge of vocabulary. As stated by Nunan (2003) that one of the pricnciples in teaching reading is to build a strong vocabulary base. He adds that basic vocabulary should be taught explicitly to the students and they should be taught to use context to effectively guess meanings of less frequent vocabulary. Previously, the students depended too much on dictionary. When they found unfamiliar words in a text, they just looked in the dictionary to find the meaning. However, it was not effective because the students would only know the meaning of the words at that time but they would easily forget it in the future as they did not intend to understand the meaning of the words. By using ETR method, the students were directed to understand the meaning based on the context by looking at surrounding sentences. The students were given chances to make use of their background knowledge related to the text to guess the meaning.

Lastly, experience-text-relationship is able to improve the students' reading ability. Since ETR method provides opportunities for students to explore many dimensions of the story and to integrate features of it with their existing store of knowledge (Au, 1979), it helps the students to develop their reading comprehension. Previously, the students faced some problems in comprehending a text, but ETR method enabled them activating their background knowledge in which it led them to have a prior prediction related to the text that they were going to discussed. As the result, the students found it easier to understand the content of the text and to obtain specific information from the text. It also enabled them to compare and contrast the result of the story with their prior prediction which led

them to summary and make conclusion. The improvement of the students' reading comprehension was also supported by the result of reading test scores. The following table shows the result of the pre-test and post-test.

Table 5: **The Result of the Pre-test and Post-test**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	34	33.00	90.00	66.5294	14.82061
Posttest	34	50.00	97.00	77.4118	12.34876
Valid N (listwise)	34				

Table 5 shows that the mean score of post-test is higher than the mean score of pre-test. Previously in the pre-test, the mean score is only 66,52 while in the post-test it becomes 77,41. The mean score increases 10,89 points which means that there is significant improvement in the students' reading comprehension ability.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

A. Conclusions

The implementation of experience-text-relationship method aimed to improve students' reading comprehension through activating background knowledge. The actions were carried out in two cycles by applying three phases of ETR method in reading. The activities included sharing experience, focusing on texts, and drawing relationship between experience and information from the text. The actions were also designed with the use of multimedia, pictures and picture series, games, the use of graphic organizer, and group discussion. The use of multimedia, pictures and games influenced the students' attitude and behavior towards reading lessons. They became more interested and enthusiastic in joining the lesson, and they became more motivated in reading the text. Next, the use of graphic organizer helped them to organize their ideas before and after reading the text, so it made them easier to draw connection between the experience and the content of the text. Moreover, group discussion enabled them to share experience or knowledge, to exchange what they have already known and they have not known, and to broaden their mind with various ideas.

In the first cycle, the students were introduced to the use of ETR method in reading and in understanding meaning of words based on the context. Some students still found difficulties in applying the method and they still needed lot assistance from the researcher. However, in the second cycle, the students started to be familiar in using ETR method, and they were led to be more independent in

applying the three phases of the method. In the end, the results show that the reading comprehension of grade VIII C students could be improved by using ETR method. ETR method was able to improve the students' reading comprehension by stimulating their background knowledge and relating it to the information from the text. The improvement was also supported by the result of reading comprehension tests that show the students' mean score increased from 66,52 to 77,41. In addition to the improvement in reading comprehension, there were some aspects that changed after the actions including:

1. The students' attitude and behavior towards reading lesson

The class condition before the actions were applied showed that most of the students were not interested and motivated in reading lesson. Instead of paying attention to the lesson, they preferred having chit-chat, joking with their desk mate, and doing other activities rather than paying attention. They thought reading lesson was boring, and they were not interested in only reading texts. However, the students' attitude and behavior changed after the actions. Since the steps of ETR method supported them to comprehend the text, they enjoyed joining reading lesson and they were curious to comprehend the whole text. Moreover, various activities provided in the class also increased their enthusiasm.

2. The students' participation in the class discussion

Previously, there were only a few active students who always participated in the class discussion and only the same students who tended to dominate the class by actively responding, giving opinion, presenting student's works, etc. However, after the researcher applied ETR method, the whole class seemed more

active. They were encouraged to share their experience and knowledge, to participate in the discussions, and to make interaction with the teacher and the others.

3. The students' efforts in reading class

Previously, the students depended too much on dictionary. When they faced difficulties in understanding a text, they would directly look in the dictionary to translate meanings of difficult words. After the actions, the students became more confident in understanding meaning based on context by comparing and relating the surrounded sentences. Moreover, the students were unfamiliar with any particular reading strategy before, but now they realized that ETR method was easy to apply and using ETR helped them to comprehend a text easier.

B. Implications

Referring to the result of the research, the implementation of experience-text-relationship method had successfully improved the students' ability in reading including comprehending the texts and understanding the meaning of difficult words based on the context. In addition, the result showed that the students enjoyed applying each step of the method in reading since it was also supported by the various and interesting activities and media which increased students motivation and enthusiasm in the learning process.

As for the implications of using experience-text-relationship method and the accompanying actions were listed as follows.

1. The implementation of the experience-text-relationship method was effective in improving the students' reading comprehension. It implied that teachers can consider using the method that can activate the students' background knowledge to develop their comprehension. So that, it was easier for the students to create meaning of the text.

2. The activity to find meaning of some difficult words based on the context was challenging and useful as the input for the students. It implied that inserting this kind of activity was much more interesting and meaningful for the students to enrich their knowledge of vocabulary than directly asked them to look in the dictionary to find the meaning.

3. The use of graphic organizers, games, pictures and picture series, and multimedia were helpful and meaningful in accompanying the implementation of ETR method. It implied that teachers should use various media and activities so that the process of teaching and learning will run more effectively and the students can grasp materials better. Without using various media and activities, the teaching and learning process will be monotoneus and the students will get bored easily.

4. Applying ETR method increased the students' participation and confidence in the class discussion. It implied that using the discussion-based activity like ETR method could create interactive situation in the classroom and to raise the students' confidence in expressing ideas, comments and opinions.

5. The class situation became totally lively and active by conducting competition and giving rewards. It implied that rewards and competition can be alternatives to increase the students' motivation and participation in the class.

Accordingly, it can be implied that English teachers can consider using this method if they want to facilitate students in reading comprehension as well as to increase students' interest and motivation towards teaching and learning process.

C. Suggestions

In accordance to the conclusions and implications above, there are some suggestions for English teachers and other researchers.

1. To the English teachers

It is important for the teachers to make some efforts to help the students having good reading ability. Activities involving schema activation can be a preference to facilitate the students in reading comprehension. If the teachers are interested in applying this method, they should consider the topic that is close with students' life so that it can be more interesting for them to learn, and make sure that the students' can follow each step of the method. The teacher should be able to guide the students systematically through the steps. Additionally, the teachers should also consider providing some enjoyable activities so that the students will not be bored and they can be more motivated to learn.

2. To the other researchers

The other researchers who are interested in applying ETR method should understand the steps first. They should be able to guide the students systematically

through the cognitive processes in order to make sense of the written text. They also should be able to link each steps of the method by giving clear explanations, instructions, and examples. Furthermore, this method can be also implemented to investigate some other issues from different perspectives. It is suggested for the other researchers to conduct a better and more thorough research than this one.

REFERENCES

Ajideh, P. (2003). "Schema Theory-Based Pre-reading Tasks: A Neglected Essential in the ESL Reading Class". *The Reading Matrix, Vol.3, No.1*. Accessed from www.readingmatrix.com/articles/ajideh/article.pdf.

Alderson, C.J. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.

Anderson, N.J. (1991). "Individual Differences in Strategy Use in Second Language Reading and Testing". In Nunan, D. (2003). *The Practical English Language Teaching*. New York: The MC Graw-Hill Companies, Inc.

Au, K. (1979). "Using the Experience-Text-Relationship Method with Minority Children". *The Reading Teacher,* 32:677-679.

Brown, D.H. (2004). *Language Assessment Principles and Classroom Practices*. San Francisco: Pearson education, Inc.

_____. (2000). *Principles of Language Learning and Teaching Fourth Edition*. San Francisco: Addison Wesley Longman, Inc.

_____. (2001). *Teaching by Principles; An Interactive Approach to Language Pedagogy Second Edition*. San Francisco: Addison Wesley Longman, Inc.

BSNP. (2006). *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: BSNP.

Burns, A. (2010). *Doing Action Research in English Language Teaching*. Madison Ave, New York: Taylor & Francis e-Library.

_____. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.

Carrell, P.L., Devine, J. and Eskey, D. E. (1988). *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press.

Carrell, P.L. (1983). "Background Knowledge in Second Language Comprehension". In Nunan, D. (2003). *The Practical English Language Teaching*. New York: The MC Graw-Hill Companies, Inc.

Carrell, P. L. (1984). "Evidence of a formal schema in second language comprehension". In Zhao, X., Zhu, L. (2012*).* "Schema Theory and College English Reading Teaching". *English Language Teaching*, *Vol. 5, No. 11*. Published online September 12, 2012 at http:// dx.doi.org/10.5539/elt.v5n11p111.

Carrell, P.L. and Connor, U. (1991). "Reading & Writing Different Genre. Paper presented at the twenty-fifth annual conference of TESOL". In Nunan, D. (2003). *The Practical English Language Teaching*. New York: The MC Graw-Hill Companies, Inc.

Chamot, A. U. and O'Malley, J.M. (1994). "The CALLA Handbook". In Nunan, D. (2003). *The Practical English Language Teaching*. New York: The MC Graw-Hill Companies, Inc.

Duke, N. K. (2003). "Comprehension Dificulties". *CIERA*, 11. Accessed from http://www.ciera.org/library/presos/2003/ on November 4, 2014.

Duther, P. (1990). Authentic Reading Assessment. *ERIC Digest (ED328607)*. Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.; American Institutes for Research, Washington, DC.

Edwards, P. (2003). *Literacy Techniques*. Victoria: National Library of Canada Cataloguing in Publication Data.

Goodman, K. (1970). *Reading as a psychologistic guessing game*. In H. Singer and R. b. Ruddell . (Eds). *Theoretical models and Processes of Reading*. Newark, N.J.: International reading Association.

Grabe, W. (2009). *Reading in a Second Language Moving From Theory to Practice*. New York: Cambridge University Press.

_____. (1997). Discourse Analysis and Reading Instruction. In T. Miller (Ed.), *Functional Approaches to Written Texts: Classroom Applications*. Washington, DC: USIA.

Grabe, W. and Stoller, F. (2002). *Teaching and Researching Reading*. London: Pearson Education Longman.

Hollas, B. (2002). *Teaching your below-grade level students how to become strategic readers*. Professional Development Inservice attended on October 16 at the Radisson Hotel in Knoxville, Tennessee.

International Reading Association, Inc. (2004). (http:// www-tc.pbs.org/teacherline/courses/math405/. Accessed on January 11, 2015)

Jarmianik, J. (2013). "Improving Reading Comprehension Using Experience-Text-Relationship (ETR) Method". *Jurnal FKIP UNS*. Accessed from http://jurnal.fkip.uns.ac.id/index.php/ on January 11, 2015.

Klingner, J.K., Vaughn, S. and Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.

Kusumah, W. & Dwitagama, D. (2009). *Mengenal Penelitian Tindakan Kelas*. Jakarta: PT Indeks.

Mickulecky, B.S. (1990). *A Short Course in Teaching Reading Skills*. New York: Addison-Wesley Publishing Company.

Moreillon, J. (2007). *Collaborative Strategies for Teaching Reading Comprehension*. Chicago: American Library Association.

Nunan, David. (1993). *Introducing Discourse Analysis*. London: Penguin English.

_____. (2003). *The Practical English Language Teaching*. New York: The MC Graw-Hill Companies, Inc.

Richards, C. J. and Renandya, A. W. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Samosir, D.N. (2013). "Improving Students' Reading Comprehension Achievement In Narrative Text Through Experience-Text-Relationship (ETR) Method". *Jurnal UNIMED*. Accessed from http://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/907 on January 11, 2015.

Smith, F. (1978) *Understanding Reading: A psycholinguistic Analysis of Reading and Learning to Read*. New York: Holt, Rinehart and Winston.

Stott, N. (2001). "Helping ESL Students Become Better Readers: Schema Theory Applications and Limitations". *The Internet TESL Journal. Vol. VII, No. 11*, November. Accessed from http://iteslj.org/Articles/Stott-Schema.html on November 4, 2014.

Weaver, C. (1994). *Reading Process and Practice*. Portsmouth, NH: Heinemann.

Westwood, P. (2008). *What Teachers Need to Know about Learning Difficulties*. Victoria: Australian Council for Educational Research Ltd.

Wiseman, D. G. (2008). "Schema Theory: Using Cognitive Structures in Organizing Knowledge". *Research Brief 10, Biddle Center of Teaching and Learning at Spadoni College of Education, Coastal Carolina University*. Accessed from http://www.coastal.edu/education/ on November 4, 2014.

Wixson, K., Peters, C., Weber, E., & Rober, I. (1987). "New Directions in Statewide Reading Assessment". *The Reading Teacher*, 40, 749-755.

Zhao, X., Zhu, L. (2012*).* "Schema Theory and College English Reading Teaching". *English Language Teaching*, *Vol. 5, No. 11*. Published online September 12, 2012 at http:// dx.doi.org/10.5539/elt.v5n11p111.

APPENDICES

APPENDIX A: OBSERVATION SHEET & FIELD NOTES

HASIL OBSERVASI KELAS

Hari   : Senin
Tanggal   : 13 April 2015
Waktu   : 08.20 – 09.40
Tempat   : SMP Negeri 9 Yogyakarta

No.	Aspek yang Diamati	Deskripsi Hasil Pengamatan
A.	**Siswa**	
	1. Jumlah siswa	34 orang
	2. Karakter siswa	Siswa terdiri dari beberapa karakter, diantaranya: - Siswa cukup aktif, namun beberapa siswa tampak sangat menonjol dan terkesan mendominasi kelas dalam menyampaikan pendapat, mengkritik, bertanya, memberikan respon kepada guru dan siswa lain. Beberapa siswa masih tampak kurang aktif berpartisipasi. - Bertingkah laku sopan. - Cukup mudah diatur/ dikendalikan. - Beberapa siswa jika tidak tertarik dengan pelajaran maka kurang memperhatikan. - Beberapa siswa dapat menangkap pelajaran dengan cepat, namun sebagian masih perlu bimbingan.
	3. Bahasa yang digunakan	Bahasa Inggris dan bahasa Indonesia. Sedikit terdengar bahasa Jawa ketika siswa berinteraksi dengan teman.
B.	**Guru dan Proses Pembelajaran**	
	4. Nama guru	Ibu Mursihati, S.Pd.
	5. Bahasa yang digunakan	Bahasa Inggris dan bahasa Indonesia
	6. Metode mengajar yang digunakan	PPP (Presentation, Practice, Production)
	7. Pengalokasian waktu	Satu jam pertama dihabiskan untuk *presentation*, lalu satu jam berikutnya untuk *practice* dan *production* apabila

		waktu memungkinkan.
	8. Cara membuka pelajaran	Mengucapkan salam dan menanyakan kabar siswa
	9. Cara menyampaikan materi	Menayangkan sebuah video yang bercerita tentang "Cinderella"
	10. Cara memberikan contoh dalam memahami teks	Guru tidak memberikan contoh.
	11. Cara memahamkan isi bacaan	Guru meminta siswa untuk berkelompok dan mendiskusikan isi cerita.
	12. Cara mengecek pemahaman siswa	Guru bertanya apakah siswa memiliki pertanyaan seputar penjelasan yang diberikan.
	13. Cara memberikan latihan soal	Guru membagikan *worksheet* untuk siswa kerjakan.
	14. Cara mendampingi siswa dalam mengerjakan soal.	Guru berkeliling untuk mengecek pekerjaan siswa dan membantu siswa yang menemui kesulitan
	15. Hal yang dilakukan jika siswa bertanya mengenai arti dari sebuah kosakata.	Guru meminta siswa untuk membuka kamus, dan beliau selalu menyarankan siswa untuk membawa kamus pada setiap pelajaran bahasa Inggris.
	16. Cara mengelola kelas	Guru memberikan peringatan saat kelas mulai tidak kondusif dan apabila ada siswa yang tidak melakukan tugasnya.
	17. Cara mengevaluasi pekerjaan siswa	Evaluasi dilakukan di akhir pelajaran dengan meminta beberapa siswa menyampaikan hasil kerjanya, atau dengan membahas jawaban dari soal-soal yang diberikan.
	18. Cara menutup pelajaran	Guru melakukan refleksi terkait pelajaran yang telah diajarkan pada hari itu.
C.	**Sumber Belajar**	
	19. Sumber belajar utama	Guru tidak menggunakan buku tertentu sebagai sumber belajar, sehingga siswa bisa memiliki buku referensi apa saja yang berkaitan dengan materi pelajaran dan sebagian besar siswa tidak memiliki *handbook*.

	20. Sumber belajar tambahan	Kamus, sumber dari internet, buku pribadi milik guru dan sumber lain.
D.	**Perangkat Pembelajaran**	
	21. Silabus	Guru menyiapkan silabus di awal semester dan menjadikannya pedoman dalam pembuatan RPP.
	22. RPP	RPP dibuat sesuai SK/KD pada semester tersebut dengan materi Narrative text. RPP juga disesuaikan dengan situasi dan kondisi kelas dan siswa.
E.	**Interaksi**	
	23. Interaksi antar siswa	Interaksi antar siswa terlihat baik walaupun beberapa siswa terlihat mendominasi kelas dan siswa lain cenderung pasif dan enggan berpendapat.
	24. Interaksi siswa dengan guru	Interaksi siswa dengan guru terlihat cukup akrab.
F.	**Kelas**	
	25. Nama kelas	VIII C
	26. Lokasi kelas	Kelas terletak di lantai dua, di samping toilet.
	27. Fasilitas kelas	Kelas memiliki fasilitas yang cukup seperti kelas-kelas yang lain yaitu terdiri dari meja dan kursi, papan tulis, spidol, penghapus, proyektor, layar proyeksi, almari dan kipas angin.

Yogyakarta, 13 April 2015

Peneliti,

Christy Dewi Pramanik
NIM. 11202241060

(*Diadaptasi dari Pedoman Observasi KKN-PPL 2014*)

FIELD NOTE GUIDELINE

Hari/ Tanggal :

Waktu :

Kegiatan :

Catatan :

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FIELD NOTE 1

Hari/ Tanggal : Senin, 13 April 2015

Waktu : 08.20 – 09.40

Catatan :

ET : English teacher

R : Researcher

ET dan R memasuki ruang kelas. Siswa terdengar sedikit gaduh dari luar. Ketika ET dan R memasuki ruangan siswa merapikan diri dengan kembali ke tempat duduk masing masing. Kemudian R mengambil posisi untuk mengobservasi kegiatan belajar mengajar di kelas dengan duduk di kursi kosong bagian belakang. ET membuka pelajaran dengan memberi salam, menanyakan kondisi siswa, dan mengecek kehadiran. Sebelum memulai pelajaran, ET meminta seorang siswa untuk menceritakan pengalamannya ketika mengikuti lomba story telling (nampaknya salah seorang siswa di kelas baru saja mengikuti perlombaan story telling). Namun sayangnya, siswa menceritakan dengan menggunakan bahasa Indonesia, dan ET pun tidak meminta si siswa untuk mencoba menceritakan dalam bahasa Inggris. Selanjutnya, ET menanyakan materi yang dipelajari siswa pada pertemuan sebelumnya. Hanya beberapa siswa yang merespon pertanyaan tersebut. Suasana kelas pada saat itu sedikit gaduh. Beberapa siswa yang duduk di pojok belakang tampak sibuk dengan kegiatannya sendiri seperti mengobrol dengan teman sebelahnya, bergurau dengan temannya, dan tidak memperhatikan apa yang diterangkan ET.

ET memasuki materi dengan menayangkan sebuah video tentang cerita Cinderella. Siswa terlihat antusias ketika ditayangkan video tersebut, namun situasi tersebut tidak berlangsung lama karena beberapa saat kemudian siswa kembali gaduh dan tidak memperhatikan dengan baik. Beberapa kelompok siswa tertawa-tawa karena memperhatikan hal lucu dalam video, melainkan memperhatikan jalan ceritanya. Namun, ada juga beberapa siswa perempuan yang duduk dibarisan depan yang nampak memperhatikan.

Setelah video selesai, ET meminta siswa untuk berkumpul dengan kelompoknya untuk berdiskusi tentang cerita dari video yang ditayangkan. Situasi kelas menjadi sedikit kacau dan gaduh ketika siswa mencari teman sekelompoknya. Saat diskusi berlangsung, hanya beberapa murid yang terlihat aktif bertanya kepada ET mengenai hal yang masih belum jelas. Sisanya, tidak tampak termotivasi dalam kegiatan diskusi. Ketika ET sedang menjelaskan kepada kelompok yang bertanya beberapa kelompok tidak menjalankan tugas yang diminta ET dengan baik. Namun ketika ET menghampiri kelompok satu per satu, barulah mereka fokus, sehingga dalam kegiatan tersebut ET harus berkeliling untuk memastikan setiap kelompok berdiskusi dengan baik.

Setelah beberapa menit diskusi berlangsung, siswa diminta menceritakan kembali cerita yang telah mereka dapatkan. ET menawarkan apabila ada yang ingin menyampaikan hasil diskusinya, namun sebagian siswa tidak merespon dan merasa belum siap. Hanya satu kelompok yang antusias ingin maju itupun hanya satu orang di dalam kelompok yang tampak menggebu-gebu. Beberapa orang siswa tampak dominan di dalam kelas. Mereka terlihat paling aktif, sehingga di dalam pelajaran hanya mereka yang sering muncul bertanya, mengeluarkan pendapat, menyampaikan hasil diskusi. Namun hal ini membuat siswa lain tidak berkesempatan untuk ikut berperan aktif di dalam kelas.

FIELD NOTE 2

Hari/ Tanggal : Jumat, 17 April 2015

Waktu   : 10.00 – 11.20

Kegiatan   : Pertemuan 1 (Cycle I)

Catatan   :

R   : Researcher

C   : Collaborator

ET   : English teacher

Sebelum memasuki kelas, R menemui ET di ruang guru. Namun ET tidak bisa ikut masuk ke kelas karena diberi tugas untuk mengajar di kelas IX. Setelah itu, R dan C langsung menuju kelas VIII C. Saat itu situasi kelas terdengar masih gaduh dari luar dan ada dua orang murid yang keluar serta meminta izin untuk menuju UKS. Setelah R dan C masuk kelas, siswa-siswa mulai merapikan diri dengan kembali ke tempat duduk masing-masing, walaupun masih terdengar sedikit kegaduhan. R membuka pelajaran dengan menyapa, menanyakan kabar siswa dan mengecek kehadiran siswa. Siswa merespon dengan cukup baik. Sebelum memulai kegiatan belajar mengajar, R mengajak siswa untuk melakukan kegiatan ice breaking sekaligus untuk lebih mengenal masing-masing siswa. R memulai pelajaran dengan menayangkan beberapa gambar untuk membangkitkan pengetahuan siswa tentang cerita narrative. R bertanya kepada siswa mengenai apa yang mereka ketahui tentang gambar-gambar tersebut, dimana mereka bisa menemukan cerita dari gambar-gambar tersebut, apakah mereka suka membaca cerita-cerita tersebut, apa yang mereka rasakan saat membaca cerita tersebut, apakah mereka merasa terhibur, dan biasanya bercerita tentang apakah baca-bacaan tersebut. Kemudian, R mengarahkan siswa ke sebuah gambar dengan maksud untuk mendalami materi narrative yang akan dipelajari. R menanyakan beberapa pertanyaan guna mengaktifkan *background knowledge* siswa. Kemudian R menyajikan sebuah teks narrative utuh (A Little Red Riding Hood) dan menjelaskan susunan, ciri-ciri, unsur kebahasan, dan tujuan dari narrative text. Sebagian besar siswa memperhatikan, ada pula yang aktif bertanya ketika mereka

merasa masih ada yang kurang jelas dan ada yang ingin mereka ketahui, ada yang mencatat, namun ada pula beberapa siswa yang mengobrol dengan siswa lain. Setelah cukup memberikan penjelasan, R meminta siswa untuk menyebutkan struktur dari teks yang ditampilkan, tujuan, dan beberapa unsur kebahasaan teks. Sebagian siswa sudah cukup mengenal komponen-komponen narrative text sehingga beberapa diantara mereka aktif menjawab, namun ada pula yang masih bingung sehingga hanya diam. Kemudian R mulai masuk ke tahap *Experience* yang merupakan tahap awal dari metode yang digunakan dalam pelajaran membaca. Pada tahap ini R mengarahkan siswa untuk memperhatian sebuah gambar (The Rabbit and the Turtle), lalu berpasangan mendiskusikan prediksi mereka mengenai karakter dari hewan yang mereka lihat di dalam gambar sesuai dengan pengetahuan dan pengalaman mereka dengan menuliskannya di *handout* yang disediakan. Pada tahap itu, R membimbing siswa dengan menanyakan "*Do you ever see or have a rabbit or a turtle?*" sebagian siswa merespon dengan baik; ada yang menjawab "Ya, pernah lihat saja", "saya pernah punya kura-kura, Miss", dsb. Kemudian R melanjutkan "*What comes to your mind when you see a rabbit? How is its character?*" Siswa memberi beragam jawaban seperti "kelinci itu lucu Miss, cute", "suka melompat", "menggemaskan", "*run fast*", "suka makan wortel", dsb. "*How about a turtle's character?*" Siswa menjawab "pemalu", "punya tempurung", "berat", "lambat", kemudian siswa yang pernah memiliki kura-kura menjawab "*it likes to eat vegetables; it's ugly but cute; It likes to swim*".

Setelah semua selesai menuliskan prediksi mereka, siswa memasuki tahap *Text*. Pada tahap ini R membagikan teks dari gambar tersebut dan meminta siswa untuk membacakan teks tersebut paragraph demi paragraph, sambil R mengajukan pertanyaan arahan untuk menghindarkan siswa dari kesalahpahaman dalam membaca. Namun sayangnya baru sebagian siswa yang aktif merespon dan menjawab dengan benar, sisanya masih ragu-ragu untuk menjawab. Selanjutnya, R menugaskan siswa untuk mencari makna bahasa Indonesia dari beberapa kata dengan cara mengaitkannya dalam konteks bacaan dan sebisa mungkin tidak melihat arti dari kamus terlebih dahulu. Sebagian siswa mengeluh kesulitan dan

meminta untuk membuka kamus, namun ada pula yang berusaha keras memaknai konteks bacaan. R membimbing siswa yang kesulitan dengan mengajukan pertanyaan yang mengarahkan siswa untuk berpikir lebih kritis. Setelah waktu yang diberikan habis, R dan siswa membahas jawaban melalui *concentration game*. Siswa yang kalah diminta menjawab beberapa nomer, dan begitu seterusnya. R membandingakan jawaban yang siswa berikan dengan jawaban siswa lain. Setelah itu siswa menghitung berapa banyak kata yang mereka jawab tanpa membuka kamus dan benar. Sebagian besar siswa dapat menjawab benar separuh jumlah kata, ada yang mampu menjawab benar lebih dari setengah dan masih ada pula yang dibawah setengah. Namun, siswa terlihat antusias mengikuti permainan.

Di tahap selanjutnya, yaitu relationship, siswa dibimbing untuk meringkas cerita yang telah mereka baca dan membuat kaitan antara informasi yang didapat dari teks dengan pengalaman yang telah mereka sebutkan di awal. Lalu R meminta beberapa siswa untuk menyampaikan hasilnya di depan kelas, namun beberapa siswa nampak belum siap dan masih bingung untuk membuat kaitan. Alhasil hanya satu siswa yang menjadi sukarela menyampaikan kesimpulannya.

Setelah terdengar suara bel, R pun mengakhiri pelajaran pada hari itu dengan bersama-sama mengulas yang telah dipelajari, menugaskan siswa untuk menyiapkan materi yang akan dibahas di pertemuan berikutnya, berdoa dan memberi salam.

FIELD NOTE 3

Hari/ Tanggal : Kamis, 23 April 2015

Waktu : 08.20 – 09.40

Kegiatan : Pertemuan 2 (Cycle I)

Catatan :

Diawal pelajaran, R dan siswa melakukan review mengenai materi sebelumnya, R mengingatkan kembali siswa mengenai metode ETR. Beberapa siswa masih mengingat tahap-tahap ETR dengan baik. Kemudian R dan siswa melanjutkan materi pelajaran. Pada pertemuan ini siswa diarahkan untuk lebih mandiri dalam menggunakan ETR.

R menayangkan beberapa potong gambar acak dari cerita *The Thristy Crow*. Dari gambar tersebut, siswa mengungkapkan apa yang diketahui dan apa yang terlihat di dalam gambar. Kemudian siswa mengurutkan gambar sesuai prediksi mereka dan menuliskan prediksinya sesuai pengetahuan dan pengalaman. Selanjutnya R meminta seorang siswa untuk mempresentasikan hasil kerjanya di depan kelas. Sebagian siswa telah menebak dengan benar namun masih ada pula yang keliru dalam mengurutkan. Setelah itu, R membagikan teks utuh untuk dapat didiskusikan bersama-sama. R membimbing siswa menghindari kesalahpahaman isi bacaan dengan mengajukan pertanyaan-pertanyaan seputar teks. R memastikan apakah siswa sudah memahami isi bacaan dengan bertanya "Apa ada yang ingin ditanyakan seputar teks?". Setelah memastikan pemahaman siswa, siswa diminta menjodohkan kata dalam bahasa Inggris dengan arti dalam bahasa Indonesia untuk melatih kemampuan siswa menemukan makna kata sesuai konteks bacaan. Selanjutnya siswa meringkas isi bacaan, kemudian mengaitkan hubungan antara isi cerita yang telah mereka baca dengan prediksi berdasarkan pengetahuan mereka sebelumnya. Diakhir pelajaran, R memberikan soal pemahaman kepada siswa terkait teks yang telah mereka baca.

FIELD NOTE 4

Hari/ Tanggal : Jumat, 24 April 2015

Waktu   : 10.00 – 11.20

Kegiatan   : Pertemuan 1 (Cycle II)

Catatan   :

R dan siswa melakukan apresepsi sebelum memulai pelajaran baru. R kembali mengingatkan metode ETR yang sudah sebelumnya diperkenalkan kepada siswa, dan saat ditanya siswa semakin lebih paham dengan penggunaan metode tersebut.

Pada pertemuan kali ini, R memberikan materi narrative dengan jenis baru yaitu legenda dan mitos. R menayangkan sebuah slide berisi sejumlah gambar dan judul dari masing-masing cerita namun dalam keadaan acak. Kemudian R meminta siswa untuk menjodohkan gambar dengan judul cerita yang sesuai. Pada kegiatan tersebut tidak terjadi kesulitan dan siswa tidak membutuhkan waktu yang lama untuk mencocokkan, karena para siswa cukup mengenal baik beberapa cerita legenda dan mitos yang berada di Indonesia. Siswa mencocokkan gambar secara oral, dimulai dengan R bertanya "*What is the picture number one about*?" dan seterusnya untuk kelima gambar. Terlihat dari aktivitas itu, sebagian besar siswa merespon dengan baik dan menjawab dengan percaya diri. Setelah itu, R bertanya mengenai narrative jenis apakah cerita-cerita di dalam gambar tersebut. Kemudian, R menayangkan sebuah gambar berkisah tentang *Malin Kundang*, dan siswa mengemukakan pengetahuan dan pengalaman yang mereka miliki terkait dengan cerita. Siswa mengemukakan pengetahuan dan pengalamannya seperti "Ah, kejadiannya di Padang, Bu.", "Malin dikutuk menjadi batu karena durhaka.", "Di Padang ada patung Malin yang menjadi batu benaran lho, Bu.", dsb. Selain secara oral, siswa juga menuangkan prediksinya kedalam sebuah *graphic organizer* untuk memudahkan tahap-tahap selanjutnya.

Setelah cukup mengungkapkan pengalaman dan pengetahuan mereka, siswa memasuki tahap *Text*, yaitu siswa membaca teks dengan seksama. Setelah itu, R

memberikan pertanyaan arahan untuk mengecek pemahaman siswa saat membaca. R pun tak lupa mengecek pemahaman siswa "Apakah ada yang ingin ditanyakan seputar teks?". Kemudian, siswa diminta menemukan arti Bahasa Indonesia dari beberapa kata dengan mnegaitkannya dengan konteks bacaan. Pada kegiatan ini, tak seperti di pertemuan sebelumnya, siswa sudah lebih mudah memaknai kata. Beberapa siswa yang masih tampak kesuliatan dibantu oleh R dengan mengarahkan jawaban sesuai konteks dengan cara mengaitkannya dengan kalimat-kalimat sekitarnya. Saat diarahkan siswa-siswa tersebut dapat menebak dengan cukup tepat.

Selanjutnya siswa meringkas cerita yang telah dibaca kedalam sebuah *graphic organizer*, dan lalu membandingkan hasilnya dengan graphic sebelumnya yang telah mereka buat di tahap *Experience*. Siswa terlihat tidak banyak kesulitan untuk membuat hubungan, karena ide-ide mereka lebih tertata dengan menggunakan *graphic organizer*. Seorang siswa mengemukakan hasilnya pada tahap *Relationship* dengan menyebutkan persamaan dan perbedaan yang ditemukan kemudian membuat kesimpulan.

FIELD NOTE 5

Hari/ Tanggal : Kamis, 30 April 2015

Waktu : 08.20 – 09.00

Kegiatan : Pertemuan 2 (Cycle II)

Catatan :

Setelah sebelumnya siswa diberikan materi baru mengenai teks legenda dan mitos, pada pertemuan kali ini R memberikan aktivitas bagi siswa untuk lebih mengevaluasi hasil pembelajaran sebelumnya mengenai teks narrative dan juga mengevaluasi pemahaman penggunaan metode ETR. Siswa dibagi kedalam beberapa kelompok untuk melakukan tahap-tahap ETR bersama dalam kelompok. R membagikan *handout* bagi setiap kelompok untuk didiskusikan bersama.

Pada tahap *Experience*, siswa mengemukakan pengetahuan dan pengalamannya didalam kelompok yang lalu ditungkan bersama kedalam sebuah graphic organizer. Setelah selesai berdiskusi, R bertanya kepada setiap kelompok mengenai hasil tahap *Experience*. Sebelum memasuki tahap Text, setiap kelompok diminta mengurutkan paragraph acak menjadi suatu cerita yang padu, dimana kelompok yang selesai pertama dan benar akan diberikan skor. Siswa antusias mengikuti kegiatan tersebut. Selanjutnya pada tahap *Text*, siswa berdiskusi didalam kelompok terkait isi teks. Kemudian, siswa meringkas cerita dan mengisi graphic organizer pada tahap *Relationship*, lalu siswa mengaitkan hasil graphic pada tahap tersebut dengan tahap *Experience*. Satu kelompok mempresentasikan hasilnya di depan kelas. Kegiatan selanjutnya yaitu R mengadakan permainan berjudul 'Ranking 1', dimana R akan memberikan pertanyaan rebutan dan kelompok yang dapat mengangkat tangan serta menyebutkan sandi grup tercepat berhak menjawab pertanyaan dan mendapat skor jika jawabannya benar. Siswa terlihat antusias dalam mengikuti kegiatan dan siswa berlomba-lomba untuk dapat menjawab soal dengan benar.

OBSERVATION CHECKLIST

Day/Date **:** Friday, 17th April 2015 & Thursday, 23rd April 2015

Meeting **:** 1 & 2

Check each item in the column that most clearly represents your observation and fill in the notes if necessary.

Teaching and Learning Process		Yes	No	Notes
A. Opening				
1.	The teacher greets the students	√		
2.	The students respond to the greeting.	√		
3.	The teacher leads the students to pray.		√	
4.	The teacher checks the students' attendance.	√		
5.	The teacher reminds the ETR method to the students.	√		
B. Pre-Reading				
	Experience Stage (E)			
1.	The teacher provides some pictures and titles of the story.	√		
2.	The students pay attention to the pictures.	√		
3.	The teacher asks some questions related to the pictures presented to activate students background knowledge.	√		
4.	The students respond to the questions.	√		
5.	The students match the titles and the pictures.	√		
6.	The students share their ideas, knowledge, and experiences related to the picture.	√		Some students shared their ideas, but some others had chit-chat with others.
C. Whilst-Reading				
1.	The teacher shows a full narrative text.	√		
2.	The students pay attention to the teacher's explanation about generic structure and language features of the	√		A student asked about the orientation of the

	text.			text.
3.	The students identify difficult words from the text and try to find the meanings of the words.		√	
4.	The teacher guides the students to identify the generic structure and language features of the text.	√		
	Experience Stage (E)			
5.	The teacher shows another picture of a narrative text.	√		
6.	The students make their prediction about the story according to their experience and prior knowledge.	√		Most of them used bahasa Indonesia.
	Text Stage (T)			
7.	The teacher distributes the text and has the students to read the text while guiding them with questions to avoid misunderstanding.	√		
8.	The students identify difficult words and guess the meanings of the words based on the context.	√		
9.	The students discuss the purpose, generic structure and language features of the text.	√		
	Relationship Stage (R)			
10.	The teacher has the students to summarize the story and to review the key events and issues.	√		
11.	The students draw relationships between information from the text and their previous prediction.	√		
12.	The students present the result of the discussion in front of the class.	√		
D. Post-Reading				
1.	The students answer comprehension questions related to a text.	√		
E. Closing				
1.	The teacher asks the students' understanding about the materials taught.	√		
2.	The teacher guides the students summing up the materials and making reflection.	√		

3.	The students and the teacher close the teaching and learning process by praying and leave taking.	√		

The Collaborator,

Nindya Aprilia

NIM. 11202241050

OBSERVATION CHECKLIST

Day/Date : Friday, 24th April 2015

Meeting : 3

Check each item in the column that most clearly represents your observation and fill in the notes if necessary.

Teaching and Learning Process		Yes	No	Notes
A. Opening				
1.	The teacher greets the students	√		
2.	The students respond to the greeting.	√		
3.	The teacher leads the students to pray.		√	
4.	The teacher checks the students' attendance.	√		
5.	The teacher reminds the ETR method to the students.	√		
B. Pre-Reading				
	Experience Stage (E)			
1.	The teacher provides some pictures and titles of the story.	√		
2.	The students match the titles and the pictures.	√		
3.	The teacher asks some questions related to the pictures presented to activate students background knowledge.	√		
4.	The students respond to the questions.	√		
5.	The students share their ideas, knowledge, and experiences related to the pictures.	√		
6.	The students make a prediction about the story of a picture presented by the teacher.	√		
C. Whilst-Reading				
	Text Stage (T)			
1.	The teacher presents a full narrative text, and has the students to read the text.	√		

2.	The teacher asks some guiding questions to avoid the students' misunderstanding of the story.	√		
3.	The students define the meanings of some words based on the context.	√		
4.	The students pay attention to the teacher explanation about adverb of time and reference words.	√		
5.	The students do exercise related to reference words.	√		
6.	The students make a graphic organizer to categorize the structure and key events of the story.	√		
	Relationship Stage (R)			
7.	The students summarize the story based on the graphic organizer they have made.		√	
8.	The students compare the graphic organizers before and after they read the story and then draw relationship between the content of the story and the previous knowledge or prediction.	√		
D. Post-Reading				
1.	The students share their result with their friends.	√		
E. Closing				
1.	The teacher asks the students' understanding about the materials taught.		√	
2.	The teacher guides the students summing up the materials and making reflection.		√	
3.	The students and the teacher close the teaching and learning process by praying and leave taking.	√		

The Collaborator,

Nindya Aprilia
NIM. 11202241050

OBSERVATION CHECKLIST

Day/Date : Thursday, 30th April 2015

Meeting : 4

Check each item in the column that most clearly represents your observation and fill in the notes if necessary.

Teaching and Learning Process		Yes	No	Notes
A. Opening				
1.	The teacher greets the students	√		
2.	The students respond to the greeting.	√		
3.	The teacher leads the students to pray.		√	
4.	The teacher checks the students' attendance.	√		
B. Pre-Reading				
	Experience Stage (E)			
1.	The teacher divides the students into some groups.	√		
2.	The teacher distributes a handout for each group and has the students to study it first.	√		
3.	The students observe a picture.	√		
4.	The students state their prediction about the story of the picture based on their ideas, knowledge, and experiences	√		
C. Whilst-Reading				
	Text Stage (T)			
1.	The teacher provides a jumbled text.	√		
2.	The students re-arrange the paragraphs into a good text.	√		
3.	The students study the text with their groups.	√		
4.	The students write down new vocabularies found in the text and find the meanings.	√		
	Relationship Stage (R)			
5.	The students summarize the story	√		

		√		
	into a graphic organizer.			
6.	The students draw relationship between the content of the story and the previous knowledge or prediction.	√		
D. Post-Reading				
1.	The students answers comprehending questions based on the text.	√		
E. Closing				
1.	The teacher asks the students' understanding about the materials taught.	√		
2.	The teacher guides the students summing up the materials and making reflection.	√		
3.	The students and the teacher close the teaching and learning process by praying and leave taking.	√		

The Collaborator,

Nindya Aprilia
NIM. 11202241050

APPENDIX B: INTERVIEW GUIDELINES & TRANSCRIPTS

INTERVIEW GUIDELINES

❖ **Sebelum Implementasi**

A. Guru

1. Berdasarkan kurikulum teks apa sajakah yang sudah dipelajari siswa?

2. Apa sajakah kendala yang Ibu hadapi dalam mengajar *reading*?

3. Bagaimana kemampuan siswa kelas VIII C dalam membaca?

4. Apakah siswa sering merasa kesulitan saat memahami sebuah bacaan?

5. Apa sajakah kendala dan kesulitan yang dialami siswa dalam memahami bacaan (*reading comprehension*)?

6. Bagaimana sikap siswa terhadap kegiatan membaca teks bahasa Inggris?

7. Apakah dalam kegiatan membaca siswa menggunakan sebuah strategi membaca?

8. Dalam kegiatan membaca, kegiatan apa sajakah yang biasanya diterapkan di kelas?

9. Apakah diskusi sering dilaksanakan di kelas?

10. Apakah siswa seringkali mengungkapkan pengalaman yang mereka alami atau hal yang sudah mereka ketahui yang berkaitan dengan sebuah teks bacaan?

B. Siswa

1. Apakah kalian suka membaca teks Bahasa Inggris? Kenapa?

2. Sejauh ini teks apa saja yang sudah diajarkan oleh guru?

3. Kesulitan apa yang sering dialami saat membaca teks bahasa Inggris?

4. Apa yang kalian lakukan apabila menemukan kesulitan saat memahami sebuah bacaan?

5. Bagaimana cara guru membantu kalian saat siswa menemukan kesulitan?

6. Bagi kalian apakah memahami sebuah teks mudah?

7. Apakah kalian pernah menggunakan strategi untuk memahami bacaan?

8. Bagaimana biasanya cara kalian memahami sebuah bacaan?

❖ **Setelah Implementasi**

A. Guru/ Kolaborator

    1. Bagaimana pendapatmu mengenai implementasi mengajar hari ini?

    2. Berdasarkan pengamatan, bagaimana sikap siswa selama mengikuti proses pembelajaran?

    3. Apa kekurangan-kekurangan dari implementasi mengajar yang tadi diterapkan?

    4. Apa saran Anda untuk implementasi selanjutnya?

B. Siswa

    1. Menurut adik bagaimana kegiatan belajar mengajar beberapa minggu ini?

    2. Bagaimana menurut adik kegiatan belajar teks bahasa Inggris menggunakan ETR?

    3. Apakah strategi ETR membantu dalam memahami bacaan?

    4. Apakah ada kesulitan dalam menggunakan ETR?

    5. Apakah dengan menggunakan ETR lebih meningkatkan atau memunculkan motivasi dan semangat dalam memahami bacaan?

    6. Menurut kalian, apakah tahap *experience* atau tahap saat siswa mengungkapkan pengalaman atau hal yang sudah diketahui sebelum membaca teks membantu kalian untuk dapat lebih memahami bacaan?

    7. Pada tahap *text* (diskusi teks), siswa membaca per paragraph dan guru membimbing siswa dengan meberikan pertanyaan-pertanyaan arahan, apakah hal tersebut perlu dan membantu?

    8. Pada tahap *relationship*, adakah kesulitan untuk mengaitkan atau mengubungkan experience dengan isi bacaan setelah membaca?

    9. Apakah kalian menikmati kegiatan belajar mengajar menggunakan ETR?

    10. Apakah pengetahuan kosa kata kalian bertambah setelah mengikuti pelajaran?

    11. Sekarang masih sulit tidak memahami atau menemui arti kata bahasa Inggris dengan cara mengaitkan konteks bacaan?

INTERVIEW TRANSCRIPTS

No.   : IT 1

Hari/ Tanggal: Selasa, 7 April 2015

Hal   : Interview sebelum implementasi

R   : Researcher

ET   : English teacher

R tiba di sekolah sekitar pukul 09.30, lalu bertemu dengan guru bahasa inggris 10 menit kemudian yang baru saja keluar kelas seusai mengajar. Kemudian, R dan ET berbincang-bincang di ruang guru dan memulai wawancara.

ET   : Lho mbak, katanya mau hari kamis kesini?

R   : Iya bu, maaf tidak jadi. Ternyata saya hari ini bisa datang ke sekolah. Sebelumnya saya sudah sms ibu.

ET   : Oh begitu, iya nggak apa-apa mbak. Gimana, jadi penelitian disini? Sudah masukkan suratnya?

R   : Jadi bu. Sudah sejak awal April saya memasukkan surat ke TU, Bu.

ET   : Oke baik kalau sudah, soalnya belum nyampe ke saya suratnya. Tapi kalau sudah, ya oke. Terus bagaimana, Mbak?

R   : Oh iya, begini bu. Jadi sebelum mulai penelitian saya ingin tanya-tanya dulu nih seputar pembelajaran bahasa Inggris di kelas VIII. Kan saya berencana penelitian untuk meningkatkan reading comprehension siswa, bu. Sejauh ini teks apa saja yang sudah diajarkan ke siswa ya, Bu?

ET   : Kalau teks itu sesuai kurikulum yang sudah deskriptif dan *recount* sedikit. Nanti mbak rencananya mau teks tentang apa?

R   : Saya rencananya nanti akan mengajar teks *narrative* bu.

ET   : Oh iya, memang tinggal *narrative*. Ini *narrative* memang materi terakhir di semester ini. Itu nanti metodenya pakai apa mbak? Soalnya saya juga mau penelitian pakai metode *roleplay*. Hehe

R : Oh Ibu penelitian juga ya, bu? Kalau *roleplay* itu jadi skillnya, hm… *speaking* bu? Saya nanti akan menggunakan salah satu strategi dari *schema activation*, yaitu *Experience-Text-Relationship*, Bu.

ET : Iya itu untuk *speaking*, mbak. Terus rencananya *panjenengan* mau mulai penelitian kapan?

R : Rencananya saya ingin mulai *pretest* minggu ini bu, bagaimana? Apakah bisa?

ET : Waduh maaf mbak, ternyata perkiraan saya nggak sesuai. Sebelumnya kan saya bilang kalau awal April saya akan menghabiskan materi yang sebelumnya, tapi ternyata kemarin itu nggak kesampaian. Jadi minggu ini anak-anak masih akan membahas soal untuk ulangan harian di pertemuan pertama minggu ini kemudian pertemuan keduanya ulangan.

R : Oh begitu ya, Bu? Ya sudah tidak apa-apa, kalau begitu saya mulai minggu depannya saja bagaimana, Bu?

ET : Oh iya, nggak apa-apa mbak. Sekalian nanti *panjenengan* yang langsung mulai materi.

R : Ya, tidak masalah bu. Terus kalau boleh tau, kira-kira saya bisa menggunakan kelas mana ya, Bu? Apakah ada rekomendasi tertentu, Bu?

ET : Untuk kelasnya boleh kelas apa saja, asalkan tidak kelas 8D, karena itu untuk penelitian saya. Kalau untuk kemampuannya itu hampir sama semua kok mbak. Ini *panjenengan* bisa lihat jadwal saya barangkali untuk menyesuaikan kelas mana yang bisa diambil.

R : Kalau begitu saya akan penelitian di kelas 8C saja bagaimana, bu? Kebetulan saya bisa hari Kamis dan Jumat, soalnya hari Selasa dan Rabu saya jadi *collabolator* penelitian teman saya.

ET : Iya boleh, Mbak.

R : Oh iya, sebelumnya saya ingin tahu kalau secara umum bagaimana kemampuan siswa kelas VIII C dalam *reading comprehension*?

ET : Kalau kemampuannya sih ya standar ya mbak. Dalam satu kelas itu kan memang nggak mungkin semuanya pada bisa, pasti ada siswa yang lemah

dalam pelajaran. Jadi ya kalau membaca juga ada yang sudah lancar dan cepet paham tapi ada juga yang masih kesulitan.

R : Iya, benar bu. Terus apakah siswa itu sering mengalami kesulitan dalam memahami teks? Biasanya kesulitannya itu apa aja ya, bu?

ET : Kalau itu biasanya tergantung teksnya, mbak. Tergantung tingkat kesulitan teksnya juga, kalau teks yang sederhana sih biasanya gak banyak kesulitan. Biasanya itu siswa lemah di vocabulary, jadi karena siswa nggak tahu banyak arti kata ya itu yang bikin mereka kesulitan memahami teks.

R : Iya memang biasanyanya karena kurang paham vocabularynya ya, bu? Terus, selain itu ada kesulitan lain bu yang biasanya dialami siswa?

ET : Hm… terus biasanya siswa itu butuh waktu yang lama gitu kalau memahami isi teks.

R : Itu biasanya penyebabnya apa ya, bu?

ET : Kalau yang saya lihat karena siswa itu kurang terbiasa membaca teks bahasa inggris. Kalau nggak pas pada pelajarannya ya mereka jarang sekali membaca teks bahasa Inggris. Jadi mereka kurang *practice*, ketika menemui kata-kata baru mereka nggak paham.

R : Terus kalau sikap siswa dalam pembelajaran *reading* itu bagaimana ya, bu? Apakah siswa antusias atau tertarik untuk membaca?

ET : Gimana ya mbak memang kalau reading itu kan nggak banyak aktivitas jadi mungkin antusias siswa juga nggak begitu tampak. Kalau ada yang selesai membaca duluan sedangkan teman-temannya belum itu biasanya mereka terus ngobrol. Kadang siswa kurang memperhatikan juga. Kalau nggak dideketin ya mereka gak memperhatikan dengan baik.

R : Terus bagaimana strategi ibu agar siswa memperhatikan dengan baik?

ET : Biasanya siswa itu terlihat antusias kalau disispkan permainan atau dengan menggunakan media tertentu, jadi kadang saya menyiapkan permainan atau media supaya bikin anak nggak bosan.

R : Kemudian, apakah dalam membaca siswa pernah menggunakan strategi membaca bu?

ET   : Sepertinya belum pernah ya mbak. Siswa itu nampaknya belum begitu mengenal strategi untuk membaca. Selain itu saya juga belum pernah mengenalkan atau mengajak siswa untuk membaca menggunakan strategi khusus.

R   : Lalu kalau dalam pembelajaran reading biasanya kegiatannya di kelas ngapain aja ya, bu?

ET   : Kalau langkah-langkahnya saya biasanya sesuai RPP, mbak. Saya itu pakai PPP (*Presentation, Practice, Production*), tapi saya juga kadang masih pakai mengamati seperti yang di kurikulum 2013.

R   : Kalau diskusi apakah sering dilaksanakan dikelas?

ET   : Iya, biasanya saya mengadakan diskusi kelompok, lalu siswa mengerjakan soal dari saya.

R   : Kalau di kelas apakah pernah ada kegiatan seperti *sharing* yang mengaitkan pengalaman siswa dengan materi atau teks yang akan diberikan?

ET   : Kalau *sharing* pengalam sih belum sepertinya ya mbak. Paling saya tanya-tanya materi dipertemuan sebelumnya kemudian dikaitkan dengan materi pada hari itu, begitu.

R   : Oh begitu. Baik, sepertinya sudah cukup yang ingin saya tanyakan, bu. Terimakasih banyak, *nggih*, bu.

ET   : Iya sama-sama, Mbak.

R   : Kalau begitu saya pamit ya, Bu.

No.   : IT 2

Hari/ Tanggal: Kamis, 16 April 2015

Hal   : Interview sebelum implementasi

R   : The researcher

S1   : Student 1

S2   : Student 2

SS   : Student 1 & 2

R : Halo adik-adik. Bisa minta waktunya sebentar?

S1 : Iya boleh, mbak.

R : Oke, ini namanya siapa aja?

S1 : Tia.

S2 : Tanjung.

R : Mbak mau nanya-nanya sedikit tentang pelajaran bahasa Inggris. Kira-kira teks apa saja yang pernah kalian pelajari?

S1 : Recount teks, deskripsi, prosedur.

S2 : He'em prosedur, terus kayak… deskriptif udah ya?

S1 : Baru *dikit* mbak.

R : Oh, itu di kelas berapa? Kelas 7 atau kelas 8?

S1 : Kelas tujuhnya baru dua, deskriptif sama prosedur.

R : Oh oke. Kalian suka pelajaran bahasa inggris?

S1 : Hm.. ya suka mbak.

S2 : (ketawa kecil)

R : Hehe.. Nggak apa-apa kalian jujur aja.

S2 : Hehe iya suka kok, suka suka.

R : Hehe suka? Kenapa kalau boleh tau?

S1 : Ya bisa tau bahasa Inggris, tapi kadang kalau udah ada soal yang susah jadi males *e*, Mbak.

R : Oh, begitu? Jadi karena soal yang susah jadi males? Contohnya gimana?

S1 : Iya. Ya contohnya kalau ada soal yang nggak bikin paham terus kata-katanya sulit gitu.

R : Biasanya kesulitan atau kendalanya dalam belajar bahasa Inggris terutama kayak yang belajar teks-teks kayak gitu, deskriptif, prosedur itu apa kesulitannya?

S1 : Mungkin kata-katanya nggak tau aja. Kalau tau kan jadi mungkin mudah kan mbak?

R : Karena kata-katanya yang nggak tau artinya ya? Kalau Tanjung gimana?

S2 : Iya sama mbak, biasanya susah karena nggak tau artinya.

R   : Itu biasanya kalau misalkan nggak tau artinya apa yang kalian lakukan?

S2   : Biasanya nyari di kamus.

S1   : Iya, sama Bu Mursih boleh.

S2   : Soalnya sama Bu Mursih disuruh bawa kamus, wajib.

R   : Jadi, kalian nyari di kamus? Pernah nggak mengartikannya nggak liat kamus tapi kayak mengaitkan kira-kira apa gitu konteksnya.

S1   : Iya, iya salah satunya, tapi jarang lebih cepat kalau lihat kamus.

R   : Terus kalau gurunya sendiri, Bu Mursih, kalau kalian nggak tau artinya apa yang dilakukan ibunya untuk membantu kalian?

S1   : Cuma disuruh liat di kamus aja.

R   : Oh… langsung melihat dari kamus gitu?

S1   : Iya, he'em he'em.

R   : Kalau selain dari kata-kata sulit, ada kesulitan lain nggak dalam memahami bacaan? Kalau cari *main idea* itu ada kesulitan nggak?

S1   : Kalau teksnya sederhana sih nggak terlalu sulit mbak, tapi kalau teksnya panjang jadi agak susah. Soalnya nggak terbiasa juga kan mbak baca teks bahasa Inggris.

S2   : Iya, susah mbak. Soalnya kadang *mbingungin* yang mana *main idea*-nya. Kadang kalau pakai bahasa Indonesia aja masih susah. Hehe…

R   : Terus kalau dalam kegiatan membaca teks seperti itu biasanya aktivitasnya ngapain aja kalau dikelas?

S1   : Biasanya kan misalnya dikasih salah satu teks, eh..

S2   : Iya perkelompok.

S1   : Terus disuruh misalnya tujuannya buat apa terus inti ceritanya apa, gitu mbak misalnya.

R   : Sebelumnya, ibunya ngasih materi dulu seperti itu nggak?

S1   : Hm... iya iya.

S2   : Ngasih materi baru dikasih mungkin minggu depannya dikasih kayak kertas dikerjain bareng-bareng.

R   : Dikerjain bareng-bareng, terus biasanya setelah membaca itu ngapain kegiatannya?

S1   : Biasanya dibahas tujuannya apa gitu mbak.

S2   : He'em mungkin sama tanya-tanya mungkin ada yang nggak tau.

R   : Ngerjain soal kemudian dibahas? Itu biasanya dalam bentuk kelompok?

S1   : Iya.

R   : Di kelas biasanya suka mengadakan diskusi seperti itu nggak?

S1   : Iya.

S2   : Kalau misalnya dikasih kertas itu biasanya sering.

R   : Diskusinya cuma dalam satu kelompok atau antar kelampok misalkan kelompok 1, 2, 3, semuanya itu nanti diskusi mengeluarkan pendapat

S2   : Biasanya si cuma di dalam satu kelompok dulu, tapi nanti baru semuanya.

R   : Kemudian kalau dalam membaca nih kalian ada strategi membaca nggak, punya strategi gitu apa cuma baca aja terus untuk jawab soal ngartiin bacaannya kayak gitu atau punya strategi?

S1   : Kalau misal soalnya panjang ya mbak, kalau ceritanya panjang terus cari aja kalimat yang disitu apa nanti dibaca, jadi kalau baca nggak semuanya, cuma yang misalnya yang soalnya apa cari aja katanya terus nanti dikait-kaitin.

R   : Oke, kalau Tanjung gimana?

S2   : Kalau saya si dibaca semuanya baru dibaca soalnya terus dilihat kayak kalo yang sama mana terus dicocok-cocokin.

R   : Oke, berarti biasanya begitu strateginya ya? Sama diartiin kata-katanya gitu atau enggak?

S2   : Iya sama diartiin juga.

R   : Oke kalau begitu. mungkin gitu aja bincang-bincangya. Terimakasih banyak, ya.

SS   : Iya sama-sama mbak.

No.   **: IT 3**

Hari/ Tanggal: Jumat, 17 April 2015

Hal   **: Interview cycle I**

R   : Halo dik, gimana tadi pelajarannya? Kamu *mudheng* nggak?

S   : *Mudheng* kok mbak. Cuma mbaknya jelasinnya kebanyak pakai bahasa Inggris.

R   : Hehe ya kan namanya juga pelajaran bahasa Inggris.

S   : Tapi ya dicampur-campur gitu mbak, banyakin pake bahasa Indonesianya.

R   : Hehe oke oke. Terus tadi masih ada kesulitan nggak belajar pake ETR?

S   : Hmm… masih agak bingung sih mbak. Abis itu istilahnya susah *e*.

R   : Hehe ya sudah, nanti pertemuan berikutnya mbak jelasin ulang lagi ya.

No.   **: IT 4**

Hari/ Tanggal: Kamis, 23 April 2015

Hal   **: Interview cycle I**

R   : Halo, dik. Maaf mbak ganggu sebentar ya. Mbak mau tanya-tanya.

S   : Iya nggak apa-apa, silahkan aja mbak.

R   : Sejauh ini apakah adik sudah paham dengan *narrative* teks?

S   : Sudah cukup paham kok mbak.

R   : Ada kesulitan nggak selama pelajaran di kelas kemarin?

S   : Paling sih cuma kata-katanya aja agak susah mbak. Terus nggak boleh buka kamus juga.

R   : Hehe. Bukannya nggak boleh dik, cuma kan mbak pengen melatih kalian menebak arti berdasarkan konteks bacaan gitu, bisa atau enggak. Tapi kan ternyata lumayan pada bisa?

S   : Iya sih mbak. Hehe…

R   : Nah itu, mungkin kalian cuma terlalu bergantung sama kamus. Padahal bisa *tho* ditebak-tebak? Terus pakai metode ETR udah paham belum?

S   : sedikit-sedikit udah paham mbak.

R   : Oke deh, sip. Ada saran nggak untuk kedepannya?

S   : Ditambahin permainan yang seru-seru lagi mbak. Tadi *consentration game* nya kurang lama, padahal seru.

R   : Oke, makasih ya.

No.   : IT 5
Hari/ Tanggal: Jumat, 17 April 2015
Hal   : Interview cycle I

R   : Researcher

C   : Collaborator

R   : Nin, bagaimana menurut pendapatmu mengenai proses belajar hari ini?

C   : *Overall*, proses belajar tadi cukup baik. Kamu nggak begitu kelihatan gugup di depan anak-anak. Tapi sepertinya kamu terlalu banyak menggunakan bahasa Inggris, jadi kadang ada siswa yang tidak begitu menangkap apa yang kamu bicarakan. Sepertinya kamu perlu mencampur lebih banyak dengan bahasa Indonesia saat menjelaskan.

R   : Oke. Kira-kira bagian mana lagi yang masih perlu perbaikan?

C   : Menurutku aktivitasmu terlalu banyak tadi. Maksudku ketika kamu memberikan latihan (aktivitas tambahan) atau *ice breaking*, quantitas soalnya jangan terlalu banyak dan perhatikan juga alokasi waktunya, karena itu cukup memakan waktu. Sedangkan inti kegiatanmu waktunya jadi berkurang.

R   : Begitu ya? Ya soalnya aku takut waktunya tersisa banyak jadi aku menyiapkan aktivitas yang cukup banyak. Baiklah, akan aku perbaiki untuk pertemuan berikutnya. Kemudian, apa menurutmu siswa sudah paham dengan metode ETR?

C   : Menurutku sebagian siswa sudah sedikit paham, tapi coba kamu ingatkan mereka lagi dipertemuan berikutnya untuk memastikan, dan pastikan juga di tahap *relationship* siswa dapat mengaitkan cerita dengan pengalaman mereka. Sepertinya beberapa siswa masih tampak bingung bagaimana mengaitkannya.

R   : Oke, terimakasih banyak, Nin.

No.   : IT 6

Hari/ Tanggal: Kamis, 23 April 2015

Hal   : Interview cycle II

R   : Bagaimana implementasi ETR di pertemuan kedua ini?

C   : Sepertinya siswa sudah lebih paham. Mereka mengikuti tahap-tahap ETR dengan cukup baik. Namun beberapa siswa di barisan kiri sepertinya butuh lebih perhatian. Cobalah kamu lebih memperhatikan dan encourage siswa dibarisan itu, karena posisimu cenderung berada ditengah dan beberapa siswa aktif berada di baris tengah dan kanan jadi seolah-olah kamu terlalu fokus ke bagian situ. Sedangkan siswa dibarisan kiri jadi lebih banyak diam dan tidak memperhatikan.

R   : Iya, aku juga merasa begitu. Tapi kamu lihat sendiri, tadi aku sudah berusaha mengajak siswa barisan kiri juga untuk berpartisipasi, namun memang siswa di barisan tengah selalu ingin menjawab dan cenderung mendominasi diskusi di kelas.

C   : Maka dari itu, coba kamu lebih dekati siswa-siswa dibaris kiri dan lebih memotivasi mereka lagi, supaya mereka juga ikut berpartisipasi aktif.

R   : Oke, apa ada yang lain?

C   : Tidak, sepertinya cukup.

R   : Terimakasih.

No.   **: IT 7**

Hari/ Tanggal: Jumat, 24 April 2015

Hal   **: Interview cycle II**

R   : Dik, mbak tanya-tanya sebentar ya.

S   : Iya mbak.

R   : Gimana tadi belajar narrative teksnya? Ada kesulitan nggak?

S   : Nggak terlalu sih, mbak. Lancar-lancar aja.

R   : Terus udah bisa pakai ETR?

S   : Wah, udah lumayan paham sekarang.

R   : Tadi belajarnya kan pakai graphic organizer, itu membantu selama proses ETR nggak?

S   : Iya banget, mbak. Jadi lebih mudah dan lebih tertata aja idenya. Terus membandingkannya juga jadi lebih gampang, tinggal lihat graphic organizer.

R   : Wah, sip. Terus ada kesulitan menemukan arti kata nggak?

S   : Enggak terlalu, mba. Mungkin karena familiar sama ceritanya juga jadi gampang memaknai konteksnya.

R   : Oke, makasih.

No.   **: IT 8**

Hari/ Tanggal: Kamis, 30 April 2015

Hal   **: Interview setelah implementasi**

R   : Oke dek, jadi kan selama beberapa minggu ini kalian belajar sama Miss, itu belajar *narrative* pakai metodenya ETR. Kalian masih inget ETR?

S1   : Iya yang itu, yang sharing pengetahuan dulu.

R   : Iya betul. Pertama apa dulu setelah miss tayangin gambar atau judul?

S1   : Prediksi dulu.

R   : Iya betul. Mengungkapkan prediksi berdasarkan pengalaman atau pengetahuan sebelumnya. Terus?

S2 : Baca teks.

R : Habis baca teks?

S2 : Hmm… cari kata-kata baru terus diartikan.

R : Iya oke. Terus mengaitkan?

S2 : Iya mengaitkan prediksi dengan cerita aslinya.

R : Iya. Menurut kalian itu gimana kegiatan belajar menggunakan itu (ETR)?

S1 : Ya lumayan sih, Miss.

S2 : Itu kan melatih kita untuk berpikir dulu, jadi kita nginget-nginget dulu…

S1 : Iya, sesuai pengalaman kita.

R : Sebelum membaca teksnya ya?

S1 : Ya seru sih, Miss.

R : Oke, terus strategi ETR itu menurut kalian membantu kalian dalam memahami bacaan nggak?

S1 : Iya, iya banget. Jadi lebih mudah paham karena ada step-stepnya.

R : Terus ada kesulitan nggak dalam menggunakan ETR?

S1 : Mungkin kata-katanya aja sih, Miss.

R : Karena kata-kata sulitnya itu ya?

S2 : Iya, yang di teks.

R : Tapi kalau menggunakan ETR-nya, jadi misalnya kan pertama experience sharing pengalaman, terus baca teksnya keseluruhan, sama mengkaitkannya itu ada kesulitan atau nggak?

SS : Enggak.

R : Nggak begitu ya?

S1 : Enggak. Selama masih sesuai sama teksnya sih enggak. Bisa memahami teksnya.

R : Oh oke. Terus kalian pake ETR itu lebih meningkatkan motivasi atau semangat untuk mengetahui isi bacaan untuk memahami?

S2 : Hm... iya. Soalnya kan sebelumnya kita tahunya setengah-setengah…

S1 : He.em jadi pengen tahu lebih lanjutnya gimana.

R : Oh gitu?

S1 : He'em disitu seru.

R : Menurut kalian perlu nggak *sharing* tentang pengalaman dan pengetahuan gitu?

S1 : Perlu soalnya kalau kita punya pengalaman tapi nggak di *sharing* kan buat apa kan, Miss.

S2 : Iya, sebagai sarana juga bisa. Jadi sebelum kita baca teksnya setidaknya kita kan udah punya prediksi dulu.

R : Itu kira-kira berkaitan nggak sama materinya *sharing* pengalamannya itu?

S1 : Iya. Melatih juga, jadi lebih bisa mikir. Nggak langsung terus baca aja.

R : Terus, kalau pas di tahap membaca (*text*), kan sebelum-sebelumnya saat kalian baca terus miss sambil tanya-tanya seputar paragrafnya. Itu membantu nggak?

S1 : Iya, membantu.

S2 : Iya, biar kita lebih paham gitu sama bacaannya.

R : Kemudian kalian *enjoy* nggak belajar pake ETR?

S1 : *Enjoy*. Kan dibantu sama Miss-nya juga yang asik.

S2 : Kalau sama guru kan biasanya cuma materi, materi...

S1 : Iya materi, materi terus.

R : Oke.. terus pengetahuan kosakata kalian bertambah atau enggak nih setelah ikut pelajaran?

S1 : Iya pasti.

R : Banyak ya? Hehe

S2 : Iya banyak.

R : Karena banyak kata-kata sulitnya di dalam teksnya, ya? Hehe

S1 : Iya, tapi nggak apa-apa sih miss. Kan jadi nambah pengetahuan juga.

R : Terus sekarang kan kalian kalau ada kata sulit liat kamus, sekarang udah lebih memudahkan kalian nggak kalau nyari kata berdasarkan konteksnya?

S1 : Iya.

S2 : Iya soalnya kan kita udah terlatih banyak kemarin miss minta buat nyoba artiin tanpa buka kamus tapi liat berdasarkan konteksnya.

S1 : Iya udah banyak tau kosakata jadi gampang.

(Bel istirahat selesai berbunyi.)

R : Ya udah mengkin gitu aja, karena udah bel juga. Makasih banyak ya atas pasrtisipasinya.

S1 : Iya sama-sama, Miss. Sukses.

No. **: IT 9**

Hari/ Tanggal: Kamis, 30 April 2015

Hal **: Interview setelah implementasi**

R : Bagaimana menurutmu implementasi cycle II tadi, Nin?

C : Berdasarkan observasi saya selama kegiatan tadi, siswa sudah menunjukkan peningkatan dalam pelajaran membaca. Mereka juga sudah dapat memahami tahap-tahap ETR dalam membaca dengan baik.

R : Oh ya? Lalu apa saja peningkatannya?

C : seperti kemampuan mereka memahami bacaan ada kemajuan. Di cycle sebelumnya hanya sedikit siswa yang mau menjawab pertanyaan pehamanan yang kamu berikan setelah membaca, namun di cycle II tadi sebagian besar siswa mampu merespon dan menjawab dengan benar.

R : Terus ada lagi?

C : Terus, ya bisa dilihat dari kegiatan-kegiatan tadi motivasi dan antusiasme siswa juga meningkat dalam kegiatan membaca. Apalagi saat mereka berkompetisi menjawab pertanyaan. Semua grup berebut untuk menjawab dan mendapat skor. Sekarang siswa-siswa sudah ikut berpartisipasi aktif di kelas.

R : Lalu apakah kegiatan belajar tadi terbilang sukses?

C : *Yes, it was a big succeess.*

R : Fiuh… *Thank you*, Nin.

APPENDIX C: TEST ITEMS

PRETEST

Subject	: English	Text type	: Narrative Text
Grade	: VIII	Day/Date	:
Skill	: Reading	Time Allocation: 40 minutes	

Choose the best answer by crossing A, B, C, or D on your answer sheet.

Text 1. The following text is for questions number 1-6.

The Lion and The Mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his <u>huge</u> paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King" cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished gnawing away the ropes, he asked the lion to run away.

(Taken from: *http://www.wikipedia.org*)

1. What is the moral lesson from the text?
    A. Don't look at someone because of his clothes.
    B. It is best to prepare for the days of necessity.
    C. Common people may prove great ones.
    D. United we stand, divided we fall.

2. Paragraph three mainly tells that…
    A. the little mouse asked forgiveness.
    B. the hunters carried the lion alive to the king.
    C. the lion was tied to a tree by the hunters.

D. the little mouse could prove that he could help the lion.

3. What did the little mouse do to prove his words?

A. He tried hard to help the lion free.

B. He ran up and down upon the lion.

C. He asked for apology to the king of the beast.

D. He tied the lion to the tree so that the hunters could carry him.

4. The word "huge" (p.1) means very….

A. old.

B. large.

C. tall.

D. giant.

5. Where did the story take place?

A. In the kingdom.

B. In the zoo.

C. In the jungle.

D. In the village.

6. What is the communicative purpose of the text?

A. To inform the readers.

B. To retell the writer's past experience.

C. To describe characteristics of someone or something.

D. To amuse and educate the readers.

Text 2. The following text is for questions number 7-12.

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 <u>disguised</u> as the grandmother by wearing <u>her</u> clothes. When the girl arrived, she did not realize that it was a wolf. Then the wolf ate the girl too. After eating them, the wolf fell asleep beside the river. Suddenly, a hunter came. He saw a large wolf's belly and knew what had been done by the wolf. Then he rescued them by releasing them out from the belly of the wolf. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's stomach with heavy stones, and threw the wolf into the river.

(*Adapted from: www.wikipedia.org*)

7. What is the story about?
    A. A wolf who wanted to eat Little Red Riding Hood's food.
    B. Little Red Riding Hood who delivered food for a wolf.
    C. Little Red Riding Hood who lost in the wood and then met an evil wolf.
    D. An evil wolf who wanted to eat Little Red Riding Hood and her grandmother.

8. Why did Little Red Riding Hood not realize the wolf disguised as her grandmother?
    A. Because she was blind.
    B. Because she was still a little girl.
    C. Because the wolf wore little riding hood's clothes.
    D. Because the wolf wore grandmother's clothes.

9. Who did save Little Red Riding Hood and her grandmother from the wolf?
    A. The hunter.
    B. The stranger.
    C. The grandfather.
    D. No one.

10. What does the word "her", in sentence 10, refer to?
    A. The grandmother.
    B. The wolf.
    C. Little Red Riding Hood.
    D. The girl.

11. Which of the following words is the antonym of "disguised"?

    A. Revealed.

    B. Camouflaged.

    C. Masqueraded.

    D. Covered.

12. What is the moral value of the story?

    A. Don't walk alone in the wood.

    B. Be careful about who you trust.

    C. Be nice to a little girl.

    D. Don't pick up flowers in a wood.

Text 3. The following text is for questions number 12-18.

Roro Anteng and Jaka Seger

Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They <u>ruled</u> the region together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They prayed for help to the god of Mount Bromo. <u>He</u> granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to sacrifice their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform worship.

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word "Tengger" is derived from the last syllables of Roro Anteng and Joko Seger. <u>They</u> present annual offerings of rice fruits, vegetables, livestock, and other local products.

13. How many children did Roro Anteng and Jaka Seger have?

    A. Twenty children.

    B. One child.

    C. They had no children.

    D. Twenty-five children.

14. When does the Tenggerese perform the Kasada festival?

    A. Once a year.

    B. Once a month.

    C. Twice a year.

    D. Every day.

15. What does the word "he" in the paragraph 2 sentence 8 refer to?

    A. Joko Seger.

    B. King Brawijaya.

    C. The god of Mount Bromo.

    D. Kesuma.

16. What does the word "they" in the paragraph 4 sentence 3 refer to?

    A. Roro Anteng and Joko Seger

    B. Kesuma

    C. The children

    D. The Tenggerese

17. What does paragraph two mainly tells about?

    A. Roro Anteng and Jaka Seger's effort to have a child.

    B. The annual ceremony of the Tenggerese.

    C. The Kesuma's sacrifice.

    D. Roro anteng who fell in love with Jaka Seger.

18. Which of the following words is the antonym of "ruled"?

    A. Controlled.

    B. Followed.

    C. Governed.

    D. Lead.

Text 4. The following text is for questions number

The Old Grandfather and His Grandson

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

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

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

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

The man and woman looked at one another. <u>They</u> 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)

19. How did the old grandfather's son and his son's wife treat him?
    A. They treated him nicely.
    B. They treated him badly.
    C. They treated him like a child.
    D. They treated him very carefully.
20. How did the old grandfather feel about his son and his son's wife behavior toward him?
    A. He felt very sad about it.

B. He felt satisfied about it.

C. He was really angry with them

D. He was always complaining about it.

21. What did the old grandfather's son and his son's wife do after they realized their mistake?

A. They scolded their son.

B. They let their son eat at the table.

C. They let their father eat at the table.

D. They did not say anything.

22. What does the word "they" in paragraph 5 sentence 2 refers to?

A. The man and the grandson.

B. The man and the woman.

C. The man and the grandfather.

D. The grandfather, the man, the woman, and the grandson.

23. Which of the following words is the antonym of "weak"?

A. Feeble.

B. Fragile.

C. Strong.

D. Frail.

24. Which of the following words is the synonym of "enough"?

A. Less.

B. Insufficient.

C. Many.

D. Adequate.

Text 5. The following text is for questions number

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a 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 <u>his</u> wife was 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 kill her and threw her into the river, she said that her <u>innocence</u> 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.

(*Source: Scaffolding*)

25. Why was the King very angry?

    A. Because he failed to get Sri Tanjung.

    B. Because Sri Tanjung was unfaithful.

    C. Because Sidopekso would kill his wife.

    D. Because the Prime Minister was away.

26. Which of the following statement is true according to the text?

    A. Sidopekso believed in her wife.

    B. Sri Tanjung was faithful to her husband.

    C. The King wanted to kill Sri Tanjung.

    D. The King was honest to his Prime Minister.

27. What does paragraph three mainly tell about?

    A. The proof of Sri Tanjung's noble and sacred love.

    B. The proof of Sri Tanjung's unfaithfulness.

    C. The clean and wonderful river.

    D. The king's effort to get Sri Tanjung.

28. How was Sidopekso's character based on the story?

    A. Honest.

    B. Unfaithful.

    C. Stupid.

D. Gullible.

29. What does the word "his" in paragraph 2 sentence 5 refer to?

    A. The King.

    B. The Prime Minister.

    C. Sri Tanjung.

    D. The author.

30. Which of the following is the antonym of the word "innocence"?

    A. Virtue.

    B. Purity.

    C. Guilt.

    D. Goodness.

PROTOTYPE OF PRETEST

1. A	11. A	21. C
2. D	12. B	22. B
3. A	13. D	23. C
4. B	14. A	24. D
5. C	15. C	25. A
6. D	16. D	26. B
7. D	17. A	27. A
8. D	18. B	28. D
9. B	19. B	29. B
10. A	20. A	30. C

BLUE-PRINT OF READING COMPREHENSION (Pre-test)

Students: Junior High School students, Grade VIII, Semester 2

A. Standard Competence

11. Comprehending meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings.

B. Basic Competence

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

Indicators	Item number	Total
Finding the detail information	3, 5, 8, 9, 13, 14, 21, 25, 28	9
Identifying the implicit message or value	1, 12	2
Making inferences	19, 20, 26	3
Finding the main idea	2, 17, 27	3
Deducting the meaning of words by referring to the synonym or antonym	4, 11, 18, 23, 24, 30	6
Identifying word references	10, 15, 16, 22, 29	5
Identifying communicative purpose of the text	6	1
Finding the topic	7	1
Total		**30**

POSTTEST

Subject	: English	Text type	: Narrative Text
Grade	: VIII	Day/Date	:
Skill	: Reading	Time Allocation: 40 minutes	

Choose the best answer by crossing A, B, C, or D on your answer sheet.

Text 1. The following text is for questions number 1-6.

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted <u>them</u> again and again. He was <u>certain</u> that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

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

1. How many cows did the stupid man buy?
    A. One.
    B. Five.
    C. Six.
    D. Seven.

2. Which of the following statements is true according to the text?
    A. The stupid man spent much money on cows.
    B. The stupid man was scolded by his wife.
    C. The stupid man thought that he had lost one of his cows.
    D. The stupid man lost one cow on his way home.

3. What does the word "them" in paragraph 1 line 3 refer to?

   A. The others.

   B. The cows.

   C. The lost cows.

   D. One of the cows.

4. Which of the following words is the synonym of "stupid"?

   A. Unlucky.

   B. Diligent.

   C. Bright.

   D. Dull.

5. Which of the following words is the antonym of "certain"?

   A. Sure.

   B. Unsure.

   C. Positive.

   D. Clear.

6. Why did the wife say that the man was stupid?

   A. Because he lost his cow.

   B. Because he counted the cows wrong.

   C. Because he was careless.

   D. Because he bought wrong cows.

Text 2. The following text is for questions number 7-12.

Redfeathers the Hen

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back. Before Redfeathers knew what was happening, she found herself snapped up inside a sack, not even able to call for help.

Luckily, her friend the dove saw what had happened. She fluttered on the path in the woods and lay there, pretending to have a broken wing. The fox was

delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove.

Redfeathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

(Adapted from: *366 and More Fairy Tales, 1990*)

7. Where did the fox catch sight of Redfeathers?

   A. In the woods.

   B. Near his home.

   C. In the farmyard.

   D. In the forest.

8. What did the fox do, after he caught sight of Redfeathers?

   A. He chased her.

   B. He ran home.

   C. He boiled water.

   D. He called her.

9. She fluttered on the path in the woods, and lay there, ... (Paragraph 3)

   She refers to....

   A. The hen

   B. The duck

   C. The dove

   D. The swan

10. What did the fox do when he saw the dove?

   A. He ran home.

   B. He boiled some water to cook the dove.

   C. He chased off the dove.

   D. He put the dove inside the sack.

11. What did Red-feathers do to trick the fox?

   A. She slipped out of the sack.

    B. She yelled for help.

    C. She flew away to the tree.

    D. She put a stone in her place.

12. What is the moral value of the text?

    A. Don't easily beat the other creatures.

    B. Don't be greedy, or you may lose all.

    C. Be friend with everyone.

    D. Be smart if you want to be successful.

Text 3. The following text is for questions number 13-18.

The Legend of Roro Jonggrang

Once, there was a beautiful Javanese princess named Roro Jonggrang. Her beauty was very well-known all over the land. This beauty made a handsome yet wicked king, Bandung Bondowoso, fell in love with her and wanted to marry her.

Roro jonggrang did not want to marry Bandung, but she was also afraid of him. So she made a condition. She would marry Bandung if he could build a thousand temples in one night. Bandung agreed with this condition.

Bandung Bondowoso who had supernatural power asked his genies' help to build the temples. They obeyed every Bandung's order. Approaching midnight, the work was nearly done.

Knowing that Bandung would finish, Roro Jonggrang tricked him by burning a lot of straw and make some noise by pounding the mortar. All genies disappeared as they thought it was already dawn.

Bandung Bondowoso got very mad because he failed to complete the last temple. Knowing that he was deceived by Roro Jonggrang, he cursed her. At once, the princess turned into a statue. Until now, the statue is still standing in Prambanan area, and it is known as Roro Jonggrang statue.

(Adapted from: *http://melviapermatasari.blogspot.com/*)

13. Which of the following statements is true according to the text?

    A. Bandung could complete the condition and married Roro Joggrang.

    B. Roro Jonggrang was willing to marry Bandung.

    C. Bandung cursed Roro into the last statue.

    D. Bandung did not agree with the condition.

14. What does the word "they" in paragraph 3 sentence 2 refer to?

    A. The temples.

    B. The genies.

    C. Bandung and Roro Jonggrang.

    D. Bandung's servants.

15. The word "dawn" in paragraph 4 sentence 2 means…

    A. Sunrise.

    B. Night.

    C. Dusk.

    D. Sunset.

16. The antonym of word "mad" in paragraph 5 sentence 1 is…

    A. Angry.

    B. Furious.

    C. Annoyed.

    D. Pleased.

17. Paragraph four mainly tells that…

    A. Roro Jonggrang tricked Bandung and his genies.

    B. Bandung cursed Roro Jonggrang into a statue.

    C. Bandung was mad because he was tricked.

    D. Bandung asked genies' help to build the temples.

18. How was Roro Jonggrang's character based on the text?

    A. Liar.

    B. Sly.

    C. Powerful.

    D. Evil.

Text 4. The following text is for questions number 19-24.

The Lion and The Shepherd

Once upon a time, there was a Lion in a forest. Suddenly, the Lion stepped on a thorn. Then, the Lion met a shepherd. The Lion came to him and said, "I am begging you and needed your help." The shepherd examined him bravely. Finally, he <u>discovered</u> the thorn. He pulled it out with his hand. The lion thanked the shepherd. Then, the Lion returned into the forest.

One day, the shepherd was imprisoned on a <u>false</u> accusation. He was going to be the Lion's prey for his crime. However, when the Lion was released from his cage, <u>he</u> recognized the shepherd. The shepherd was the man who healed him.

The lion did not attack the shepherd. He came to the shepherd and placed his foot on his knee. The King was very surprised because the Lion did not attack the shepherd. After he heard the story, he released the Lion. He also let the Shepherd go.

(Taken from: *Scaffolding*)

19. From paragraph 2 we know that…

    A. The shepherd was imprisoned and going to be the Lion's prey.

    B. The Lion stepped on a thorn.

    C. The shepherd healed the Lion.

    D. The shepherd was released from the prison.

20. <u>He</u> also let the Shepherd go. (Paragraph 3)

    He refers to…

    A. The lion.

    B. The shepherd.

    C. The King.

    D. The man.

21. Which of the following statements is true according to the text?

    A. The shepherd was imprisoned because of his crime.

    B. The shepherd helped the lion by pulling out the thorn.

    C. The shepherd begged the lion to let him free.

    D. The Lion attacked the shepherd in front of the King.

22. What can you learn from the story?

    A. One good turn deserves another.

    B. Friend in need is a friend indeed.

    C. United we stand, divided we fall.

    D. Saying is one thing, doing is another.

23. Which of the following is the antonym of word "false"?

    A. Fake.

    B. Incorrect.

    C. Wrong.

    D. Right.

24. Which of the following is the synonym of word "discover"?

    A. Lose.

    B. Find.

    C. Miss

    D. Ignore.

Text 5. The following text is for questions number 25-30.

Once upon a time, there was a man who lived in a simple hut in North Sumatra. He did some gardening and fishing for his daily life.

One day, while the man went fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said, "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man agreed and they got married. They lived happily and had a son.

Few years later, when the father was working in the field, the son brought lunch for his father. On the way delivering the food, the son was so hungry and he ate his father's lunch. Unfortunately, he found out and got furious, and shouted, "You damned son of a fish". The son ran home and asked her mother. The mother started crying and felt sad that her husband had broken his promise.

Then she told her son to run up the hills because a huge disaster was about to come. When her son left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

(Adapted from: *http://freeenglishcourse.info/*)

25. What is the story about?

    A. The Myth of a golden fish

    B. The origin of Toba Lake.

    C. The legend of North Sumatra.

    D. The mystery of Toba Lake.

26. What made the father got so angry at his son?

    A. Because the son ate his lunch.

    B. Because the son was late to deliver his lunch.

    C. Because the son did not deliver his lunch.

    D. Because he is the son of a fish.

27. Why did the mother cry?

    A. Because her husband shouted at her son.

    B. Because her husband broke his promise.

    C. Because her husband was angry at her son.

    D. Because her husband left her.

28. What does the last paragraph mainly tell about?

    A. The husband who got so furious at his son.

    B. The husband who did not keep his promise.

    C. The golden fish who turned into a princess.

    D. A huge disaster that turned the area into a lake.

29. What does the word "it" in paragraph 2 sentence 2 refer to?

    A. The trap.

    B. The golden fish.

    C. The princess.

    D. The disaster.

30. What kind of narrative text is the text?

    A. Fable.

    B. Legend.

    C. Fairytale.

    D. Mystery.

PROTOTYPE OF POST-TEST

1. C	11. D	21. B
2. C	12. B	22. A
3. B	13. C	23. D
4. D	14. B	24. B
5. B	15. A	25. B
6. B	16. D	26. A
7. C	17. A	27. B
8. B	18. B	28. D
9. C	19. A	29. B
10. C	20. C	30. B

BLUE-PRINT OF READING COMPREHENSION (Post-test)

Students: Junior High School students, Grade VIII, Semester 2

C. Standard Competence

  11. Comprehending meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings.

D. Basic Competence

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

Indicators	Item number	Total
Finding the detail information	1, 6, 7, 8, 10, 11, 18, 26, 27	9
Identifying the implicit message or value	12, 22	2
Making inferences	2, 13, 21	3
Finding the main idea	17, 19, 28	3
Deducting the meaning of words by referring to the synonym or antonym	4, 5, 15, 16, 23, 24	6
Identifying word references	3, 9, 14, 20, 29	5
Identifying the type of the narrative text	30	1
Finding the topic	25	1
Total		**30**

APPENDIX D: STUDENTS' SCORE & SPSS ANALYSIS

STUDENTS' SCORE

NO	NIS	NAME	PRETEST SCORES	POSTTEST SCORES
1.	9902	ADIN BELVA JANITRA	77	80
2.	9903	ALFANDY ALIF UTAMA	77	70
3.	9904	AURA NISA ALFIRA	70	90
4.	9905	BRILIAN OCTOVIANTONO	73	87
5.	9906	CHAIRUNNISA YULIA W.	77	90
6.	9907	DAFFA ROBBANI GERALDINO W.	73	77
7.	9908	DIFA PUTRI AZZARA	70	83
8.	9909	ERFANI NURLISA HARTATI	70	83
9.	9910	ERIN PRIMAWAN	77	87
10.	9911	FABILLA RAHMADHANI A.	60	67
11.	9912	FAIZA SALSABILA N.	90	87
12.	9913	JAUHAR WIBISONO	87	97
13.	9914	KANIADYAH RACHMAWATI	67	80
14.	9915	KHAIRUNNISA AFIDAYANI	90	90
15.	9916	KING VALEN STEVANO SUSENO	73	83
16.	9917	LAYRE PUTRI RINANTI	57	80
17.	9918	MUHAMMAD AFDIANSYAH	67	83
18.	9919	MUHAMMAD IQBAL FAUZI	57	80
19.	9920	M. KEMAL PASHA AL-GHANI	87	90
20.	9921	M. NAUFAL PRATAMA	80	90
21.	9922	M. SYAFIQ FADHLURRAHMAN	77	80
22.	9923	NASRUDIN DWI JATMIKO	80	93
23.	9924	NIKEN KUMALA JATI	40	53
24.	9925	NUR 'AINI MUFLIHAH	60	83
25.	9926	NUR ALFI LAILY	67	73
26.	9927	OKTAFINA NOOR ULFA	40	57
27.	9928	SEVINA RAHMADHANI	43	53
28.	9929	SIDIQ ONHAR DIANTO	63	77
29.	9930	TANJUNG SETYORINI	43	50
30.	9931	VICKYTA SHAFALAILA DEWI	33	63
31.	9932	WULAN FEBIANA	57	73
32.	9933	YASMIN NUR AFIFAH	67	70
33.	9934	YUTIA CESARINDA K.	60	60
34.	9935	ZALSABILA PURNAMA	53	73

SPSS ANALYSIS

Pretest and Posttest Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	34	33.00	90.00	66.5294	14.82061
Posttest	34	50.00	97.00	77.4118	12.34876
Valid N (listwise)	34				

APPENDIX E: STUDENTS' WORKS

Name   : M. Kemal Pasha Al- Ghani

Student's number   : 19

HANDOUT FOR STUDENTS

Task 1

Work in pairs. Look at the picture presented by the teacher and then fill the table on the left side based on your knowledge and experience.

What the students know	What they find from the story
Rabbit's characteristic: It likes to jump. It likes to sleep. Cute. Adorable. Lazy. Fast.	Rabbit's characteristic: Lazy, boast, fast,
Turtle's characteristics: It likes to eat. Slow. It likes to swim. Ugly but cute. Big appetite.	Turtle's characteristics: Diligent. slow. never quit.
Rabbit vs. turtle, who will win a running race? Rabbit	Who wins the race? Why? Turtle, kause the rabbit slept to longer and lose the race.

Task 2

Read the text provided by the teacher, and then guess the meaning of words based on the context. You may refer to the dictionary.

No.	Words	Meanings	No.	Words	Meanings
1.	astonishment (kb) [əˈstɒn.ɪʃ.mənt]	ke heranan	6.	matter (kb) [ˈmæt.ə]	persoalan, rah peduli
2.	accept (kkt) [əkˈsept]	menerima	7.	Nap (kb) [næp]	tidur siang sebentar
3.	boast (kki) [bəʊst]	menyombongkan diri	8.	quit (kkt) [kwɪt]	berhenti
4.	challenge (kb) [ˈtʃæl.ɪndʒ]	tantangan	9.	race (kb) [reɪs]	perlombaan
5.	exhausted (ks) [ɪgˈzɔː.stɪd]	kecapaian	10.	Umpire (kb) [ˈʌm.paɪə]	wasit

Task 3

Together with your teacher, analyze the story of "The Rabbit and the Turtle" and find:

1. The purpose of the text.
2. The generic structure of the text. (mark the text)
3. Action verbs used in the text. (circle the verbs)

① The purpose of the text is to amuse and educate the readers.

② Paragraph 1 : Orientation
Paragraph 2 : Complication
Paragraph 3 : Resolution

Friday, 17 April 2015

Name : Kaniadyah . R

Student's number : VIIIC /13

HANDOUT FOR STUDENTS

Task 1

Work in pairs. Look at the picture presented by the teacher and then fill the table on the left side based on your knowledge and experience.

What the students know	What they find from the story
Rabbit's characteristic: Cute, active	Rabbit's characteristic: fast, arrogant
Turtle's characteristics: heavy	Turtle's characteristics: slow, never give up
Rabbit vs. turtle, who will win a running race? Rabbit, because it quickly	Who wins the race? Why? Turtle, because turtle kept walking step by step

Task 2

Read the text provided by the teacher, and then guess the meaning of words based on the context. You may refer to the dictionary.

No.	Words	Meanings	No.	Words	Meanings
1.	astonishment (kb) [əˈstɒn.ɪʃ.mənt]	kene keheranan	6.	matter (kb) [ˈmæt.ə]	masalah
2.	accept (kkt) [əkˈsept]	menyetujui	7.	Nap (kb) [næp]	istirahat
3.	boast (kki) [bəʊst]	membanggakan	8.	quit (kkt) [kwɪt]	Berhenti
4.	challenge (kb) [ˈtʃæl.ɪndʒ]	tantangan	9.	race (kb) [reɪs]	Balapan
5.	exhausted (ks) [ɪgˈzɔː.stɪd]	Sangat lelah	10.	Umpire (kb) [ˈʌm.paɪə]	Wasit

Task 3

Together with your teacher, analyze the story of "The Rabbit and the Turtle" and find:

1. The purpose of the text.
2. The generic structure of the text. (mark the text)
3. Action verbs used in the text. (circle the verbs)

Task 6

In groups, arrange the jumbled picture into good order, and then write your prediction about the story using the hints.
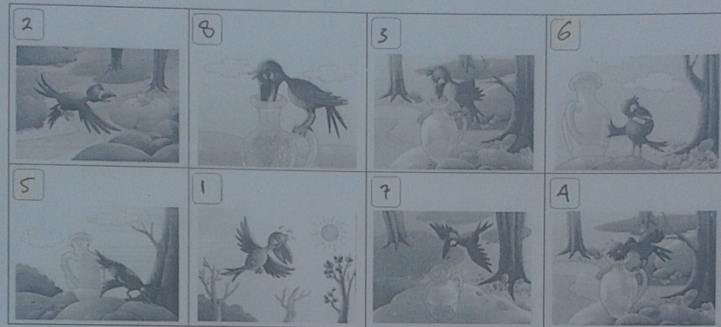
HINTS:	crow	hot	water
	thirsty	jug	idea
	heavy	pebble	drink

Write your prediction here.

1. The crow was thirsty.
2. He saw a water jug below the tree.
3. He can see some water inside the jug.
4. He put his head into the jug, but the neck of the jug is to narrow.
5. He pushed the jug but is too heavy for him.
6. He got some idea.
7. He put the pebbles into the jug until the water rising up.
8. He can drank the water.

Task 6

In groups, arrange the jumbled picture into good order, and then write your prediction about the story using the hints.

HINTS:	crow	hot	water
	thirsty	jug	idea
	heavy	pebble	drink

Write your prediction here.

1. The crow felt hot and thirsty
2. The crow found a jug
3. The crow found water in the jug
4. The crow tried to drank
5. He tried to puss the jug but it heavy
6. The crow
7. The ―"―
8.

Task 6

In groups, arrange the jumbled picture into good order, and then write your prediction about the story using the hints.
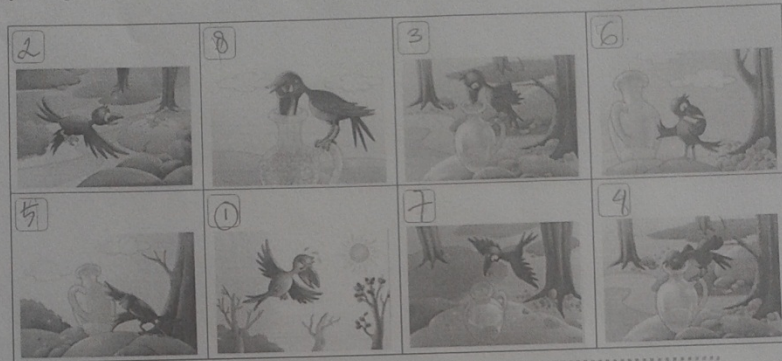

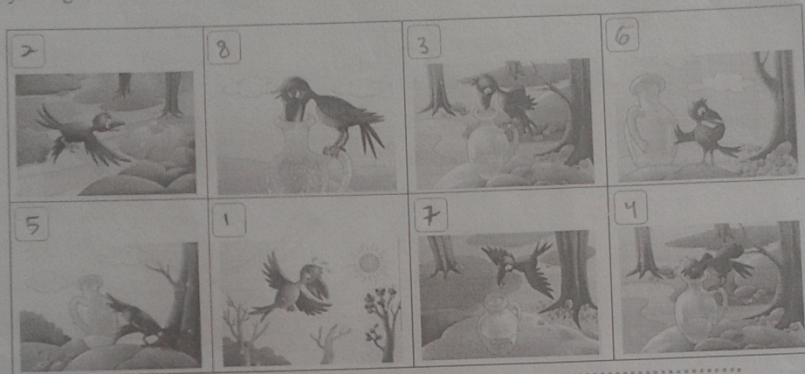| HINTS:	crow	hot	water
	thirsty	jug	idea
	heavy	pebble	drink

Write your prediction here.

1. The crow was thirsty

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Task 8

Identify the word classes whether it is noun (n), adjective (adj), or verb (v), and then match the words with the meanings.

Adjectives	Meanings
thirsty (*adj*)	a. mengambil
crow (n.)	b. haus
feeble (adj)	c. menjatuhkan
hope (n.)	d. berat
jug (n.)	e. tinggi
straight (adj)	f. kerikil
narrow (adj)	g. cemerlang
tilt (v.)	h. memiringkan
heavy (adj)	i. lurus
bright (adj)	j. burung gagak
pebble (n.)	k. rencana
drop (v.)	l. kendi
pick up (v.)	m. lemas
plan (n.)	n. harapan
high (adj)	o. sempit

Task 9

Fill the table below based on the information that you get from the text.

Orientation	Who: crow When: Afternoon, hot day Where: Above the fields
Complication	The crow could not drink the water from the jug.
Resolution	The crow put some pebbles in the jug to make the water rise, then he drank the water.

Task 10

Summarize the story by pointing out the main idea of each paragraph.

Task 8

Identify the word classes whether it is noun (n), adjective (adj), or verb (v), and then match the words with the meanings.

Adjectives words	Meanings
thirsty (*adj*)	a. mengambil
crow (…) noun	b. haus
feeble (…) adj	c. menjatuhkan
hope (…) adj	d. berat
jug (…) noun	e. tinggi
straight (…) adj	f. kerikil
narrow (adj)	g. cemerlang
tilt (verb)	h. memiringkan
heavy (adj)	i. lurus
bright (…) adj	j. burung gagak
pebble (noun)	k. rencana
drop (verb)	l. kendi
pick up (verb)	m. lemas
plan (.noun)	n. harapan
high (…) adj	o. sempit

Task 9

Fill the table below based on the information that you get from the text.

Orientation	Who: When: Where:
Complication	
Resolution	

Task 10

Summarize the story by pointing out the main idea of each paragraph.

Group members: 1. Daffa Robbani Geraldino W. VIIIC /06
2. M. Naofal Pratama vIII C 120
3. Nasrudin D.J VIIIC /22
4. ONHARDPANTO VIII C // 28

Task 8
Pay attention to the following picture and state your prediction about what you know related to the story.

Task 9
Re-arrange the following paragraphs into a good text, and give a suitable title for the text.
Nyi Roro Kidul

a. 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. (2..)

b. Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means 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. (.1..)

c. 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. (.6.)

d. 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. (.5..)

e. The King was very sad. No one could cure his daughter's illness. The King did not want his daughter to be a rumour so he sent his daughter away. (.4)

f. 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. (.3.)

Group members: - Alfandy Alif Utama (02)
- Faiza Salsabila N. (11)
- Khairunnisa A (14)
- M. Kemal Pasha A (19)

Task 8

Pay attention to the following picture and state your prediction about what you know related to the story.

Task 9

Re-arrange the following paragraphs into a good text, and give a suitable title for the text.

a. The King decided to marry Dewi Mutiara. <u>He</u> had a son from her. Dewi Mutiara wanted her son to become a king in the future. <u>She</u> asked the King to send his daughter away. The King did not agree. (2)

b. Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. <u>Her</u> father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son. (1)

c. 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. <u>She</u> became a fairy called Nyi Roro Kidul or the Queen of South Ocean. (6)

d. 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. (5)

e. The King was very sad. No one could cure his daughter's illness. The King did not want his daughter to be a rumour so he sent his daughter away. (4)

f. 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. <u>It</u> smelled bad. The beautiful princess cried. (3)

Group members:

(3) Nama Kelompok : 1. Dipa Putri A
2. Erfani Nurlisa. H
3. Kanadyah. R
4. Nur Alfi. L
5. Vickyta. S

Task 8
Pay attention to the following picture and state your prediction about what you know related to the story.

Task 9
Re-arrange the following paragraphs into a good text, and give a suitable title for the text.

a. The King decided to marry Dewi Mutiara. <u>He</u> had a son from her. Dewi Mutiara wanted her son to become a king in the future. <u>She</u> asked the King to send his daughter away. The King did not agree. (2.)

b. Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. <u>Her</u> father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son. (.1.)

c. 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. <u>She</u> became a fairy called Nyi Roro Kidul or the Queen of South Ocean. (.6.)

d. 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. (.5.)

e. The King was very sad. No one could cure his daughter's illness. The King did not want his daughter to be a rumour so he sent his daughter away. (4.)

f. 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. <u>It</u> smelled bad. The beautiful princess cried. (3)

Task 10

Write down some new vocabularies that you find in the text, and then find the meanings

1) Noble : Orang Bangsawan
2) Ulcer : Bisul
3) Cure : Perawatan
4)

Task 11

Summarize the story by filling in the bubbles.

Orientation:

Once upon a time, there was a beautiful princess called Dewi Srengeng. Her father was unhappy because he always expected to have a son.

Complication:

· Dewi Mutiara asked the king the send his daughter away. The king didn't agree.
· Dewi Mutiara want to curse Fadila
· No one could cure the king's daughter illness.

Resolution:

· She came to the south ocean and jumped into the water and swam.
· Suddenly, she became more beautiful than before.

Title: Nyi Roro Kidul

Task 12

Now after you make the summary, draw relationships between the information from the text and your previous prediction.

Similarities:

Differences:

Task 10

Write down some new vocabularies that you find in the text, and then find the meanings

* Decided : Memutuskan
* Expected : Mengharapkan
* Cured : sembuh
* Illness : penyakit
* Noble : Mulia
* Wizard : Ahli

Task 11

Summarize the story by filling in the bubbles.

Orientation:

There was a beautiful princess named Kadita. Her father decided to marry Dewi Mutiara because he always expected to have a son.

Complication:

Dewi Mutiara called a black wizard to curse Kadita. Then, Kadita's body was full of ulcer

Resolution:

Kadita became a fairy called Nyi Roro Kidul or the Queen of South

Title:

Task 12

Now after you make the summary, draw relationships between the information from the text and your previous prediction.

Similarities:

Differences:

Task 10

Write down some new vocabularies that you find in the text, and then find the meanings

Task 11

Summarize the story by filling in the bubbles.

Orientation:
once upon a day time, there was a beautyful princess named kadita, becaus of her beauty she was, called dewi srengenge, its means the goddess of sun, her father wan king munding wangi, although he had a heautiful daughter, he was un happy he allways expected to have a son.

Complication:
- The King decided to marry Dewi mutiara...
- Dewi mutiara called a, black wizard to curse Kadita...
- The poor princess did not know where to go...
- Suddenly, there
- the king was very sad...

Resolution:
She became a fairy called nyi roro kidul or the queen of south ocean

Title: Nyi Roro Kidul

Task 12

Now after you make the summary, draw relationships between the information from the text and your previous prediction.

Similarities:

Differences:

APPENDIX F: ATTENDANCE LIST

STUDENTS' ATTENDANCE LIST

NO	NIS	NAME	DATE				
			16/4	17/4	23/4	24/4	30/4
1.	9902	ADIN BELVA JANITRA	√	√	√	√	√
2.	9903	ALFANDY ALIF UTAMA	√	√	√	√	√
3.	9904	AURA NISA ALFIRA	√	√	√	√	√
4.	9905	BRILIAN OCTOVIANTONO	√	√	√	√	√
5.	9906	CHAIRUNNISA YULIA WIDYARATRI	√	√	√	√	√
6.	9907	DAFFA ROBBANI GERALDINO W.	√	√	√	√	√
7.	9908	DIFA PUTRI AZZARA	√	√	√	√	√
8.	9909	ERFANI NURLISA HARTATI	√	√	√	√	√
9.	9910	ERIN PRIMAWAN	√	√	√	√	√
10.	9911	FABILLA RAHMADHANI AGUSTIN	√	√	√	√	√
11.	9912	FAIZA SALSABILA NURHIDAYATI	√	√	i	i	√
12.	9913	JAUHAR WIBISONO	√	√	√	√	√
13.	9914	KANIADYAH RACHMAWATI	√	√	√	√	√
14.	9915	KHAIRUNNISA AFIDAYANI	√	√	√	√	√
15.	9916	KING VALEN STEVANO SUSENO	√	√	√	√	√
16.	9917	LAYRE PUTRI RINANTI	√	√	√	√	√
17.	9918	MUHAMMAD AFDIANSYAH	√	√	√	√	√
18.	9919	MUHAMMAD IQBAL FAUZI	√	a	√	√	√
19.	9920	M KEMAL PASHA AL-GHANI	√	√	√	√	√
20.	9921	MUHAMMAD NAUFAL PRATAMA	√	s	√	√	√
21.	9922	M SYAFIQ FADHLURRAHMAN	√	√	√	√	√
22.	9923	NASRUDIN DWI JATMIKO	√	√	√	√	√
23.	9924	NIKEN KUMALA JATI	√	√	√	√	√
24.	9925	NUR 'AINI MUFLIHAH	√	√	s	s	√
25.	9926	NUR ALFI LAILY	√	√	√	√	√
26.	9927	OKTAFINA NOOR ULFA	√	√	√	√	√
27.	9928	SEVINA RAHMADHANI	√	√	√	√	√
28.	9929	SIDIQ ONHAR DIANTO	√	√	√	√	√
29.	9930	TANJUNG SETYORINI	√	√	√	√	√
30.	9931	VICKYTA SHAFALAILA DEWI	√	√	√	√	√
31.	9932	WULAN FEBIANA	√	√	√	√	√
32.	9933	YASMIN NUR AFIFAH	√	√	√	√	√
33.	9934	YUTIA CESARINDA KUSUMAWATI	√	√	√	√	√
34.	9935	ZALSABILA PURNAMA	√	√	√	√	√

APPENDIX G: COURSE GRID & LESSON PLANS

COURSE GRID

School : SMP Negeri 9 Yogyakarta   Grade/ Class : VIII/ C

Subject : English   Semester : 2

Cycle	Standard competence	Basic competency	Indicators	Learning materials	Learning Activity	ETR Method	Assessment	Sources
I	11. Comprehending meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings.	11.3 Responding to meanings and rhetorical steps of simple and short essay writings accurately, fluently, and appropriately in the form of narrative and recount in the daily life context.	- Students are able to identify the communicative functions of a narrative text. - Students are able to identify generic structures of a narrative text. - The students are able to identify language features (past verb, adjectives) in a narrative text. - Students are able to identify meaning of certain words in a narrative text based on the context. - Students are	Narrative texts (folktales/ fable) including: communicative purpose of the text, generic structure of the text, language features in the text.	- **BKOF** The teacher gives introduction about narrative texts by asking questions and relating the materials to the students' experience. - **MOT** Presenting the text and explaining the structures and features of the text. Discussing the text, and relating it to the students' knowledge and experience. - **JCOT** Identifying the meaning of words in the text, identifying the generic structure and language features of the text, and identifying detail information included	- Experience stage - Text stage	- Answering questions in a group work and individually. - Performance in carrying out experience-text-relationship method.	- BSE Books - Internet

					- in the text. - **ICOT** Summarizing, drawing relationship between the experiences and information in the text, and comprehending the text. - **LTRT** Relating the text to the other similar context (e.g. legend, myth, etc.)	- Relation ship stage		
II	11. Comprehending meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings.	11.3 Responding to meanings and rhetorical steps of simple and short essay writings accurately, fluently, and appropriately in the form of narrative and recount in the daily life context.	- Students are able to identify the communicative purpose of a narrative text. - Students are able to identify generic structures of a narrative text. - The students are able to identify language features (past verb, adjectives, adverb and	Narrative texts (legend/myth) including: communicative purpose of the text, generic structure of the text, language features in the text.	- **BKOF** The teacher gives introduction about narrative texts by asking questions and relating the materials to the students' experience. - **MOT** Presenting the text and explaining the structures and features of the text. Discussing the text, and relating it to the students' knowledge and experience.	- Experien ce stage - Text stage	- Answering questions in a group work and individually. - Performance in carrying out experience-text-relationship method.	- BSE Books - Internet

| | | | | adverbial phrase, pronoun) in a narrative text.
 - Students are able to identify the meaning of certain words in a narrative text based on the context.
 - Students are able to identify specific information included in a narrative text. | | - **JCOT** Identifying the meaning of words in the text, identifying the generic structure and language features of the text, and identifying detail information included in the text.
 - **ICOT** Summarizing, drawing relationship between the experiences and information in the text, and comprehending the text.
 - **LTRT** Mentioning the other narrative texts and relate it to the past/ future teaching learning. | - Relation ship stage | | |

LESSON PLAN

School   : SMP Negeri 9 Yogyakarta

Subject   : English

Grade/ Semester   : VIII/ 2

Time Allocation   : 4 x 40 minutes

Text Type   : Narrative Text (Fable & Folklore)

Skill   : Reading

E. Standard Competence

11. Comprehending meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings.

F. Basic Competence

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

G. Learning Objectives

At the end of the lesson, the students are expected to be able to:

- find the communicative purpose, generic structure and language features of a narrative text;
- find detail information from a narrative text;
- infer the implicit message of a text;
- understand the meanings of words;
- answer comprehending questions based on information presented in narrative texts.

H. Indicators

- Identifying the communicative purpose of a narrative text.
- Identifying the generic structure of a narrative text.
- Identifying language features of a narrative text.

- Identifying the meaning of certain words in a narrative text based on the context.
- Identifying specific information included in a narrative text.
- Identifying implicit message of a narrative text.

I. Teaching Materials

- Simple and short narrative texts.

  Example of a narrative text:

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.

An evil 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 by wearing her clothes. When the girl arrived, she did not realize that it was a wolf. Then the wolf ate the girl too. After eating them, the wolf fell asleep beside the river.

Suddenly, a hunter came. He saw a large wolf's belly and knew what had been done by the wolf. Then he rescued them by releasing them out from the belly of the wolf. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's stomach with heavy stones, and threw the wolf into the river.

(*Adapted from: Scaffolding*)

- Narrative texts focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and to educate the reader.
- Generic structure:
  - Orientation: It sets the scene and introduces the characters.

- Complication: It consists of series of complication or crisis points which arise in the story.
- Resolution: It tells how the problem is resolved.

- Language Feature:

  - Simple past tense: e.g. The girl walked through the woods.
  - Action verbs (past verbs): e.g. walked, wanted, told, etc.
  - Adjectives: e.g. little, evil, heavy, etc.
  - Adverb and adverbial phrases: e.g. once upon a time, in a meantime, suddenly, etc.
  - Nouns: e.g. girl, wood, wolf, clothes, etc.

J. Teaching Method and Technique

Method   : Genre-Based Approach

Reading technique: ETR method
- Experience stage
- Text stage
- Relationship stage

K. Teaching and Learning Process

Teaching Steps	Activities	ETR Phase
Pre-teaching	1. Greeting. 2. Praying. 3. Checking students' attendance and condition. 4. Introducing the topic of the lesson. 5. Informing the learning goals.	
Whilst-teaching	**BKOF** 1. The students pay attention to the pictures presented by the teacher. 2. The teacher asks some questions related to the pictures presented to activate students background knowledge. (What they know about the pictures; where they can find that kind of story; whether they like to read the	Experience stage

	story of the pictures presented; how they feel when they read the stories: are they entertained?; What are they usually about?) 3. The teacher presented a picture. (*A Little Red Riding hood*) 4. Teacher asked some lead-in questions.	
	MOT 1. The teacher presents a full narrative text. (*A Little Red Riding hood*) 2. The students pay attention to the teacher's explanation about the generic structure and language features of a narrative text. 3. The teacher shows another picture. (*The Rabbit and the Turtle*) 4. In groups, the students make their prediction according to their experiences toward the characters. 5. The teacher distributes the text and has the students to read the text while guiding them with questions to avoid misunderstanding. 6. The teacher has the students to identify difficult words and has them to guess the meanings of the words based on the context. 7. The students guided by the teacher discuss the purpose, generic structure and language features of the text. 8. The teacher has the student to summarize the story and to review the key events and issues. 9. The students draw relationships between information from the text and their previous prediction (experience or prior knowledge) and make a conclusion, and then present the result in front of the class.	Experience stage Text stage, Discussion Relationship stage

	JCOT	Experience,
	1. The teacher provides jumbled pictures, and starts to activate the students' knowledge about the pictures by asking some questions. (*The Thirsty Crow*)	Text, Relationship stages
	2. The students in groups arrange the pictures into a good order and write their prediction based on their previous knowledge and experience.	
	3. The students and the teacher discuss the text to find main ideas.	
	4. The students change the verbs used in the text into past form.	
	5. The students match the words in the text with the meanings.	
	6. The students do exercise related to the generic structure of the text.	
	ICOT	Independent
	1. The students answer comprehension questions related to the text.	ETR stages
	LTRT	
	1. The students relate the types of narrative text that they have learnt to the other similar context.	
	2. The students mention the other types of narrative text.	
Post-teaching	1. Checking students' understanding. 2. Summing up and reflection. 3. Giving feedback toward the teaching and learning process. 4. Praying and leave taking.	

L. References
   - BSE books

Priyana, J. 2008. *Scaffolding English for Junior High School Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, A. 2008. *English in Focus 2: For Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

- Internet

M. Media

- Laptop
- LCD Projector
- Pictures
- White board & Marker

N. Assessment

No.	Indicators	Item Number	Score
1.	The students are able to answer comprehending questions based on a text.	Exercise 1, number 1-10	30
2.	The students are able to decide true or false statements.	Exercise 2, number 1-10	20
	TOTAL SCORE = (Final Score x 2)		50x2 = 100

TEACHING MATERIALS

Task 1

Pay attention to the following pictures.

[http://www.kids-pages.com]

[http://www.moralstories.org]

[http://www.blendspace.com]

[http://www.disney.co.za]
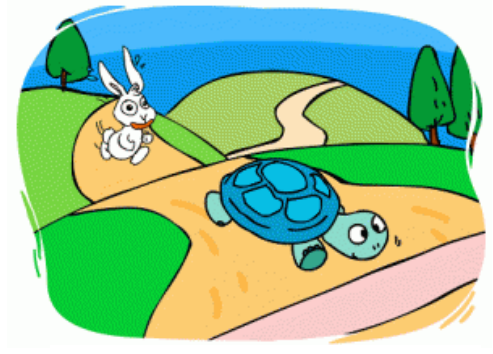
GETTING STARTED

1. What do you know about the pictures?

2. Do you like to read the stories of the pictures?

3. Where can you find the stories?

4. What are they usually about?

5. How do you feel when you read the stories? Are you entertained?

Task 2

Read the text and then pay attention to the teacher's explanation.

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.	Orientation
An evil 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 by wearing her clothes. When the girl arrived, she did not realize that it was a wolf. Then the wolf ate the girl too. After eating them, the wolf fell asleep beside the river.	Complication
Suddenly, a hunter came. He saw a large wolf's belly and knew what had been done by the wolf. Then he rescued them by releasing them out from the belly of the wolf. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's stomach with heavy stones, and threw the wolf into the river.	Resolution
(*Adapted from: Scaffolding*)	

- Definition:

  The text above is a narrative text. Narrative texts focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and to educate the reader.

- Generic structure of narrative texts:

  - Orientation: It sets the scene and introduces the characters. (who, when, where)

- Complication: It consists of series of complication or crisis points which arise in the story.
- Resolution: It tells how the problem is resolved.
- Language Feature:
  - Simple past tense: e.g. The girl walked through the woods.
  - Action verbs (past verbs): e.g. walked, wanted, told, etc.
  - Adjectives: e.g. little, evil, heavy, etc.
  - Adverb and adverbial phrases: e.g. once upon a time, in a meantime, suddenly, etc.

Task 3

Work in pairs. Look at the picture presented by the teacher and then fill the table on the left side based on your knowledge and experience.
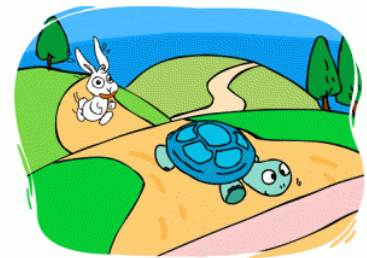
What the students know	What they find from the story
Rabbit's characteristic:	Rabbit's characteristic:
Turtle's characteristics:	Turtle's characteristics:
Rabbit vs. turtle, who will win a running race?	Who wins the race? Why?

Task 4

Read the following text, and then guess the meaning of words based on the context. You may refer to the dictionary

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's astonishment, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race.

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and exhausted and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step. He never quit no matter how hot or exhausted he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere. He went at full-speed to the finish line but found the turtle there waiting for him.

No.	Words	Meanings	No.	Words	Meanings
1.	astonishment (*kb*) [əˈstɒn.ɪʃ.mənt]		6.	matter (*kb*) [ˈmæt.ə]	
2.	accept (*kkt*) [əkˈsept]		7.	nap (*kb*) [næp]	
3.	boast (*kki*) [bəʊst]		8.	quit (*kkt*) [kwɪt]	
4.	challenge (*kb*) [ˈtʃæl.ɪndʒ]		9.	race (*kb*) [reɪs]	
5.	exhausted (*ks*) [ɪgˈzɔː.stɪd]		10.	umpire (*kb*) [ˈʌm.paɪə]	

Task 5
Together with your teacher, analyze the story of "The Rabbit and the Turtle" and find:
1. The purpose of the text.
2. The generic structure of the text. (mark the text)
3. Action verbs used in the text. (circle the verbs)
4. Adjectives used in the text. (underline the adjectives)
5. The moral value of the story.

Task 6

Now, after you read the story of "The Rabbit and the Turtle" thoroughly, summarize the story by pointing out the key events.

Task 7

Go back to the Task 3 and draw relationship between the information from the text and your previous prediction and make a conclusion. Present the results of your discussion in front of the class.

Task 8

In groups, arrange the jumbled picture into good order, and then write your prediction about the story using the hints.

☐	☐	☐	☐
☐	☐	☐	☐
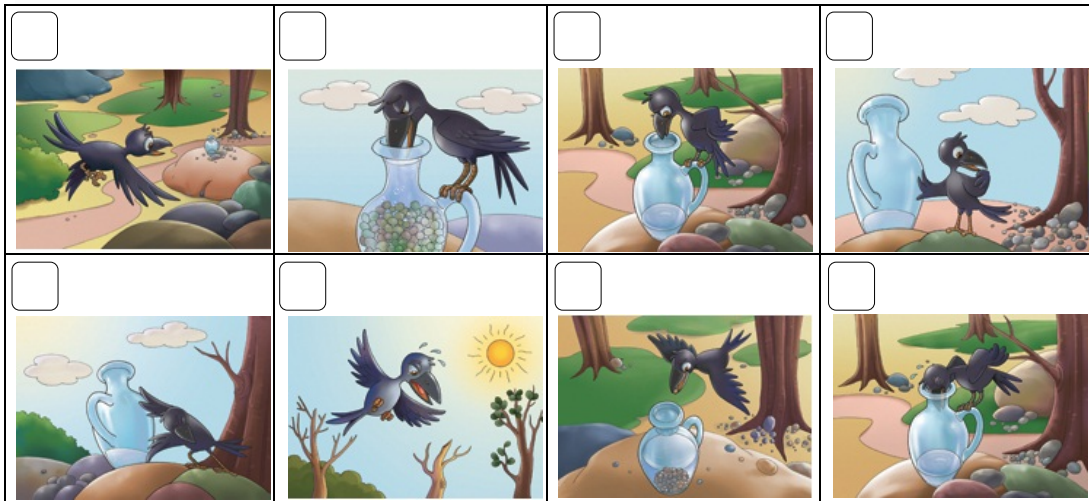
HINTS:

crow	hot	water
thirsty	jug	idea
heavy	pebble	drink

Write your prediction here.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Task 9

Change the verbs into past form, and then discuss the text and match your prediction.

> **The Thirsty Crow**
>
> One hot day, a thirsty crow *fly* all over the fields looking for water. For a long time, he *cannot* find any. He *feel* very feeble, and almost *lose* all hope. Suddenly, he *see* a water jug below the tree. He *fly* straight down to see if there *is* any water inside. Yes, he *can* see some water inside the jug.
>
> The crow *try* to push his head into the jug. Sadly, he *find* that the neck of the jug *is* too narrow. Then he *try* to push the jug to tilt for the water to flow out but the jug *is* too heavy.
>
> The crow *think* hard for a while. Then looking around it, he *see* some pebbles. He suddenly *have* a bright idea. He *start* picking up the pebbles one by one, dropping each into the jug. As more and more pebbles *fill* the jug, the water level *keep* rising. Soon it *is* high enough for the crow to drink. His plan *have* worked.

Task 10

Identify the word classes whether it is noun (n), adjective (adj), or verb (v), and then match the words with the meanings.

Adjectives	Meanings
thirsty (*adj*)	a. mengambil
crow (…)	b. haus
feeble (…)	c. menjatuhkan
hope (…)	d. berat
jug (…)	e. tinggi
straight (…)	f. kerikil
narrow (…)	g. cemerlang
tilt (…)	h. memiringkan
heavy (…)	i. lurus
bright (…)	j. burung gagak

pebble (…)	k. rencana
drop (…)	l. kendi
pick up (…)	m. lemas
plan (…)	n. harapan
high (…)	o. sempit

Task 11

Fill the table below based on the information that you get from the text.

Orientation	**Who:** **When:** **Where:**
Complication	
Resolution	

Task 12

Summarize the story by pointing out the main idea of each paragraph.

WORKSHEET

Read the text, and then answer the questions.

The Thirsty Crow

One hot day, a thirsty crow flew all over the fields looking for water. For a long time, he could not find any. He felt very feeble, and almost lost all hope. Suddenly, he saw a water jug below the tree. He flew straight down to see if there was any water inside. Yes, he could see some water inside the jug.

The crow tried to push his head into the jug. Sadly, he found that the neck of the jug was too narrow. Then he tried to push the jug to tilt for the water to flow out but the jug was too heavy.

The crow thought hard for a while. Then looking around it, he saw some pebbles. He suddenly had a bright idea. He started picking up the pebbles one by one, dropping each into the jug. As more and more pebbles filled the jug, the water level kept rising. Soon it was high enough for the crow to drink. His plan had worked.

Exercise 1: Answer the following questions based on the text above. (Score: 30)

1. When did the story happen?
2. Where did the story take place?
3. Why was the crow very feeble?
4. Where did the crow find a water jug?
5. Was there any water inside the jug?
6. Did the crow succeed drinking the water by pushing his head into the jug? Why?
7. What did the crow do after that?
8. What did the crow see while he was thinking hard?
9. How could the crow finally drink the water?
10. What can you learn from the story?

Exercise 2: Decide whether these statements are true (T) or false (F). (Score: 20)

Statements	T/F
1. The crow flew all over the fields on a hot day.	
2. The crow could find some water in a short time.	
3. The crow was hopeless because he could not find any water.	
4. The crow pushed his head into the jug and drank the water.	
5. The neck of the jug was not wide enough for the crow.	

6. The crow could push the jug to tilt for the water to flow out.	
7. The crow gave up drinking the water.	
8. The crow got a bright idea because he saw pebbles.	
9. The crow could drink the water because the water lever rose.	
10. The crow was diligent and brilliant.	

LESSON PLAN

School   : SMP Negeri 9 Yogyakarta

Subject   : English

Grade/ Semester   : VIII/ 2

Time Allocation   : 4 x 40 minutes

Text Type   : Narrative Text (Legend and Myth)

Skill   : Reading

A. Standard Competence

11. Comprehending meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings.

B. Basic Competence

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

C. Learning Objectives

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

D. Indicators

- Identifying the generic structure of a narrative text.
- Identifying the meanings of words in a narrative text based on the context.
- Identifying specific information included in a narrative text.
- Identifying time connectors used in a narrative text.
- Identifying reference words.

E. Teaching Materials

- Simple and short narrative texts.

Example of a narrative text:

The Legend of Malin Kundang

Once upon a time, in a small village near a beach in West Sumatra lived a poor widow with her son named Malin Kundang. Her husband had passed away many years ago, so they had to live hard together.

One day, Malin Kundang went sailing to other place. Ever since Malin Kundang leaving, his mother went to the shore every day, waiting for Malin Kundang to return.

After years, her waiting came to an end when luxurious ship arrived at the shore. A young couple in extravagant clothes stepped down from a ship. Malin's mother was sure that the young man was her son. She tried to embrace him but he threw her away and yelled at her. He did not admit the woman as his mother; even he said harsh words that hurt his mother's heart.

At that time, Malin's mother was very sad and angry. She cursed her son that he would turn into a rock if he did not apologize. Malin just laughed and set sail. After a moment, the luxurious ship was attacked by a storm and the cursed son turned into a rock.

(*Source: dungteng.wordpress.com*)

- Narrative texts focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and to educate the reader.
- Generic structure:
  - Orientation: It sets the scene and introduces the characters.
  - Complication: It consists of series of complication or crisis points which arise in the story.
  - Resolution: It tells how the problem is resolved.
- Language Feature:
  - Simple past tense
  - Action verbs (past verbs)
  - Adverb and adverbial phrases
  - Nouns and pronouns

F. Teaching Method and Technique

   Method   : Genre-Based Approach

Reading technique: ETR method
- Experience stage
- Text stage
- Relationship stage

G. Teaching and Learning Process

Teaching Steps	Activities	ETR Phase
Pre-teaching	1. Greeting. 2. Praying. 3. Checking students' attendance and condition. 4. Introducing the topic of the lesson. 5. Informing the learning goals.	
Whilst-teaching	**BKOF** 1. The teacher provides some pictures and titles of the story. 2. The teacher asks some questions to activate students' background knowledge. 3. The students match the titles and the pictures. 4. The students share their experience and knowledge related to the stories of the pictures. 5. The students make a prediction about the story of a picture presented by the teacher.	Experience stage
	MOT 1. The teacher presents a full narrative text, and has the students to read the text. 2. The teacher asks some guiding questions to avoid the students' misunderstanding of the story. 3. The students define the meanings of some words based on the context. 4. The students pay attention to the teacher explanation about adverb of time and reference words.	Text stage, Discussion

	5. The students do exercise related to reference words. 6. The students make a graphic organizer to categorize the structure and key events of the story. 7. The students summarize the story based on the graphic organizer they have made. 8. The students compare the graphic organizers before and after they read the story and then draw relationship between the content of the story and the previous knowledge or prediction.	Relationship stage
	JCOT 1. The teacher divides the students into some groups. 2. The teacher shows another picture of a narrative text and has the students to share their knowledge and experience related to the title. 3. The teacher provides jumbled paragraph. 4. The students arrange the paragraph into a good story. 5. The students write down some new vocabularies they found in the text and find the meanings. 6. The students discuss the story with their groups. 7. The students make a summary of the story and write it on a graphic organizer. 8. The students present their result and draw relationships between the content of the story and the previous knowledge or prediction.	Experience, Text, Relationship stages
	ICOT 1. The students answer comprehension questions related to the text.	
	LTRT 1. The students relate the types of narrative text that they have learnt to the other similar context.	

	2. The students mention the other types of narrative text.	
Post-teaching	1. Checking students' understanding.	
	2. Summing up and reflection.	
	3. Giving feedback toward the teaching and learning process.	
	4. Praying and leave taking.	

H. References
- BSE books

    Priyana, J. 2008. *Scaffolding English for Junior High School Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

    Wardiman, A. 2008. *English in Focus 2: For Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

- Internet

I. Media
- Laptop
- LCD Projector
- Pictures
- White board & Marker

J. Assessment

No.	Indicators	Item Number	Score
1.	The students are able to re-arrange paragraphs into a good story	Task 9	1
2.	The students are able to answer comprehending questions based on a text.	Exercise 1, number 1-2	4
3.	The students are able to decide true or false statements	Exercise 2, number 1-5	10
4.	The students are able to identify reference of words given.	Exercise 3, number 1-5	10
	TOTAL SCORE		25

Maximum Score = Total Score x 4 = 100

TEACHING MATERIALS

Task 1
Look at the pictures and then match them to the correct titles.

The Story of "Timun Mas"

Malin Kundang

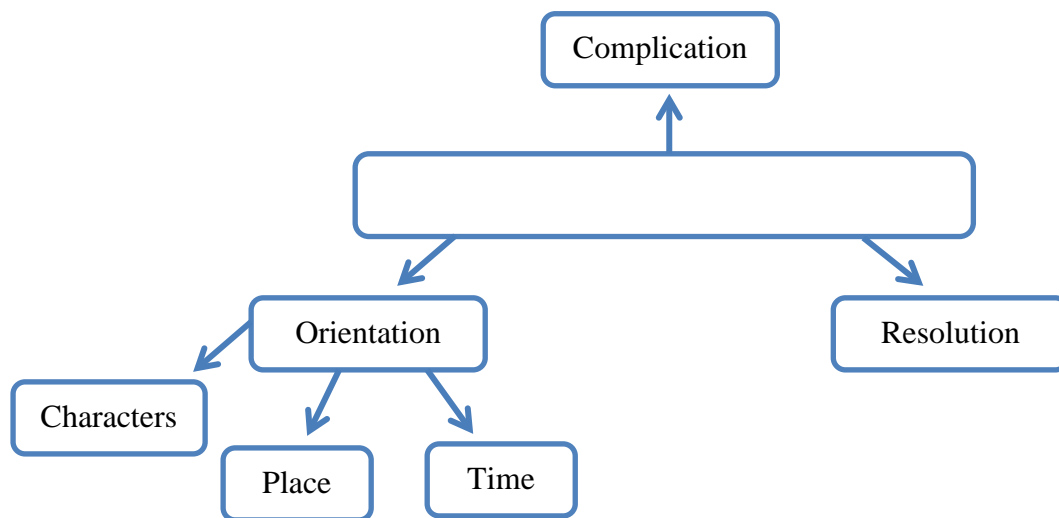The Legend of Tangkuban Perahu

The Legend of Roro Jonggrang

The Story of Lake Toba

Task 2
Observe a picture presented by the teacher, and then make a prediction about the story using the following graphic organizer.

```
                          ┌─────────────────┐
                          │  Complication   │
                          └─────────────────┘
                                  ▲
                  ┌───────────────────────────────────┐
                  │                                   │
                  └───────────────────────────────────┘
                    ↙           ↘              ↘
          ┌──────────────┐              ┌──────────────┐
          │ Orientation  │              │  Resolution  │
          └──────────────┘              └──────────────┘
         ↙      ↓        ↘
┌────────────┐  ┌───────┐  ┌───────┐
│ Characters │  │ Place │  │ Time  │
└────────────┘  └───────┘  └───────┘
```

Task 3

Read the text and then guess the meaning of words based on the context.

Malin Kundang

Once upon a time, in a small village near a beach in West Sumatra lived a poor widow with her son named Malin Kundang. Her husband had passed away many years ago, so they had to live hard together.

One day, Malin Kundang went sailing to other place. Ever since Malin Kundang leaving, his mother went to the shore every day, waiting for Malin Kundang to return.

After years, her waiting came to an end when luxurious ship arrived at the shore. A young couple in extravagant clothes stepped down from a ship. Malin's mother was sure that the young man was her son. She tried to embrace him but he threw her away and yelled at her. He did not admit the woman as his mother; even he said harsh words that hurt his mother's heart.

At that time, Malin's mother was very sad and angry. She cursed her son that he would turn into a rock if he did not apologize. Malin just laughed and set sail. After a moment, the luxurious ship was attacked by a storm and the cursed son turned into a rock.

No.	Words	Meanings	No.	Words	Meanings
1.	apologize (*kki*) [əˈpɒl.ə.dʒaɪz]		6.	luxurious (*ks*) [lʌgˈʒʊə.ri.əs]	
2.	curse (*kkt*) [kɜːs]		7.	sail (*kki*) [seɪl]	
3.	embrace (*kkt*) [ɪmˈbreɪs]		8.	shore (*kb*) [ʃɔːʳ]	
4.	extravagant (*ks*) [ɪkˈstræv.ə.gᵊnt]		9.	storm (*kb*) [stɔːm]	
5.	hars (*ks*) [hɑːʃ]		10.	widow (*kb*) [ˈwɪd.əʊ]	

Task 4
Study to the following explanation.

> **1. Adverbs and Adverbial Phrases**
> - **Adverb of time** is used for indicating the time of particular events.
>   E.g. One day, a long time ago, suddenly, etc.
> - **Adverb of place** is used for indicating the place.
>   E.g. in a forest, in a village, near a river, etc.
>
> **2. Reference Words**
> - To create text cohesion across sentences or to create relationships between sentences in a text.
> - A reference word refers to the other part of the text.
>   E.g.: In a small village, there lived a woman with <u>her</u> son. (word "her" refers to "a woman")
>   Roro anteng and Joko Seger left Majapahit. <u>They</u> moved to a place near Mount Bromo. (word "they" refers to Roro Anteng and Joko Seger)
> - Reference words are usually in the form of pronouns.
>
> | Personal pronouns | Object pronouns | Possessive pronouns | |
> |-------------------|-----------------|---------------------|---|
> | **I** | Me | My | Mine |
> | **You** | You | Your | Yours |
> | **They** | Them | Their | Theirs |
> | **We** | Us | Our | Ours |
> | **He** | Him | His | His |
> | **She** | Her | Her | Hers |
> | **It** | it | Its | - |

Task 5

Underline adverbial phrases used in the text and find reference words.

Reference words			
Paragraph 1	**Paragraph 2**	**Paragraph 3**	**Paragraph 4**

Task 6

Summarize the story by filling in the following graphic.

Main Idea:

Detail:

Detail:

Detail:
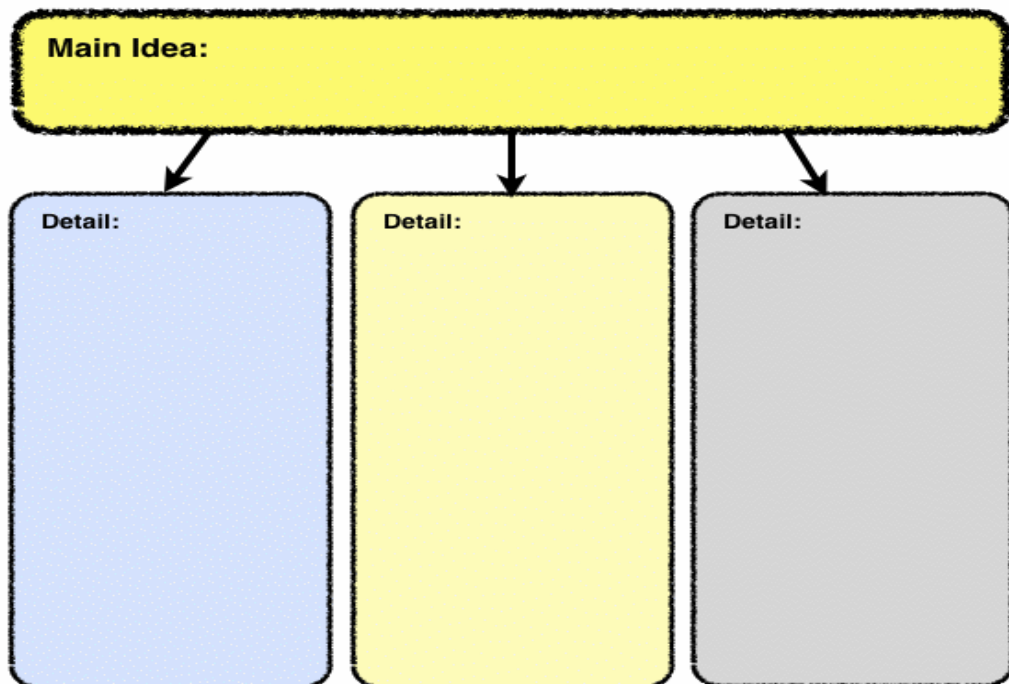
Task 7

Now, compare the graphics that you have made before and after reading the story. Draw relationships between the information from the text and your previous prediction.

Task 8

Pay attention to the picture provided by the teacher, and state your prediction about the story.
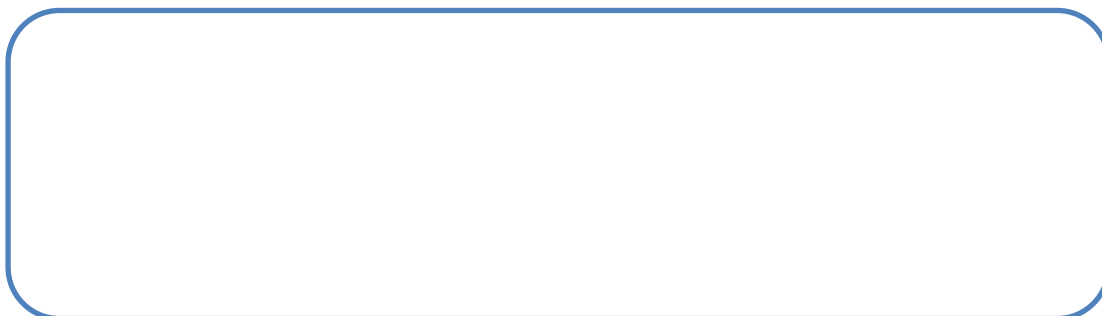
Task 9
Re-arrange the following paragraphs into a good text, and give a suitable title for the text.

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

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

c. 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. <u>She</u> became a fairy called Nyi Roro Kidul or the Queen of South Ocean. (…)

d. 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. (…)

e. The King was very sad. No one could cure his daughter's illness. The King did not want his daughter to be a rumour so he sent his daughter away. (…)

f. 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. <u>It</u> smelled bad. The beautiful princess cried. (…)

Task 10
Write down some new vocabularies that you find in the text, and then find the meanings

Summarize the story by filling in the bubbles.

Orientation:

Complication:

Resolution:

Title:

Task 12

Now after you make the summary, draw relationships between the information from the text and your previous prediction.

Similarities:

Differences:

EXERCISES

Exersice 1: Answer the following questions based on the text.

1. Princess Kadita was called Dewi Srengenge. What does it mean?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

2. Why did Dewi Mutiara ask the king to send Kadita away?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

Exercise 2: Decide whether the statements are true (T) or false (F).

Statements	T/F
1. Kadita was called Dewi Srengenge because she was very pretty.	
2. The King was happy because he had a beautiful daughter.	
3. Dewi Mutiara cursed Kadita, so Kadita's body was full of ulcer.	
4. The King sent his daughter away because no one could cure his illness.	
5. The Queen of South Ocean cured the princess' illness.	

Exercise 3: Find the reference of the words below.

1. he (part a)
2. she (part a)
3. her (part b)
4. she (part c)
5. it (part f)

APPENDIX H: PHOTOGRAPHS

Picture 1

Picture 2

Picture 1 & 2: The students were in the experience stages sharing what they knew
about the pictures

Picture 3: The students were re-arranging jumbled pictures and making prediction based on their experience.

Picture 4: A student were sharing his result of the prediction

Picture 5 & 6: The students were in the text stages

Picture 7: The students were guessing meaning by context.

Picture 8: The students were in the relationship phase. A student was sharing his result.

Picture 9: The students were drawing relationship using graphic organizers.

Picture 10: The students were working and having discussion in groups

Picture 11: The students were joining competition game

Picture 12: Giving rewards for the winners

APPENDIX I: LETTER OF PERMISSION

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	: 410/UN.34.12/DT/III/2015	Yogyakarta, 30 Maret 2015
Lampiran	: 1 Berkas Proposal	
Hal	: **Permohonan Izin Penelitian**	

Kepada Yth.
Kepala SMP N 9 Yogyakarta

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

The Implementation of the Experience-Text-Relationship (ETR) Method to Improve Grade VIII Students' Reading Comprehension at SMP N 9 Yogyakarta in Academic Year of 2014/2015

Mahasiswa dimaksud adalah :

Nama	:	CHRISTY DEWI PRAMANIK
NIM	:	11202241060
Jurusan/ Program Studi	:	Pendidikan Bahasa Inggris
Waktu Pelaksanaan	:	April - Juni 2015
Lokasi Penelitian	:	SMP N 9 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
Kasubag Pendidikan FBS,
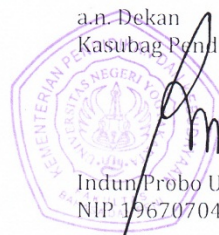
Indun Probo Utami, S.E.
NIP 19670704 199312 2 001