



**Improving Students' Ability in Discussion and Comprehension through
PACA (Predicting and Confirming Activity) Reading Strategy among
the Eighth Grade Students of SMP IT Al Fikri Semarang**

Final Project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

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**ENGLISH EDUCATION STUDY PROGRAM
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2020

DECLARATION OF ORIGINALITY

I Nurtilek Kadyrov hereby declare that this final project entitled Improving Students' Ability in Discussion and Comprehension through PACA (Predicting and Confirming Activity) Reading Strategy among the Eighth Grade Students of SMP IT Al Fikri Semarang) is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information devided from the published and unpublished work of others has been acknowledged in the text and a list of references.

Semarang, 22 - January - 2020



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APPROVAL

This final project entitled *Improving Students' Ability in Discussion and Comprehension through PACA (Predicting and Confirming Activity) Reading Strategy among the Eighth Grade Students of SMP IT AL Fikri Semarang* has been approved by the board of examiners and officially verified by Dean of English Department of Languages and Arts Faculty of Universitas Negeri Semarang on _____ 2020

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MOTTO

- ❖ **You alone do we worship, and You alone do we ask for help!** (Qs. Alfatihah: 5)
- ❖ **Allah never will change the condition of people until they change it themselves** (Qs. Ar Rad: 11)

DEDICATION

This final project is dedicated to :

1. My beloved family
2. All of my Indonesian friends

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Alhamdulillah, I wish to thank Allah the Almighty for the blessing, health, inspiration and ease blessed to me during the writing of the final project. I realize that many assistance and guidance from many people have contributed to the writing of the final project.

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ABSTRACT

Kadyrov, Nurtilek. 2020. Improving Students' Ability in Discussion and Comprehension through PACA (Predicting and Confirming Activity) Reading Strategy among the Eighth Grade Students of SMP IT Al Fikri Semarang. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Arif Suryo Priyatmojo, S. Pd., M. Pd.

Keywords: PACA, Reading Strategy, Discussion, Comprehension, Reading Skills.

This research is aimed to find out to know the students' ability in discussion and comprehension before taught by using PACA reading strategy for the eighth grade students of SMP IT Al Fikri Semarang, to know the students' ability in discussion and comprehension after taught by using PACA reading strategy for the eighth grade students of SMP IT Al Fikri Semarang and to describe the significance difference between teaching reading using PACA reading strategy and without PACA reading strategy for the eighth grade students of SMP IT Al Fikri Semarang.

The design of the research is quasi experiment research. The population in this research are the eighth Grade Students At SMP IT Al Fikri in the academic year 2019/2020. The sample of the research is VII A as experiment class, and VII B as controll class. The sampling of the research is purposive sampling. The method of data analysis using t test.

The result of the study are: 1) The eighth grade students of SMP IT Al Fikri Semarang taught without using PACA reading strategy got the mean score of pre-test was 60,8 and the mean score of the post test is 65.5. Based on the level of achievement, it belongs to the interval 60-69. The criterion of the interval was inadequate/ unsatisfactory. 2) The eight grade students of SMP IT Al Fikri taught with using PACA reading strategy in discussion and comprehension of reading texts got the mean score of pre-test was 67.1 and 72.9 for the mean score of the post test. The result of the t-value of the t-test is higher than the value of t-table ($t_0 > t_{1,71}$). Thus, it can be said that there is significant difference between the students who are taught by PACA reading strategy and those who are taught without using PACA reading strategy.

Suggestion for this research is that the teacher needs to improve the way of teaching. PACA reading strategy activities can also become one way to make students more active.

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CHAPTER I

INTRODUCTION

1.1 Background of the Topic

Reading is considered as the most important skill for English language learners is an activity of acquiring information from written text and it takes them much portion of time to absorb and understand the learning materials. Thus, English language learners should have more exposure to the target language outside the classroom, as most of the information in real life is in the forms of written texts and obtained through reading (Boss, 2002, p.45). In this way, students should get more opportunities to read so as to improve their reading skills.

Grabe and Stoller (2002) stated that the capability of reading skills will require students to get and absorb both the information and meaning of written texts or reading passages, to interpret the information appropriately, until they understand and learn something new from the texts they are reading. In English language learning, reading is an intentional, active, and interactive process that is conducted to get the information from the text and to construct meaning. Because of that, it is very important for English teachers to teach students how to construct vocabulary knowledge and text comprehension. As one of reading comprehension skills, comprehension is an activity of understanding and getting the information of words and sentences that are being communicated in reading

passages (Grabe & Stoller, 2002, p.19). Thus, reading comprehension is one of crucial English learning skills that should be taught to students.

One of the best ways to improve students' proficiency in English is creating reading comprehension activities that is fun and interesting for students so that they will not get bored but excited to improve their reading skills. Having the ability of reading comprehension is very crucial because reading without it will not provide learners with any kinds of information. To train students to be skilful in reading comprehension abilities, English teachers should teach their students how to link the text to their previous knowledge before they start to read the texts by reading and understanding the context of it. Providing students reading activities that can support and improve students' reading comprehension in a considerable amount of information of a text is needed to be implemented in classroom practice. Thus, giving exposure of reading activities will give more opportunities for students who need some abilities to predict what will happen next in a text, understand the main idea and supporting detail of the text, understand the message of the text, and infer the points of the learning materials.

Understanding reading needs skills and ability to comprehend as there are many students who still have some difficulties on how to comprehend authentic materials. Many students still have problems in understanding reading materials in written forms such as how to comprehend a text and elicit the content of the information of written texts. In 2018, Nurjanah noted that knowing the meaning of the texts but still having the difficulties of comprehending the meaning of the

whole paragraph is the examples of students' difficulties even though they have done it for years of study in English classroom practice (p. 66).

Students' difficulties in reading comprehension make them get reluctant to involve themselves actively within reading activities as nowadays in teaching reading, there are teachers who still give the focuses on the students' English book. Reading activities that assign students to read aloud their English books without further follow up activities such as asking them to explain what is the text or passage they are reading about only makes the learning activities dull and boring. The students who are only assigned to read the texts or passages from the beginning until the end without understanding what the texts are about will not get the exact information of the texts they are learning. According to Jayanti (2016) those activities are not categorized as crucial activities that are able to arise their students' critical thinking. Moreover, when they find some difficult words, the learning activities will be alive if the English teachers provide some questions to the other students to guess the meaning of those unfamiliar words better than asking them to look for the meaning of the words in the dictionary. Reading strategies that can arouse students' interest and activeness in reading activities are needed to be implemented by English teachers so as to make students able and skilful on how to comprehend texts.

There are various strategies of teaching reading skills that can be conducted to enhance students' comprehension of reading passages and make the learning process fun and exciting for students. Teachers' capability to find interesting reading strategies and activities will increase the students' ability in

reading skills so that the students will find reading enjoyable for them. In this study, I will use a reading strategy called PACA (Predicting and Confirming Activity) Reading Strategy (Kinsella, 2000). Reading strategy is a strategy that helps students go through all the reading and learn how to get information from texts. In this strategy the students will get easier to find out information from the reading texts of some topics they are learning in three stages of PACA reading strategy. In this strategy the students will also get the opportunity to construct meaning and get the information based on their prior knowledge called prediction and confirmation stages before they read until they get motivation in learning English especially to improve their reading understanding and comprehension.

Based on the above explanation, the researcher conducted a research on reading with the title “Improving Students’ Ability in Discussion and Comprehension through PACA (Predicting and Confirming Activity) Reading Strategy among the Eighth Grade Students of SMP IT Al Fikri Semarang.”

1.2 Reasons for Choosing the Topic

There are a number of problems that need to be investigated based on the identification of the problem above. Because of that, the researcher limited on the strategy to improve students’ discussion and comprehension in reading texts or passages. There are many kinds of strategy in teaching reading comprehension, such as: KWHL (What I know, What I want to find out, How I will learn, What I learn) strategy, DRTA (Directed Reading/Thinking Activity) Prediction Log, Using Graphic Organizers, Prefix and Suffix Web and also PACA (Predicting and

Confirming Activity) reading strategy. This research, PACA (Predicting and Confirming Activity) reading strategy is used to improve the students' ability in understanding learning materials or authentic materials. This strategy, like most reading strategies, make the use of students' capability in predictions to set a purpose for reading.

1.3 Research Problems

Based on the fact above the researcher has some problems. They are:

- (1) How is the students' reading skill ability taught without using PACA reading strategy?
- (2) How is the students' reading skill ability taught with using PACA reading strategy?
- (3) Is there any significant difference between the students who are taught without using PACA reading strategy and those who are taught with using PACA reading strategy in their ability of reading skills?

1.4 Objectives of the Study

The objectives of this study are:

- (1) To find out How is the students' reading skill ability taught without using PACA reading strategy.
- (2) To find out How is the students' reading skill ability taught with using PACA reading strategy.

- (3) To find out the significant difference between the students who are taught without using PACA reading strategy and those who are taught with using PACA reading strategy in their ability of reading skills.

1.5 Significance of the Study

Regarding the objectives above, the significance of the research is described as follows:

1. Theoretically, PACA (Predicting and Confirming Activity) Reading Strategy to improve students' ability in discussion and comprehension among the Eighth Grade Students of SMP IT Al Fikri Semarang will give greater advantage for the Eighth Grade Students to have the reading strategy to improve the capability of reading skills so that it can give them better understanding of the authentic texts they find in the reality. The research can enrich the literature about development of teaching reading and improving students' skills and comprehension with the use of effective reading strategies.
2. Practically, PACA (Predicting and Confirming Activity) Reading Strategy to improve students' ability in discussion and comprehension among the Eighth Grade Students of SMP IT Al Fikri Semarang will become the experience for the students how to predict and comprehend the content of the authentic texts and improve their understanding. Hopefully, the research will be beneficial for student to develop their reading ability using PACA reading strategy independently in their daily life. And for

the teachers, this research will give beneficial effects on them to keep on improving reading strategies to create motivational reading activities for the students during teaching learning process.

3. It is also hoped that this research will lead to further research and development. On the other words, the research will be able to motivate the similar research to be developed.

1.6 Definition of Key Terminologies

(1) PACA

PACA stands for Predicting and Confirming Activity. The strategy is based on the idea that a reader can often predict what a selection will be about. After you make a prediction, look for information that confirms you are right-or wrong. What you find out can help you underrstand your reading (Kinsella, 2000).

(3) Reading Strategy

A reading strategy is a plan that helps you understand the information you read. It can also help you understand things you read in life outside class or at a job. You will be able to link what you are reading to what you already know. Reading strategies will also help you remember what you read (Wright, & Brown, 2006).

(4) Reading Comprehension

Reading with comprehension means getting meaning from what you read as an active, thinking process that depends on both comprehension skills and

learners' own experiences and previous knowledge. Comprehension involves understanding the vocabulary, seeing relationships among words and concepts, organizing ideas, recognizing the author's purpose, evaluating the content, and making judgments (Ophelia H .Hancock, 2001:53-54).

(5) Strategies

According to Cambridge Advanced Learner's Dictionary the word strategies means: "a detailed plan for achieving success in situations such as education, war, politics, business, industry or sport, or the skill of planning for such situations "

CHAPTER II

REVIEWS OF RELATED LITERATURE

2.1 Review of the Previous Studies

There have been the number of researchers concerning with the use of reading strategies in teaching process. One of the studies was conducted by Lismayanti (2014) about the Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement. The objective of her study was to illustrate whether the use of KWL (Know, Want, Learned) strategy was successful in enhancing the students' reading comprehension achievement within the process of teaching learning. The research design used in her study was non-equivalent groups pretest-posttest design. The population used in her study was 254 students at the eighth grade of SMPN 4 Palembang in academic year of 2011/2012. The sample of the study is two classes that consist of 20 students in each class. The data collection used multiple choice reading comprehension test and the data analysis in this study used t-test formula. The research finding shows that KWL strategy was successful to improve the achievement of students' reading comprehension as indicated by the result of the Stepwise Regression formula in which it is found out that the effect of KWL strategy implementation on students' comprehension in reading achievement was 70.5%. The similarity of her study with my research is that both of the researches use a reading strategy that is aimed to enhance students' reading skills

including reading comprehension in which her findings will support my study theoretically. And the difference of her study from my research is that she used KWL strategy and I use PACA reading strategy.

The next study that was conducted by Nainggolan (2018) about Senior High School teachers on teaching reading comprehension based on 2013 Curriculum. The aim of her study was to describe how 2013 curriculum was conducted by the English teachers of SMA N 1 Raya to teach reading comprehension. The research design of her study was descriptive qualitative research. Observation, in-depth interview, and documentation were the data collection used in her study. Her research results show that there are five ways used in teaching reading to develop students' comprehension. The first way of teaching reading is giving questions to students to dig their knowledge related to the learning materials. The second is giving correction to students' wrong pronunciation. The third is checking the students' comprehension of texts. The fourth is highlighting the moral value of the text, and the last is giving translation activities to students to the texts they are reading. Based on her research results, it is found out that the concept of teaching conducted by the teachers are misperceived from those stated in 2013 curriculum related to the effectiveness of teaching reading in classroom practice, because of that the five ways of teaching reading are suggested to be conducted to improve students' reading comprehension. The similarity of her study with this research is that she describes the importance of teaching reading to be implemented in the process of English language instruction in which her research results will support my study

theoretically. And the difference of her study from my research is that she describes the importance of teachers' teaching reading, meanwhile in my research, I implement PACA reading strategy to improve students' reading skills and comprehension.

The other study that was investigated by Ambarini et. al. (2018) about the implementation of "PACA (Predicting And Confirming Activity) Reading Strategies. Their research is intended to investigate the use of PACA reading strategy to improve students' teaching strategies in TEFL 1 course. They stated two objectives in their study: (1) To discover the teaching strategies used by the students in TEFL I class before using PACA reading strategy, (2) To identify the significant difference between the students who make the use of PACA reading strategy and those who do not make the use of PACA reading strategy in improving their teaching strategies in TEFL I course. The fifth semester students of English Department in PGRI University of Semarang were taken as the population of their study. Two classes of the six TEFL classes in English department are taken as the sample of the study. Those two classes are used as the experimental group (5G) and the control group (5H). From the result of the study, it is found out that the students in the experimental class taught by using the technique of PACA reading strategy had better achievement than the students in the control group taught without using PACA reading strategy. The similarity of their study with my research is that both of the researches use the same PACA reading strategy that is reading strategy to improve students' reading skills and comprehension in which her findings will support my study theoretically. And the

difference of her study from my research is that the effectiveness of PACA reading strategy is implemented in University level, meanwhile and I use PACA reading strategy to upgrade students' reading comprehension and skills in junior high school level.

The fourth study was carried out by Rini et.al. (2014) about the implementation of 3-2-1 strategy in reading comprehension to improve students' involvement in active learning". As one of reading strategies, the 3-2-1 strategy will assign students to summarize ideas from the text. The 3-2-1 reading strategy also encourages students to think creatively, and ask them to get involved with the text. To investigate students' attainment in reading interpretation on report text by using the 3-2-1 reading strategy was the main aim of their research. They view that report text is a text presenting information about something in general as a result of systematic observation and analysis that need to be extracted into explanation through students' communication and participation with written language in reading comprehension activities. A pre-experimental research is used as the research method in their study. The ninth grade students of SMP Pertiwi Pontianak in academic year 2015/2016 consisting of 26 students and sample consisted of 24 students were used as the population of their study. Based on the data calculation, the result showed that the mean score of pre-test was 5.63 and post-test was 7.77. It was found that there was significant difference of students mean score in reading comprehension on report text between pre-test and post-test after they were given the treatment. It means that the 3-2-1 strategy can be applied in reading learning process to increase the students' skills of reading texts. The

similarity of their study with my research is that both of the researches use a reading strategy to improve students' reading skills and comprehension in which their findings will support my study theoretically. And the difference of their study from my research is that they used 3-2-1 strategy in reading comprehension to improve students' involvement in reading activities actively and I use PACA reading strategy.

The last study was managed by Swardiana (2014) about how to improve students' reading comprehension using Directed Reading Thinking. Her study illustrates a classroom action research in English class using Directed Reading-Thinking Activity (DRTA) that is aimed to improve the eighth grade students' motivation in reading comprehension activities that were conducted in two cycles. Planning, implementing, observing, and reflecting are the four stages of each cycle in DRTA reading strategy. From the data that were obtained qualitatively and quantitatively, it is found out that Directed Reading-Thinking Activity were able to advance the students' competence in reading comprehension. After the implementation of DRTA reading strategy, students' abilities to determine the main idea of the paragraph, find the purpose of the text, determine the detail information, infer and grasp meaning of words, and determine references show great improvement. The data also show that students' motivation such as task orientation, need for achievement, aspirations, goal orientation, and perseverance has improvement after the implementation of DRTA reading strategy. The similarity of her study with my research is that both of our research use a reading strategy to refine students' reading skills and comprehension in which her

findings will support my study theoretically. And the difference of her study from my research is that she used Directed Reading Thinking Activity strategy and I use PACA reading strategy.

Based on the previous research findings above, the researcher would like to use PACA reading strategy so as to improve students' Ability in Discussion and Comprehension among the Eighth grade Students of SMP IT Al Fikri Semarang.

The similarity between my study and the study conducted by Lismayanti (2014) is that our research investigates the effect of reading strategy on the EFL students' reading comprehension achievement and the difference is that she used KWL as the reading strategy but my research will use PACA as the reading strategy. The next, the similarity between my study and the study conducted by Nainggolan (2018) is both of our research topics is investigating about reading comprehension. The difference between her study and my study is that she investigates the implementation of teaching reading comprehension on 2013 curriculum at Senior High School while my study investigates the effect of PACA reading strategy on students' reading comprehension skills. The third, the similarity between my study and the study conducted by Ambarini et, al (2018) is that both of our study implement PACA reading strategy. The difference is that their study is undergone to make the progress of students' reading comprehension on TEFL subject in university level while my study is conducted to improve students' reading comprehension in Junior High School Level. The fourth, the similarity of the study conducted by Rini et. al. (2014) with my research is that

both of the researches use a reading strategy to improve students' reading skills and comprehension in which their findings will support my study theoretically. And the difference of their study from my research is that they used 3-2-1 strategy in reading comprehension to upgrade students' participation in active reading learning process and I use PACA reading strategy. The fifth, The similarity of the study conducted by Swardiana (2014) with my research is that both of our research use a reading strategy to make the progress of students' reading skills and comprehension in which her findings will support my study theoretically. And the difference of her study from my research is that she used Directed Reading Thinking Activity strategy and I use PACA reading strategy.

2.2 Reviews of Theoretical Studies

This subchapter discusses reading strategies, PACA reading strategy, reading skills, and reading comprehension. Each of this discussion will be explained as follows:

2.2.1 Reading Strategies

The capability of Indonesian learners' reading skills are low as it is found in the result of PISA 2012. Having a look at that condition, it is very important to arise students' interest and motivation in reading activities in order to give them assistance to have better comprehension of reading passages and reading literacy as well (Dafna, 2012, Setianingsih, 2017). One way to improve reading teaching materials is the use of authentic materials to be implemented in the process of

language skills including reading skills is Self-Access Centre (SAC) in English language learning (Priyatmojo & Rohani, 2017).

There are many teaching methods that can be used by teachers in English teaching learning process. It is very important to use effective and appropriate teaching methods or techniques in order to achieve better result in language testing. Teachers should know what method which is effective and what method which is not effective. Teaching method is how teachers deliver the context of material to the students, such as discussing method, whole class method, and one to one method.

Learning language or whatever kinds of subjects can not be separated from reading activities. Reading is an integral part of daily life and it has been an important thing for academic, personal, and social life of someone. There are a lot of reading strategies that can be conducted in the process of teaching reading in English classroom practice. Some of those reading strategies are:

1. KWHL (What I know, What I want to find out, How I will learn, What I learn) reading strategy,
2. DRTA (Directed Reading/Thinking Activity) Prediction Log reading strategy,
3. Using Graphic Organizers reading strategy
4. Prefix and Suffix Web reading strategy
5. PACA (Predicting and Confirming Activity) reading strategy

2.2.1.1. KWHL (What I know, What I want to find out, How I will learn, What I learn) reading strategy

K-W-L, as stated by Ogle (1986) is a reading strategy to develop students' reading comprehension by activating their background knowledge. The next step in this reading strategy is the recorded information in the K column of a K-W-L chart. Then, students jot down a list of questions in the W column of the chart related to what they **Want to Know** and the topic being discussed. Within reading activities, students are assigned to answer all of the questions listed in the W column. On the other hand, the new information that they have **Learned** is recorded in the L column of the K-W-L chart.

The purpose of the K-W-L strategy provides some goals such as eliciting students' background knowledge that is later connected to the topic of the text, setting a purpose for reading, and helping students to keep track of their comprehension.

There are also some stages that need to be conducted on how to use the K-W-L strategy. The first is choosing a text. This strategy goes best with expository texts. The second is creating a K-W-L chart. The teacher can make a chart or diagram on the whiteboard or on an LCD. Over and above that, the students should make their own chart on which to keep the record of the information explained or described by the teachers. The third is asking students to conceptualize words, terms, or phrases they relate with a topic. The teacher and students record these associations in the *K* column of their charts. These stages are assigned to be done until students run out of ideas. On the third stage, **asking**

students what they want to learn about the topic in which the teacher and students record these questions in the *W* column of their charts is very crucial. This is done until students run out of ideas for questions and turn them into questions before recording them in the *W* column. The fourth stage is having students read the text and fill out the *L* column of their charts. Students should look for the answers to the questions in their *W* column so that they can fill out their *L* columns either during or after reading. The last stage is discussing the information that students recorded in the *L* column.

2.2.1.2. DRTA (Directed Reading/Thinking Activity) Prediction Log reading strategy

The Directed Reading Thinking Activity (DRTA) is a reading strategy that give guidance to students on how to ask questions about a text, make predictions, and then read to confirm or refute their predictions. The DRTA process will give encouragement to students so that they will become active and thoughtful readers, enhancing their comprehension. AdLit.org. (2008). [Directed Reading Thinking Activity \(DRTA\)](#).

There are some steps that can be implemented during reading activities on how to use directed reading thinking activity. So as to make exciting reading activities, teachers should follow the steps below when creating a DRTA. The first is determining the text used and pre-sorting out points for students to give temporary stop during the reading process. The second is introducing the text according to the purpose of the DRTA, and providing case in points of how to build predictions or augury of what might happen in the text.

One thing to be remembered by an English teacher in implementing DRTA is to have knowledge students' reading level. Furthermore, the English teacher should be well-prepared at the points of giving of the reading levels of each student, and be prepared to provide felicitous or proper questions, prompts, and support if needed. Because of that the following outline to guide the procedure is very crucial. The first is **D = DIRECT**. Teachers should have the capability on how to direct and activate students' thinking prior to reading a passage by looking at all parts of the text carefully in order to detect the title, chapter headings, illustrations, and other features. Giving open-ended questions in this strategy is also crucial because it helps to direct students how to make predictions about the content or perspective of the text.

The second important guideline is R = READING. In this activity, teachers will assign students to read the chosen reading passages. Then, the role of the teacher in this activity is to guide the students with questions about specific information and give them some questions so to crosscheck their predictions and give them revision if necessary. Teacher should pay attention that this process should be done until all of students have read the whole or the sections of the assigned passage.

The third guideline is T = THINKING. At the end of each section in DRTA activities, students will be assigned to come back through the text and think about their predictions. Students' activities will be verifying or modifying their predictions through looking for supporting details in the text. Furthermore in this activity the English teachers are supposed to be active in asking questions

about students' predictions, the proof of students' predictions they find in the text, and the information from the text that can make the students change their predictions.

2.2.1.3. Using Graphic Organizers reading strategy

A graphic organizer is a reading strategy that shows concepts and interrelation between concepts from a text by the use of text, illustrations, and/or diagrams. Maps, webs, graphs, charts are the examples of graphic organizers that have its own unique purpose. The other examples of the main graphic organizers that can be used to motivate students' motivation in reading activities are Venn Diagrams, story maps, and KWL charts. (Adler, C., 2015).

English teachers' use of Graphic Organizers in reading activities is so beneficial that it can help students to focus on text structure when they are reading learning materials. Graphic organizers will give guidance to students about the relationships in a text and assist students on how to write summaries of the text in an systematized way. Besides that implementing graphic organizers also help students make the efforts of building comprehension and vocabulary skills. Furthermore, it does aid students with vocabulary instruction as well and this reading strategy can be used in all content areas.

It is important to know that reading is the process of perceiving a written text in order to understand contents of the text. To assist students to perceive and understand the contents of a text, graphic organizers are a great way to be implemented into reading activities in English classroom practice. Graphic organizers are an effective reading strategy to improve students' reading

comprehension skills so that they can understand the contexts of text and get the what information of a text has.

In reading classes, there are many reasons why English teachers can use graphic organizers. Some teachers may use a graphic organizer for retelling the content of a text and aid students to improve their understanding of the text. In this activity, the students can take some chapters in a book or some parts of magazine and use a graphic organizer sheet or chart for their story telling by using their own words and presenting illustrations to improve their understanding of reading passages.

2.2.1.4. Prefix and Suffix Web Reading Strategy

The strategy of teaching prefixes, suffixes is another kind of reading strategy that help students on how to make correlation of root words and how to overcome the students' difficulties of decoding.

<http://grammar.about.com/od/words/a/comsuffixes.htm>

There are six instructions in conducting prefix and suffix web reading strategy. The first is giving students the access to the list of prefixes and another list of suffixes. The lists of prefix and suffix should also be completed with meaning and the same words that use those prefixes and suffixes so that it can give clear illustration for the students to elaborate how to use those prefixes and suffixes in the attached words. These lists will be a helpful resource for the students that can make them feel comfortable with knowing them by memory.

The second instruction is not to teach both at once It is very important when teaching prefixes accompanied with the explanation how the prefixes that are

attached to the root words are able to change the meaning of the words. The examples of prefix and suffix web reading strategy is teachers together with the students having the activities of reviewing what is meant by “root words” what kind of the new meaning of the new words from the root words after being attached with the prefixes and suffixes. The third instruction is assigning the students to look back to their list of prefixes for meaning and then read those prefixes with their meaning as the activity of class review example. In this activity, the students lead to have discussion in teams or pairs about what they think about the meaning of new words after and before being attached by prefixes and share their findings to the whole class. The fourth example is the teachers encourage students working in teams or pairs use the words with prefixes and suffixes in sentences. The role of teacher in this activity is to ask the students to submit their own sentences using the words with prefixes and suffixes, ask them to demonstrate their work to the class, and give feedback of their work results. The fifth instruction is that the same process would take place for suffixes. The last instruction is that the teacher should give explanation to the students that lots of words can change meanings after being attached with prefixes and suffixes.

Prefix and Suffix Web reading strategy is a strategy that can help students to be more proficient readers by giving facility to students on how to decode text in learned parts of words. The decoding strategies in learning parts of words of prefixes and suffixes so that they will be able to decode unknown multi-syllabic words easily. Prefix and Suffix Web reading strategy is a learning strategy that make the use of explicit instruction such as explanation, modeling, guided

practice, and independent practice to teach Prefix and Suffix Web reading strategy to students (Harris, et. al., 2011).

Aside from using explicit instruction to teach Prefix and Suffix Web reading strategy, the implementation of using prefixes and suffixes that are being learned can be in the forms of embedded prefixes and suffixes into texts and spelling instruction. The practice of decoding unknown words through giving the activities of educational games is the most effective activities implemented to encourage the application of using prefixes and suffixes reading strategy. The steps of teaching Prefix and Suffix Web reading strategy are explaining the strategy Prefix and Suffix Web reading strategy, reviewing the concept of syllable. Besides those steps, explaining that some syllables can change or add meaning to a root word after being attached by suffixes and prefixes, showing and explaining a poster defining root word, prefix, and suffix are the follow up steps that are crucial to be given to students so as to improve reading skills. The next following steps of Prefix and Suffix Web reading strategy in classroom practice are distributing a list of regularly used prefixes and suffixes at first. After that, the next reading activities is gradually lengthening the list, using the list, asking students to identify the meanings of some prefixes and suffixes, and giving the explanation of the rest of the word to which a prefix and/or suffix is added.

It is very crucial in Prefix and Suffix Web reading strategy to give a model on how to add the prefix or suffix to a root word to create a new word, read the new word and state its meaning to students. For example, “The new word

is adding the prefix *un-* to a root word *clear* to create a new word *unclear*. *Un-* means ‘not’ and *clear* means ‘obvious,’ so *unhappy* means ‘not clear’ or ‘not obvious or not easy to see’. Model starting with *careless* and changing it to *carelessness*, using thinking aloud to explain that the suffix *ness* was added to the end of *careless* and changed its meaning to a thing, Repeat the tasks until students achieve proficiency. In this activity, teachers can add the target prefixes or suffixes to root words and accurately decode and state their meaning to enhance students’ comprehension of the new words or new vocabularies.

The last activity in Prefix and Suffix Web reading strategy is independent practice that is given after guided practice. In independent practice, students should be able to use the strategy independently without the help of teachers. Once they have shown they have mastered the strategy, the follow up activity is for the students to be given the opportunity to reflect on the strategy.

2.2.1.5. PACA (Predicting and Confirming Activity) reading strategy

Prediction and Confirming Activity gives students chances to experience the activities of their pre-reading skills by hypothesizing about what they are about to read.

Teacher initiates the activity by asking a general question about the content of the text. Teacher then provides initial information about the text, such as content-specific vocabulary terms. Students work in small groups to answer the first question again, this time with the aid of the new terms before them. Next, whole class and teacher write predictions about the text. Teacher presents more new information, and students and teacher work together to revise or modify the

previous prediction statements. Students then read the text, either individually or in small groups, and make necessary revisions to their predictions.

The implementation of PACA alongside Rate Your Words is to improve students' vocabulary development. That can be done through the following activities: Initiate a Prediction Stroll Line by having the class form two lines. Have the lines turn to face one another, so that each student is facing his/her classmate in the other line. Students then share their predictions with their partner. Teacher signals when one student should stroll down to the end of the line, shifting the students down to a new partner. Repeat as necessary. Bring whole class back together to reflect on their predictions and shares.

PACA is an excellent pre-reading activity that helps prepare students for a topic that requires a lot of background information. It is helpful for vocabulary and concept building, and develops an integral strategy that every strong reader employs. Most importantly, PACA aids students in using predictions to guide their reading and give it purpose.

<https://sites.google.com/site/resourceindexckmeyer3/change-the-banner/prediction-and-confirming-activity-paca>

2.2.2 PACA (Predicting and Confirming Activity) Reading Strategy

Active readers often use a reading strategy called PACA. PACA stands for Predicting And Confirming Activity. The strategy is based on the idea that a reader can often predict what a selection will be about. After the prediction is made, the students can look for information that confirms whether they are right

or wrong. What they find out can help them understand their reading (Kinsella, 2001; Ambarini, et. al., 2018).

PACA is a good strategy to use when the students know enough about what they are reading to make a prediction about it. When they predict and then check their prediction, they become an active reader. Active readers get more out reading because they think about what they read.

The Predicting and Confirming Activity (PACA) reading strategy offers activities in reading skills that are very compatible with their content. The purpose of this reading strategy is to assist students' raise their previous knowledge when they start reading about something but they have little or no knowledge about it. So, through the sequence of activities provided by PACA reading strategy, students are expected to be more successful and have a context for understanding the ideas presented in reading texts or passages. For students, to learn anything new means that they must connect those new things in some way to something they already know by tapping their previous knowledge related to the texts or passages being discussed. (Kinsella, 2001).

The following selection shows a debate about school uniforms. Maybe students have an opinion on the issue. Because they have heard about the topic, the PACA strategy is a good one to them. Think about what you already know about teenage life-better now, or in the past. They may be able to predict what people on both sides of the debate might think. There are three steps that the students should do in the implementation of PACA strategy with the reading text entitled '**Teenage life**

– **better now , or in the past ? Does this situation sound familiar ?”**. (Kinsella, 2001). Those steps are as follow:

Step 1 Predict what you will read.

When you predict, you preview the reading to see what it is about. The student looked at the titles of these essays. They told her the selection was a debate about whether teenage life-better now, or in the past. She thought about what she already knew about the debate over the teenage life.

Teenage life can be better now but can be better in the past too. What do they think about them? Do they know what teenage that is better now and what teenage life better in the past? What would be the pluses of teenage life now and in the past? How would I feel? Maybe I'd like not having to follow the life that is not good both now and in the past. Maybe, I'd have to improve the teenage life in positive ways both now and in the past.

The student then looked quickly at the reading. She wrote a prediction about what the reason for and against teenage life might be. Here is the beginning of her PACA chart. Add your own predictions to the chart.

Predictions

The person who is against Teenage life-better now will write that they were more qualified in the past.	

Support

Step 2. Read and confirm your predictions.

Keep your predictions close at hand when you read. First, when you see information that confirms one prediction, make a check mark next to it. Second, when you find points in the reading you did not predict, write them and draw a star next to each one. Finally, cross out predictions that are wrong to avoid confusion.

After she began reading, the student began marking and revising her list of predictions. Remember that you wrote predictions too. If they turn out to be wrong, change them.

Predictions

The person who is against teenage life-better now will write that they were more qualified in the past.	√

Support

Teenage life – better now , or in the past ?

Does this situation sound familiar ?

You're complaining to your parents about something. Maybe your laptop isn't powerful enough to play the latest game. Or your friend's bikes are better than yours. Then you hear...

'When I was your age, there weren't any computers or video games. And I didn't get a bike until I was 16. And it was second-hand. And it was too big for me!'

So, is it really true that life is better for teenagers now? It's certainly true that many teenagers have got more things nowadays. A typical family is smaller now, so parents have got more money to spend on each child. And many things are cheaper than they were when our parents were children.

Technology is probably the greatest change. Forty years ago, no one could imagine a world with tiny computers, tablets and amazing smartphones. And now these things are our most essential possessions—we can't imagine living without them!

However, technology often means we spend more time at home. And often it's just us, with our computer or television. Teenagers aren't as healthy as they were in the past because they don't do enough exercise. And, although young people still get on well with their friends, some people think teenagers today aren't as sociable as they were in the past.

What do you think? How is teenage life better these days?

(Adapted from Kinsella, 2001)

Step 3. Support your predictions

Look at what you wrote in your chart. Make notes by each point to make sure it sticks in your mind. Maybe you'll find supporting arguments for the points you wrote and for the main points the debaters made. Write this evidence in the support column of your chart.

Here is how the student began adding to her/his predictions.

Predictions	Support
<p>The person who is against teenage life-better now will write that they were more qualified in the past. ✓</p>	<p>Teenage-in the past was much more polite and could yield lots of achievement</p>

Whenever students are assigned to use the PACA strategy with a reading assignment they have. They have to look it over. They have to find out what the headings tell them about topic, what they already know about it, and write their predictions in their own PACA chart. Then, they read the assignment, look for information about their predictions. When they see information that confirms a prediction, they make a check mark next to it. When they see points they did not predict, they write them and put a star in front of each one. They cross out predictions that are wrong. Finally, they write in the evidence or example that support each point. They should now have a good review of the important points in their reading assignment (Kinsella, 2001).

2.2.3 Reading Skills

Reading skill is one of language skills that also plays an important role for successful foreign or second language use and it is also essential for the formation of complete spoken and written texts (Alqahtani, 2015). Some researches show that those who have great masteries in reading skills will have the capability to understand mathematical texts and problems, and science. Students who have the capabilities in reading skills will have the capability of understanding the importance of paragraphs, estimating the outcome of events, understanding directions, making the notes of details and vocabulary as the activities that have significant correlations with algebra scores and various problem-solving abilities in mathematics. The other parts of reading skills that can give help to students to deal with the real and authentic materials in mathematics

and science are the capabilities of interconnecting prior knowledge, arranging hypotheses, organizing plans. In addition, evaluating, understanding, deciding the significance of information, describing patterns, comparing and contrasting, making inferences, drawing conclusions, generalizing and evaluating sources are also other examples of reading skill activities that need to be given to students so as to train them to be familiar and able to comprehend authentic materials (Armbruster, 1992).

Reading as a teaching area and one of the most decisive academic skills is seen as one of the essential areas of language teaching that English teachers should pay great attention on. It is also a prime foundation upon which language learning process is built. Thus, reading ability has the most important role in language learning success at all education levels and areas as most of the materials of language learning education are in written texts (Addison, 1996). Because of that it is crucial for students to make the progress and improvement of their reading skills so as they can understand the learning materials. If they have low reading skills, it can be estimated that they will face academic failure.

The skills of reading and learning information from written texts in English taught as a foreign or second language are considered as an essential component of the construction of English curriculum in high schools and universities. Having got the inspiration of the need of the learners to be skilled in reading to learn, many EFL reading teachers apply some techniques in the teaching of EFL reading and undergo an investigation on the effects of those reading techniques on how to improve students' reading skills and examine

various aspects that have the relation with reading strategies, reading texts, and features influencing reading comprehension. (Cahyono, 2016).

In short, it is important for English teachers to implement the theories of the reading process to students so that they understand how pieces of information in a reading text can be grasped by students. In addition, The theories of the reading exercise also give ideas on how to teach reading effectively to students so that they can comprehend the learning materials better (Jacobowitz, 1990). Moreover in the theories of reading, it will also give the insight of how to use metacognitive strategies to identify and understand main ideas. Furthermore, this theory of reading will also give the ideas on how readers or students can construct main ideas of written text that is so much different from the unskilled readers or students who try to learn the theme and topics in the text and rely much on topic sentences. Based on the theory of reading, English teachers will get the ideas from it on how to train students to ask and answer questions before, during, and after reading activities integrated with various strategies such as pre-reading, setting in motion prior knowledge and predicting what the content and who the author of the text is (Mickulecky, et al., 1989). Reading instruction can be given in several techniques to improve students' reading skills. Before reading, English teachers can provide advance organizer to activate the students background knowledge. Then, English teachers can give examples and more practice to their students. After that, in in the pre-reading and whilst reading, they can provide feedback to students for the activities conducted as activities that can facilitate students to deepen their understanding of learning materials.

Teachers as the most significant role in teaching knowledge to students have a fundamental proportion in learning process. One of the important part of teaching that English teachers should give to students is teaching reading. In teaching reading skills including reading comprehension, English teachers should be able to create students to be independent readers as the ultimate grounds because teaching reading will help students enhance their language skill. As implied in 2013 curriculum, reading is regarded as one of the language proficiency that have functions as the means of communication to convey the idea and knowledge. It is found that the bad teaching quality presented by the teacher is caused by the lack of knowledge and skills of reading teaching concept and curriculum. Because of that condition, English teachers are expected to be able to become proficient in the concept of knowledge of teaching reading comprehension so as to build the better quality of teaching and learning process with the learning outcome that is students' capability of reading comprehension. Besides that English teachers are also expected to have skills that can make them figure out the concept into real teaching behavior (Nainggolan, 2018).

The importance of teaching reading is to build the ability and knowledge of students. In teaching reading, there are learning goals such as the ability to read various kinds of text written in English that must be achieved by the students in the process of improving their reading skills. The next learning goal that students expected to achieve is the ability to adjust the reading technique based on the reading purpose such as skimming and scanning. The other reading skills that should be developed by students are the ability on how to build knowledge

of the English language, the ability on how to construct schematic knowledge. The additional reading skills that English teachers need to train their students are the ability to advance an acknowledgement of the structure of written texts in English, and the capability to make the assumption of a critical perspective concerning the contents of reading texts or passages (Alyousef, 2005). There are many reading strategies that can be implemented by English teachers to improve students' reading skills and comprehension so that the implementation of it will give a great effect on students' ability of reading comprehension.

Reading is important for the development of language learning and learning life in general such as using textbooks for language courses. The activities of reading, revising, enhancing vocabulary, building up grammar, editing, and making the use of computer-assisted language learning programs make the reading skills crucial aspect in students' general life (Mikulecky, 2008). Therefore, reading instruction is necessary in second language learning curriculum in order to improve students' reading skill aimed to make them ready to face reality that requires their fluency in understanding authentic materials. Nevertheless, able to grasp the intended information in reading is seen as a difficult skill to learn due to its composite process in a complex, interactive mental activities of constructing meaning from written text as parts of reading activities. When reading, teachers should give motivation to students not only how to depend on the features of the text they are learning but also how to involve the features of tasks (Ebrahimi, 2012). Consequently, reading instruction must be designed to assist students get through the reading activity process

effectively. English teachers can apply lots of reading strategies and techniques that can give facility to reading comprehension to develop the benefit of reading instructions and practice in teaching reading. The effectiveness of those strategies and techniques is aimed at helping students to read efficiently. Ebrahimi (2012) stated that many students admit that they always find difficulties to finish reading comprehension parts in an English proficiency test. The other difficulties the students face are when teachers assign them to read texts and process the information from texts by using an intellectual engagement, analysis and interpretation of the text.

The complex process of reading will always require students to engage actively in reading activities that involve many components. There are several factors that make reading not easy for students such as vocabulary knowledge, syntactic and semantic analysis of text. In addition students' difficulties to make inferential meaning, strategy use and students' feeling during reading are the other factors that lead to students' difficulties in reading.

English is regarded as a foreign language because it is not used as medium of instruction in communication. Otherwise, among the four English skills, reading is more emphasized to be taught in Indonesia as the item tests of the national examination. Thus, mastering reading skill is very important (Anisah, et. al, 2018). Mastering reading skill is the one of the fundamental factors in gaining success in the academic field. Teachers need some strategies in mastering reading skill (Fitriati, 2017). Teachers can control the class in which they find and use some questioning strategies that are appropriately applied on students

because question strategies can be taught to students in order to enhance reading comprehension (Hudson, 2007). Questioning strategy is the strategies used by teachers to get learners to respond that typically entail asking questions (Walsh, 2011).

Teacher' questioning strategies to scaffold in reading, the types of tactic performed by the teachers were also varied. They include giving direction by directing and distributing tactic, asking to make mind mapping to recall by pitching and putting clearly tactic, and lead the sequence from broad to narrow by sequence tactic. It gives the positive impact when the teachers deliver the question in vary tactic consistently in reading. The student' reading comprehension will increase with the scaffold from the teachers with applying the questions tactic. If the teachers decrease in questions tactic, they always use yes/no questions only, the students' comprehension will low (Wragg & Brown, 2001).

2.2.4 Reading Comprehension

The reader activity to comprehend and obtain information from a text with the simultaneous process is called reading comprehension. Three components involving in this simultaneous process and relating to each other in various stages of reading comprehension are: the reader, text and activity. Pre, while, and post reading activities are the various stages in reading comprehension that connect the readers, text, and activity. Thus, the literal, inferential, and critical

levels of reader's comprehension are influenced by the interaction among those components (Antoni, 2010).

If students are good at reading comprehension, it means that they have the capability of reading comprehension as one of reading skills required in English language learning. Being good at comprehending learning materials means that the students find it easier how to understand and obtain the new information from any kind of texts. Through reading comprehension activity, it is hoped that it can improve the students' reading habit and enable the students to interpret the meaning of texts by representing what they have read to the class in their own words. By doing so, the activities of reading comprehension given to students will enable them to be independent readers as what has been the purpose of teaching reading itself (Nainggolan, 2018).

The Strategies of Teaching Reading Comprehension

Pre-Reading Strategy

One of the most outstanding strategies in pre-reading strategy is brainstorming (Wallace, 1992: 91). Crawford et al (2000) stated that brainstorming is a technique for producing many ideas about a topic. In brainstorming activity, students are led to produce and present words, knowledge and experience that are relevant to the text being discussed, relevant to the language and fulfill an expectation meaning. The next activity in brainstorming is generating text type or text structure because the aim of teaching reading comprehension is to make students familiar with the major contextual features of a text or text structure and

to show how these features can give them help on how to work out the main function and the possible content of a text. The following activity which can be applied in brainstorming activity is sequencing picture. In sequencing picture, students will be assigned to describe a given picture that has relation with the text and give relevant background knowledge that can lead to the expected meaning (Gibbon, 2002). Discussing new vocabulary with students in this stage is considered effective because it can help them to get the understanding of the text well. When students have difficulties with unknown words, teacher can assign them to guess the meaning before giving the suggestion to use dictionary.

While-Reading Stage

In this reading stage, reading aloud activity is one of the appropriate strategies that can be taken by English teachers to give the students help in comprehending the text (Gibbons, 2002). The advantage of reading aloud activity is that it gives an opportunity for students to get acquainted into a popular culture and an opportunity to more difficult texts.

The next activity that can be taken by English teacher in this stage is silent reading as the primary activity of reading comprehension because it focuses on getting meaning from printed materials. Rereading to check comprehension is also one of while- reading stage activities in reading comprehension

Post-Reading Stage

In post reading stage, the main teacher's activity is mostly to get the evaluation of the students' comprehension in certain exercises and practices (Gibbons,

2002). The activities that can be conducted in this stage are to scan questions, write the summary of the text, present the learner's purpose, and make follow-up. Some practical strategies can be used to improve teaching reading comprehension in the classroom that can be appropriate levels. Those practical strategies are prep-technique, GIST, question-answer relationship, direct reading activity. Moreover, vocabulary self-collection strategy, contextual redefinition, and text structure strategy are also considered as practical strategies in post-reading stage (Anderson, 1999). The other strategies that can also be implemented in this stage are making predictions and questions, giving clarification and summary, monitoring comprehension, and, and justifying comprehension that have already proven effective in deepening students' comprehension in reading texts or passages.

Reading comprehension is the real core for reading process and it is also constituted as the peak of the reading skills and the bases for all reading processes. Using strategies in reading aimed at learning new concepts, getting deeply involved in what students are reading is the ways to improve students' reading comprehension achievement. Giving reading activities that require students to evaluate critically what they read, and apply their knowledge to solve problems in reading process practically and intellectually will situate students to be familiar with the enhancement of reading skills.

In reading, there is an interaction between the reader and the text as reading activity is an active process. When reading a text, the information the reader gets from the texts into their brain needs to be proceeded. As the students

experience the transition stage from “learning to read” to “reading to learn”, it means that it is time for them to comprehend the new information they constantly confront in order to improve their knowledge and capabilities in their education (Chall, 1983). At the level of learning to read, students are required to be able to connect the new material with their previous knowledge, after that they are trained to build new understanding, and finally make the adaptation of their present conceptions and beliefs.

It is the responsibility of English teacher to guide students’ skills in reading comprehension by training them to use their prior knowledge or their existing knowledge base to get the insight or understanding of the new information from the texts they are reading. Encouraging students to ask questions related to the text they are learning before, during, and after reading is the activity that can situate students to *reading to learn* for integrating new material into their prior knowledge. Drawing inferences from the texts is an activity that can improve students’ critical thinking that can lead to deeper discussion and comprehension in reading activities. The other activities that can improve students’ transition from *learning to read* to *reading to learn* are monitoring comprehension, using fix up strategies when meaning breaks down, and determining what is important in the texts that need to be discussed in class. The activity of synthesizing information so as to create sensory image is a part of reading activities that can give much contribution to enhance students’ activeness in reading process.

2.2.5. PACA Reading Strategy

PACA stands for predicting and confirming activity. Active readers make predictions as they read a text. According to Irvin (1998, para 1), this strategy prompts students to make predictions and seek confirmation in the text. When a teacher introduces this strategy, have the students predict what they might learn from the text. Students should think about what they already know and record that information on the PACA organizer. Next, the students should read the text and confirm their predictions. If the prediction is confirmed, they should mark it with an (+); if the prediction is not confirmed, they should use a (-) sign. Students also record the text that supports their prediction.

Jennifer Klepper (2011) also stated that Prediction and Confirming Activity (PACA) reading strategy is a strategy where the teacher puts together a list of words that relate to an upcoming topic. In this activity, the students will be assigned to take a look at the list and make predictions about what is coming up. She further stated that PACA reading strategy is also effective to be applied in a science classroom. Teacher could put together a list and see if it would have the same effect as it would if you were making a list about a story or a culture. The list was used as a writing prompt to get students writing about the text being discussed. From the list, the students could use words to write some things they already know (p. 2).

Based on Beyer's Inquiry model (Irvin, 1998, para 2), PACA reading strategy, like most pre-reading strategies, uses student predictions to set a purpose for reading: this process is what most good readers do naturally. The activities of

PACA reading strategy will allow students to make predictions about a topic, based on some initial information provided by the teacher, even if they have little prior knowledge. In the next activity, having given additional information, the students can revise their predictions and pose them as questions for further reading.

2.3 Theoretical Framework

There are many reading strategies that can be applied to improve students' reading comprehension. Some of those reading strategies are: KWHL (What I know, What I want to find out, How I will learn, What I learn) reading strategy; DRTA (Directed Reading/Thinking Activity) Prediction Log reading strategy; Using Graphic Organizers reading strategy; Prefix and Suffix Web reading strategy; and PACA (Predicting and Confirming Activity) reading strategy

K-W-L, as stated by Ogle (1986) is a reading strategy to develop students' reading comprehension by activating their background knowledge. The next step in this reading strategy is the recorded information in the K column of a K-W-L chart. The purpose of the K-W-L strategy provides some goals such as eliciting students' background knowledge that is later connected to the topic of the text, setting a purpose for reading, and helping students to keep track of their comprehension.

On the other hand, the Directed Reading Thinking Activity (DRTA) is a reading strategy that give guidance to students on how to ask questions about a text, make predictions, and then read to confirm or refute their predictions. The

DRTA process will give encouragement to students so that they will become active and thoughtful readers, enhancing their comprehension. AdLit.org. (2008).

Graphic Organizers reading strategy is a reading strategy that shows concepts and interrelation between concepts from a text by the use of text, illustrations, and/or diagrams. Maps, webs, graphs, charts are the examples of graphic organizers that have its own unique purpose. The other examples of the main graphic organizers that can be used to motivate students' motivation in reading activities are Venn Diagrams, story maps, and KWL charts. (Adler, C., 2015). English teachers' use of Graphic Organizers in reading activities is so beneficial that it can help students to focus on text structure when they are reading learning materials. Graphic organizers will give guidance to students about the relationships in a text and assist students on how to write summaries of the text in an systematized way.

Prefix and Suffix Web reading strategy is another kind of reading strategy that help students on how to make correlation of root words and how to overcome the students' difficulties of decoding. <http://grammar.about.com/od/words/a/comsuffixes.htm>. Futhermore, Prefix and Suffix Web reading strategy is a strategy that can help students to be more proficient readers by giving facility to students on how to decode text in learnind parts of words . The decoding strategies in learning parts of words of prefixes and suffixes so that they will be able to decode unknown multi-syllabic words easily. Prefix and Suffix Web reading strategy is a learning strategy that make the use of explicit instruction such as explanation, modeling, guided practice, and

independent practice to teach Prefix and Suffix Web reading strategy to students (Harris, et. al., 2011).

PACA (Predicting and Confirming Activity) reading strategy is a reading strategy that gives students chances to experience the activities of their pre-reading skills by hypothesizing about what they are about to read. Teacher initiates the activity by asking a general question about the content of the text. Teacher then provides initial information about the text, such as content-specific vocabulary terms. Students work in small groups to answer the first question again, this time with the aid of the new terms before them. Next, whole class and teacher write predictions about the text. Teacher presents more new information, and students and teacher work together to revise or modify the previous prediction statements. Students then read the text, either individually or in small groups, and make necessary revisions to their predictions. PACA is an excellent pre-reading activity that helps prepare students for a topic that requires a lot of background information. It is helpful for vocabulary and concept building, and develops an integral strategy that every strong reader employs. Most importantly, PACA aids students in using predictions to guide their reading and give it purpose. There are three steps that the students should do in the implementation of PACA strategy. Those steps are as follow:

Step 1 Predict what you will read.

Predictions

The person who is against Teenage life-better now will write that they were more qualified in the past.	<input type="checkbox"/>
	<input type="checkbox"/>

Support

Step 2. Read and confirm your predictions.

Predictions

The person who is against teenage life-better now will write that they were more qualified in the past.	√

Support

Step 3. Support your predictions

Predictions

The person who is against teenage life-better now will write that they were more qualified in the past.	√

Support

Teenage-in the past was much more polite and could yield lots of achievement

From the five reading strategies, PACA reading strategy is used in the current study to improve some problems of reading among the eighth grade

students in SMP IT Al Fikri Semarang who have difficulties to elaborate the activities of discussion and comprehension, and to clarify the information in the reading text both in oral or written ways because this strategy is assumed to be able to provide more opportunities for students to find out the information before they read through the activities of predicting and confirming that can give them motivation and creativity in learning English especially in reading.

This research focuses on improving students' activeness in discussion and comprehension through the activities of predicting and confirming in which they will be trained how to intergrate their previous knowledge to the existing ones to get the new information from the texts they are leaning meaningful to them. Through the implementation of PACA reading strategy, the students can be helped to improve their ability in discussion and comprehension conveyed both in oral and written ways. Moreover, this strategy can give the insight to the English teachers to be more active to teach reading comprehension to the students with various reading strategies so as to make the process of teaching learning more active and alive.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents method of investigation which is divided into five subjections: research design, subject of the research, instruments of the study, method of data collection and technique of analysing data.

3.1 Research Design

In conducting the research, the researcher used experimental research design. According to Ary et, al, (2002), experimental research is the general plans for undergoing a study with an active independent variable.

In this research, the researcher used quasi experimental research design. There are two main categories of quasi experimental design. They are post-test only, and pre-test post-test group design. The researcher made the use of the experimental and control group, administer a pre-test to both groups, conducted treatment activities with the experimental group only, and administered a post-test to assess the differences between the two groups.

In this study, the researcher uses quasi-experimental study using pretest-posttest, control design. The design of the research as follows:

	Experimental Class	Control Class
Pre-test	√	√
Treatment	√	X

Post-test

√

√

(Cohen, 2007: 134)

3.2 Subject of the Study

Selection of the data subjects is very important step in conducting research study.

There are two steps that could be discussable. The first determines the population and the second determines the sample.

3.2.1. Population

The population of a study defines as the whole of the subject of the study (Arikunto, 2006:130). The population used in this research is all individuals from the eighth grade students. The population of this study consists of 2 classes. The number of population was 26 students.

3.2.2. Sample

According to Arikunto (2006:131), the sample is a part of population researched. Related to this case, the researcher takes two classes of the **Eighth Grade Students of SMP IT Al Fikri Semarang** as the experiment class and control class.

3.2.3. Technique of Sampling

Ary et al (2006:167) stated that sampling is technique taking sample which give opportunity for every element or population member to be chosen as sample. In this study, the researcher used purposive sampling technique. The researcher used the eighth grade students of SMP IT Al Fikri Semarang students, Class 8 A as the experiment class and class 8 B as the control class. The population of the study is the eighth grade students of SMP IT Al Fikri Semarang, class 8 A and B.

3.3 Research Variable

There are two kinds of variables. There are independent variable (X) and the dependent variable (Y). Independent variable (X) is the teaching method. The variable X is the teaching method before using PACA (Predicting and Confirming Activity) Reading Strategy and after using PACA (Predicting and Confirming Activity) Reading Strategy.

Dependent variable (Y) is the students' ability in discussion and comprehension through PACA (predicting and confirming activity) reading strategy among the eighth grade students of SMP IT Al Fikri Semarang.

3.4 Instrument for Collecting Data

In a study, an instrument is needed to collect the data collection. A test as one of the instruments in simple term is a method of measuring a person's ability, knowledge, or performance in given domain (Brown: 2004:3). In this research the researcher will use test.

To collect the data, the researcher used reading test to measure the students' ability in discussion and comprehension through PACA (predicting and confirming activity) reading strategy. The researcher gave pre-test and post-test. The pre-test aimed at measuring the students' preliminary knowledge of reading skills and their achievement before using PACA (Predicting and Confirming Activity) Reading Strategy. The post-test aimed at finding out the data needed to evaluate the experiment. In this study, the material test is reading skills and activities which include:

a. Step 1 Predict what you will read

In this step, students will be assign to predict, preview the reading to see what it is about. Students look at the titles of the texts and write a prediction about the reason and against related to the title of the text.

b. Step 2 Read and confirm your prediction.

Students should keep their predictions close at hand when they read. First, when they read information that confirms prediction, make a check mark next to it. Second, when they find points in the texts they do not predict, write and draw a star next to each one. Finally cross out predictions that are wrong to avoid confusion.

c. Step 3 support your predictions

In this step, students will be assigned to look at what they write in the chart, make notes by each point to make sure it sticks in their mind. In this step, they will find supporting arguments for the points they write and for the main points the debaters make. Next, they should write that evidence in the support column of their chart.

3.4 Method of Collecting Data

In collecting the data, there were some steps or procedures taken by the research as followed:

1. Asking Permission

After getting the permission from the institute to do the research, the researcher asked permission to head master of SMP IT Al Fikri Semarang to do the research

about Improving Students' Ability in Discussion and Comprehension through PACA (Predicting and Confirming Activity) Reading Strategy among the Eighth Grade Students of SMP IT Al Fikri Semarang.

2. Collecting the data

In collecting data of the research, the researcher used two techniques as followed:

a. Library Research

In library research the researcher tried to find some information from book to get statement, ideas which have relation with the topic of this study, and could support this study.

b. Field Research

In this field research, the researcher applied two ways in collecting the data.

1) Test

Test is instrument which means to allow Students' Ability in Discussion and Comprehension through PACA (Predicting and Confirming Activity) Reading Strategy. It allows them to express their ideas to improve their discussion and comprehension.

2) The Steps of Teaching PACA (Predicting and Confirming Activity) Reading Strategy

The experiment in this research, the researcher has purpose to know the different effect of treatment between teaching before using PACA (Predicting and Confirming Activity) Reading Strategy and teaching after using PACA (Predicting and Confirming Activity) Reading Strategy.

3.5 Technique of Analysing Data

The technique of data analysis is an important in a research because the result of this research is taken from a data analysis. The researcher used pre-test and post-test to measure the differences of reading comprehension of the students taught by using PACA reading strategy and those taught without PACA reading strategy. After the researcher got the data in this research, he analyzed the data using t-test. T-test is used to see the difference of students' reading comprehension between those that are taught by using PACA reading strategy and those that are taught without using PACA reading strategy is significant or not. The procedure of collecting the data is as follows:

- a. Finding out the t-test is
 1. First of all, the researcher team makes a table for the group.

Experimental group					Control group				
No	Pre-test	Post-test	Residual	Square residual	No	Pre-test	Post-test	Residual	Square residual
	X ₁	X ₂	X	X ²		Y ₁	Y ₂	Y	Y ²

(Arikunto, 2006: 312)

2. Second the researcher calculates the result t

This technique is use to find out whether using PACA reading strategy is effective or not.

The following is the steps of using t- test:

- 1) The researcher calculates the mean of each group.

The researcher uses to formula as follow :

a) Control group

$$M_x = \frac{\sum x}{N}$$

b) Experimental group

$$M_y = \frac{\sum y}{N}$$

Where :

M_x = mean of control group

M_y = mean of experimental group

$\sum x$ = residual of control group

$\sum y$ = residual of experimental group

N = number of sample

b. Third The Sum of Squared Deviation Each Group

1) Control Group

$$\sum x^2 = x^2 - \left(\frac{\sum x}{N} \right)^2$$

2) Experimental group

$$\sum y^2 = y^2 - \left(\frac{\sum y}{N} \right)^2$$

Where :

$\sum x^2$ = the arithmetic standard deviation of control group

$\sum y^2$ = the arithmetic standard deviation of experimental group

x^2 = Residual score of control group

y^2 = Residual score of experimental group

N = number of the sample

- c. Fourth, the researcher applies all of the data results into t – test formula. That test formula is as follow :

$$t = \frac{M_Y - M_X}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{N_X + N_Y - 2}\right) \frac{1}{N_X} - \frac{1}{N_Y}}}$$

Where :

M_X = the mean of control group

M_Y = the mean of experiment group

N_X = number of sample of control group

N_Y = number of sample of experiment group

ΣX = the total of the square deviation of the control class

ΣY = the total of the square deviation of the experimental class

After finding the result with t -test, it is consulted to t_{tabel} to know whether the hypothesis accepted or not. If $t_{\text{counted}} > t_{\text{tabel}}$, so the hypothesis alternative (H_a) can be accepted. It means that the students who are taught using PACA reading strategy have better reading comprehension and able to undergo the discussion of the reading passage. While if $t_{\text{counted}} < t_{\text{tabel}}$, so the hypothesis is not accepted. It means that there is no a difference between the students' reading skills taught by using PACA reading strategy and without them.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the techniques of teaching reading skills using PACA reading strategy to improve students' ability in discussion and comprehension.

4.1. Research Finding

The researcher analyzed the data of the research, after getting the students' reading written test. The researcher gave score to students' reading comprehension.

The data were obtained from the result of students' reading test of two sample classes, namely class VIII A as experimental group and VIII B as control group, each of class consisted of 13 students of SMP IT Al Fikri Semarang. The experimental group was taught by using PACA reading strategy in developing reading comprehension skills and the control group was taught without reading activities of understanding reading texts or passages.

4.1.1. Students' Reading Skill Ability Taught without PACA Reading Strategy

Class VIII B as control group was given pre-test, conventional teaching and post-test. The pre-test was done on 4th December 2019. The result of pre-test is shown in appendix 5.

After giving the pre-test, the researcher gave conventional teaching to the students. The conventional teaching was given to the class which was being taught reading comprehension in understanding reading texts without using PACA reading strategy. It was conducted on 4th December 2019.

After giving conventional teaching, the researcher gave the students post-test. The post-test was conducted on 7th December 2019. The result of post-test is shown on appendix 3.

After getting the result score of pre-test and post-test, the researcher calculated the mean score of control group as follows :

The mean score of the pre-test :

$$M_{x2} = \frac{\Sigma X_2}{X_2} = \frac{790}{13} = 60.8$$

From the result above, the mean score of the students' reading skill of control group in pre-test was 60.8. Based on the level of achievement, it belongs to the interval below 60. The criterion of the interval was failing.

The mean score of post test :

$$M_{y2} = \frac{\Sigma Y_2}{Y_2} = \frac{852}{13} = 65.5$$

From the result above, the mean score of the students' reading skill of control group in post-test was 65.5. Based on the level of achievement, it belongs to the interval 60-69. The criterion of the interval was inadequate/ unsatisfactory.

According to the mean of pre-test and post-test above, it is found that the total number of control group was 13 students with mean of pre-test is 60.8 and the mean of post-test is 65.5. It means that the students of the control

group that were taught without PACA reading strategy had improvement of 4.7 (65.5 – 60.8) but it is not as good as in the experimental group.

4.1.2. The Students' Reading Skill Ability Taught with PACA Reading Strategy

Class VII A as experimental group was given pre-test, treatment and post-test. The pre-test was conducted on December 2nd 2019. The result of pre-test is shown in appendices, appendix 1.

After giving a pre-test, the researcher gave a treatment. It was conducted on 2nd -4th December 2019. The class consisted of 13 students. The students were taught reading skills to develop their discussion and comprehension by using PACA reading strategy.

After giving the treatment, the researcher gave post-test to the students. The post-test was done after pre-test and treatments. The post-test of experimental group was conducted on 6th December 2019. The purpose of the test was to know the students' reading skill in reading passages after being taught using PACA reading strategy. The result of post-test is shown on appendix 2.

After getting the result score of pre-test and post-test, the researcher calculated the mean score of experimental group as follows :

The mean score of the pre-test :

$$M_{x1} = \frac{\Sigma X_1}{N_1} = \frac{872}{13} = 67.1$$

From the result above, the mean score of the students' reading skill of experimental group in pre-test was 67.1. Based on the level of achievement, it

belongs to the interval 60-69. The criterion of the interval was inadequate/unsatisfactory.

The mean score of post test :

$$M_{y_1} = \frac{\Sigma Y_1}{Y_1} = \frac{948}{13} = 72.9$$

From the result above, the mean score of the students' reading skill of experimental group in post-test was 72.9. Based on the level of achievement, it belongs to the interval 70-79. The criterion of the interval was good.

According to the mean of pre-test and post test above, it is found out that the total number of experimental group was 13 students with the mean of pre-test is 67.1 and the mean of post-test is 72.9. It means that the students of the experimental group that was taught by using PACA reading strategy to improve students' discussion and comprehension of reading passages had an improvement of 5.8 (67.1 – 72.9).

4.1.3 The Difference of Students' Reading Skill in Discussion and Comprehension taught by Using PACA reading strategy and taught without Using PACA reading strategy

After getting the data, it can be seen that the mean of the post-test of experimental group and control group had a significant difference. The mean score of experimental group was 72.9 and the mean of control group was 65.5. It means that the mean score of the experimental group is higher than the mean of control group. The increasing of the mean of the post test between experimental group and the control group was. It can be calculated from $72.9-65.5= 7.4$.

In addition, the improvement of the mean of the experiment group was 7.4. It can be calculated from $M_{y1} - M_{x1} = 72.9 - 65.5 = 7.4$. The improvement of the mean of the control group was 7.4. It can be calculated from $M_{y2} - M_{x2} = 72.9 - 65.5 = 7.4$.

The analysis of The T-test

In this section, the result of post-test is elaborated to know whether PACA reading strategy can improve students' reading skill in discussion and comprehension of reading texts. The result of post-test of experimental group and control group are used to analyze t-test formula on appendix 5.

Before the researcher computed the t-test, the researcher calculated the mean of each group with the formula which is proposed by Sudijono (2008). There are some steps to compute the-test :

- a. First of all, the researcher computed the mean score of experimental group and the mean of control group.
- b. The computation of the mean score of experimental group was calculated as follows:

$$M_1 = \frac{\sum X_1}{X_1} = \frac{948}{13} = 72.9$$

- c. The computation of the mean score of control group was calculated as follows:

$$M_2 = \frac{\sum X_2}{X_2} = \frac{852}{13} = 65.5$$

- d. The researcher calculated the score of deviation of experimental and control group. After getting the score of deviation of experimental and

control group, then squaring the score deviation of x_1 and x_2 . (see the appendix 7)

- e. After getting the result of the mean and deviation, the researcher computed the t-test. The value of t-test is to know whether there is any significant difference between the students' reading skill in discussion and comprehension of reading texts taught by using PACA reading strategy and taught without PACA reading strategy. The null hypothesis (H_0) is stated that there is no any significant difference between the students who are taught by using PACA reading strategy and those taught without PACA reading strategy. The alternative hypothesis (H_a) is stated that there is any significant difference between the students who are taught by using PACA reading strategy task and those taught without using PACA reading strategy. If the sigma (2-tailed) > 0.05 , it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.
- f. The t-test can be calculated as follows:

$$t = \frac{M_y - M_x}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \frac{1}{N_x} + \frac{1}{N_y}}}$$

$$t = \frac{72,923 - 65,538}{\sqrt{\left(\frac{1252 + 506}{13 + 13 - 2}\right) \frac{1}{13} + \frac{1}{13}}}$$

$$t = \frac{7,384}{\sqrt{\left(\frac{1758}{24}\right) 0,076 + 0,076}}$$

$$= \frac{7,384}{\sqrt{(73,25)0,1538}}$$

$$= \frac{7,384}{\sqrt{11,26923}}$$

$$= \frac{7,384}{3,356}$$

$$= 2,199$$

$$df = (N_1 + N_2 - 2)$$

$$= (13 + 13 - 2) = 24$$

$$t_{table} = 1,71$$

After finding out t-test, the researcher used t-table to compare the t-test. From the data above, t value of t-test is 2.199 with $df = 24$ and the value of t-table is 1,71 at the level 0.05. If the sigma (2-tailed) > 0.05 , it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on the table above, it shows that t_t (t_0 0.05 or 5%) is 1,71 and t_t (t_0 0.01 or 1%) is 2.00; it means that $1.71 < 2.199 > 1,71$, so the null hypothesis (H_0) is rejected and the (H_a) is accepted. It means that there is any significant difference between the students who are taught by using PACA reading strategies and those taught without PACA reading strategy.

The t-value of the t-test is higher than the value of the t-table (t_0 $2.199 > t_t$ 1,71). It means that PACA reading strategy have positive effect for improving students' reading skill in discussion and comprehension of reading texts. Besides that, the result of the mean of post-test of

experimental group is higher than the mean of post-test of control group ($M_1 = 72.9 > M_2 = 65.5$). It can be concluded that there is significant improvement difference between the students who are taught by using PACA reading strategy and those taught without using PACA reading strategy. The difference is 7.4 ($72.9 - 65.5$).

4.2. Discussion

The research finding done by Lismayanti (2014) shows that KWL strategy was successful to improve the achievement of students' reading comprehension as indicated by the result of the Stepwise Regression formula in which it is found out that the effect of KWL strategy implementation on students' comprehension in reading achievement was 70.5%. The similarity of her study with my research is that both of the researches use a reading strategy that is aimed to enhance students' reading skills including reading comprehension in which her findings will support my study theoretically. And the difference of her study from my research is that she used KWL strategy and I use PACA reading strategy. My research results show that the implementation of PACA reading strategy is able to improve Junior High School students' discussion and comprehension in reading texts or passages.

Based on the research results done by Nainggolan (2018), it is found out that the concept of teaching conducted by the teachers are misperceived from those stated in 2013 curriculum related to the effectiveness of teaching reading in classroom practice, because of that the five ways of teaching reading are

suggested to be conducted to improve students' reading comprehension. The similarity of her study with this research is that she describes the importance of teaching reading to be implemented in the process of English language instruction in which her research results will support my study theoretically. And the difference of her study from my research is that she describes the importance of teachers' teaching reading, meanwhile in my research shows that the implementation of PACA reading strategy is effective to improve students' reading skills and comprehension in Junior High School, especially for the eighth grade students.

From the result of the study done by Ambarini et. al. (2018), it is found out that the students in the experimental class taught by using the technique of PACA reading strategy had better achievement than the students in the control group taught without using PACA reading strategy. The similarity of their study with my research is that both of the researches use the same PACA reading strategy that is reading strategy to improve students' reading skills and comprehension in which her findings will support my study theoretically. And the difference of her study from my research is that their findings are able to prove about the effectiveness of PACA reading strategy is implemented in University level, meanwhile and my research results show that the use of PACA reading strategy in reading activities is effective to upgrade students' reading comprehension and skills in junior high school level.

Based on the data calculation, the result of the research done by Rini et.al. (2014) showed that the mean score of pre-test was 5.63 and post-test was 7.77. It

was found that there was significant difference of students mean score in reading comprehension on report text between pre-test and post-test after they were given the treatment. It means that the 3-2-1 strategy can be applied in reading learning process to increase the students' skills of reading texts. The similarity of their study with my research is that both of the researches use a reading strategy to improve students' reading skills and comprehension in which their findings will support my study theoretically. And the difference of their study from my research is that their research results show that the use of 3-2-1 strategy in reading comprehension is effective to improve students' involvement in reading activities actively and the results of my study proves that the use PACA reading strategy is effective to improve students' reading skills in SMP IT AL Fikri Semarang.

From the results of research done by Swardiana (2014), it is found out that Directed Reading-Thinking Activity were able to advance the students' competence in reading comprehension. After the implementation of DRTA reading strategy, students' abilities to determine the main idea of the paragraph, find the purpose of the text, determine the detail information, infer and grasp meaning of words, and determine references show great improvement. The data also show that students' motivation such as task orientation, need for achievement, aspirations, goal orientation, and perseverance has improvement after the implementation of DRTA reading strategy. The similarity of her study with my research is that both of our research use a reading strategy to refine students' reading skills and comprehension in which her findings will support my

study theoretically. And the difference of her study from my research is that her research results show that the use of Directed Reading Thinking Activity strategy is effective to improve students' reading skills and my research findings show that it is effective enough to use PACA reading strategy in improving students' reading comprehension among Junior High School students.

The research aimed at knowing whether PACA reading strategy can improve the students' reading skill in discussion and comprehension of reading texts and also to know whether there is any significant difference between the students who are taught by using PACA reading strategy and those taught without using PACA reading strategy . After getting the result of the data collection, the researcher discussed the implication of the research. The discussion in this case, deals with the research problems which discussed details as the following:

4.2.1. Students' Reading Skill in Descriptive Text taught by Using PACA reading strategy

First activities in experimental group was doing pre-test which was conducted on 2nd -7th December 2019. The pre-test was conducted before treatment. As experimental group, the treatment was taught reading skills to improve discussion and comprehension of reading texts using PACA reading strategy . From the result of pre-test, it shows that students faced many difficulties in reading test of discussion and comprehension of

reading texts because the pre-test was reading text followed by reading activities without PACA reading strategy.

In the first, students could not write with the good idea of how to develop their reading comprehension. They can not deliver the message on how to answer the question in reading activities. Sometimes, the students only write without understanding with their grammar, punctuation. The teacher should be ready to supply information and language to improve the students' reading comprehension. The teacher needs to tell students about the good idea how to comprehend their understanding of a text.

Then, the researcher did the first treatment of experimental group in class VII A and it was conducted on 2nd December 2019. The students were given PACA reading strategy technique in discussion and comprehension of reading text to improve students' reading skill. In this way, the students could write their own prediction and confirm of what the text is going to talk about. PACA reading strategy is a good strategy to review material that they covered during the last class period that they would be building on during the current course.

The main idea behind PACA reading strategy is to motivate students and encourage students' participation to write the students' comprehension through predicting and confirming activities. The first step in PACA reading strategy is preparation class. The researcher divided the students into groups. Each group consisted of two students. The researcher explained the material and students work with their group. The researcher

explained about the steps of PACA reading strategy aimed to improve their reading skills. The second treatment was conducted on 3rd December 2019. The students were accustomed to share their feelings, ideas and opinions in their own words based on PACA reading strategy . In this section, the students felt joyful when they were learning with their group. They learned to share the information about the activities of PACA reading strategy, discussed worksheet given, and they also helped each other when they had difficulties in within the activities of PACA reading strategy. Thus, the students felt easier in reading descriptive text. The third treatment was conducted on 4th December 2019. The researcher gave the picture of reading text using PACA reading strategy in each group, but they had to write based on the material was chosen by the teacher. And then, they had to write the step activities of PACA reading strategy based on the material given.

After the students of experimental group finished the treatment, they were motivated to do their best. Then, they did the post-test. The researcher asked the students to do the pre-test after getting more understanding and knowledge by using PACA reading strategy. It shows that the students felt easier doing the post test than pre-test although, there were some students who still faced difficulties.

The result of the post-test was higher than pre-test although there were some students who got bad scores or same scores. It was caused that PACA reading strategy helped the students to improve their reading skill

in discussion and comprehension of reading texts. In every activity in the treatments, they learnt together and if they had some difficulties to write with the new vocabulary, the other students helped and gave information about the new vocabulary so that they did not feel difficult to learn and practice it in developing their reading skills and understanding reading passages. The students did not feel bored, but they felt interested in the classroom atmosphere that was made by the researcher and the teacher using PACA reading strategy. They also can share their ideas, opinions and express their feeling in the activities of PACA reading strategy. Thus, they give their ideas in discussion and comprehension of reading text. It helped them before they understand reading comprehension.

Based on the data above, the researcher calculated the mean of pre-test and post-test of experimental group. It is found that the total number of experimental group was 13 students with the mean of pre-test is 67.1 and the mean of post-test is 72.9. It means that the students of the experimental group that were taught by PACA reading strategy had an improvement of 5.8 (72.9-67.1). In addition, the results of the mean of post-test of experimental group is higher than the mean of post-test of control group 4.7 ($M_1 = 65.5 > M_2 = 60.8$). Therefore, it could be concluded that the implementation of PACA reading strategy in improving students' reading comprehension skills is very effective. In other words, the implementation of PACA reading strategy improves the students' reading skill in discussion and comprehension of reading texts.

4.2.2. Students' Reading Skill in Discussion and Comprehension taught without Using PACA reading strategy

In control group, pre-test was conducted on 3rd December 2019. After getting pre-test, the control group was given conventional teaching without taught using PACA reading strategy. Students experienced teaching learning process with usual method. The researcher used a conventional technique. They did not get treatment. After they were explained the material about reading text, they did post-test.

In the first meeting, the researcher gave the pre-test. The students faced same like experimental group. They faced many difficulties in doing their reading test. In second meeting, the researcher explained the material. The researcher explains about reading activities. In the third meeting, the researcher explained the example of reading text. The last meeting, the students did the post test.

Based on the result of pre-test and post-test, the students in control group also made an improvement on their reading skill, but it was not as good as in experimental group. It is found out that the total number of control group was 13 students with the mean of pre-test is 60.8 and the mean of post-test is 65.5. It means that the students of the control group that were taught without using PACA reading strategy had an improvement 4.7 (65.5-60.8), but it is not as good as in experimental group. It was because the students did not get the material of reading text using PACA reading strategy.

It can be seen on the result of the mean of post-test of control group is lower than of post-test of experimental group ($M_2 = 65.5 < M_1 = 72.9$). It can be concluded that there were an improvement on their reading descriptive text but it is not as good as in experimental group.

4.2.3. Significant Difference between the Students who were taught by Using PACA reading strategy and those taught without PACA reading strategy

The students' reading skill in discussion and comprehension of reading text taught by using PACA reading strategy was different from the students' reading skill in discussion and comprehension of reading text taught without using PACA reading strategy. It can be seen from the post-test scores of both classes. The following chart shows the significant difference between the mean score of post-test of experimental group and control group:

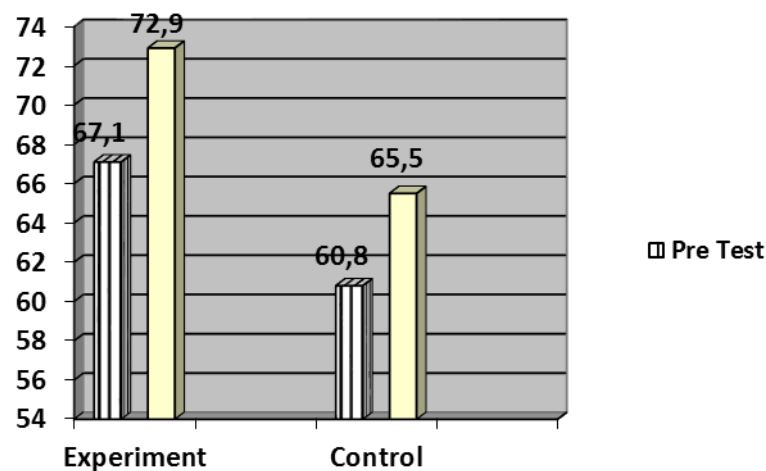


Figure 4.1 The Significant Difference between Mean Score of Post-test of Experimental Group and Control Group

The mean score of post-test results of the experimental and control group were: experimental group 72.9; control group 65.5.

According to the result of t-test from the post-test of both classes, the value of t-test is 2.199 with $df = 24$ and the value of t-table is 1,71 at the level 0.05. If the sigma (2-tailed) > 0.05 , it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on the result, it shows that $1,71 < 2.199 < 1,71$ so the null hypothesis (H_0) is rejected and the (H_a) is accepted. It means that there is any significant difference between the students who are taught by using PACA reading strategy and those taught without using PACA reading strategy. The t-value of the t-test is higher than the value of t-table ($t_0 2.199 > t_t 1,71$). It shows that teaching reading skills using PACA reading strategy have positive effect to improve students discussion and comprehension of

reading texts. Beside that, the result of the mean of post-test of experimental group is higher than the mean of post-test of control group ($M_1 = 72.9 > M_2 = 65.5$). It means that there is any significant improvement difference between the students who are taught by using PACA reading strategy and those who are taught without using PACA reading strategy. In addition, the PACA reading strategy improved students' reading skill in discussion and comprehension text of the eighth grade students of SMP IT Al Fikri Semarang. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

From the computation data on the previous chapter, the researcher can conclude the result of the study as follows:

1. The students of SMP IT Al Fikri Semarang taught by using PACA reading strategy in discussion and comprehension of reading texts shows a significant improvement in their reading skills. They have better reading comprehension after they had the activities of PACA reading strategy.
2. The students of SMP IT Al Fikri Semarang taught without using PACA reading strategy in discussion and comprehension of text shows lower achievement. They find difficulties in comprehending their reading texts. Furthermore, they are lack of motivation in participating in reading activities.
3. The students' ability of the eighth grade students of SMP IT Al Fikri Semarang after being taught using PACA reading strategy were improved significantly especially in writing descriptive text. PACA reading strategy in discussion and comprehension of reading texts or passages made the students joyful and happy to learn English. In addition, the students eight grade students of of SMP IT Al Fikri Semarang were taught by using PACA reading strategy and those taught without using PACA reading strategy has any significant difference. It

4. can be seen in data analysis. Based on the data, the researcher concluded that there was significant difference to improve the students' reading skill in discussion and comprehension of reading texts or passages using PACA reading strategy.

5.2. Suggestions

Based on the result of the research, it positively indicates that there is positive effect in using PACA reading strategy to improve students' reading skill in discussion and comprehension of reading texts or passages. Some possible suggestions are proposed to be considered in teaching learning English as follows :

1. For the students
 - a. By using PACA reading strategy, the students can enrich new vocabulary and they can practice reading comprehension in reading activities directly.
 - b. The students have to practice their English with their friends to develop their discussion and comprehension of reading texts or passages and also their ability to read and write in English during the process of reading passages.
 - c. The students should learn grammar from the book or from other sources to support their knowledge.
2. For the teacher
 - a. In teaching, the teacher needs to improve the way of teaching. PACA reading strategy task also can become one way to make students

more active. Practicing is important, so the teacher have to make the students practice and practice especially in writing text.

- b. English teacher should be creative in selecting the appropriate technique, so it makes students interesting in learning English. One of those techniques is PACA reading strategy to be implemented in reading activities so as to improve students' reading skills especially reading comprehension.

3. For the readers

- a. The readers who read this research should know that learning reading is not difficult and boring. It is according to the ways how the teacher teaches reading and also the readers willingness to develop the capability of finding the content of reading texts or passages to be used as the materials for discussion and comprehension activities during the process of teaching learning.

4. For the next researchers

- a. It is hoped that this research will give inspiration to the next researchers to undergo deep study on improving students' reading skills by using more than one experimental class as investigated in this study. Further research that will investigate more than one reading is expected. For example, a research design that will uses three experimental classes undergoing three reading strategies i.e. DRTA, KHWL, and PACA reading strategies so that it will give more insights to English teachers

on how effective reading strategies are implemented to improve students' reading comprehension.

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APPENDIX 1

PRE TEST SCORE

Experimental Class

With PACA

No	Name	Score
1	Aditya	64
2	Agung Nur Rahman	79
3	Ahmad Khabib Baihaqi	74
4	Ahmad Miftahul Huda	69
5	Dian K	64
6	Hepi Septia	63
7	M. Basori	50
8	M.Abdurrohman Faiz	55
9	M.Iskandar	52
10	Mu Arif	68
11	Riki Stevaro' Aprilianto	78
12	Saidah	78
13	Ulul Arham	78

Sum 872

Mean 67,07692308

APPENDIX 2

POST TEST SCORE

Experimental Class

With PACA

No	Name	Score
1	Aditya	71
2	Agung Nur Rahman	84
3	Ahmad Khabib Baihaqi	79
4	Ahmad Miftahul Huda	74
5	Dian K	71
6	Hepi Septia	71
7	M. Basori	71
8	M.Abdurrohman Faiz	62
9	M.Iskandar	62
10	Mu Arif	82
11	Riki Stevaro' Aprilianto	66
12	Saidah	71
13	Ulul Arham	84
	Sum	948
	Mean	72,92308

APPENDIX 3

POST TEST SCORE

Control Class

No	Name	Score
1	Agung Efendi	54
2	Aldo P.	71
3	Delima Kh.	74
4	Kurniawan D.	64
5	Latifa Nur	66
6	M. Faiz	66
7	M. Zikri	64
8	M.Dhimas Zacky	56
9	Nilta Asyikatun	67
10	Panji Maulana Akbar	66
11	Rizqi Maulana	65
12	Siti Nuraini	72
13	Sultan Syah	67
	Sum	852
	Mean	65,53846

APPENDIX 4

PRE TEST SCORE

Control Class

No	Name	Score
1	Agung Efendi	49
2	Aldo P.	68
3	Delima Kh.	64
4	Kurniawan D.	68
5	Latifa Nur	54
6	M. Faiz	62
7	M. Zikri	61
8	M.Dhimas Zacky	53
9	Nilta Asyikatun	62
10	Panji Maulana Akbar	62
11	Rizqi Maulana	55
12	Siti Nuraini	66
13	Sultan Syah	66
	Sum	790
	Mean	60,76923

APPENDIX 5

T – Test

No	Pre	Post	Y	Y ²	No.	Pre	Post	X	X ²
1	49	54	5	25	1	64	71	7	49
2	68	71	3	9	2	79	84	5	25
3	64	74	10	100	3	74	79	5	25
4	68	64	-4	16	4	69	74	5	25
5	54	66	12	144	5	64	71	7	49
6	62	66	4	16	6	63	71	8	64
7	61	64	3	9	7	50	71	21	441
8	53	56	3	9	8	55	62	7	49
9	62	67	5	25	9	52	62	10	100
10	62	66	4	16	10	68	82	14	196
11	55	65	10	100	11	78	66	-12	144
12	66	72	6	36	12	78	71	-7	49
13	66	67	1	1	13	78	84	6	36
SUM	790	852	62	506		872	948	76	1252
MEAN	60,8	65,5	4,77	38,9		67,1	72,9	5,85	96,3

a. The t-test can be calculated as follows:

$$t = \frac{M_y - M_x}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \frac{1}{N_x} + \frac{1}{N_y}}}$$

$$t = \frac{72,923 - 65,538}{\sqrt{\left(\frac{1252 + 506}{13 + 13 - 2}\right) \frac{1}{13} + \frac{1}{13}}}$$

$$t = \frac{7,384}{\sqrt{\left(\frac{1758}{24}\right) 0,076 + 0,076}}$$

$$= \frac{7,384}{\sqrt{(73,25) 0,1538}}$$

$$= \frac{7,384}{\sqrt{11,26923}}$$

$$= \frac{7,384}{3,356}$$

$$= 2,199$$

$$df = (N_1 + N_2 - 2)$$

$$= (13 + 13 - 2) = 24$$

$$t_{table} = 1,71$$

$$t_{value} > t_{table} = 2,199 > 1,71. \text{ (Significant)}$$

LESSON PLAN

CLASS/ SEMESTER	8/1	DATE	
UNIT	Unit 4 / Hobby	DURATION	2x40'
Competence Standard/ Topic	Reading / Staffordshire Hoard		
Basic Competence/ Sub Topic	Reading Skills		
Indicators	<p>Students write a prediction about what the reason for and against The Staffordshire Hoard or the hobby of looking for treasure might be</p> <p>Students read and confirm their predictions, write them and draw a star next to each one, and cross out predictions that are wrong to avoid confusion</p> <p>Students support their prediction and write the evidence in the support column of their chart</p>		
Objectives	<p>Students will be able to write a prediction about what the reason for and against The Staffordshire Hoard or the hobby of looking for treasure might be</p> <p>Students will be able to read and confirm their predictions, write them and draw a star next to each one, and cross out predictions that are wrong to avoid confusion</p> <p>Students will be able to support their prediction and write the evidence in the support column of their chart</p>		
Guidance/ Character Building	<i>Independent, cooperation, integrity</i>		

Learning Method/ Technique: Reading & Assessment
Meeting 1 (2 x 40 minutes)

ACTIVITIES	METHOD	DURATION
Pre-activities/ Warm up	Greeting, class conditioning, taking attendance	10 minutes
Main Activities	Students listen to teacher's explanation about the activities that are going to do (the implementation of PACA) how to write a prediction about what the reason for and against The Staffordshire Hoard or the hobby of looking for treasure might be. Students read and confirm their predictions, write them and draw a star next to each one, and cross out predictions that are wrong to avoid confusion. Students support their prediction and write the evidence in the support column of their chart.	20 minutes
Closing/Homework	Students submit the results of PACA exercises to the teacher Students conclude the lesson learnt Students get an assignment from teacher	10 minutes

Subject teacher

Principal

(Nella Rachmanda ,S.Pd)

(Muhammad Mustolih, S.Pd.)

LESSON PLAN

CLASS/ SEMESTER	8/1	DATE	
UNIT	Unit 5 / School	DURATION	2x40'
Competence Standard/ Topic	Reading / Home Schooling is Cool!		
Basic Competence/ Sub Topic	Reading Skills		
Indicators	<p>Students write a prediction about what the reason for and against <i>Home Schooling is Cool</i> might be.</p> <p>Students read and confirm their predictions, write them and draw a star next to each one, and cross out predictions that are wrong to avoid confusion.</p> <p>Students support their prediction and write the evidence in the support column of their chart.</p>		
Objectives	<p>Students will be able to write a prediction about what the reason for and against <i>Home Schooling is Cool</i> might be.</p> <p>Students will be able to read and confirm their predictions, write them and draw a star next to each one, and cross out predictions that are wrong to avoid confusion</p> <p>Students will be able to support their prediction and write the evidence in the support column of their chart</p>		
Guidance/ Character Building	<i>Independent, cooperation, integrity</i>		

Learning Method/ Technique: Reading & Assessment
Meeting 1 (2 x 40 minutes)

ACTIVITIES	METHOD	DURATION
Pre-activities/ Warm up	Greeting, class conditioning, taking attendance	10 minutes
Main Activities	<p>Students listen to teacher's explanation about the activities that are going to do (the implementation of PACA) how to write a prediction about what the reason for and against <i>Home Schooling is Cool</i> might be.</p> <p>Students read and confirm their predictions, write them and draw a star next to each one, and cross out predictions that are wrong to avoid confusion.</p> <p>Students support their prediction and write the evidence in the support column of their chart.</p>	20 minutes
Closing/Homework	<p>Students submit the results of PACA exercises to the teacher</p> <p>Students conclude the lesson learnt</p> <p>Students get an assignment from teacher</p>	10 minutes

Subject teacher

(Dyaris Oktavia, S.Pd.)

Principal

(Muhammad Mustolih, S.Pd.)

PRE TEST

The natural world

The world is changing

Vocabulary and Reading

1. Which of these things can you see in the picture?

Name one or more examples of each.

desert	forest	hill	island	lake
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mountain	river	sea	valley	volcano
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2. Discuss these questions with your partner. Then read the article and check your ideas.

1. How old is the Earth ?
2. What changes are happening on Earth at the moment?

THE EARTH :

A changing planet

Scientists believe the Earth is 4.6 billion years old. However, the mountains, valleys, rivers, deserts and forests we see today are much younger than that. For example, Mount Everest is about 60 million years old and the Amazon Rainforest is only 10 million years old. The youngest sea in the world is the Baltic Sea, about 15,000 years old.

The Earth is always changing because of volcanoes, earthquakes and, of course, wind and rain. Some of these changes are very slow and others are quick. Water and ice can make very big changes to the planet. For example, glaciers (rivers of ice) can cut through mountains and make deep valleys.

It's normal for our planet to change. But at the moment scientists think it's changing faster than usual. They don't understand everything that is happening but they know that temperatures are rising. The weather is getting better in some places and drier in others, and there are more big storms.

However, these changes are not bad for everyone. Because the Arctic is getting warmer, some people in Greenland now own businesses that grow and sell vegetables. That wasn't possible 50 years ago. Farmers in Greenland like the warm weather and hope it will continue.

POST TEST

Vocabulary

- Are these words “instruments” or “types of music”?
Can you add any other words to each group?

Blues	classical	drum	folk	guitar
Jazz	keyboards	pop	rap	rock
Soul	trumpet	violen		

About you

- What kind of music do you like?
Do you play an instrument?
If not, which would you like to play?

Reading

- Look at the photos and the title of the article where are the people? What are they doing?
Read the texts. Which festival sounds the most fun?

Three great music festivals to go to this summer

Moon Fest

This is one of the biggest music festivals and one of the oldest. There are six stages with all kinds of music from dance to rock, pop, soul, and jazz. As well as music, there are theatre shows, and outdoor cinema and even circus classes. In one tent there are musical instruments that you can play and in another a silent disco. Everyone that comes has a great time.

Dynamics

Dynamics happens every year in a pretty town which is perfect for a summer holiday. It's near the sea. Between bands you can sail or windsurf, or just lie in the sun. Paul Jones started this

festival just five years ago, and says it's one of the best places to listen to new music. If you want big names, try one of the other festivals. He explains, "I want to introduce people to music that's a bit different."

Sounds

Sounds is a great place to see famous pop groups who don't usually play at summer festivals. It's in a beautiful park that has woods, lakes, and gardens. There's even a 15th century castle that's often in films and TV shows. The festival goes on for three days and there are fields where you can camp. When you want a break from the music, go down to the lake, and enjoy the lovely views.

4. Read the article again. For questions 1-7, choose A, B, or C.

Example:

Where can you see a building that's several hundred years old?

A. Mood Fest B. Dynamics C. Sounds

1. where can you make music yourself?
A. Mood Fest B. Dynamics C. Sounds
2. Where can you hear music that most people don't know about?
A. Mood Fest B. Dynamics C. Sounds
3. Which festival has a place that shows films?
A. Mood Fest B. Dynamics C. Sounds
4. Which festival should you choose if you enjoy water sports?
A. Mood Fest B. Dynamics C. Sounds
5. Which festival has a place that you can put your tent in?
A. Mood Fest B. Dynamics C. Sounds
6. Which festival is good for people that like different types of music?
A. Mood Fest B. Dynamics C. Sounds
7. Which festival has well-known bands that you can't see at other festivals?
A. Mood Fest B. Dynamics C. Sounds

TREATMENT 1

Step 1 Predict what you will read.

The hobby of looking for treasure can be exciting or can be not. What do they think about them? Do they know what is the advantage of having that hobby? If you find The Staffordshire Hoard treasure, what will you do? How would you feel? What will the Staffordshire Hoard treasure be about? Maybe you would give it to the government of you will keep it for yourself.

Write a prediction about what the reason for and against The Staffordshire Hoard or the hobby of looking for treasure might be.

Predictions	Support
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The person who is not against the hobby of looking for treasure will write that hobby does give any advantages and it does only waste of time.</p> </div> <div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 150px;"></div>	<div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 150px;"></div>

Step 2. Read and confirm your predictions.

Keep your predictions close at hand when you read. First, when you see information that confirms one prediction, made a check mark next to it. Second, when you find points in the writing you did not predict, write them and draw a star next to each one. Finally, cross out predictions that are wrong to avoid confusion.

Predictions	Support
<p>The person who is not against the hobby of looking for treasure will write that hobby does give any advantages and it does only waste of time. ✓</p>	

The Staffordshire Hoard

Terry Herbert's hobby was looking for treasure, especially gold. He looked for eighteen years and found nothing important. Then one day he did! Over five days, Terry found hundreds of pieces of gold and silver treasure in a square green field not far from his house.

The field belonged to a farmer called Fred Johnson. Fred and Terry couldn't keep this national treasure, but they received a lot of money for finding it. They shared more than three million pounds! The farmer built a new house with his half of the money.

The treasure is called the Staffordshire Hoard. There are more than 3.500 pieces of gold and silver, all from the 7th or 8th centuries. Nobody knows why the treasure was in the field. Some pieces are quite small, including some beautiful gold fish and snakes. Every piece is amazing!

Most of this wonderful old treasure is at the Birmingham Museum and Art Gallery. Sometimes travelling exhibitions take pieces of the to different parts of the UK and the world. Terry Herbert gives talks about how he found the treasure. At these talks it is possible to look at photos and copies of some of the treasure but Terry doesn't bring any of it with him.

Step 3. Support your predictions

Look at what you wrote in your chart. Make notes by each point to make sure it sticks in your mind. Maybe you'll find supporting arguments for the points you wrote and for the main points the debaters made. Write this evidence in the support column of your chart.

Predictions	Support
<p>The person who is not against the hobby of looking for treasure will write that hobby does give any advantages and it does only waste of time.</p>	<p><i>they received a lot of money for finding it</i></p>
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>

TREATMENT 2

Step 1 Predict what you will read.

The home schooling can be exciting or can be not. What do they think about it? Do they know what is the advantage of home schooling? What will you do? How would you feel? Maybe you would find the advantages or you would find the disadvantages at the points of cognitive, affective, and social skills.

Write a prediction about what the reason for and against *home schooling* might be.

Predictions	Support
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The person who is against <i>home schooling</i> will write that we can not make friends if we join home schooling program</p> </div> <div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 150px;"></div>	<div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 150px;"></div>

Step 2. Read and confirm your predictions.

Keep your predictions close at hand when you read. First, when you see information that confirms one prediction, make a check mark next to it. Second, when you find points in the writing you did not predict, write them and draw a star next to each one. Finally, cross out predictions that are wrong to avoid confusion.

Predictions	Support
<p>The person who is against <i>home schooling</i> will write that we can not make friends if we join home schooling program <input checked="" type="checkbox"/></p>	

Home school is COOL!

A few years ago, I was very happy at school and I wasn't doing well in tests. So, when I was eight, Mum and Dad decided to teach me at home.

Home schooling—great, I thought I could stay in bed all day! Well it wasn't quite like that! My parents found out what I needed to learn. Sometimes I had lessons but most of the time I studied things I liked and found interesting. That's how schooling works best.

My favorite hobby was playing computer games. So, with Dad's help, I began to write my own computer programs. But I didn't sit at the computer all day. I liked making models too and for that I needed... maths! At school maths was boring but now it was useful for making my models. I made a model aeroplane and a model boat and I needed to understand science and maths to do that—oh and design and technology too!

So were there any bad things about home schooling? Not really. I missed my friends. But I saw them at weekends and we talked about school! They told me about their week at school and I told them about mine. Mine always sounded more fun. Some weeks I studied more than they did. Other weeks I didn't study much at all. And I never had homework!

I'm 15 now and I'm back at school because I need to take exams. I don't mind. It's nice to be studying with my friends again. I still want to work on the space programme when I'm older.

Step 3. Support your predictions

Look at what you wrote in your chart. Make notes by each point to make sure it sticks in your mind. Maybe you'll find supporting arguments for the points you wrote and for the main points the debaters made. Write this evidence in the support column of your chart.

Predictions	Support
<p>The person who is against <i>home schooling</i> will write that we can not make friends if we join home schooling program</p>	<p><i>I missed my friends</i></p>



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27 Nopember 2019

Yth. Kepala SMP IT AL FIKRI Semarang
 Jl. Kyai Muhammad Rifai, Sambiroto, Kec. Tembalang, Kota Semarang Prov. Jawa Tengah

Dengan hormat, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:

Nama : Nurtilek Kadyrov
 NIM : 2201416179
 Program Studi : Pendidikan Bahasa Inggris, S1
 Semester : Gasal
 Tahun akademik : 2019/2020
 Judul : Improving Students Ability in Discussion and Comprehension through PACA (Predicting and Confirming Activity) Reading Strategy among the Eighth Grade Students of SMP IT AL FIKRI Semarang

Kami mohon yang bersangkutan diberikan izin untuk melaksanakan penelitian skripsi di perusahaan atau instansi yang Saudara pimpin, dengan alokasi waktu 2-7 Desember 2019.

Atas perhatian dan kerjasama Saudara, kami mengucapkan terima kasih.



Dr. Hendi Pratama, S.Pd., M.A.
 NIP. 198505282010121006

Tembusan:
 Dekan FBS,
 Universitas Negeri Semarang



Nomor Agenda Surat : 453 923 053 2

Sistem Informasi Surat Dinas - UNNES (2019-11-28 14:48:29)



**SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP IT "AL FIKRI"**

NSS : 202036307181, NPSN : 69786229
 Akta Notaris : Sari Nitiyudho, S.H No. 11 Tgl. 12 Januari 2010
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SURAT KETERANGAN

Nomor: 076/SMPIT.AF/XII/2019

Yang bertandatangan di bawah ini Kepala SMP IT Al Fikri Semarang, menerangkan bahwa:

Nama	: Nurtilek Kadyrov
Tempat, Tanggal Lahir	: Kyrgyz Republic, 10/01/1997
NIM	: 2201416179
Fakultas	: Bahasa dan Seni
Jurusan	: Pendidikan Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian (Research) di SMP IT Al Fikri Semarang, terhitung tanggal 2-7 Desember 2019 guna penulisan skripsi dengan judul: **"Improving Students Ability in Discussion and Comprehension through PACA (Predicting and Confirming Activity) Reading Strategy among the Eighth Grade Students of SMP IT Al Fikri in Semarang"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 9 Desember 2019

SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
AL FIKRI
Muband Mustolih, S.Pd.

Pembelajaran Intervensi Anti-Bullying melalui English for Early Childhood Education bagi Mahasiswa PGPAUD Universitas PGRI Semarang



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