

**IMPROVING STUDENTS' MOTIVATION AND ABILITY IN
COMPREHENDING DESCRIPTIVE TEXTS BY USING
SILENT CARD SHUFFLE STRATEGY (SCSS)
AT THE EIGHTH GRADE STUDENTS
OF MTSN 3 KERINCI**

THESIS



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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2021**

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THESIS

*Submitted as a Partial Fulfillments of the Requirements for Undergraduate Degree at
English Education Program in Faculty of Education and Teacher Training State
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OFFICIAL NOTE

Assalamu 'alaikum Warahmatullahi Wabarakatuh

After reading and making necessary improving, thus we state that the thesis of:

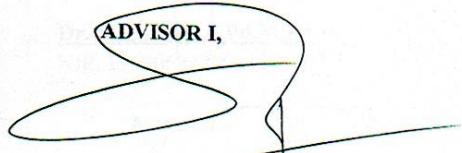
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Has been able progressed to be examined to fulfill the task and requirement to achieve the Degree of Sarjana (S1) in Departement of English Faculty of Tarbiyah and Teahcher Training IAIN Kerinci. So, by this we progress the thesis can be accepted well.

Thus, thanks and may it will be useful for religion, country and national importance.

Wassalamualaikum Warahmatullahi Wabarakatuh.

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APPROVAL AND ACCEPTANCE

This thesis has been defended before the board of examination on April 05 2021 and was approved as one requirement to obtain undergraduate degree (S1) in Departement of English Faculty of Tarbiyah and Teacher Trainng Institut Agama Islam Negeri Kerinci.

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that the research en titled “**Improving Students’ Motivation and Ability in Comprehending Descriptive Texts by Using Silent Card Shuffle Strategy (SCSS) at The Eighth Grade of MTsN 3 Kerinci,**” is my own work and to the best of my knowledge and belief, it contains no materials previously published or written by another person, nor material which to a substantial extent has been accepted for an award of any another education institute, except where due acknowledgment is made in the thesis. Any contribution made to the research by others with whom the researcher has worked at IAIN Kerinci or elsewhere, is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of my own work, except to the extent that assistance from others in the project’s design and conception or in style, presentation and linguistic is acknowledged.

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DEDICATION AND MOTTO

Dedication

I dedicate this thesis to:

My beloved Father Mat Thaib, and My Mother Milya Kasmita

My beloved Brother M.Thoriq sholih and my beloved boyfriend Dicky prasetya


I won't forget someone very kind to me

Thank you for always be there for me

Thank you to my friends, my family, all that give pray support for me

May all your sacrifice will be blessed by the almighty god, Allah SWT. Amin...

MOTTO

فَلْيَتَّقُوا اللَّهَ الَّذِينَ خَلْفَهُمْ مِنْ تَرَكَوا الوَالِدِينَ وَلْيَخْشَ
{ سَدِيدًا أَقْوَالًا وَلْيَقُولُوا اللَّهُ سُورَةُ النِّسَاءِ } : 

Artinya : Dan hendaklah takut kepada Allah orang-orang yang seandainya meninggalkan dibelakang mereka anak-anak yang lemah, yang mereka khawatir terhadap (kesejahteraan) mereka. oleh sebab itu hendaklah mereka bertakwa kepada Allah dan hendaklah mereka mengucapkan perkataan yang benar.* (Q.S. An-Nisa : 9)

Meaning: “And let fear

Allah if people leave behind their weak children, that they are concerned about (the welfare of) them. Therefore let them fear Allah, and let them say the right words. (Surat an-Nisa: 9)

* Kementerian Agama Republik Indonesia. *Al-Qur'anul Karim Terjemah dan Tajwid*. (Surakarta: Az-Ziyadah, 2014), p. 62

ABSTRACT

FEIMMY PEBRIA UTHAMI, 2021, Improving Students' Motivation and Ability in Comprehending Descriptive Texts by Using Silent Card Shuffle Strategy (SCSS) at The Eighth Grade Students of MTsN 3 Kerinci. A Thesis in Departement Of English Faculty Of Tarbiyah and Teahcher Training IAIN Kerinci. The first advisor, Dr. Daflizar, S.Pd, MA the second advisor Heri Mudra, M.Pd

Based on the preliminary observation at Class VIII A of MTsN 3 Kerinci, the problems related to the students' motivation and ability in comprehending descriptive texts were identified. The first problem was related to the teaching technique that the teacher used in the classroom. The English lesson lacked variation of learning activities. The activities mostly focused on books or Student Worksheets or *Lembar Kerja Siswa (LKS)*. After getting the explanation, the students were asked to complete the exercises. Most of the learning materials were taken from books. The second problem was related to the learning media. The teaching activities lacked the use of media, whereas the variation of media was important in gaining the students' motivation to comprehending descriptive texts..

In this research, the focus was on improving students' motivation and ability in comprehending descriptive texts by using silent card shuffle strategy (SCSS) at The Eighth Grade Students of MTsN 3 Kerinci. The participants of this research were the English teacher and the Eighth Grade Students of MTsN 3 Kerinci.

Based on the results, the researcher draws several conclusions as follow: From the qualitative data, the results show that the implementation of SCSS could make improve students' motivation and ability in comprehending descriptive texts. The teaching activities become more well-planned and structured. Besides, SCSS provided the opportunities for the students to work in groups. From the group work activities, the students could build their cooperation and participation in the learning activities. They enjoyed learning more by working in groups. Furthermore, the use of cards could facilitate the students to understand the texts. The students also got easier to understand the texts by using the pictures which were used in the cards and in the reading exercises. They could get visual images about the story plot of the texts. The students were more engaged when they were joining the games. Silent card shuffle games were done in the form of group competition. The students could actively participate in those activities. In addition, various reading exercises were given to the students. It could give opportunities for the students to develop their reading skills.

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الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

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Shalawat and salam the researcher says to the last and the greatest prophet of Muhammad SAW who had given his life moral improvement and mercy to all of universe. The researcher gratefully acknowledges her deep indebtedness to Dr. Daflizar, S.Pd, MA and Heri Mudra, M.Pd as her advisors in finishing this thesis who have given much assistance, have guided and encouraged her to conduct gratitude to the all of lecturing in Departement of English Faculty of Tarbiyah and Teahcher Training IAIN Kerinci. This thesis is made to fulfill requirement for achieving the degree of Sarjana Pendidikan in in Departement of English Faculty of Tarbiyah and Teahcher Training IAIN Kerinci.

On this occasion, the researcher would also like to express special thanks to :

1. The Rector of State Islamic Institutr f Kerinci
2. The Assistant Rector I, II, and III of State Islamic Institutr of Kerinci
3. Dean and Assistant Dean of The Faculty Tarbiyah and Teahcher Training IAIN Kerinci.
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9. All the lecturers who taught her during her study at English Department of English Faculty of Tarbiyah and Teahcher Training IAIN Kerinci.

It is hoped that this thesis will give contribution to the students and English teachers especially in Improving Students' Motivation and Ability in Comprehending Descriptive Texts by Using Silent Card Shuffle Strategy (SCSS). Criticism from readers as the improvement of this thesis would be very much appreciated.

To Allah SWT almighty hope all of attention, support and guiding can be beneficial for those who love English.

Bunga Tanjung, February, 25th 2021
Researcher,

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

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TABLE OF CONTENT

COVER	i
CERTIFICATE OF ORIGINALITY	ii
OFFICIAL NOTE	iii
APPROVAL AND ACCEPTANCE	iv
DEDICATIN AND MOTTO	v
ABSRACT	vi
ACKNOELEDGMENT	vii
TABLE OF CONTENT	ix
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of Problem.....	6
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Objective of the Research.....	8
F. Significance of the Research	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Review of Related Theories	10
B. Review of Related Studies.....	44
C. Conceptual Framework	45
CHAPTER III METHODOLOGY OF THE RESEARCH	
A. Type of the Research	49
B. Research Design	49
C. Participant of the Research.....	50
D. Technique of Data Collection.....	51
E. Technique of Analysis Data	53
F. Validity and Reliability of the Data.....	55
G. Procedur of the Research.....	58
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	

A. Research Findings	60
B. Research Discussion	89

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	94
B. Suggestions	95

BIBLIOGRAPHY

APENDIXES

CURRICULUM VITAE



CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the compulsory subjects in junior high schools. According to the Standard of Competence and Basic Competence for Junior High School, the objectives of learning English are to develop communication skills in spoken and written forms to attain a functional literacy level (the language is used to communicate and deal with daily matters, such as reading newspapers, manuals, or instructions), to build students' awareness of the importance of English to compete in the global area, and to improve students' insight in connection between a language and a culture.¹ Based on the curriculum for Junior High School, there are four language skills which need to be learnt by the students i.e. listening, reading, speaking, and writing. In addition, Johnson mentions two conventional ways of dividing these four skills up. The first way is by dividing these skills into two mediums: the spoken medium (listening and speaking) and the written medium (reading and writing). The second way is by dividing them into receptive skills (listening and reading) and productive skills (speaking and writing).²

The ability to read comprehensively is considered as the source of knowledge to master the other skills such as listening, speaking and writing. Reading comprehension is a medium to build knowledge especially in the academic world. People will have a good understanding of a certain phenomenon

¹Johnson, *An Introduction to Foreign Language Learning and Teaching*, (Edinburgh: Pearson Education Limited, 2008), p. 278

²*Ibid.*, p. 278

if they have a good ability in reading comprehension. It also influences the other three skills, for instance reading comprehension is needed when writers want to write a great writing because they have to read many sources first before writing.

The importance of reading has been emphasized repeatedly in the Qur'an.

Allah said in Al-Qur'an:

لَمْ يَعْلَمِ الَّذِي الْأَكْرَمُ وَرَبُّكَ أَقْرَأَ ۖ عَلَقٍ مِّنَ الْإِنْسَانِ خَلَقَ ۖ خَلَقَ الَّذِي رَبِّكَ بِأَسْمِ أَقْرَأَ ۖ
يَعْلَمُ لَمْ مَا الْإِنْسَانِ عَلَّمَ بِالْقَلَمِ ۚ

Meaning : Recite in the name of your Lord Who created, created man from a clot of congealed blood. Recite: and your Lord is Most Generous, Who taught by the pen, taught man what he did not know.³(Q.S Al-Alaq: 1-5)

In the verse contains the command to read and read, is one of the mediators to get knowledge. So with this verse it is also clear that Islam gives great attention to humanity to read, so there is no modern jahiliyah society. That is, the community is characterized by an attitude of indifference and denial of scientific truth, while the learning community is characterized by a tradition of reading spirit and facing all kinds of knowledge and wherever it comes from. Moreover, the experiences got from reading comprehension will help people to speak fluently since they have many ideas to deliver. In addition, the ability of listening will also be influenced by the ability of reading comprehension. Listeners can build up their background knowledge to determine the things suitable with the context they heard.

Reading is one of the receptive skills that needs to be acquired by students of junior high schools. Students may have many purposes of reading. First, students

³Kementerian Agama Republik Indonesia, *Al-Qur'anul Karim Terjemah dan Tajwid*, (Surakarta: Az-Ziyadah, 2014), p. 507

need to read for academic purposes. There are many learning sources written in English so it is important for students to have a good reading skill. Then, students also need a reading skill in daily life to get up-to-date information from mass media such as newspapers, magazines, televisions, and the internet.

Besides, reading is one important way to improve students' general language skills in English. Reading can also enlarge their vocabulary. Furthermore, it helps them to improve their productive skills, including speaking and writing. Through reading, students can obtain many inspirations so that they will be more creative. Reading is a good way to find out about new ideas, facts, and experiences.

Reading is considered as one of the most important skills to be taught besides listening, speaking, and writing. It is mainly emphasized to students since they need to read printed materials in schools or their daily life. By reading, students can build general knowledge to obtain a lot of information which they need, for in reading, readers build a smooth process of combining information from a text and their background knowledge to build meaning.⁴ The ability of reading and comprehending text helps students learn new knowledge, ideas, concepts, and attitudes. Students who have a good understanding of English text will be able to follow the lesson and get better achievement. It is expected that the students of junior high school are able to master the reading skill well to enrich their vocabulary mastery and knowledge to continue their study to a higher level.

In junior high schools, the standard of reading skills is that the students are able to understand short functional texts and essays in the form of

⁴ David Nunan, *Practice English Language Teaching*, (New York: McGraw-Hill Company, 2003), p. 68

procedure, descriptive, recount, narrative, and report texts (*BSNP 2006*). In order to obtain a good output of learning English, the students should be prepared with sufficient language inputs. These inputs can be obtained from the reading process. The reading activities are supposed to help the students in learning English since they can gain a lot of language inputs from reading.

Considering the importance of reading skills, the teaching of reading in the classroom is very influential. The reading activities in the classroom should be meaningful for the students. It means that the reading activities should not merely read the texts, but there should be a variation of learning activities. The classroom reading activities can influence the students' motivation of reading. When they find that reading is enjoyable and it can give benefits for them, their reading motivation will increase.⁵ In fact, some problems related to the teaching of reading were encountered during the classroom teaching and learning activities. The problems were related to the teaching technique that the teacher used for teaching reading. Next, the problem was about the learning media used by the teacher. The use of media was important to help the students understand the material. Another problem was about the classroom management. When the class was not managed properly, the students were less engaged in the learning activities.

Based on the preliminary observation at Class VIII A of MTsN 3 Kerinci, the problems related to the students' motivation and ability in comprehending descriptive texts were identified. The first problem was related to the teaching technique that the teacher used in the classroom. The English lesson lacked variation of learning activities. The activities mostly focused on books or Student Worksheets

⁵Nation, I.S.P., *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 2

or *Lembar Kerja Siswa (LKS)*. After getting the explanation, the students were asked to complete the exercises. Most of the learning materials were taken from books. The second problem was related to the learning media. The teaching activities lacked the use of media, whereas the variation of media was important in gaining the students' motivation to comprehend descriptive texts. Those problems related to the teaching process gave impacts on the students' reading skill and students' motivation of reading. Based on the interviews conducted by the researcher, some students said that they lacked reading practices. The students' reading habits were still low. They did not like reading, even reading the books written in their native language. The next problem was related to the students' lack of vocabulary. They got difficulties in understanding meanings of some words and how to pronounce them. When they did not understand about the meanings of particular words, they were reluctant to look up in the dictionary or ask the meanings of those words to the teacher. They preferred asking their friends to asking their teacher.

In relation to the problems above, it is essential to use a particular learning strategy in teaching reading. There are many kinds of learning strategies which can be applied for teaching reading. The selection of learning strategy is adjusted to the students' characteristics and needs. The learning strategy should provide the students with meaningful activities combined with the variation of learning media. Realizing the facts above, the researcher believes that the problems related to the teaching of reading need to be solved. Therefore, the researcher is interested and deem it necessary to conduct further research that the author pours in the thesis entitled: **Improving Students' Motivation and Ability in**

Comprehending Descriptive Texts by Using Silent Card Shuffle Strategy (SCSS) at The Eighth Grade Students of MTsN 3 Kerinci.

B. Identification of the Problem

1. First problem was related to the teaching technique that the teacher used in the classroom. The English lesson lacked variation of learning activities.
2. The second problem was related to the learning media. The teaching activities lacked the use of media, whereas the variation of media was important in gaining the students' interests to the teaching and learning process.
3. The next problem was related to the students' lack of vocabulary. They got difficulties in understanding meanings of some words and how to pronounce them.

From the facts above, it can be seen that the students need a different kind of activities for teaching reading. Hence, the researcher decided to apply a certain strategy for teaching reading i.e. Silent Card Shuffle Strategy (SCSS). It is one way to facilitate the students with an arranged learning activity for reading. The process of teaching and learning of reading in the class takes a great deal in the development of students' reading comprehension. It becomes a variation of teaching techniques which can make the reading activities more enjoyable.

C. Limitation of the Problem

It was impossible to solve all problems. The study only focus on solving the problems related to the technique for teaching reading. The researcher would try to overcome problems related to the teaching of reading which still lack variations of activities and media. By SCSS hoped could provide the students with more opportunities and varied activities to practice reading.

D. Formulation of the Problem

From the limitation of the problem above, the problems can be formulated as follows: “How can Silent Card Shuffle Strategy (SCSS) be applied to improve students' motivation and ability in comprehending descriptive texts at the eighth grade of MTsN 3 Kerinci?”

E. Objective of the Research

There are two objectives of the study in this research, that are: To know to How can Silent Card Shuffle Strategy (SCSS) be applied to improve students' motivation and ability in comprehending descriptive texts at the eighth grade of MTsN 3 Kerinci.

F. Significance of the Research

By conducting this research, the researcher wants to obtain new knowledge related to the teaching of reading by using Silent Card Shuffle Strategy (SCSS). Generally, the significance of the study can be divided into two parts.

1. Scientific Significance

The findings of the research can be used to improve the teaching of reading in junior high schools. The findings can develop the application of using Silent Card Shuffle Strategy (SCSS) to teach reading for junior high students.

2. Practical Significance

a. For English teachers

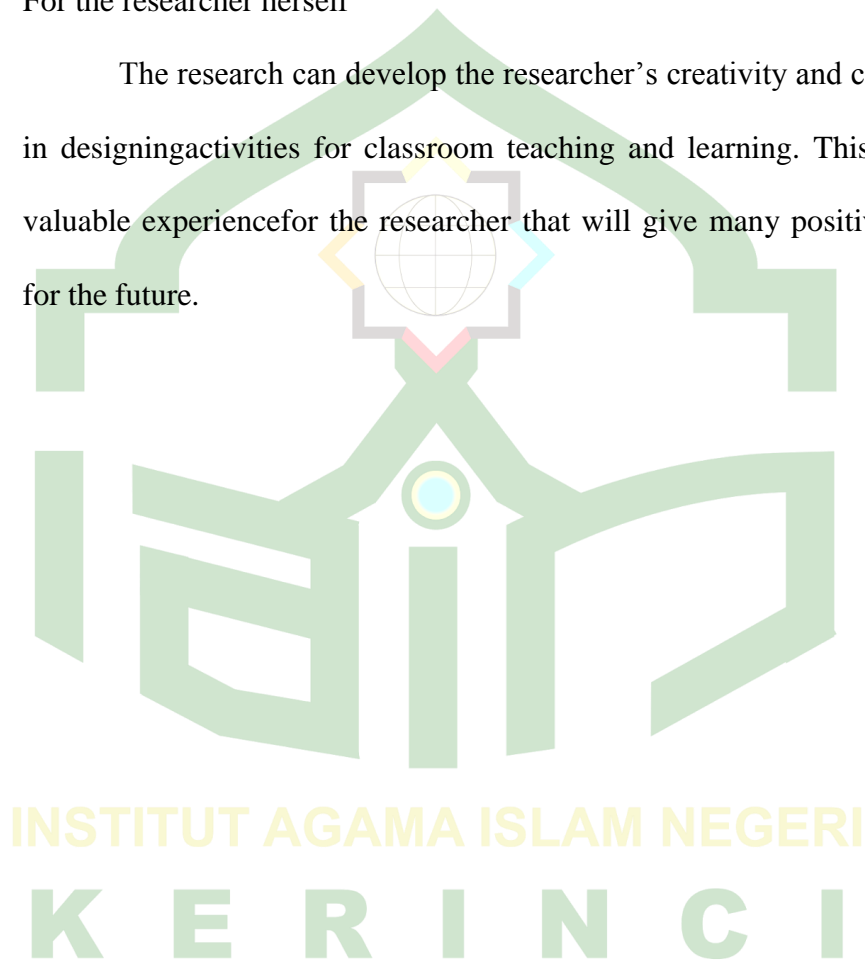
Hopefully the research findings can be useful for especially many junior high English teachers. This can help the teachers to make a variety in teaching reading.

b. For the school

The findings will give meaningful information to the school about the benefits of using Silent Card Shuffle Strategy (SCSS) to improve the teaching of reading. The teachers from other subjects can try to use this strategy as a variation of activities in their teaching.

c. For the researcher herself

The research can develop the researcher's creativity and competence in designing activities for classroom teaching and learning. This will be a valuable experience for the researcher that will give many positive impacts for the future.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

As mentioned in the previous chapter, the objective of the study is to improve the reading comprehension of the seventh grade students of junior high school. Hence, the theoretical descriptions related to the study are described in this chapter.

1. Teaching Strategy

Literally, the word "strategy" can be defined as art *stratagem* implement the strategy or plan.⁶ Muhammad Ali defined, strategy is the science of the tactics of war, common or a ruse to accomplish something aims and objectives that have been planned.⁷

In the perspective of psychology, the word strategy comes from the Greek language, means action plan consisting of a set of steps to solve a problem or achieve a goal. An educational psychologist of Australia, Michael J. Lawson defines strategy as a mental procedure that uses a step-shaped arrangement copyright realm attempt to achieve certain goals.⁸ In addition, Syaiful Bahri Djamarah defined the strategy is a means a method, while the general strategy has the notion of a course outline for action in order to achieve predetermined goals. In general, the strategy has the sense of a course outline in

⁶ Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung : Remaja Rosdakarya, 2010), p. 210

⁷ Muhammad Ali, *Kamus Lengkap Bahasa Indonesia Modern*, (Jakarta : Pustaka Amani, 2006)., p. 460

⁸ Muhibbin Syah *Op.Cit.*, p. 210

acting to achieve something that has been determined.⁹ Linked to teaching and learning, a strategy can be defined as the general pattern of activity in the embodiment of the teacher-student learning activities to achieve the objectives outlined.

The term strategy first used in the military and is defined as the art of design (operation) war, especially closely related to the movement of troops and navigate to the position in view of the war that most profitable way to earn the victory. Management strategy should be preceded by an analysis that includes the number of enemy forces, personal, power weapons, the terrain, the enemy, and so on. In this embodiment, the strategy will be developed and further elaborated into concrete actions in the field of battle.¹⁰

The word learning comes from the basic words of learning that get the prefix 'pe' and endings. According to Muhibbin Shah, learning means the stages of change in all individual behaviors that are relatively settled as a result of experience and interaction with the environment that involves cognitive processes.¹¹

Whereas according to Sardiman the understanding of learning is divided into two, namely broad and specific understanding. In the broad sense of learning can be interpreted as a psychophysical activity towards complete personal development. Then in a narrow sense, learning is intended as an effort

p. 5 ⁹ Syaiful Bahri Djamaroh, Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka cipta. 2002),

p. 5 ¹⁰ Abu Ahmadi, Joko Tri Prasetya. *Strategi Belajar Mengajar*, ((Bandung : Pustaka Setia, 2005),

¹¹ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: Remaja Rosdakarya, 2010), p. 68

to master the material of science which is part of activities towards the formation of a full personality.¹²

The term learning based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 of the first Chapter, is the process of interaction between students and educators and learning resources in a learning environment. So the interaction between students and teachers or other learning resources in a learning environment is called learning.¹³

Whereas according to Degeng, as quoted by Hamzah B. Uno that learning is an effort to teach students.¹⁴ In this sense implicitly in teaching there are activities to choose, determine, and develop methods to achieve the desired teaching results.

Learning is a teacher's activity programmed in instructional design, to make students learn actively, which complements learning resources.¹⁵ Learning is a combination that consists of human, material, facilities, equipment, and procedures that influence each other to achieve learning goals.¹⁶

Based on the understanding of strategies and learning that the author has mentioned above, then what is meant by learning strategies are ways that will be used by the instructor to choose learning activities that will be used during the learning process. The election was carried out by considering the situation

¹² Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Raja Grafindo Persada, 2000), p. 20-21

¹³ Pemerintah Republik Indonesia, *Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003*, (Bandung: Citra Umbara, 2003), p. 5

¹⁴ Hamzah B. Uno, *Perencanaan Pembelajaran*, (Jakarta: Bumi Aksara, 2012), p. 2

¹⁵ Dimiyati dan Mudjiono, *Belajar dan Pembelajaran* (Jakarta : Rineka Cipta, 2014), p. 29

¹⁶ Oemar Hamalik, *Perencanaan Pengajaran berdasarkan Pendekatan Sistem*, (Jakarta: Bumi Aksara, 2010), p. 10

and conditions, learning resources, needs and characteristics of students faced in order to achieve certain learning goals.¹⁷

The ultimate goal is to provide learning strategies ease of learning, and thus has a particular emphasis on the attention or the learner. In short the purpose of using the strategy is to "influence" the state of the learner's motivation or effect, select, acquire, organize or integrate new knowledge.

There are several learning strategies that can be used. Rowntree explained in his book Wina Sanjaya "Strategi Pembelajaran Berorientasi Standar Proses Pendidikan" grouping into strategies of delivery-discovery or discovery-learning, group learning strategies and individual learning strategies or groups-individual learning.¹⁸

According to Henry Guntur Taringan, there are ten strategies that can be used in language teaching, namely:

- a. Strategic planning, personal learning style or positive learning strategies
- b. Empathic learning strategies, the approach of tolerance and hospitality of the target language
- c. Active strategy, active approach to learning tasks
- d. Experimental strategy, methodical and flexible approach to develop the new language in a system of regular and constant repair.
- e. Formal strategy, skill or technical skills to handle a language
- f. Semantic strategy, constantly looking for the meaning of the facts, phrases, and others.
- g. Practical strategies, desire to use the language being studied.
- h. Communication strategy, the desire to use the language being studied in real communication.
- i. Monitoring strategies monitor the use of the language itself.

¹⁷ Hamzah B. Uno, *Model Pembelajaran menciptakan proses belajar mengajar yang kreatif dan efektif*, (Jakarta: Bumi Aksara, 2011), p. 3

¹⁸ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Bandung: Remaja Rosdakarya, 2009), h. 14

- j. Internalization strategy, develop a second language continually as a separate reference system and learn to think in it.¹⁹

2. Silent Cards Shuffle Strategy

a. The Nature of Silent Card Shuffle Strategy (SCSS)

The classroom activities can be varied in many ways, for example the teaching steps or techniques, the variation of learning media, the selection of learning activities, and the materials of the lesson. The teachers can also set up a learning strategy for their classrooms. One of learning strategies which can be applied in the classroom is Silent Card Shuffle Strategy (SCSS). Frangenheim (2005) suggested SCSS as a cooperative learning strategy to be used in the classroom. It is a cooperative strategy which involves many activities such as sequencing, classifying, matching, mapping or positioning information.²⁰ This strategy is also used in many other subjects, such as biology, geography, and mathematics.

Silent Card Shuffle Strategy (SCSS) employs the benefits of cards for the learning activities. Cards are a kind of media which are flexible and easy to create. Cards can be designed in many shapes and sizes adjusted with the needs and contents. Harmer mentions three main uses of cards namely matching and ordering, selecting, and card games.

1) Matching and ordering

Cards can be used for an activity like matching questions with the answers. Students can either match them on the table in front of

¹⁹ Henry Guntur Tarigan, *Strategi Pengajaran dan Pembelajaran Bahasa*, (Bandung : Angkasa Bandung, 2009), p. 6

²⁰ Frangenheim, E., *Reflections on Classroom Thinking Strategies: Practical Strategies to Encourage Thinking in Your Classroom*, (London: Paul Chapman publishing, 2005), p. 23

them (in pairs or groups) or they can move around the class to find their pairs. This matching activity can be based on the topic or grammatical construction. This activity is especially good for kinesthetic learners, but it is also good for everyone else.

2) Selecting

In this way, the cards contain some particular words, phrases, or pictures. After shuffling them, the cards are placed in a pile face down. Then, the teacher asks one student to pick one card. The student must use the word or phrase in the cards or describe the picture on the card.

3) Card games

There are many possibilities of card games in language learning.

The teachers can design the games by themselves based on some considerations such as the number of students in the class, the topic, the learning purpose, and learning activities.²¹

Cards help the teacher to deliver the material, so in this way the learning activities become less teacher-centered and less book-dependent. It will minimize teacher's talk and increase the students' participation. By using the cards as learning media in the classroom, the learning activity will be more enjoyable. The teachers' creativity is an essential prerequisite to design some sets of cards. The teachers need to explore their ideas and creativity to decide what the cards contain. Besides, the teacher should

²¹ Harmer. J., *The Practice of English Language Teaching 4th Edition*. (Essex: Pearson Education Limited, 2007), p.45

design the learning activities properly. By doing these steps of making cards, the teacher's creativity will also be improved.

In relation to the teaching of reading in the classroom, cards can be used in three stages of reading. Cards can be used in the pre-reading stage for certain activities such as predicting and previewing the main text. The cards may contain some lists of vocabulary related to the text, or pictures which give a general image about the text. The cards can also be used in the while-reading stage for a particular activity like rearranging cards of a jumbled text. The final result of this activity is to construct a whole text. Next, cards can be used in the post-reading stage for a particular activity such as discussing some points related to the text.

According to Hornby, shuffle is “to mix up a pack of cards before playing a card game”²². Using Silent Card Shuffle Strategy (SCSS), the teacher designs some sets of cards and then distribute them to each group which consists of four or five students. All groups are given the same instruction about the learning procedures of the lesson. After that, each group shuffles the cards and arranges them based on the teacher's instruction. Silent Card Shuffle Strategy (SCSS) employs some principles of cooperative learning. Johnson and Johnson (2004: 274) in Orlich et al. (2007) mention some characteristics of cooperative learning like in the followings.

- 1) Uses small groups of three or four students (micro-groups)

²² Hornby, A.S, *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, 1995), p. 1095

- 2) Focuses on tasks to be accomplished
- 3) Requires group cooperation and interaction
- 4) Mandates individual responsibility to learn
- 5) Supports division of labor.²³

This strategy employs the principles of multiple intelligences. Gardner in Armstrong proposes eight types of intelligences as follows.

1) Linguistic intelligence

It relates to the understanding of language including the phonology, syntax, semantics and pragmatic uses of language. It involves someone's ability to communicate knowledge, remember information, or reflect to the language itself.

2) Bodily-kinesthetic intelligence

This intelligence is related to a person's ability to control the body movement and handle objects skillfully.

3) Spatial intelligence

It is related to the ability to perceive the visual world accurately.

4) Musical intelligence

This intelligence relates to the ability of comprehending and expressing components of music.

5) Logical-mathematical intelligence

²³ Johnson, K. *An Introduction to Foreign Language Learning and Teaching*. (Edinburgh: Pearson Education Limited, 2004), p. 274

It refers to the knowledge and use of logical structures. This involves some activities like experimentation, quantification, conceptualization, and classification.

6) Intrapersonal intelligence

This is related to someone's ability to access a person's emotional aspects through the awareness of motivations, intentions, and desires.

7) Interpersonal intelligence

It can be defined as a person's ability to differentiate among other people with respect to moods, motivations, and intentions and use them to interact and communicate properly with others.

8) Naturalist intelligence

It relates to the ability to distinguish and classify many species of plants and animals; and the ability to interact with living creatures or with the whole ecosystem.

Based on the types of multiple intelligences above, Silent Card Shuffle Strategy (SCSS) will exploit more to the students with linguistic, bodily-kinesthetic, spatial, logical-mathematical, intrapersonal, and interpersonal intelligence. Nevertheless, it can be adjusted to the teacher's variation of activities.

b. Steps of Silent Card Shuffle Strategy (SCSS)

According to Frangenheim, Silent Card Shuffle Strategy (SCSS) consists of five steps. The explanation about the steps is presented below.

1) Silent card classification

In this step, the students are divided into some groups consisting of three or four students. However, the number of students in each group is adjusted with the number of students in the class. Here, the students are given a task and they need to classify the cards. In this step, the students are not allowed to talk to each other.

2) Justify and refine

After the students have finished classifying the words according to the teacher's signal, they are allowed to discuss it with their group. They can talk and make changes to their work.

3) Circulate and observe

One student will stay in the group and become the representative. The others should leave and go to other groups. The other students may ask questions or give opinions to the group representative, but no changes may occur.

4) Return and refine

The students return to their group. Based on their observation, they decide whether there will be changes or not.

5) Teacher debriefing

The teacher shows the correct classification of the words. Then the students do a self-correction to their answers and discuss it together. The teacher later debriefs. There are various ways of debriefing which can be selected by the teachers. The first way is by displaying the answers (the card order) directly in the board or slide presentation. The second way is by using questions and answer type direction. Many

teachers choose the second way because they can use that situation to praise the students in justifying their answers or constructed meaning. The next activities can be conducted by doing silent card shuffle again or the teacher can design a different activity to reinforce what the students have learned before.²⁴

c. Example of Cards Used in Silent Card Shuffle Strategy (SCSS)

The design of cards can be adjusted with the learning materials. First, the teachers should decide the learning objectives of their lesson. For example, the teacher wants to teach about Language Building. In this activity, the cards represent nouns, verbs, adjectives, adverbs, articles, prepositions, and pronouns.

Nevertheless, for Indonesian classroom contexts, especially for junior high schools, the format above seems too grammatical-restricted. It will be difficult enough for the students to understand some English grammatical terms. The important point is not the study of the English grammar or what a sentence consists of, but it is rather on how they understand the meanings of the words and the content of a particular sentence or text. After deciding what the cards contain, then the teacher makes the master copy of the cards, copies the cards, cuts up the cards, and puts them in envelopes for each group. Each group will get the same envelopes contained the same cards with the other groups.

To make the learning activities easier, Silent Card Shuffle Strategy (SCSS) can be combined with the steps of jigsaw reading. Oxford gives

²⁴ Frangenheim, E., *Op.Cit.*, p. 51

more explanation about jigsaw reading. Following the steps of this technique, the students have to put together two or more pieces of a written text which have been separated. The students need to guess by using text structure and content clues. The activity can be in the form of matching pictures with the stories which have been split and putting them all into the correct order. After arranging the cards, the students compare the results with other groups.

d. Advantages of Using Silent Card Shuffle Strategy (SCSS)

Silent Card Shuffle Strategy (SCSS) has some benefits related to the teaching of reading. It builds the students' cognitive skills and provides opportunities for students to work on groups. This is in line with the principles in cooperative learning. The development of interpersonal skills is as important as the learning it self. Built into cooperative learning work is regular "group processing," a "debriefing" time where students reflect on how they are doing in order to learn how to become more effective in group learning settings. Cooperative learning is a more generic in activities, but its principles are included in Silent Card Shuffle Strategy (SCSS).

Furthermore, this strategy also has some other advantages. It gives the time for students to think for themselves as the group arranges the cards silently. This will enhance the use of the students' cognitive skills. Next, it provides the opportunity for the students to make changes and justify their changes.

This will build the students' ability of judging and decision-making. This strategy also allows the time for the students to circulate, observe, and discuss the decisions of other groups. Through this stage, the students' kinesthetic skills are built.

Silent Card Shuffle Strategy (SCSS) employs the use of group work activities. Groupwork occurs when the teacher asks the students to work together in a group consists of two or more student. The teacher can create different activities for different learning aims which are done in groups. Group work has some advantages for the teaching and learning process. According to Killen, group work gives some benefits as presented in the followings.

- 1) Group work can shift the students from being passive to be more active learners.
- 2) Group work encourages the students to be less reliant on the teacher and more reliant to their own ability.
- 3) Group work builds cooperation and respect among students.
- 4) Group work can be a fun and enjoyable way to learn. It can motivate students and increase their active participation in learning.
- 5) Group work gives the teacher a chance to circulate and check each student understanding.

- 6) Group work can improve the student's problem-solving skills and provide opportunities to assess the students' initiative, creativity, tolerance, and communication skills.²⁵

The teachers can create the more interesting learning activities by using group work activities which are included in Silent Card Shuffle Strategy (SCSS). If the activities designed by the teacher are well-planned, there will be a lot of positive effects obtained from the use of group work in the classroom activities.

3. Nature of Reading

a. The Definition of Reading

Reading can be defined in a very broad definition. Reading can also be divided into some kinds of division based on the purposes of reading itself. In daily life, reading for pleasure can be involved as one kind of the reading activity that has purpose to get enjoyment from reading. The activity can be in the form of reading novel, comic, story book, and so on. Besides, Cambridge Advance Learner's Dictionary defines reading as the skill or activity of getting information from books. Spratt, Purverness, & William define reading as one of the language skills categorized as the receptive skill by which the activity is to respond rather than to produce the text.²⁶ Reading does not just involve the ability to define the word, but also it lets the readers to make a sense of the text. The knowledge of the world is

²⁵ Killen, R., *Effective Teaching Strategies: Lessons from Research and Practice* 5th Edition. Victoria: Cengage Learning Australia, 2009), p. 188

²⁶ Mary Spratt, Alan Pulverness, & Melanie Williams, *The TKT (Teaching Knowledge Test) Course*, (Cambridge: Cambridge University Press, 2005), p. 21

needed to connect the idea of the text with our background knowledge so that we can understand the writer's purpose of writing the text. We, as a reader, are supposed to understand the language used begun from the words, phrases, sentences, to the whole text.

Moreover, Healy states that "Reading is a purposeful and active process."²⁷ In this context, reading is defined as the activity which is done to obtain some particular purposes such as reading for understanding, reading for getting information, reading for enjoyment, and reading for learning. The purpose of reading itself can be achieved if the readers can comprehend the materials they read. Thus, the ability to read comprehensively is the crucial one to achieve the reader's purpose in reading something. Therefore, Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of the meanings of the text.

In line with Spratt and Healy, Mikulecky & Jeffries assert that reading comprehension involves three things: the ability to make sense of the text, connect the idea with the knowledge, and remember the text.²⁸ It lets the reader to think while reading so that the comprehension more than just recognizing and understanding the words. In addition, Vacca & Vacca state that reading comprehension is significantly related to the

²⁷ Healy, C. (2002). *Reading: What the Experts Say*. Parent Educational Advocacy Training Center. <http://www.peatc.org>. Accessed on November, 24th 2018.

²⁸ Mary Spratt, Alan Pulverness, & Melanie Williams, *Op.Cit.*, p. 74

comprehension of the text by making inference of the words meaning based on the context.²⁹

Therefore, reading in this research means that the activity to comprehend the printed-texts by comprehending the words meaning based on the context. The information found in the text can be connected with the students' prior knowledge to make an inference of the text they read.

b. Micro- and Macro-skills of Reading

In reading comprehension, there are some micro- and macro-skills that should be mastered by the students. Brown lists out the micro- and macro-skills of reading comprehension, as follows:

Micro skills

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

Macro skills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation
- 2) Recognize the communicative functions of written texts, maccording to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.

²⁹ Richard T.Vacca and Jo Annel L. Vacca, *Content Area Reading* (3rd ed.). USA: Scott, Foresman and Company, 1989), p. 20

- 4) Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.³⁰

c. Strategies for Reading Comprehension

Before teaching reading comprehension, the teacher should consider some strategies that are appropriate to be applied in the classroom. Brown proposes two types of strategy: learning strategies and communication strategies.³¹ He considers reading as the receptive skill that is involved to the learning strategy. Some strategies such as bottom-up and top-down processing, predicting, guessing from context, brainstorming, and summarizing have been conducted by the prior research and have been succeed to be taught as the reading strategies. Furthermore, Brown proposes ten strategies which can be applied in teaching reading comprehension.

- 1) Identify the purpose in reading.
- 2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).
- 3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
- 4) Skim the text for main ideas.
- 5) Scan the text for specific information.
- 6) Use semantic mapping or clustering.
- 7) Guess when you aren't certain.
- 8) Analyze vocabulary.

³⁰ Brown, H.D, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2004), p. 187

³¹ Brown, H.D, *Principles of Language Learning and Teaching* (4th ed), (New York: Longman, 2007), p.132

- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.³²

Hence, the first thing that the teacher should consider in teaching reading is the purpose of the students in reading. It means that they should firstly know the reason of reading the text whether it is reading for getting information or just reading for enjoyment. The second is that the teacher may separate the strategies to teach the beginning, intermediate, and advanced learners since they have different ability in understanding the materials. The use of graphemic rules and patterns like providing the hints to a certain word (i.e. the difference between short and long vowel sounds) are required to teach the beginners. However, the use of silent reading techniques is required to teach the intermediate and advanced learners since their purpose of reading is to comprehend the text without pronouncing the words one by one as what is done in oral reading performance.

Furthermore, the two most valuable reading strategies are skimming and scanning. Skimming lets the students to read the whole text quickly in order to get the main idea of the text. Meanwhile, scanning has purposes to search the specific information in a text without reading through the whole text. Both of the strategies can be used depending on the purpose of reading itself whether it is reading for finding the main ideas or reading for getting the specific information.

d. Types of Classroom Reading Performance

³² Brown, H.D, *Teaching by Principles*, Op.Cit., p. 306

Brown classifies the types of classroom reading performance into two major categories namely oral and silent reading. Then, silent reading can also be sub-categorized into two types: intensive and extensive reading.³³ Oral reading has some objectives such as building comprehension through bottom-up processing skills, checking pronunciation, and adding an extra participation of students to highlight a particular segment of a text. However, it also has some disadvantages such as doing a non-authentic language activity, losing attention of the other students (while one student is reading, the others may be noisy), and doing recitation merely.

Silent reading can be categorized into intensive and extensive reading. Brown states that intensive reading is

Usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls the students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.³⁴

Intensive reading is a content-related reading based on the difficulty of the subject matter, while extensive reading relates to a reading process to gain a general understanding of longer texts (books, long articles, and essays). Extensive reading is usually done outside of class time. Pleasure reading is one example of extensive reading. The benefit of doing extensive reading is students can achieve an appreciation for the affective and cognitive window of reading. Extensive reading usually aims at improving the readers' knowledge and understanding about certain topics.

³³ Brown, H.D., *Teaching by Principles 2nd Edition*, (New York: Addison Wesley Longman, Inc, 2001), p. 310

³⁴ Brown, H.D., *Teaching by Principles 2nd Edition*, p. 312

There are many varieties of reading activities which can be chosen according to the purpose of reading itself. These activities can be done either by the whole class together during the teaching and learning process in the classroom or by the students themselves during their own reading practice.

In designing the reading activities in the classroom, the teacher should pay more attention in choosing the texts. It is necessary for the teacher to choose topics or texts which the students likely want or need to read. Lavery suggests some techniques for choosing the topic and the text as follows.

1) Use any visuals for vocabulary brainstorming

The teacher may show some pictures related to the text and make some questions about them orally. Those questions will provide the vocabulary that will be useful for the students to get an “image” about what the text is about.

2) Use any headlines or sub-headings

The teacher writes the headlines or subheadings on the board before giving the whole text to the students. Then, the teacher asks the students to guess what the article or the text is about.

3) Use key words

The teacher takes five or six key words from the text and writes them on the board before the students read. These words will be used as prompts and the students can try to make sentences using those words.

4) Use questionnaires

The teacher gives a mini-questionnaire to the students related to the topic of the text before they read it.

5) Use prediction exercises

The teacher makes prediction exercises to anticipate the vocabulary or content of the text, for example in form of true or false statements.³⁵

The techniques above aim to make the text as comprehensible as possible for the students to understand. By applying those techniques, the students are expected to be ready and prepared for the most likely information in the text.

According to Davies and Pearse, the reading comprehension practice can be divided into three stages. Those stages are:

1) Pre-reading

This stage aims to prepare the students for what they are going to read. The activities can be in the form of guessing the topic (from the title/heading and illustrations), brainstorming about the topic word, predicting, or questioning.

2) While-reading

At this stage, the activities aim to help the students to understand the text. They can do some activities like scanning for specific information, skimming for the general idea, answering questions, completing sentences, a table, a map, or pictures, and asking questions to each other.

³⁵ Lavery, C., *Language Assistant*, (UK: The British Council, 2001), P. 135

3) Post-reading

This stage aims to help the students to link between the information from the text and their own ideas or experiences. The activities can be in the form of discussing the text, debating some controversial aspects of the text, doing tasks, and summarizing the text.³⁶

In addition, Grabe and Stoller in Hedgcock and Ferris propose some reading strategies such as specifying the purpose of reading, planning a reading process, previewing the text, predicting text content, verifying predictions, generating questions about the text, locating answers to the questions, comparing to the existing schemata, summarizing, making inferences, noticing and analyzing text structure, re-reading, using discourse markers to understand textual relationship, checking comprehension accuracy, tracking reading difficulties, reflecting and discussing what has been learnt.³⁷ These strategies can be applied according to the reading objectives that will be reached. Brown proposes ten reading strategies that can be applied in classroom learning. Those strategies are:

- 1) Identify the purpose of reading
- 2) Use graphemic rules and patterns to aid in bottom-up decoding
(especially for beginning level learners)

³⁶ Davies, P. and Pearse, E., *Success in English Teaching*, (Oxford: Oxford University Press, 2002), p. 92

³⁷ Hedgcock, J.S. and Ferris, D.R., *Teaching Readers of English*, (New York: Routledge, 2009), p. 93

- 3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate or advanced levels)
- 4) Skim the text for main ideas
- 5) Scan the text for specific information
- 6) Use semantic mapping or clustering
- 7) Guess the meanings of difficult words
- 8) Analyze vocabulary
- 9) Distinguish between literal and implied meanings
- 10) Capitalize on discourse markers to process relationships.³⁸

e. Assessing Reading

To create a good reading assessment, the teacher needs to organize and plan the procedures properly. “The key lies in identifying the purpose of reading assessment and matching instructional activities to that purpose” (O’Malley and Pierce, 1996: 98). They propose some steps in organizing a reading assessment as presented below.

1) Identifying the purpose

O’Malley and Pierce identifies four major purposes for language classroom-based assessment of reading. They are (1) studying, evaluating, or diagnosing reading behavior, (2) monitoring student progress, (3) supplementing and confirming information gained from standardized and criterion-referenced tests, and (4) obtaining information not available from other sources. For the most classroom

³⁸ Brown, H.D., *Teaching by Principles 2nd Edition*, p. 306

reading assessment, the purpose is to monitor the growth in reading. Therefore, the assessment should be addressed for both the process (strategies) and the products (reading skills and comprehension levels)

2) Planning for assessment

After identifying purposes, the teacher should outline the major instructional goals and learning outcomes and match them with the learning activities. The teacher should also consider some factors, such as the number of the students, the time allocation, and whether or not they need to be monitored for their reading growth. It is necessary for the teacher to give feedback to students after conducting the assessment.

3) Involving the students

In the reading assessment, the students can be involved in self-assessment and peer-assessment. Self-assessment is done by the students to know their own reading progress. Although it is not graded by the teacher, it helps both the teacher and the students to be aware of students' attitudes, strengths, and weaknesses in reading. Meanwhile, by conducting peer assessment the teacher can encourage students to rate their peer reading comprehension levels and attitudes toward reading in reading discussion groups.

4) Developing rubrics/scoring procedures

Some areas to be assessed in reading should include reading comprehension, use of reading strategies, decoding skills, response to reading, and students' choice in reading, depending on students' literacy levels in English.

5) Setting standards

To set standards for reading comprehension, the teacher needs to establish cut-off scores on a scoring rubric or a rating scale. For example, at least three levels of reading performance could be described as novice, intermediate, and advanced.

6) Selecting assessment activities

The reading assessment should be embedded in the activities of teaching reading. The instructional activities can also serve for the assessment of reading in a second language. One of the instructional activities proposed by O'Malley and Pierce is using texts with comprehension questions. Most teachers are familiar with asking questions to determine comprehension of reading passage whether in the forms of short simple essays or multiple choices.

7) Recording teacher observation

Routman in O'Malley and Pierce states that one of the most effective ways for a teacher to assess a student's reading comprehension is through teacher observation. There are some types of teacher observation such as: think-aloud, probes, and interviews; reading strategies checklists and rating scales; miscue analysis and running records; and anecdotal records.³⁹

In relation to the tasks of reading assessment, the types of reading performances should be taken into account. Brown (2004:189) mentions

³⁹ O'Malley, J.M. and Pierce, L.V., *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, (USA: Addison-Wesley Publishing Company, Inc, 2009), p. 98

four types of reading performances which become considerations in designing the assessment procedures. They are perceptive reading, selective reading, interactive reading, and extensive reading.⁴⁰ The reading activities which are done in this research can be classified as selective and interactive reading. In selective reading, the students deal with the lexical, grammatical, or discourse features of language within a very short stretch of language.

Meanwhile, interactive reading includes stretches of language of several paragraphs to one page or more which the readers must interact with. In interactive reading, reading occurs as a process of negotiating meaning using their schemata and the intake as the product of the interaction. The common text genres used are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, and recipes. Top-down processing occurs more often, but bottom-up processing is sometimes necessary. The kinds of tests which are used in this research are multiple-choice tasks, matching tasks, picture-cued tasks, short answer tasks, and ordering tasks.

4. Descriptive Text

A Descriptive Text Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Descriptive text is the text that is always in around us when we want to describe something or someone. Descriptive text is a text which say what a person or a thing is like. Its purpose

⁴⁰ Brown, H.D, *Language Assessment: Principles and Classroom Practices*, p. 189

is to describe and reveal a particular person, place, or thing. The Generic Structure of Descriptive Text:

- a. Identification to identifying the phenomenon to be described.
- b. Description to describing the phenomenon in parts, qualities, or/and characteristics

5. Example of Descriptive Text

Tawangmangu Waterfall

Tawangmangu waterfall is one of the most interesting places in Karanganyar. It is located not far from solo. It is about 30 kilometers east of the city. It is very easy to get the place by any public transport. Bus is the cheapest, but taxi is the most convenient. It has cool weather most of the time, no wonder many people like to visit in their free time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not poluted. The failing waters looks very fantastic and the beautiful of the nature aound the lake is so asthoinishing. There is a small river nearby, to where the water then lows. Located in the middle of pinewoods, the lake is very wonderfull to admire, in addition, there are many funny and tamemonkeys climbing the trees on the left and right side of the sidewal down to the lake.

Table 1: Example of Identification Descriptive Text

Identification	Tawangmangu waterfall is one of the most interesting places in Karanganyar
Description	Description It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the

place by any public transports. Bus is the cheapest, but taxi is the most convenient. It has cool weather most of the time, no wonder many people like to visit in their free time. As it is far from industries of any kinds, the air is always fresh and it is not polluted. The water falls more 30 meters down into small lake, the falling waters looks very fantastic and the beautiful of the nature around the lake is so astonishing. There is a small river nearby, to where the water then flows. Located in the middle of pinewoods, the lake is very wonderful to admire. In addition, there are many funny and tame monkeys climbing the trees on the left and right side of the sidewalk down to the lake.

6. Teaching Reading to Junior High School Students

a. Teaching Reading

Teaching cannot be separated from learning; likewise language teaching cannot be separated from language learning. Stern states that language teaching is the activities which are intended to bring about language learning. In the classroom teaching process, the teachers guide and facilitate the learning, enable the learners to learn, and set the conditions for learning.⁴¹

⁴¹ Stern, H.H, *Fundamental Concepts of Language Teaching*, (Oxford: Oxford University Press, 1983), p. 21

Brown defines teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.⁴²

Therefore, teaching reading can be defined as the activity in helping and guiding the students to read and providing the instructions and knowledge that are useful for their reading process. In teaching reading, the teachers not only help the students to understand the reading materials, but they should create a good atmosphere of learning and design reading activities which can develop the students’ reading skills as well.

b. Principles of Teaching Reading

Nation (2009: 6-8) proposes some principles for teaching reading, namely meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

1) Meaning-focused input

It means that the reading activities should cover a range of reading purposes, such as reading for searching information, reading for learning, reading for fun, reading for integrating information, and reading for writing. Besides, the students should read in accordance with their language proficiency level. Furthermore, by doing more reading practices, they can develop their language proficiency.

2) Meaning-focused output

This principle means that reading should be linked to other language skills. Reading activities should be integrated with listening,

⁴² Brown, H.D, *Principles of Language Learning and Teaching* (4th ed), p. 79

writing, and speaking, since the main goal of language teaching is to build the students' four language skills.

3) Language-focused learning

It means that reading activities should help the students to develop their skills for effective reading. The reading course should be based on micro-skills of reading and the language features, such as phonemic awareness activities, phonics, spelling practices, vocabulary learning using word cards, and grammar. Besides, the reading activities should develop some reading strategies, namely previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, understanding text structure, and guessing words from context. In addition, the students should be able to differentiate some text genres, such as reports, stories, and recounts.

4) Fluency development

It means that the reading course should develop the students' fluency in reading. The students need reading materials which are familiar for them and contain no unknown language features. Furthermore, the students should enjoy the reading activities and feel motivated to read. To build their fluency, they also need to have a lot of reading practices.⁴³

In addition, Harmer proposes some principles related to the teaching of reading. Those principles are:

1) Principle 1: Reading is not a passive skill.

⁴³ Nation, I.S.P., *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 6

To be successful in reading, the students need to work actively, like understanding what the words mean, working with the grammar and structure, seeing the pictures if provided, and understanding the arguments.

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

This will give benefits if the students pay a lot of interests on what they are reading.

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

The students should be given chances to give comments about the topic. The focus of the reading activity is not only the language, but the content as well.

- 4) Principle 4: Predicting is a major factor in reading.

Hints are needed before the students read. The hints can be from the book covers, the photographs, the headlines or from the teacher.

- 5) Principle 5: The teacher should match the task to the topic.

The teacher should design a challenging and interesting task to the students so that they will not get bored with the activity.

- 6) Principle 6: Good teachers exploit reading texts to the full.

The follow-up to the tasks is a discussion about the text. The discussion can be about the favorite characters in the text or the most interesting things in the text. The principles above should be considered by the teacher when teaching reading to junior high school students.

Those principles should be a consideration in designing the materials, media, and activities in the classroom.⁴⁴

c. Teaching Reading to Junior High School Students

In Indonesia, English is taught as a compulsory subject in Junior High School. Generally, the purpose of learning English for junior high school students is to develop communication skills in spoken or written forms to attain a functional literacy level. To reach this purpose, the language teaching focuses on the teaching of four skills i.e. listening, speaking, reading, and writing. Characteristics of Effective Teaching of Reading

Junior high school students are categorized as intermediate grade students who are in the crucial instructional period of education stages. Therefore, the teaching and learning activities of reading should be adjusted to their characteristics and also their language proficiency level. The teaching activities should be systematic and well-planned in order to create a progress on the students' reading competence. Heilman et al. propose some major features of effective reading instructions for the teachers to be taken into account. Those features are presented in the following.

- 1) Ongoing diagnosis to determine pupil's progress in relation to the learning tasks.
- 2) Varied teacher direction and structure to stimulate pupil interaction and discussion.

⁴⁴ Harmer, J., *How to Teach English*, (Edinburgh: Pearson Education Limited, 2001), p. 70

- 3) Larger groups to allow for and guide pupil's exploration and discussion of valued topics.
- 4) Many opportunities for application of reading abilities in a wide range of materials for a variety of purposes.
- 5) Engagement of pupils in learning that enhances active involvement in and reinforces the development of independent reading.⁴⁵

B. Review Of Previous Studies

The main strategy that was implemented in this research was SCSS. The specific characteristic of this learning strategy is that it emphasizes the use of cards in a group activity. There were many studies which used cards as the learning media in the teaching and learning process. Fajariyah (2012) conducted a study on the use of Time Line Cards (TLC) to improve the students' writing competence. Time Line Cards are cue cards with some pictures of activities to engage students in the stages of writing recount. The steps are rather similar with those in the SCSS. Firstly, the students are grouped into four or five students. Then, they were given two piles of cards. Next, they classify the verbs (cards) into regular and irregular ones. After classifying the cards, they create sentences. In the last step, they are asked to create a simple descriptive text in groups followed by individual writing. The result shows that using the TLC as the media in the writing instruction can improve the students' writing competence. This study focuses on using cards as the learning media to improve the productive skills, whereas cards are also used to improve the teaching of receptive skills, such as reading.

⁴⁵ Heilman, A.W. et al., *Principles and Practices of Teaching Reading 6th Edition*, (Ohio: Bell & Howell Company, 1986), p. 6

In addition, a study conducted by Meitaria (2011) uses flashcards as the media to improve the teaching of reading for the fourth grade students. Based on this study, flashcards are effective to be used to deliver the material. Flashcards are useful to make the students interested to the topic of learning. It also helps them understand the materials because flashcards give visualization to make them easier to memorize the vocabulary. This study promotes the use of cards as the media to vary the teaching of reading. SCSS employs the use of group work as the main activities of the lesson. Group work has some benefits for the teaching and learning process.

C. Conceptual Framework

As discussed in the previous chapter, reading plays a significant role for junior high school students. Students need a good reading ability both in their daily life and in the academic circumstances. This ability can be built step-by-step. Students can improve their reading ability by doing more reading practices. In this case, the teaching of reading in the classroom gives a great influence to the students' development of reading skills.

Based on the interviews and the observations done to the students and the English teacher, the researcher found some problems related to the teaching of reading in grade VIII of MTsN 3 Semerah. The teaching of reading had not been effective. The students thought that the learning activities were still monotonous. The reading activities were only focused on the student worksheets or *Lembar Kerja Siswa (LKS)*. The other problems were also related to the use of media and the variation of activities.

From the facts above, it can be seen that the students need a different kind of activities for teaching reading. Hence, the researcher and the English teacher

decided to apply a certain strategy for teaching reading i.e. Silent Card Shuffle Strategy (SCSS). It is one way to facilitate the students with an arranged learning activity for reading. The process of teaching and learning of reading in the class takes a great deal in the development of students' reading comprehension. It becomes a variation of teaching techniques which can make the reading activities more enjoyable.

Silent Card Shuffle Strategy (SCSS) applies the use of cards as the main characteristic. Here is the brief explanation of the application of the cards in this learning strategy. Firstly, the cards are to introduce the students with some particular vocabulary related to the text that is going to be discussed. The cards become a means for previewing and predicting the text. Furthermore, they become cues to understand the text. However, the cards can also be in the form of jumbled paragraphs and the students were asked to arrange them to make a whole text. It can also be designed for different activities such as games. The teacher can adjust the activities which can promote students' engagement in the learning process.

Following the steps of SCSS, the researcher creates a step-by-step activity to teach reading. From the initial stage, the students work together classifying the cards in groups silently or without discussion. In the next step, the students are allowed to discuss their answers within their groups. After that, the researcher gives time for them to visit other groups. They may ask some questions to other group representatives but no changes may occur. Then, they return to their groups and have a further discussion based on their observation. They may change their answers. The last step is the explanation from the researcher. At this step, the researcher provides the students with some exercises to maintain their

understanding of the text. This strategy offers students different activities of reading. Through the silent card shuffle activities, the students can get many language inputs, including grammar, structure, and vocabulary. Through the group working, it will build the students' cooperativeness and they can learn to work in groups which consist of students with multiple intelligences and different characteristics. They can be autonomous learners and problem solvers when they try to solve the tasks together in their groups. In this case, the researcher uses Silent Card Shuffle Strategy (SCSS) to increase the students' ability of reading. The researcher gives more opportunities for the students to be more active in learning. The learning process becomes less teacher-centered and focuses more on developing the students' skills.

The figure of conceptual framework is drawn as follow.

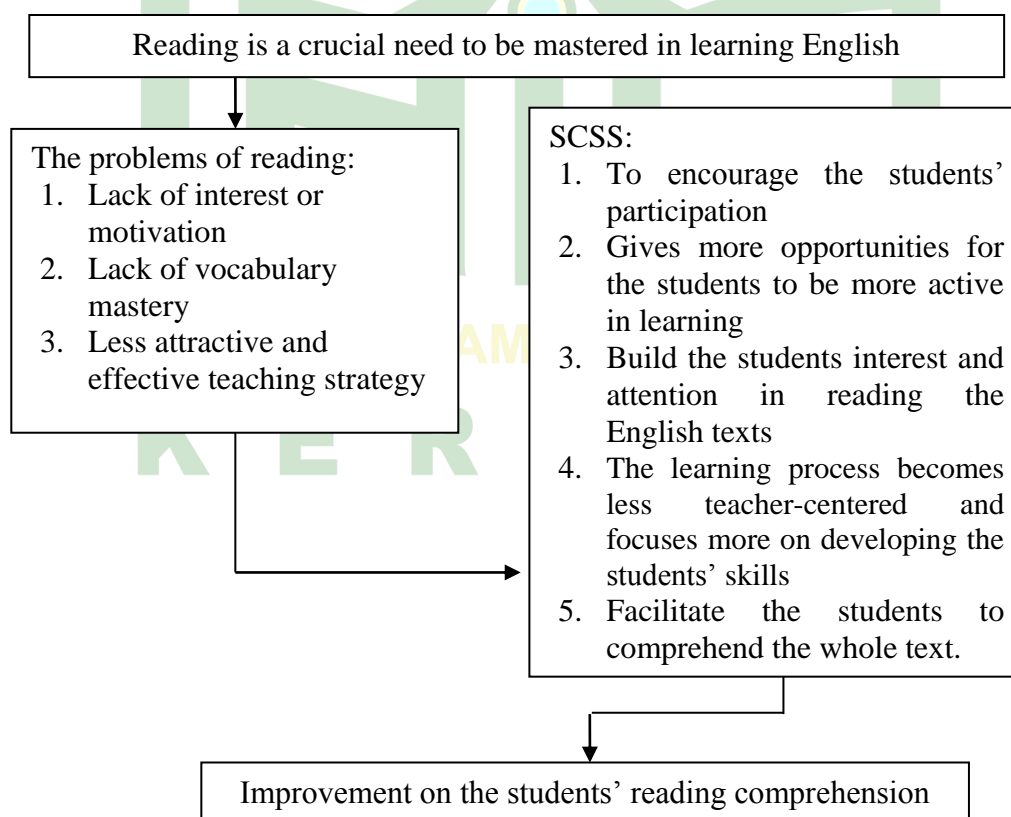
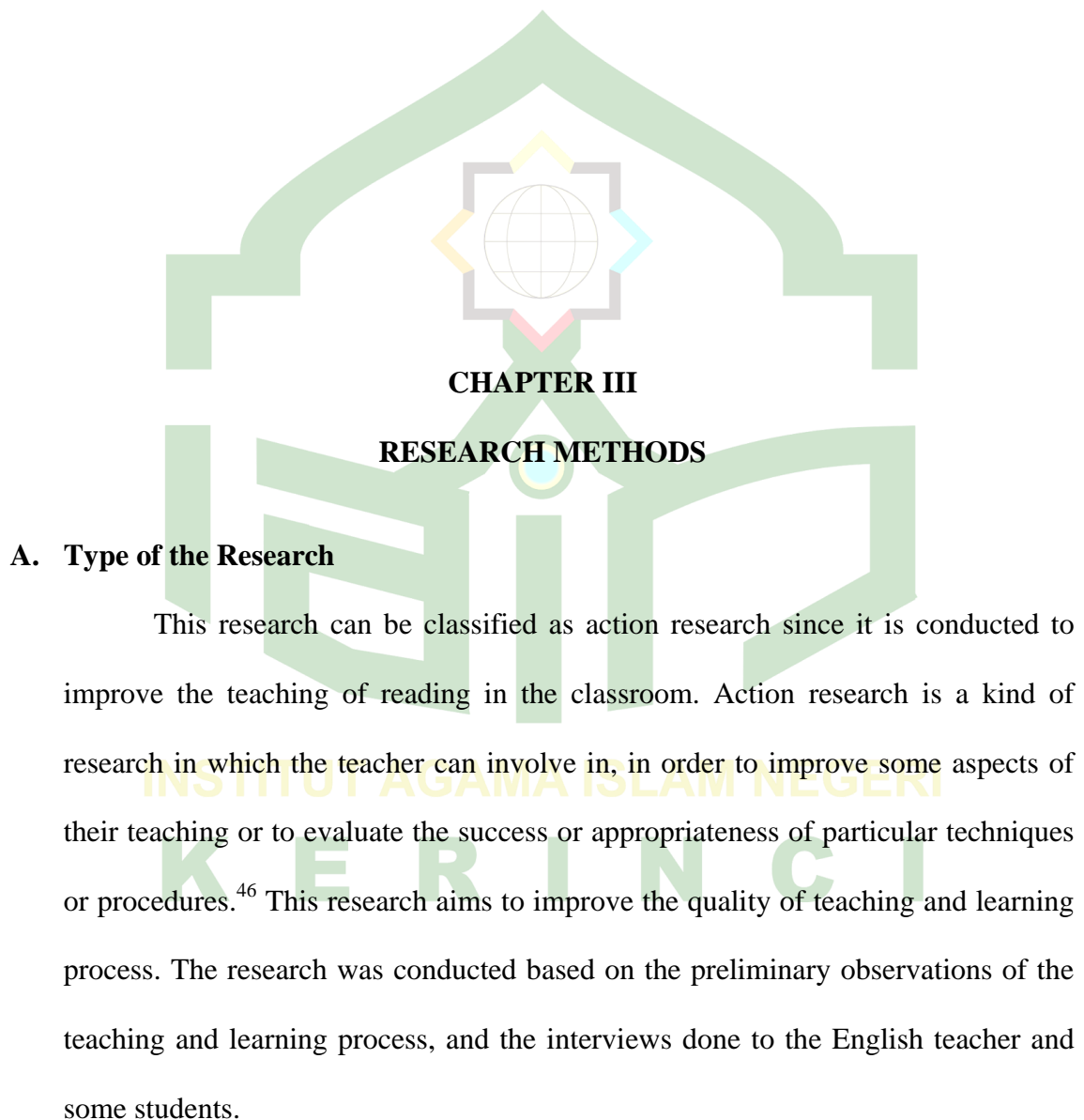


Figure 1. Conceptual Framework



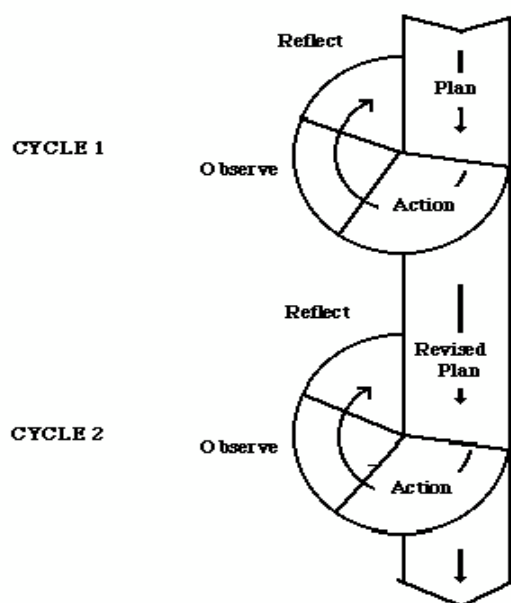
⁴⁶ Harmer, J., *The Practice of English Language Teaching 3 Edition*, (Edinburgh: Pearson Education Limited, 2002), p. 22

B. Research Design

The research on improving the teaching of reading through the Silent Card Shuffle Strategy focused on developing the materials and media on the topics that would be taught. It was conducted collaboratively with the English teacher, the collaborator, and the students of VIII in MTsN 3 Kerinci.

The procedures of the research consisted of formulating the problems which happened during the English teaching and learning, planning the actions, implementing the actions, observing the implementation of the actions, and making reflections from the actions. Action research is a kind of research in which the teacher can involve in, in order to improve some aspects of their teaching or to evaluate the success or appropriateness of particular techniques or procedures. The action research was conducted following the steps proposed by Kemmis and McTaggart (1988) in Burns.⁴⁷

Figure 3: The Action Research Cycles



⁴⁷ Burns, A., *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), p. 161

The researcher created various materials with different difficulty levels for each set of cards which were used in every meeting. The materials were adjusted to the topics in the Standard of Competence and Basic Competence.

C. Participants of the Research

The number participants are the eighth grade students (VIII A) and the English teachers in MTsN 3 Kerinci. Participant for this research will be chosen using random sampling because the student seems to be homogeneous that they are taught the same material and same teacher. It was decided after conducting an observation, interviews with the students and the English teacher to find the problems in the students' reading comprehension. Based on the problems, the SCSS was viewed as an appropriate strategy to be implemented in the class. The decision was taken based on the agreement between the researcher and the English teacher.

D. Data Collection Technique

The research data were collected in the forms of qualitative data which were supported by quantitative data. The qualitative data were acquired through observations and interviews. The researcher collected the opinions and comments about the actions from the research participants. They were asked about their expectations toward the research as well. The data were to describe about the learning process using the Silent Card Shuffle Strategy and to know the changes or impacts after conducting the actions. Meanwhile, the quantitative data were obtained from the students' scores in the pre-test and the post-test. It aimed to know about the students' result after the actions had been conducted. The data collected were both in the form of qualitative data.

Hence, in gaining the data, the data collection techniques were used, such as by conducting observation, interviews, and documentation.

1. Observation

Observation is the systematic observation and recording of symptoms were studied.⁴⁸ As a scientific method of observation defined by the systematic observation and recording of the phenomena investigated. In a strict sense is not limited to observations carried out directly or indirectly. The observation led the researcher to find the problems directly by involving herself to the class. As mentioned by Denscombe two kinds of observation research are the systematic observation and participant observation.⁴⁹

a. Observation sheet

Observation sheet is assists educators to gather information about how their teaching is viewed by others in school .In the research, the researcher uses the instruments to see and to note the real activities proceeded in the classroom. The researcher use observation sheet concerned with two kinds of sheet, a teacher's observation sheet and a students' observation sheet that use by the researcher during the observation of the teaching and learning process done by the teacher.

b. Field Note

Field notes is method of data collection by making written records on whatever happens in the field. Field notes refer to transcribed notes account derived from data collected during observation and

⁴⁸ Amirul Hadi, *Metodologi Penelitian Pendidikan*, (Bandung : Pustaka Setia, 2005), p. 94.

⁴⁹ Martvn Denscombe, *The Good Research Guide for Small-Scale Social Research Projects*, (New York: McGraw-Hill, 2007), p. 206

interviews. The filed notes were used to collect the data during the teaching and learning process which was not included in the observation sheets.

2. Interview

In the practice, the researcher did the interviews to the English teacher and the students to find out the problems related to the reading class. The interviews were also done at the end of every meeting with the English teacher, and the students, to know about the teaching and learning process that had been conducted.

3. Pre-test and Post-test

The pre-test was conducted before the actions were implemented, while the post-test was done after the actions. The pre-test and the post-test were in the form of reading tests. The assessment technique was a multiple choice form. The pre-test and the post-test were used to measure the students' reading skills. The data of the pre-test and the post-test were collected in the form of students' scores. The mean score of the post-test would be compared with the mean score of the pre-test. This aimed to know the improvement of the students' reading skills.

E. Technique of Data Analysis

After conducting the research, the researcher analyzed the data from the observation checklists, field notes, interview transcripts, and the results of the pre-test and the post-test. The researcher also compared the data from the observations, the interviews, and the pre-test and the post-test scores. The researcher collected the

data from all of the research members. In analyzing the qualitative data, the researcher used the processes of analyzing data proposed by Burns as presented below.

1. Assembling the data

The researcher collected the data from the observations, the interviews, the pre-test and the post-test, including the reflections that were made after conducting the actions. In this step, broad patterns and ideas were needed.

2. Coding the data

The broad descriptions that had been developed in the first step were refined into the more specific categories. Then, the researcher divided the data that could be decoded qualitatively i.e. the field notes and the interview transcripts, and quantitatively i.e. the pre-test and the post-test scores.

3. Comparing the data

After the data had been categorized, the researcher needed to compare the data from different sources of data, for example the interviews compared with the observations and the pre-test and the post-test scores. This aimed to see whether the data showed the same conclusion or the contrasts.

4. Building meanings and interpretation

The researcher needed to think deeply about the data and explored for more detailed aspects from the data. It was necessary to develop questions, making connection, and making further explanation of the data. Then, the researcher refined her own “personal theories” about the findings of the research.

5. Reporting the outcomes

The last step was reporting the main process and the outcomes of the research that were well supported by the data. Meanwhile, the quantitative data (the students' reading scores) were analyzed by calculating the mean scores of the pre-test and the post-test. The mean scores of each test were compared. The increase of the mean scores indicated that the students' reading skills were improved. The improvement of students' reading skills became one of the indicators for the improvement of the teaching process.⁵⁰

F. Validity and Reliability of the Data

The data obtained must be valid and reliable. Heaton in Johnson defines validity as “the extent to which a test measures what it is supposed to measure”. So if the researcher wants to test students' reading skill, then she must conduct a reading test.

To obtain the research validity, the researcher applied the criteria of validity proposed by Anderson et al. in Burns. The criteria were democratic validity, process validity, outcome validity, catalytic validity and dialogic validity.

1. Democratic validity

Democratic validity is related to the extent in which the research is truly conducted collaboratively and includes multiple choices. To gain the democratic validity the researcher conducted the interviews with the research members i.e. the students of VIII in MTsN 3 Kerinci, the English teacher, and

⁵⁰ Bruns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 104

the collaborator. This aimed to know their comments or opinions about the research.

2. Outcome validity

Outcome validity is related to the notions of actions leading to outcomes which are successful within the context. This was obtained from the reflections in every meeting and the students' scores of reading pre-test and post-test.

3. Process validity

Process validity is related to the reliability and competency of the research it self. The researcher did an observation during the implementation by using observation checklists and interviews after the implementation. The actions were done by regarding the classroom learning process during the research.

4. Catalytic validity

Catalytic validity is related to the extent in which the research can make the participants understand more about the social context and make changes in the research. The researcher allowed the participants to get deeper understanding of the materials and how they can create changes about their understanding of their actions. It was done by making the reflections of students' attitudes toward the actions and also interviewing the participants.

5. Dialogic validity

To gain this validity, the researcher conducted some discussions with the English teacher and the collaborator who had observed the research process.⁵¹

In addition, the data of the research must be reliable. Reliability means the consistency of measurement. It means that when the researcher conducts the same actions to the same participants within two days, the results are consistent.

Burns, proposes four kinds of triangulation namely time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. However, in this research the researcher used time triangulation, investigator triangulation, and theoretical triangulation. Time triangulation means that the data were collected over a period of time. The research was done from August to October 2020. Then, investigator triangulation means that more than one observer were used in the same research setting (at least 3). This aimed to avoid a bias observation in the research. The last one is theoretical triangulation. It means that the data were analyzed from more than one perspective from some theoretical reviews. The researcher reviewed the theories from some experts in many books.⁵²

In this study, the researcher compared the data collected from the observation, the interviews, and the results of pre-test and post-test. The data being compared were the observation data in the form of field notes, the interview data in the form of interview transcripts, and the pre-test and the post-test data in the form of reading scores.

G. Procedure of the Research

⁵¹ Burns, *Collaborative Action Research for English Language Teachers*, p. 161

⁵² Burns, *Collaborative Action Research for English Language Teachers*, p. 164

To conduct action research, the researcher followed some steps. According to Kemmis and McTaggart, there are four broad steps in a cycle of action research:

1. Planning

In this step, the researcher collected much information from the observations and the interviews done to the teacher and the students. The researcher observed the English classroom teaching and learning process in class VIII of MTsN 3 Kerinci. This aimed to identify the problems which happened during the teaching and learning process. After that, a plan of actions was developed to solve the problems and make some improvements of a specific area of the teaching and learning process. The actions were planned based on the problems, the Standard of Competence and Basic Competence, as well as the condition of the school.

2. Action

After designing a plan, the researcher implemented the actions. The actions were conducted in two cycles consisting of three actions in each cycle. Each cycle was done in three meetings.

3. Observation

While the action was being implemented, the researcher with the help of the collaborator observed the learning process. This aimed to find out the weakness and the positive aspects that were needed to be fixed up and developed.

4. Reflection

After doing the observation, the researcher reflected to the actions. Then, the researcher discussed the problems and the achievement during the implementation of the action with the English teacher and the collaborators. From the discussion, the researcher made an evaluation. This gave influences to the researcher in designing the actions for the next cycle or in deciding whether there would be the next cycle or not.⁵³

In addition, Mills proposes a step which is called *reconnaissance*. This step is a preliminary information gathering in which the researcher collected adequate information about the research target. The researcher takes time to reflect with the beliefs and understandings about the nature and context of the general idea which has been developed.⁵⁴

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

A classroom action research improving students' motivation and ability in comprehending descriptive texts by using silent card shuffle strategy(SCSS)were conducted in two cycles.Each cycle consisted of two meetings. Before held the cycles, a preliminary study was done by the researcher.

1. Preliminary Study

⁵³ Bruns, *Op.Cit.*, p. 7

⁵⁴ Mills, G.E, *Action Research: A Guide for the Teacher Researcher 2nd Edition*, (New Jersey: Pearson Education, 2003), p. 26

A preliminary study at eight graders of MTsN 3 Kerinci was held. I noticed that many students were less motivated in the learning process and even many students got frustrated when they were asked to read a text in reading cycle/ class due to the conventional way. When I observed the class that was taught reading, the teacher just asked the students to read the text by their own. In addition, the classroom situation was not alive during the teaching and learning process. Most of the students did not actively participate in class discussion and they were not active in responding the teacher' questions. Moreover, they were shy and afraid to ask the teacher about the difficulties in reading, and even some of the students did not read the text and had their own conversation. When the teacher gave a task, most of the students could not finish the task completely.

Based on the observation, I also noticed that the eight graders of MTsN 3 Kerinci had difficulties to comprehend and understand the content of the reading text. When their understanding were checked by the teacher after reading time, the students could not answer because they did not get the point of text which they have read in advance, even the particular information from the text.

2. Cycle 1

The teaching and learning process of Cycle 1 was conducted in three meetings. In each meeting Silent Card Shuffle Strategy (SCSS) was implemented in the activities. This strategy allowed the students to work in groups with the given instruction from the researcher. By following the steps in this strategy, the students experienced different types of activities during the

teaching and learning process. The application of Silent Card Shuffle Strategy (SCSS) was accompanied by other activities such as games as the variation of the activities. Cycle 1 was done following the steps of action research like discussed as follows.

a. Planning

After the researcher and the teacher (as one of the collaborators) had formulated the field problems. Then, the researcher and the teacher discussed the materials that would be taught. They decided to teach descriptive texts including the characteristics of descriptive texts. The researcher would use descriptive types of descriptive texts, such as fables, legends, and fairytales.

After that, the researcher and the teacher discussed the activities used in the teaching and learning process. Silent Card Shuffle Strategy (SCSS) would be implemented in the activities in each meeting. The researcher made a variation in the cards. The cards would be designed with different types of classification for each meeting. The cards would be designed with different levels of difficulties, from the simple to the more complicated ones. For the first meeting, the cards would only contain words with the definitions. For the second meeting, the cards would contain words, definitions, and pictures. Then, for the third meeting, the cards would contain jumbled paragraphs with the pictures as clues.

Then, the researcher made the lesson plans as the guidance for conducting the actions. The researcher and the teacher decided to use the steps of Silent Card Shuffle Strategy (SCSS) which consisted of Silent Card

Classification, Justify and Refine, Circulate and Observe, Return and Refine, and Teacher Debriefing. The arrangement of the activities would be adjusted with the time allotment. As suggested by Frangenheim (2005), step 3 (Circulate and Observe) and step 4 (Return and Refine) could be omitted depending on the time limitation. The researcher would use a game as a variation in using this strategy.

The researcher and the collaborator also planned to give exercises about a descriptive text to the students. The researcher planned to give some questions and pictures as clues. As the media of presentation, the researcher and the teacher planned to use pictures to present the story to the students.

The actions that would be implemented in each meeting of Cycle 1 were formulated like in the following.

1) Meeting I

In the first meeting, the researcher and the teacher planned to give an example of descriptive texts i.e. a fable and explain the characteristics of descriptive texts. The following actions would be implemented in the meeting.

- a) Using Silent Card Shuffle Strategy(SCSS) as the learning steps of the lesson.
- b) Using pictures as the media for presentation.
- c) Using cards containing words and definitions as the learning media for the students.
- d) Giving reading comprehension worksheets containing a descriptive text and the questions related to the text.

2) Meeting II

In the second meeting, a different kind of descriptive texts would be taught. The researcher and the teacher planned to teach a fairytale i.e. Rapunzel. These actions were planned to be implemented in the meeting.

- a) Using Silent Card Shuffle Strategy (SCSS) as the learning steps of the lesson.
- b) Using cards containing words, definitions, and pictures.
- c) Using pictures as the media for presentation.
- d) Giving reading comprehension worksheets containing a descriptive text and the questions related to the text.

3) Meeting III

In this meeting, the text that would be taught is a fairytale. The researcher and the teacher planned to use a more complicated activity compared with the previous meetings. The students would arrange the cards to create a complete text. The following actions were planned to be applied.

- a) Using Silent Card Shuffle Strategy (SCSS) as the learning steps of the lesson.
- b) Using cards containing pictures and jumbled paragraphs.
- c) Using a game for the learning activities.
- d) Using pictures as the media for presentation.
- e) Giving reading comprehension worksheets containing a descriptive text and the questions related to the text.

b. Action and Observation

In implementing the action, the researcher worked collaboratively with the English teacher. The English teacher sat at the back seat and observed how the researcher taught the students. The teacher filled in the observation checklist and took notes about what happened during the implementation of the actions. Cycle 1 was conducted in three meetings. The implementation of the actions was presented as follows.

1) Meeting I

The first meeting was held on Tuesday, January 05, 2021. In the first meeting, the researcher taught about the general characteristics of a descriptive text and gave the example of a descriptive text using the story of “The Vain Little Mouse”. First, the researcher introduced Silent Card Shuffle Strategy (SCSS) to the students. The researcher wrote the steps of Silent Card Shuffle on the whiteboard and explained each of the steps briefly. After that, the researcher divided the students into some groups and began the Silent Card Shuffle steps.

Working in their groups, the students were given a set of cards and they were asked to match the words with the correct definitions. The words used in the cards had been taken from the story of “The Vain Little Mouse”, hence from the cards the students got vocabulary inputs before reading the text.

In the first step of Silent Card Shuffle Strategy (SCSS) i.e. Silent Card Classification, the students arranged the cards without talking to their friends. Then, in the next step (Justify and Refine), the students

were allowed to discuss their card order with their groups. Next, in the third step (Circulate and Observe), the students visited other groups and saw the others' card orders. They might ask questions about the card order, but they were not allowed to make any changes.

After visiting other groups, they came back to their own group and discussed the card order (Return and Refine). Then, they stuck the cards on some sheets of thick paper which were provided by the researcher. The last step of Silent Card Shuffle Strategy (SCSS) was Teacher Debriefing. After the students finished sticking the cards on the paper, the researcher together with the students discussed the answers. The researcher gave the explanation about the correct order of the cards.

After the discussion about the cards was finished, the researcher distributed the worksheets to the students. The worksheets contained the tasks about rearranging jumbled pictures of "The Vain Little Mouse" story and the questions related to the text. When the researcher discussed the first task together with the students, she gave a description about the correct order of the pictures by showing large pictures in front of the class. Then, the discussion came to the next task. It was answering questions related to the text. The researcher asked the students who wanted to voluntarily answered. Because there were no students who wanted to try, the researcher called on some students to answer the questions.

2) Meeting II

The second meeting was held on Thursday, Januari 7th, 2021. The researcher acted as the teacher and the teacher sat in the back and observed the teaching and learning process. In the second meeting, the researcher started the lesson of the day by greeting and checking the students' attendance. Then, the researcher reviewed the material of the previous meeting. The researcher asked preliminary questions to the students about Rapunzel. It was the descriptive text that was taught this day. The researcher informed the students that they would use the Silent Card Shuffle again. The researcher wrote the steps on the whiteboard. The steps were the same as in the previous meeting, but the difference was the cards. The cards consisted of three parts (words, definitions, and pictures) which were taken from the story of Rapunzel.

Then, the researcher asked the students to make some groups consisting of four up to six students. The researcher distributed a set of cards for each group and asked them to arrange the cards following the steps of Silent Card Shuffle Strategy (SCSS). After they finished arranging the cards and sticking the cards on thick paper, the researcher discussed the correct order of the cards with the students. Next, the researcher distributed the worksheets containing the whole story of Rapunzel and the tasks. The first task was rearranging jumbled pictures of based on the story of Rapunzel. After the students finished completing the task, the researcher and the students discussed the answers together. The next task was true/false type questions. The researcher gave opportunities for the students to voluntarily answer.

3) Meeting III

The third meeting of Cycle 1 was done on Saturday, January 9th, 2021. At this occasion, the researcher conducted a silent card shuffle game. The steps of the activities were quite similar to the previous meeting, but there were two steps omitted i.e. the third step (Circulate and Observe) and the fourth step (Return and Refine). Because there was a group competition, thus the activities only consisted of three steps namely Silent Card Classification, Justify and Refine, and Teacher Debriefing. The researcher asked the students to divide themselves into some groups consisting of four up to six students. Then the explanation about the rules of the game was given. The students must rearrange the cards to make a good story. The winner of this competition was the fastest group to stick their works on the whiteboard and had the most correct arrangement of the cards. After that, the researcher gave a set of cards to each group. The cards contained jumbled paragraphs of “*The Elves and the Shoemaker*” story and the pictures as clues. The pictures were in the correct order. The students rearranged the cards to be a complete story of “*The Elves and the Shoemaker*”.

The researcher walked around the classroom to observe the students’ progress while working in groups.

Then, the researcher gave some sheets of thick paper and blu-tack for each group to stick their paper on the whiteboard. After all of the groups finished sticking their works on the whiteboard, the researcher checked their works one-by-one. After examining the

students' works, the researcher announced the winner of the game. The rewards were given to the winning group.

After the students did the group competition in arranging the cards, reading worksheets were given to check their understanding related to the text "*The Elves and the Shoemaker*". Because there was a diminution of time, the reading exercises were given and discussed in the next meeting.

c. Reflection

Based on the observation of Cycle 1, the researcher could make some reflection. In the first meeting, the teaching and learning of reading ran well. The activities used Silent Card Shuffle Strategy (SCSS) as the steps of teaching and learning. It was the students' first time hearing this type of the learning strategy, thus in the beginning they were curious about what this method was. Basically, SCSS led the students to work in groups in arranging the cards. The researcher wrote down the steps on the whiteboard so that the students would remember the steps of SCSS. In the first step (Silent Card Classification), the students worked silently in their group and arranged the cards without any discussion. The students only needed to match the words with their definitions. In this step, some students still talked to their friends. The researcher reminded them not to talk with their friends, so the students became quiet. On the second step (Justify and Refine), the students could work properly. They were allowed to discuss and talk about their card order with their group members. The next step was Circulate and Observe. Here, one student stayed in their group as the group

representative. As the students were allowed to visit other groups and see the others' card order, the class atmosphere was a little bit noisy.

In the first meeting, the students were asked to match the words with definitions. Because five students were absent due to a choir competition, the total of the students on this day was 31. The students were divided into six groups consisting of four up to six students. Among the six groups, there were still two groups which had incorrect card order. It was rather difficult for the students to deal with words only. Therefore, they needed learning aids such as pictures to help them understand the material. It was shown that activities in Silent Card Shuffle gave some positive effects for the teaching and learning process. The cards could be a memory bridge and those made the students easier to understand and memorize the vocabulary taken from the texts.

However, there were some aspects to be evaluated from the first meeting. The teacher said that the researcher's voice should be louder. It was related to the way the researcher gave the instructions to the students.

The students who sat in the back could not catch the researcher's instruction so that they did not understand clearly about what they should do in the activities.

The other weakness of Cycle 1 was the management of the teaching steps. The time allocation for the post-teaching stage should be taken into account. The researcher lacked the time for the post-teaching so that the students did not get the conclusion or review about the materials.

Besides, the students still needed some help from the researcher to divide themselves into some groups. The students tended to be picky in choosing their teammates. For particular students, it was easy to choose their group members, but for some other students they got difficulties in making groups. Therefore, in the first meeting, the students still needed the help from the researcher in making groups. However, the class was still manageable.

From observation of Cycle 1 could be analyzed that Silent Card Shuffle Strategy (SCSS) gave a different experience for the students in learning English. Silent Card Shuffle Strategy (SCSS) became an innovation in classroom activities. The students considered SCSS as the teaching way that involved playing, learning, and innovating.

Besides, the Silent Card Shuffle can be an interesting activity for the students. The lesson became less tense and more relaxing. The students could learn while they were arranging the cards. This activity helped them to learn about vocabulary. Moreover, by using the cards which contained pictures, the students found it more interesting and easier to learn. This was shown by the following interview transcripts.

However, there was a particular aspect about the cards which needed to be considered. In reference to this, the student said that the cards should be colored. It would make the cards more attractive. It could be seen from the data below.

From the first meeting, there were some aspects of the teaching and the media which became a consideration for the researcher to be improved

in the next meeting. In the second meeting of Cycle 1, the students were taught about a fairy tale. It was about the story of Rapunzel. Some students had ever heard about the story, but the others only knew the title and did not know about the story. In this occasion, the students were asked to match the cards which contained words, definitions, and pictures. Based on the interview, the second meeting was more interesting. The cards were more varied. The pictures helped the students to learn. As the vocabulary was introduced in the pre-teaching step, the students got easier in comprehending the text.

The teaching and learning process of the second meeting was improved, but the time management was still needed to be improved. The researcher ran out of time for the post-teaching stage. This can be seen from the following data. Since the steps of learning activities in the Silent Card Shuffle used in the second meeting were the same as in the previous meeting, the students were accustomed with the steps.

The students felt that it was more interesting by including pictures in the cards. They could understand better and memorize well if there were pictures provided as clues. Those pictures gave real images about the words. The pictures helped them to guess the meanings of the words. Therefore, this aspect should be maintained for the next meetings.

The pictures could be used by the students as the aids of defining the vocabulary in the cards. However, there were some aspects of the pictures which needed to be improved. The pictures should be more attractive so that they could increase the students' motivation toward the learning media and

the learning activities as well. The learning activities also needed to be varied. If the Silent Card Shuffle Strategy was applied in every meeting, the researcher should differentiate or vary the activities so that the students would not get bored. As the researcher had planned, a game would also be used as the accompanying action which could make a variety of the learning activities.

To improving student's motivation the researcher proposed a game to be used in the classroom activities. This game had some rules. One student in the front would be blindfolded, while the other students in the back arranged the cards and stuck them on the paper. This game could be applied as a variation of the learning activities.

In the third meeting, the material was about a fairytale, namely "The Elves and the Shoemaker". The students said that they never heard about this before. In this meeting, the researcher used a group competition of Silent Card Shuffle. The contents of the cards were more complex than those in the previous meeting. The cards that had been used in the previous meetings dealt with words and pictures, whereas in the third meeting the cards contained paragraphs and pictures. In this meeting, the students were asked to arrange some jumbled paragraphs to make a good story. The pictured cards were provided in a right order to be used as clues for the students to guess the storyline. It was enjoyable for the students to have a game during the lesson. They felt that it was interesting and fun, so encouraged the students to have a good team-work in solving the mission.

The students thought that the text used in the group competition was difficult. However, by working in groups they found it easier to arrange the jumbled-cards. As soon as they started working together in their group, they were getting curious about the correct arrangement of the text, and the students were interested in doing the game. It was necessary to use a game in the teaching and learning activities to establish a relaxed atmosphere in the classroom. There was also an improvement related the media or cards and the activities.

The classroom atmosphere was conducive enough. When participating in the game, the students worked in their group in arranging the cards. Then, the students' competed to be the fastest team who stuck their work on the whiteboard. By sticking the works on the board, all of the students could see each group's work. It also made the researcher easier in checking the students' works and gave scores objectively.

The students were enthusiastic in joining the Silent Card Shuffle competition. They arranged the cards seriously. This activity could build the students' cooperation in group-work.

3. Cycle 2

The students could practice and develop their reading skill by doing the reading tasks. The activities could develop the students' team-work and individual work. The pictures could help the students to understand the story plot. The pictures which were used to present the story plot were not large enough for the big class. The reading worksheets should contain different tasks on every meeting. The time management of the group work and individual work

activity should be improved. The text would be simpler to be understood so that the students did not need the help of pictures. This cycle also consisted of three meetings.

From the reflection of Cycle 1, it can be inferred that there were some improvements on the teaching technique. Nevertheless, there were still some weaknesses from the implementation of the actions in Cycle 1. Therefore, it was necessary to conduct the next cycle. The actions which were implemented in Cycle 1 were sustained to be used in Cycle 2 with some variation and modification. Those aimed at solving the field problems which existed after the first cycle.

The research process of Cycle 2 followed the steps of action research, the same as those in Cycle 1. The steps were planning, action and observation, and reflection.

a. Planning

After defining the field problems which emerged after conducting Cycle 1, the researcher and the teacher had a discussion about the materials that would be taught in Cycle 2. In this cycle, the similar standard of competence and basic competence were used in Cycle 1. The indicators and the learning goals of the lesson were formulated from those basic competences. Then, the researcher and the teacher decided the materials that would be used. The researcher made lesson plans to guide the teaching and learning process. The main strategy i.e. Silent Card Shuffle Strategy (SCSS) was still used. To improve the students' students' motivation and ability in comprehending descriptive, the researcher would use a game in

Cycle 2. The researcher would create different types of games but it still involved Silent Card Shuffle activity in it.

In the planning stage of Cycle 2, the researcher and the teacher decided the actions that would be implemented in Cycle 2. The actions were formulated below.

1) Meeting I

In the first meeting of Cycle 2, the researcher and the teacher planned to teach about a fable. The actions that would be implemented were presented as follows.

- a) Using Silent Card Shuffle Strategy (SCSS) as the learning steps of the lesson.
- b) Using cards containing characteristics of the two main characters in the story and the students would be asked to differentiate them according to each character's description.
- c) Giving reading comprehension worksheets containing a descriptive text and the questions related to the text.

2) Meeting II

In the second meeting, the researcher and the teacher planned to teach a different kind of descriptive texts i.e. a legend. The actions that would be implemented in the second meeting were presented in the following.

- a) Using Silent Card Shuffle Strategy (SCSS) as the learning steps of the lesson.
- b) Using a game in the teaching and learning process.

- c) Using cards containing words and pictures as clues. The words would be taken from the text.

3) Meeting III

In the third meeting, the researcher and the teacher planned to give reading exercises for the students related to the material that had been learnt before. The actions that would be implemented were presented below.

- a) Giving reading comprehension worksheets containing a descriptive text and the questions related to the text.
- b) Conducting a whole class discussion about the text and the tasks.

b. Action and Observation

Cycle 2 was also held in three meetings. The first meeting was conducted on January 18th, 2021, the second meeting was on January 20th, meeting was on January 22th, 2021, and the third 2021. The researcher taught the materials during the implementation of the actions and the teacher became the observer. The researcher taught about different kinds of descriptive texts in each meeting. The teacher observed the teaching and learning process and filled in the observation sheet. The implementation of the actions was described as follows.

1) Meeting I

The first meeting of Cycle 2 was conducted on Thursday, on January 18th, 2021. It began at 8.20 a.m. and finished at 10 a.m. In this meeting, the researcher taught about a fable. The text which was mainly used in this meeting was “The Hare and the Tortoise”. First, the

researcher began the lesson by greeting the students, asking the students' condition, and checking the student's attendance.

After that, the researcher continued the last material which had not been finished yet due to the diminution of time in the previous meeting. The reading worksheets containing the whole story of "The Elves and the Shoemaker" and the questions related to the text, were distributed to the students. The researcher asked the students to do the tasks in the worksheets. After that, the researcher discussed the tasks with the whole class and reviewed the story of "The Elves and the Shoemaker".

After dealing with the last material, the researcher distributed the next worksheets to the students containing the fable that was mainly discussed in this meeting i.e. The Hare and the Tortoise. This meeting was a little bit different from the previous meetings. In the previous meetings, the students conducted the Silent Card Shuffle activities first and then they were given the whole descriptive text. In this meeting, the students were given the text first and asked to classify the cards. The more complete description about the activities is described below:

- a) Researcher asked student to read the text first and let them ask her if they found some difficult words. Some student asked about the words darted, plodded on, and boasting.
- b) After they had finished reading the passage, researcher informed them that the next activity was Silent Card Shuffle. researcher reminded student about the steps of Silent Card Shuffle. Then, as

usual, researcher asked student to make some groups consisting of 4-6 student.

- c) After that, researcher gave student an envelope containing some cards about the characteristics of the hare and the tortoise. They were asked to classify and differentiate between the characteristics of the hare and the tortoise according to the text.
- d) Researcher gave a command to start the first step (Silent Classification). Then, student moved to the next step (Justify and Refine). Many of the groups had already finished arranging their cards. After that, researcher gave chances for student to visit other groups and see the others' card order (Circulate and Observe). The next step was Return and Refine. student came back to their own groups. The last step was Teacher Debriefing. researcher discussed the correct classification with student. Researcher asked student to correct the other groups' works.

The students read the descriptive text entitled "The Hare and the Tortoise" first and after that they did the card arranging activities in groups to classify the characteristics of the characters in the story. After the researcher and the students finished discussing the correct classification of the cards, the researcher reviewed the lesson. The researcher asked the characteristics of the hare and the tortoise and reviewed the story of "The Hare and the Tortoise" with the whole class. Then, the researcher ended the lesson by greeting the students and saying goodbye.

2) Meeting II

The second meeting of Cycle 2 was held on wednesday, January 20th, 2021. It started from 9.15 a.m. to 10 a.m. The researcher opened the lesson by greeting the students and checking the students' attendance. After that, she reviewed the materials in the last meeting. The students were given the opportunity to answer the questions related to the text "The Hare and the Tortoise". After the discussion of last materials had finished, the researcher told the students that they would learn a descriptive text entitled "The Legend of Dewi Sri".

The researcher asked the students whether they have heard about this story before or not. Next, the researcher told the students that there would be a silent card shuffle game. The game was the one proposed by the student. The detailed explanation about the activity was described in the following.

- a) Researcher told more details about the rule of the game. The game was a group competition among 4 rows. Each row consisted of 8-10 student. Each group chose one of their members to sit in the front chair on each row. She/he would be blindfolded. This student's duty was to pick one by one cards, which contained pictures as clues, and passed them to his/her friends in the back. The other student must match the pictures with the cards.
- b) Researcherwrote the steps of the Silent Card Shuffle Strategy in the whiteboard. There were only two steps used, namely Silent Classification and Justify and Refine. First, researcher gave 100

points for each group as the starting points. If there was a group whose students were found cheating or talking during Silent Classification step, their score would be reduced.

c) After student were ready in their positions, researcher gave a command to start the game. The first is Silent Classification step. Researcher together with teacher observed student while they were working together in their groups. Student really obeyed the rule of the game. They worked silently in their groups. This condition seemed very different with the beginning of the lesson. Their behavior was more controlled.

d) After all the cards (which contained pictures) were all distributed, the students who sat in the front chairs could open their blindfolding and join their friends in the back to classify the cards. Then, researcher gave the third paper and blu-tack for each group to stick the cards.

e) Researcher gave a command to continue to the second step i.e.

Justify and Refine. Student might discuss with their friends about the card order. After that, student competed to be the fastest group in sticking their paper on the whiteboard.

f) After all groups had stuck their works on the board, researcher checked the card one by one. The result showed that the fastest group was not the winner. The second group to stick their work on the board had the most correct answers. Group 2 became the winner of the game. Then, researcher gave the rewards to this group.

3) Meeting III

The third meeting was conducted on Friday, January 22th, 2021 meeting was the part of “The Legend of Dewi Sri” activity. In the second meeting, a game was conducted. Meanwhile, for this meeting the activity focused more on the reading comprehension. The researcher and the students discussed the whole text of “The Legend of Dewi Sri” and the questions related to the text.

Researcher distributed the worksheets to student. The worksheets contained the whole text of “The Legend of Dewi Sri” with the questions related to the text. The first task was filling the missing words by using the words in the box. Because of the limited time, researcher discussed the answers together with student. Researcher let student ask her if they had any difficult words from the text. Many student asked about the meaning of some words, such as sought, hatched, and demand. Researcher helped student deal with the difficult words. For other difficult words, researcher opened the opportunities for the whole class to answer. Many of student knew the meanings of those words. Many student actively answered.

After having a discussion about the reading exercises with the students, the researcher summarized the lesson. Then, the researcher greeted the students and said goodbye.

c. Reflection

In Cycle 2, Silent Card Shuffle Strategy (SCSS) was also implemented in the classroom activities. The researcher applied a different

step order of SCSS when the game was used in the learning activities. Because the activity was a competition, the researcher omitted the third step (Circulate and Observe) and the fourth step (Return and Refine), just the same as the Silent Card Shuffle competition in the third meeting of Cycle 1. There was an improvement related to the students' behaviors in the activities. The students' results of card arrangement were also improved.

In relation to the activities in the first meeting of Cycle 2, the students found it easier than the activities in the third meeting of Cycle 1. Many students enjoyed the card arranging activities done in the Silent Card Shuffle Strategy (SCSS). However some students seemed like getting bored because they felt that the activities were only arranging cards. Therefore, it was necessary to have a variation of activities in the teaching and learning process. Then, one student suggested a game to be used in the learning activities.

The students got some improvements related to their motivation and ability in comprehending descriptive texts. The different types of activities and reading tasks could develop the students' reading skills because they needed to apply different reading strategies for each activity. Furthermore, the students could increase their vocabulary. It was helpful for the students to study the texts by using cards and pictures. They preferred the cards which contained pictures to the cards which contained words only. They could understand better from the pictures that were included in the cards.

The students were engaged in the activities of arranging the cards. However the students still got difficulties to do the reading tasks. They found

it difficult to deal with Simple Past Tense. The materials about Simple Past Tense had been taught by their teacher in the previous material, yet they still got confused to deal with it. Many students still asked the researcher about the task instruction, whereas it had been clearly written in the worksheets.

In the second meeting, the researcher used a silent card shuffle competition. This game was proposed by one of the students after having the interview with her. From the implementation of the actions in the second meeting, there was an improvement related to the students' engagement in the teaching and learning process.

In the third meeting, the English lesson was only conducted in one session because the school committee was doing the preparation for National Examination. In this meeting, the teaching and learning process focused on discussing the text about "The Legend of Dewi Sri". The following field notes showed the teaching and learning process of the third meeting.

The first task was filling the missing words by using the words in the box. Because of the limited time, researcher discussed the answers together with student. Researcher let student ask her if they had any difficult words from the text. Many student asked about the meaning of some words, such as sought, hatched, and demand.

researcher helped student deal with the difficult words. For other difficult words, researcher opened the opportunities for the whole class to answer. Many of student knew the meanings of those words. Many student actively answered.

The researcher provided more opportunities for the students to be actively involved in the discussion. When they found some difficult words in the text and they asked the meanings of those words to the researcher, she gave chances back to the students who wanted to answer. Many students seemed to be more active.

Based on the interviews done to some students, there were some improvements of the teaching process. The cards which were designed in various types and contents became a variation of learning media. The students like learning using various kinds of activities and media. The use of games in the form of a group competition of Silent Card Shuffle was also effective to build the students' motivation to the lesson.

The students thought that the most interesting activity was arranging the cards which contained pictures. Furthermore, it was also enjoyable for them to learn by using games. The learning activities were comprehensive enough for them.

d. The Result of the Pre-test and the Post-test

To support the results of the observation, a pre-test was done to gain the students' scores of reading comprehension. The pre-test had been designed involving some topic areas of reading comprehension namely determining the topic of the text or paragraph (topic), determining synonyms or antonyms (vocabulary), finding reference, determining detail information from the text, making inferences, and understanding moral values from the text. Those aspects were taken from the micro skills proposed by Brown (2001: 307).

Table 4.1: The Blueprint of Reading Comprehension Test

No	Topic Areas	Item Numbers	Total
1	Topic	21, 27	2
2	Vocabulary	3, 9, 13, 24, 28	5
3	Finding Reference	8, 14, 18, 23, 29	5
4	Detail Information	1, 2, 4, 7, 11, 12, 16, 17, 19, 20, 22, 26	12
5	Inferences	6, 15	2
6	Moral Values	5, 10, 25, 30,	4
			30

The mean score of the pre-test was compared with the mean score of the post-test. This aimed to find out if there was an improvement after implementing the actions. This quantitative data were used to support the qualitative data of the research. The students' mean scores of the pre-test and the post-test presented in the following table.

Table 4.2: The Mean Scores of the Reading Comprehension Pre-test and Posttest

No	Tests	The Mean Scores
1	Pre-test	65.54
2	Post-test	73.97

There was an improvement of the mean score of the pre-test and the post-test. The mean score increased 8.43. In percentage terms it increased 12.86 %. This improvement showed the influence of Silent Card Shuffle Strategy (SCSS) to student motivation and ability in comprehending descriptive texts. As the final reflection, the researcher and the English teacher discussed the result of the research. Both of them agreed that the actions which had been implemented were successful to improve the student

motivation and ability in comprehending descriptive texts. In other words, the objective of the research was achieved. Therefore, after the result of the last cycle had shown a good improvement related to student motivation and ability in comprehending descriptive texts, they decided to stop the cycle.

B. Research Discussion

According to observation done at the reconnaissance stage, it could be identified that there were many problems related to the teaching of reading were identified. The first problem was related to the teaching technique that the teacher used in the classroom. The English lesson lacked variation of learning activities. The activities mostly focused on books or Student Worksheets or *Lembar Kerja Siswa (LKS)*. After getting the explanation, the students were asked to complete the exercises. Most of the learning materials were taken from books. The second problem was related to the learning media. The teaching activities lacked the use of media, whereas the variation of media was important in gaining the students' interests to the teaching and learning process. Those problems related to the teaching process gave impacts on the students' motivation and ability in comprehending descriptive texts. Based on the interviews conducted by the researcher, some students said that they lacked reading practices. The students' reading habits were still low. They did not like reading, even reading the books written in their native language. The next problem was related to the students' lack of vocabulary. They got difficulties in understanding meanings of some words and how to pronounce them. When they did not understand about the meanings of particular words, they were reluctant to look up in the dictionary or ask the

meanings of those words to the teacher. They preferred asking their friends to asking their teacher.

In relation to the problems above, it is essential to use a particular learning strategy in teaching reading. There are many kinds of learning strategies which can be applied for teaching reading. The selection of learning strategy is adjusted to the students' characteristics and needs. The learning strategy should provide the students with meaningful activities combined with the variation of learning media. Realizing the facts above, the researcher believes that the problems related to the teaching of reading need to be solved

To improve students' motivation and ability in comprehending descriptive texts, some actions were implemented. The main action was implementing Silent Card Shuffle Strategy (SCSS) as the main activity. SCSS was chosen because it could provide more opportunities for the students to work in groups. Furthermore, it could provide the students with vocabulary inputs for the texts. This strategy consists of five steps of learning, namely Silent Card Classification, Justify and Refine, Circulate and Observe, Return and Refine, and Teacher Debriefing. Those steps could be adjusted to the time allocation of the lesson. If there was limited time, the "Circulate and Observe" and "Return and Refine" steps could be omitted. The steps should be adjusted to the activities as well.

The implementation of Silent Card Shuffle Strategy (SCSS) was combined with other actions i.e. using various media (cards and pictures), using games, and giving reading exercises. This aimed at improving the students' reading skills. From the reading exercises, the students could practice their reading ability and they could improve their vocabulary as well.

The actions were conducted in two cycles consisted of three meetings for each cycle. Based on the reflection of Cycle 1, the problems related to the students' motivation and ability in comprehending descriptive texts could be overcome. The learning activities were more enjoyable. The students were motivated in doing the Silent Card Shuffle activity in the class. The cards were designed differently in every meeting. The cards were used for the activities such as matching words and definitions; matching words, definitions, and pictures; and arranging jumbled paragraphs into a good story. The researcher used pictures to present the story plot. Besides, a silent card shuffle game was also used in Cycle 1. The students joined the game enthusiastically. Rewards were used to maintain the students' interest of the learning activity. After doing the Silent Card Shuffle activities, the students were given the reading exercises to develop their reading skills.

Cycle 2 was conducted to solve the problems which emerged in Cycle 1 and to improve the students' motivation and vocabulary as well. The Silent Card Shuffle Strategy (SCSS) was also implemented in Cycle 2. The cards were more varied and were adjusted to the learning activities. The cards were used for the activities such as classifying the characteristics of the main characters of the story and matching words and pictures. A game was also used in Cycle 2. It was a silent card shuffle competition, but was conducted in larger groups than in Cycle 1. The students enjoyed learning using a group competition. After that, the reading exercises were given to the students.

The reflection showed that the implementation of the Silent Card Shuffle Strategy (SCSS) and the accompanying actions were successful to improve the students' motivation and ability in comprehending descriptive texts. The following

discussion showed how the Silent Card Shuffle Strategy (SCSS) improved the students' motivation and ability in comprehending descriptive texts.

1. The Silent Card Shuffle Strategy (SCSS) was useful to improve students' motivation and ability in comprehending descriptive texts. This learning strategy became one variation of learning activities. When the students did the Silent Card Shuffle activities, they enjoyed working in groups. Moreover, from those activities they gained vocabulary inputs for the whole texts. It was helpful for the students to learn using cards which contained pictures rather than words only.
2. The materials that were used in the teaching and learning activities before were mostly taken from Lembar Kerja Siswa (LKS) so the learning activities mostly depended on books. By applying SCSS, the researcher could make the learning activities less monotonous.
3. The use of pictures both in the presentation stage and reading worksheets made the students understand the texts easily. It facilitated the students to understand the story plot of the narrative texts.
4. From the finding, it could be inferred that the use of games made the students think faster. They became more challenged. The games could increase their motivation and ability in comprehending descriptive texts. They were more engaged in the learning activities if the games were applied. The competition among the groups made the classroom atmosphere more enjoyable. The rewards also motivated them to have a good team-work during the game.
5. The reading exercises gave the students chances to practice their reading skills. The reading exercises were designed using different kinds of reading tasks such

as answering questions related to the texts, multiple choices, and filling the blanks with suitable words. By completing the reading tasks, the students could develop their micro-skills of reading.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

This research was aimed at improving students' motivation and ability in comprehending descriptive texts by using silent card shuffle strategy (SCSS) at The Eighth Grade Students of MTsN 3 Kerinci. In this research, SCSS was implemented in two cycles. This strategy consists of five steps, namely Silent Card Classification, Justify and Refine, Circulate and Observe, Return and Refine, and Teacher Debriefing. Besides the main activities i.e. card arranging activities, the researcher also implemented some additional actions such as using pictures, applying games, and giving various reading exercises.

In relation to the discussion in the previous chapter, it can be concluded that the implementation of SCSS and the supporting actions could improve students' motivation and ability in comprehending descriptive texts. To support the result of the research, there were two kinds of data used in this research i.e. qualitative data and quantitative data. Both data were described as follows.

The qualitative data were obtained from observation. From the qualitative data, the results show that the implementation of SCSS could make improve students' motivation and ability in comprehending descriptive texts. The teaching

activities become more well-planned and structured. Besides, SCSS provided the opportunities for the students to work in groups. From the group work activities, the students could build their cooperation and participation in the learning activities. They enjoyed learning more by working in groups. Furthermore, the use of cards could facilitate the students to understand the texts. The students also got easier to understand the texts by using the pictures which were used in the cards and in the reading exercises. They could get visual images about the story plot of the texts. The students were more engaged when they were joining the games. Silent card shuffle games were done in the form of group competition. The students could actively participate in those activities. In addition, various reading exercises were given to the students. It could give opportunities for the students to develop their reading skills.

In terms of quantitative data, the improvement of the students' motivation and ability in comprehending descriptive texts could be seen from the result of the pre-test and the post-test. Based on the results of the pre-test and the post-test, the mean score of the post-test was higher than the mean score of the pre-test. The mean scores increased from 65.54 to 73.97. It increased 8.43. The improvement on the students' mean scores showed that the improvement of the students' motivation and ability in comprehending descriptive texts gave impacts to the students' achievement.

B. Suggestions

After conducting this research, the researcher proposes some suggestions for the English teacher and other researchers like in the following.

1. For the English teacher

There should be a variation of the classroom learning activities. The use of media and the selection of the materials are very important. Besides, a good preparation for the teaching activities is needed as well. The activities which are well-designed will influence the teaching and learning process. It is necessary for the English teacher in MTsN 3 Kerinci to improve the students' motivation and ability in comprehending descriptive texts. Therefore, it is recommended for the English teacher to apply the Silent Card Shuffle Strategy as the teaching technique. The result of this research shows that this learning strategy could improve the students' motivation and ability in comprehending descriptive texts.

However, to implement the Silent Card Shuffle Strategy the teacher needs a proper preparation. The teacher needs to design the cards and adjust them to the material. For that reason, this learning strategy can be used as a variation of learning activities.

2. For future researchers

This research only focuses on the improving the students' motivation and ability in comprehending descriptive texts. Therefore, other researchers may conduct research on other text genres or other language skills.

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OBSERVATION CHECKLIST

Teaching and Learning Activities

Data :
 Time :
 Class :
 Observer :

NO	TEACHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The researcher greets the students.			
2	The researcher checks the students' attendance.			
3	The researcher outlines the lesson.			
4	The researcher explains the goal of the lesson.			
5	The researcher explains the steps of the lesson.			
	B. Whilst-teaching			
	Silent Card Classification			
6	The researcher shows some sets of cards.			
7	The researcher divides the students into some groups (each group consists of 4-5 students).			
8	The researcher distributes a set of cards for each group.			
9	The researcher asks the students to match the cards without talking to each other.			

	Challenge, Justify, and Refine			
10	The researcher asks the students to discuss their card orders.			
11	The researcher lets the students to change their card orders.			
	Circle and Observe			
12	The researcher asks the students to visit other groups.			
13	The researcher asks one student to stay in his/her group as the representative.			
14	The researcher lets the students to discuss and ask questions but without any changes to their card orders.			
	Return and Refine			
15	The researcher asks the students to come back to their groups.			
16	The researcher lets the students to make changes to their card orders.			
17	The researcher monitors the students during the activities.			
	Teacher Debriefing			
18	The researcher explains the correct orders of the cards.			
19	The researcher gives a whole narrative text.			
20	The researcher gives exercises related to the text.			
21	The researcher discusses the answers with the students.			
	C. Post-teaching			
22	The researcher summarizes the lesson.			
23	The researcher gives reward and motivation.			
24	The researcher says goodbye.			

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1	The students respond to the greeting.			
2	The students pay attention on the explanation.			
	B. Whilst-teaching			

	SilentCard Classification			
3	The students divide themselves into some groups.			
4	Each group gets a set of cards.			
5	The students match the cards into the correct orders.			
6	The students work silently without talking.			
	Challenge, Justify, and Refine			
7	The students discuss their card orders with the other students in their group.			
8	The students change their card orders.			
	Circle and Observe			
9	The students visit other groups.			
10	The students observe the other groups.			
11	One student stays in his/her own group as the group representative.			
12	The students ask questions to the other groups about their card orders.			
13	The students may not change their card orders.			
	Return and Refine			
14	The students come back to their groups.			
15	The students change their card orders.			
	Teacher Debriefing			
16	The students pay attention to the teacher's explanation.			
17	The students read the narrative text carefully.			
18	The students do the exercises.			
19	The students discuss the answers with the teacher.			
20	The students ask questions if they do not understand.			
	C. Post-teaching			
21	The students reflect the learning.			

BLUEPRINT OF READING COMPREHENSION PRE-TEST AND POST-TEST

No.	Topic Areas	Item Numbers	Total
1.	Topic	21,27	2
2.	Vocabulary	3,9, 13, 24,28	5
3.	Finding Reference	8,14, 18, 23, 29	5
4.	Detail Information	1,2, 4, 7, 11, 12, 16, 17, 19, 20,22, 26	12
5.	Inferences	6,15	2
6.	Moral Values	5,10, 25, 30	4
			30

ANSWER KEY FOR PRE-TEST AND POST-TEST

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

INSTITUT AGAMA ISLAM NEGERI

Total answers:

A = 7

B = 8

C = 7

D = 8

Total questions: 30 items

READING COMPREHENSION PRE-TEST AND POST-TEST

Choose the correct answers by crossing (x) a, b, c, or d.
Text 1 (for questions 1 – 5)

The Grasshopper and the Ants

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?"

"We are storing away food for the winter," they explained. "You should do the same." The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." Then he hopped away to look for someone to play with.

However, when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants' door. "Can you spare me some seeds?" he begged. "I am cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" they told him. "It's time for you to work for your dinner."

1. Why did the grasshopper laugh at the ants? It was because...
 - a. the ants were very funny.
 - b. the ants made some jokes.
 - c. he thought the ants were dull.
 - d. the ants danced and sang songs.
2. What did the ants want the grasshopper to do for his dinner?
 - a. To hop away.
 - b. To sing and dance.
 - c. To collect the food.
 - d. To knock at the door.
3. "How dull!" ... (paragraph 1)
The antonym of the underlined word is...
 - a. stupid
 - b. clever
 - c. foolish
 - d. boring
4. What happened when the winter came?
 - a. It was hard for the grasshopper to find food.
 - b. It was a beautiful season for the grasshopper.
 - c. It was not easy for the grasshopper to find the shelter.
 - d. It was hard for the grasshopper to find someone to play with.

5. What is the moral value of the story?
- Eating seeds is very important.
 - We must sing and dance a lot.
 - We must be greedy to save our lives.
 - It is wise to plan ahead for hard times.

Text 2 (for questions 6–10)

The Three Fishes

Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning and catch these fishes!'

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fisherman will return tomorrow and kill us all!'

The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond.' But the youngest fish laughed. 'You are worrying without reason,' he said. 'We have lived in this pond all of our lives and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe.'

The eldest of the fishes left the pond that evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he too was caught and killed.

The fish who saw trouble ahead and acted before it arrived, as well as the fish who acted as soon as it came, both survived. But the fish who relied only on luck and did nothing at all died. It happened in life as well.

(adapted from http://www.longlongtimeago.com/lta_fables_fishes.html)

6. From this story, we know that...
- the three fishes were safe.
 - the fishermen did not return to the pond.
 - the fisherman caught the eldest fish.
 - the second fish left the pond with all his family.
7. At last, what happened with the youngest fish?
- He was safe.
 - He left the pond with his entire family.
 - He was caught and killed.
 - He had a good luck.

8. "He called the other fish together..." (paragraph 2) The word "he" refers to.....
- a. the fisherman c. the second fish
b. the eldest fish d. the youngest fish
9. "...my luck will keep me safe." (par. 3)
The underlined word has the similar meaning to...
- a. fortune c. destiny
b. fate d. food
10. What can we learn from the story?
- a. We should depend on our luck.
b. We should not leave our home without our family.
c. We do not need other's help to survive.
d. We must do an action when the problem comes.

Text 3 (for questions 11 – 15)

The Legend of Banyuwangi

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

One day, the King sent this Prime Minister on a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However, he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the riverbank. Before he killed her and threw her into the river, she said that her innocence would be proven.

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

(adopted from the book "Scaffolding English for Junior High School Students Grade VIII")

11. Who was Raden Sidopekso?
- a. the king c. the prime minister
b. the king's son d. the prime minister's wife

12. Why did the King want Sri Tanjung to be his wife? It was because...

- a. she was unfaithful.
- b. she was so beautiful.
- c. Sidopekso did not like her.
- d. Sidopekso went for a long mission.

13. "The river immediately became clean...." (last paragraph)

The underlined word has the same meaning as...

- a. instantly
- b. endlessly
- c. slowly
- d. totally

14. "However, he failed." (paragraph 2)

The word "he" refers to...

- a. Raden Sidopekso
- b. The Prime Minister
- c. Sri Tanjung
- d. King Sulahkromo

15. What was finally proved in this story?

- a. The king was right.
- b. The wife was innocent.
- c. The wife was unfaithful.
- d. The husband was angry.

Text 4 (for questions 16–20)

The Legend of Nyi Roro Kidul (The Queen of South Ocean)

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

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

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of fulcer. Then Kadita's body was full of fulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to bear a morso he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feelings about her stepmother. She walked for almost seven days and seven nights. Then, she came to the South Ocean.

The ocean was so clean and clear. She jumped into the water and swam.

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

(adopted from the book "Scaffolding English for Junior High School Students Grade VIII")

16. Why was Kadita called Dewi Srengenge?

- a. Because she looked like the sun.
- b. Because she looked like the sun.
- c. Because of her beauty.
- d. Because she had a power.

17. Who was Kadita's stepmother?

- a. Dewi Mutiara
- b. Dewi Srengenge
- c. King Munding Wangi
- d. Nyi Roro Kidul

18. "She asked the King to send...." (paragraph 2).

- The word "she" refers to....
- a. Dewi Mutiara
 - b. the King
 - c. Kadita
 - d. the sun

19. What did the black magician do to Kadita?

- a. He helped Kadita.
- b. He sent her away.
- c. He cured Kadita's illness.
- d. He cursed her body full of ulcers.

20. What was the miracle that happened to Kadita?

- a. The ocean was clear.
- b. Her illness was cured.
- c. Her body was full of ulcers.
- d. Her body was ill.

Text 5 (for questions 21–25)

One day, while a mouse deer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don't eat me now," said the mouse deer. "I have something important to do." "Look," said the mouse deer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" he asked the mouse deer. "Oh, all right," said the mouse deer. So he picked up the snake and wind it around the tiger. Then, the snake woke up and saw the tiger. The snake twisted itself tighter and tighter until the tiger could not breathe. The tiger asked the mouse deer to help him, but the mouse deer turned and ran away into the forest.

21. What does the text tell us about? a.

the mouse deer and the tiger b.

the mouse deer and the snake c.

the mouse deer and the king d.

the mouse deer and the belt

22. What happened to the mouse deer when he wanted to run away from the snake?

a. He watched the king's belt.

b. He felt on top of a sleeping tiger. c.

The tiger ate him.

d. The snake twisted itself to him.

23. "...and winded it around the tiger. (last paragraph).

The word "it" refers to...

a. the snake

b. the mouse deer c. the tiger

d. the belt

24. When he saw the snake, the mouse deer was frightened. (paragraph 1) The underlined word is best replaced by the word...

a. astonished b. amazed

c. terrified d. shocked

25. After reading this story, we can learn that...

a. we have to behave like a mouse deer.

b. a sleeping black snake can be dangerous.

c. we have to be careful with the mouse deer.

d. we have to find a way to save ourselves from danger.



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Text6(forquestions26–30)

A milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her head.



She thought, "I will make cream and butter out of this milk. Then, after selling them I will buy eggs, and when they hatch, I shall have a good poultry farm."

She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away."

Lost on daydreaming, she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk spilt.

"Dear O dear!" she cried, "I have lost mine all."

(adapted from: http://www.kidsgen.com/moral_stories/dreamy_milkmaid.htm)

26. What did the milkmaid carry on her head?

- a. Some cream. c. A pail of milk. b. Some butter. d. A pail of eggs.

27. What does the text tell us about?

- a. Spilt milk. c. A hardworking girl. b. A pail of milk. d. A dreamy milkmaid.

28. "But, I will turn them away." (paragraph 3). The phrase "turn away" means...

- a. call c. accept b. refuse d. admire

29. "Then, after selling them..." (paragraph 2).

The word "them" here refers to...

- a. the eggs b. the cows c. the cream and butter d. the milk and butter

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30. What can we learn from this story?

a. Don't cry over the spilt milk.

b. Don't put all of your eggs in one basket. c.

Don't dream when you are sleeping.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTsN 3 Semerah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semeste : VIII(Delapan) / 2
 Pertemuan Ke : 1
 Aspek/Skill : Membaca(Reading)
 Alokasi Waktu : 2 x40 menit

Standar Kompetensi :

11. Memahami makna dalam esei pendek sederhana berbentuk recount dan deskriptive untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan deskriptive

Indikator :

1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks deskriptive.
2. Siswa dapat merespon makna dalam teks deskriptive.
3. Siswa dapat memaknai kata-kata sulit dalam teks deskriptive.
4. Siswa dapat mengidentifikasi informasi rinci dalam teks deskriptive.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengidentifikasi informasi dalam teks deskriptive sederhana.

2. Materi Pembelajaran

a. A deskriptive text

A deskriptive text tells a story. Its purpose is to entertain the readers with our stories. In a descriptive text, you will find:

- 1) Specific participants or characters

e.g. the little mouse, the donkey, the dog, and the cat.

2) The setting of the story (time and place)

e.g. in a beautiful little house

3) The use of past tense

e.g. Little Mouse lived in a beautiful little house.

4) Problems to be solved by the characters.

b. Vocabulary

- | | |
|----------------------|---|
| a. a coin (n) | : a small round piece of metal used as money |
| b. a bow (n) | : a knot with two curved parts used as a decoration |
| c. pretty (adj.) | : beautiful |
| d. brayed (v) | : made noise like a donkey |
| e. barked (v) | : made noise like a dog |
| f. frightened (adj.) | : feeling scared |
| g. marry (v) | : become a husband and a wife |
| h. a wedding (n) | : a marriage ceremony |
| i. ate (v) | : put the food into the mouth |
| j. vain (adj.) | : too interested in your own appearance |

c. An example of descriptive text

The Vain Little Mouse

Little Mouse lived in a beautiful little house. One day, when she was sweeping the floor, she found a coin.

She said, "With this coin, I'm going to buy a nice red bow for my hair. I'll look beautiful!" She was really beautiful with the red bow in her hair. She sat next to the window so that everybody could see her.

"Little mouse, you do look pretty," said the donkey. "Will you marry me?"

Then, she asked, "What will you do at night?" "I'll bray like this," said the donkey, and he brayed. Oh, no, I'll get frightened," said the mouse.

Then, the dog asked her, "Little mouse, you do look beautiful. Why don't you marry me?"

“What will you do at night?” asked the mouse. “I’ll bark like this,” said the dog, and he barked. “Oh, no, I’ll get frightened,” said the mouse.

Finally, the cat asked her. “Beautiful little mouse, will you marry me?”

“What will you do at night?” asked the mouse. “I’ll sing like this,” said the cat. Then, he sang a beautiful song. “Yes, I’ll marry you,” said the mouse.

Finally, they got married. However, on their wedding night, the cat did not sing his beautiful song. He ate the vain little mouse instead.

3. Metode Pembelajaran: Silent Card Shuffle Strategy

4. Kegiatan

Langkah-langkah Kegiatan

Kegiatan Awal (5’)

- a. Greeting and Prayers
- b. Checking attendance
- c. Addressing the topic

- 1) Menjelaskan tentang silent card shuffle strategy.
- 2) Tanya jawab singkat tentang deskriptif text.

Kegiatan Inti (Silent Card Shuffle) (60’)

a. Silent Card Classification (10’)

- 1) Guru menunjukkan beberapa paket kartu yang berisi 10 kata beserta definisinya. Kata-kata tersebut diambil dari teks deskriptif “The Vain Little Mouse”.
- 2) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).
- 3) Guru membagikan satu paket kartu untuk masing-masing kelompok.
- 4) Guru memberi instruksi pada siswa untuk memasang kata-kata tersebut dengan definisinya, namun dilarang berdiskusi atau berbicara dengan siswa lain.

b. Justify and Refine (5’)

- 1) Setelah selesai mengklasifikasikan kartu-kartu tersebut kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.
 - 2) Siswa diperbolehkan untuk mengganti susunan kartu mereka.
- c. Circulate and Observe (5')
- 1) Memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.
 - 2) Siswa diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.
- d. Return and Refine (5')
- 1) Siswa kembali ke kelompok mereka masing-masing.
 - 2) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.
- e. Teacher Debriefing (35')
- 1) Guru menunjukkan jawaban yang benar dari pasangan kata-kata tersebut dan siswa mengoreksi susunan kartu mereka.
 - 2) Guru memberikan soal latihan tentang teks *The Vain Little Mouse*.
 - 3) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.
 - 4) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa.

Kegiatan Penutup (5')

- a. Guru menyimpulkan materi pelajaran.
 - b. Guru menyampaikan materi yang akan dipelajari selanjutnya.
 - c. Guru menutup pelajaran dengan berdoa dan salam.
5. Sumber belajar
- LKS: Haejanti, A.N., dkk. Pioneer: berdasarkan Pendekatan Berbasis Text (Genre Based Approach).
6. Media Pembelajaran
- Kartu, Gambar, dan Lembar Kerja.

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Siswa dapat mengidentifikasi informasi rinci dalam teks deskriptive.	Testulis	Soaluraian	Answer the following questions.

Instrumen Penilaian/ Soal:

Read the text carefully. Then, answer the following questions.

Instrumen Penilaian/ Soal:

Read the text carefully. Then, answer the following questions.

1. Who are the characters of the story?
2. Where did the mouse live?
3. When did the little mouse find the coin?
4. What was she going to buy?
5. Who asked her to marry?
6. What would the donkey do at night?
7. What would the dog do at night?
8. What did the cat do on their wedding night?
9. Did the mouse get frightened by the dog?
10. What can we learn from this story?

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor = 2
2. Nilai maksimal = jumlah skor maksimal x 5 = 100
3. Nilai siswa = Skor Perolehan x 5

Rubrik Penilaian

Uraian	Skor
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Semerah, Januari 2020
Mahasiswa,



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTsN 3 Semerah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII(Delapan) / 2
 Pertemuan Ke : 2
 Aspek/Skill : Membaca(Reading)
 Alokasi Waktu : 2 x40 menit

Standar Kompetensi:

11. Memahami makna dalam esei pendek sederhana berbentuk recount dan deskriptif untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar:

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan deskriptif

Indikator:

- a. Siswa dapat mengidentifikasi ciri kebahasaan dari teks deskriptif.
- b. Siswa dapat merespon makna dalam teks deskriptif.
- c. Siswa dapat memaknai kata-kata sulit dalam teks deskriptif.
- d. Siswa dapat mengidentifikasi informasi rinci dalam teks deskriptif.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengidentifikasi informasi dalam teks deskriptif sederhana.

2. Materi Pembelajaran

a. A deskriptif text

A deskriptif text tells a story. Its purpose is to entertain the readers with our stories. In a deskriptive text, you will find:

- 1) Specific participants or characters

e.g. The wife, the husband, Rapunzel, The witch, the prince

2) The setting of the story (time and place)

e.g. in a house next door to a witch.

3) The use of past tense

e.g. They lived happily ever after in his kingdom.

4) Problems to be solved by the characters.

b. Vocabulary

- a. lettuce (n) : a kind of vegetable with large green leaves
- b. to steal (v) : to take something without the permission of the
- c. a witch (n) : a woman who has magical powers and uses them to do bad things
- d. a tower (n) : a tall narrow building, often square or circular
- e. a forest (n) : a large area of land covered with trees and plants
- f. a prince (n) : a son of the king or the queen
- g. tricked (v) : deceived someone
- h. thorns (n) : small sharp pointed parts grown on a plant
- i. blind (adj.) : unable to see
- j. tears (n) : drops of liquid from the eye

c. An example of descriptive text

RAPUNZEL

Once upon a time, a couple lived in a house next door to a witch. The wife was pregnant and longed to eat the lettuce in the witch's beautiful garden.

The wife wanted the lettuce so much that her husband decided to steal them but he was caught by the witch. "Have the lettuce but soon you will have a baby and you must give me your child when she is born," she said.

The man was so scared that he agreed to everything she asked. When the little girl was born, the witch took her away and named her Rapunzel.

When Rapunzel grew up the witch locked her away in a tower in the middle of a forest with one window right at the top. Whilst Rapunzel lived in the tower, her golden hair grew longer and longer.

When the witch visited she would call, "Rapunzel! Rapunzel! Let down your long hair". Rapunzel let down her hair and the witch climbed up.

One day, a handsome prince rode through the wood and found the tower. He heard singing and saw Rapunzel at the window. He watched the witch come to the tower and climb up Rapunzel's hair and decided to do the same.

The prince visited Rapunzel every day but when the witch found out she tricked the prince and threw him out the tower. He fell on some thorns and scratched his eyes.

The prince was blind for a long time until one day he heard Rapunzel. When she saw it was her prince, she cried with happiness. Her tears touched his eyes and he could see again! They lived happily ever after in his kingdom.

3. Metode Pembelajaran: Silent Card Shuffle Strategy

4. Kegiatan

Langkah-langkah Kegiatan

Kegiatan Awal (5')

- a. Greeting and Prayers
- b. Checking attendance
- c. Addressing the topic
- d. Menjelaskan tentang silent card shuffle strategy.
- e. Tanya jawab singkat tentang deskriptif text.

Kegiatan Inti (Silent Card Shuffle) (60')

- a. Silent Card Classification (10')
- 1) Menunjukkan beberapa paket kartu yang berisi 10 kata beserta definisinya. Kata-kata tersebut diambil dari teks deskriptif "Rapunzel".

- 2) Membagisiswamenjadibeberapakelompok(tiapkelompokterdiri dari 4-5 anak)
 - 3) Membagikan satu paket kartu untuk masing-masingkelompok
 - 4) Memberiinstruksipada siswa untukmemasangkata-kata tersebut dengan definisinya,namun dilarang berdiskusi atau berbicara dengan siswa lain.
- b. JustifyandRefine(5')
- 1) Setelah selesaimengklasifikasikankartu-kartu tersebut kemudian guru memperbolehkansiswauntukberbicaradanberdiskusidalam satu kelompok.
 - 2) Siswa diperbolehkan untuk mengganti susunan kartu mereka.
- c. CirculateandObserve(5')
- 1) Memberiinstruksipadasiswauntukberkelilingdanmelihatmilik kelompoklain.Satusiswatetaptinggaldalamkelompok,sementara yanglain mengamati kelompok lain.
 - 2) Siswadiperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.
- d. ReturnandRefine(5')
- 1) Siswa kembali ke kelompok merekamasing-masing.
 - 2) Berdasarkanhasilobservasidarikelompoklain,siswamenentukan apakahakan merubah susunan kartu merekaatautidak.
- e. TeacherDebriefing(35')
- 1) Guru menunjukkan jawaban yang benardaripasangkata-kata tersebut dan siswamengoreksisusunan kartu mereka.
 - 2) Guru memberikan soal latihan tentangteksRapunzel.
 - 3) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.
 - 4) Guru menjelaskan isi dari teks deskriptive tersebut dan mendiskusikannya bersama siswa.

Kegiatan Penutup(5')

- a. Gurumenyimpulkan materi pelajaran.

- b. Guru menyampaikan materi yang akan dipelajari selanjutnya.
 - c. Guru menutup pelajaran dengan berdoa dan salam.
5. Sumber belajar
www.bbc.co.uk/cbeebies
 6. Media Pembelajaran
Kartu, Gambar, dan Lembar Kerja.
 7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Siswa dapat mengidentifikasi informasi rinci dalam teks deskriptive.	Test tulis	True/False	Read the story carefully. Write T if the statement is true and F if it is false.

Instrumen Penilaian/ Soal:

TRUE/FALSE

Read the story carefully. Write T if the statement is true and F if it is false.

No.	Statements	T/F
1.	The wife wanted to eat the lettuce in the witch's garden.	
2.	The husband agreed to give his baby to the witch.	
3.	The couple named her daughter Rapunzel.	
4.	The witch locked away Rapunzel in a castle in the middle of a forest.	
5.	Rapunzel had a long golden hair.	
6.	The witch climbed up the tower using a ladder.	
7.	The prince imitated what the witch had done and climbed up the tower.	
8.	The witch tricked the prince and threw him out of the tower.	

9.	The prince fell on some thorns and hurt his eyes.	
10.	The story of Rapunzel has a sad ending.	

Rubrik Penilaian:

No.	Uraian	Skor
1.	Jawaban benar	2
2.	Jawaban salah	0

Nilai: jumlah score x 10
:100

Skor maksimal: 100

Semerah, Januari 2020
Mahasiswa,

FEIMMY
PEBRIAUTHAMI
NIM : 1610203043

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTsN 3 Semerah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII(Delapan) / 2
 Pertemuan Ke : 3
 Aspek/Skill : Membaca(Reading)
 Alokasi Waktu : 2 x40 menit

Standar Kompetensi :

11. Memahami makna dalam esai pendek sederhana berbentuk recount dan deskriptif untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

11.3. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan deskriptif

Indikator:

- a. Siswa dapat mengurutkan bagian-bagian teks deskriptif sehingga menjadi sebuah teks yang utuh.
- b. Siswa dapat mengidentifikasi ciri kebahasaan dari teks deskriptif.
- c. Siswa dapat menggunakan simple past tense dalam kalimat.
- d. Siswa dapat mengidentifikasi informasi rinci dalam bacaan.

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengidentifikasi informasi dalam teks deskriptif sederhana.

2. Materi Pembelajaran

- a. A Deskriptive Text (The Elves and the Shoemaker)

THE ELVES AND THE SHOEMAKER

Once upon a time, there was a very poor shoemaker who lived in a small city. He only had enough leather left to make one pair of shoes. He cut out the shoes and left them on the table. The next morning, the shoemaker was surprised. There was a beautiful pair of shoes on the table. The shoes were so beautiful that the woman bought them and paid the shoemaker a lot of money.

Now, he could buy leather for two more shoes. Before he went to bed, he laid the leather on the table. Again he was surprised. When he woke up the next morning, he found two beautiful shoes on the table.

Soon, the shoemaker became a rich man. One night, he decided to hide to know who crept in to make beautiful shoes. At midnight, two elves came to the shop and stitched the shoes together very carefully. Yet, there was something strange about them. They wore strange and dirty clothes. The shoemaker's wife, then, made them clothes because she wanted to thank them. After she finished sewing the clothes, she left them on the table. The elves were very happy to see all the clothes. They put them on, sang and leapt about happily.

The shoemaker and his wife never saw the elves again. But, they would never forget them. The elves had showed them how to make beautiful shoes.

b. Latihan soal

Change the verbs into past tense forms.

- a. The shoes (are) __ made of leather.
- b. The shoemaker (wake) __ up in the morning and got surprised
- c. He (find) _ a pair of beautiful shoes on the table.
- d. The elves (come) at midnight to make a pair of shoes.
- e. He (lay) __ the leather on the table.
- f. A woman (buy) _ the beautiful shoes.
- g. The elves (wear) _ strange and dirty clothes.

- h. The shoemaker's wife (make) a pair of clothes for the elves.
 - i. The elves (put) __ on the clothes and sang happily.
 - j. They never (see) _ the elves again.
3. Metode Pembelajaran: Silent Cards Shuffle Strategy
4. Kegiatan

Langkah-langkah Kegiatan

Kegiatan Awal (5')

- a. Greeting and Prayers
- b. Checking attendance
- c. Reviewing the previous material
- d. Addressing the topic
 - 1) Tanya jawab singkat tentang deskriptif text "The Elves and the Shoemaker"
 - 2) Memberitahu siswa bahwa akan diadakan permainan
 - 3) Menjelaskan tentang peraturan permainan
 - 4) Menjelaskan tahapan-tahapan Silent Card Shuffle Strategy yang akan dipakai dalam permainan

Kegiatan Inti (60')

- a. Silent Card Classification (10')
 - 1) Menunjukkan beberapa paket kartu yang berisi bagian-bagian deskriptif text yang sudah diacak.
 - 2) Membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-6 anak)
 - 3) Membagikan satu paket kartu untuk masing-masing kelompok, kertas tebal sebagai papan untuk menempel kartu, dan blu-tack untuk menempel kertas tersebut di papan tulis.
 - 4) Memberi instruksi pada siswa untuk menyusun kartu-kartu tersebut sehingga menjadi sebuah teks yang utuh, tetapi dilarang berdiskusi atau berbicara dengan siswa lain.
- b. Justify and Refine (5')

- 1) Setelah selesai mengurutkan kartu-kartu tersebut menjadi sebuah teks yang utuh, kemudian siswa diperbolehkan untuk berbicara dan berdiskusi dalam satu kelompok.
 - 2) Siswa diperbolehkan untuk mengganti susunan kartu mereka.
 - 3) Setelah selesai berdiskusi, mereka diharuskan menempelkan kartu-kartu mereka di kertas yang telah disediakan.
 - 4) Kelompok yang telah selesai menempelkan kartunya di kertas harus berlomba menjadi yang tercepat menempelkan pekerjaannya di papan tulis.
- c. Teacher Debriefing (45')
- 1) Guru menunjukkan urutan yang benar dari teks deskriptif yang telah diacak sebelumnya sambil mengoreksi susunan kartu dari tiap kelompok yang telah ditempel di papan tulis.
 - 2) Guru menentukan kelompok mana yang merupakan pemenang dari permainan tersebut.
 - 3) Guru memberikan hadiah untuk kelompok yang keluar sebagai pemenang.
 - 4) Guru memberikan lembar kerja yang berkaitan dengan teks "The Elves and the Shoemaker".
 - 5) Guru menginstruksikan siswa untuk membaca teks tersebut dan mengerjakan soal latihan.
 - 6) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa.
 - 7) Guru memberikan beberapa pertanyaan terkait teks tersebut dan membahasnya bersama-sama dengan siswa.
 - 8) Guru memberi penjelasan tentang penggunaan simple past tense dalam teks deskriptif.

Kegiatan Penutup (5')

- a. Guru menyimpulkan materi pelajaran.
- b. Guru menyampaikan materi yang akan dipelajari selanjutnya.
- c. Guru menutup pelajaran dengan berdoa dan salam.

5. Sumber belajar
 - a. Mukarto,dkk.2007.EnglishonSky2:forJuniorHighSchoolStudents Year VIII. Jakarta: Erlangga.
 - b. www.bbc.co.uk/cbeebies
6. MediaPembelajaran
Kartu,Gambar,LembarKerja.
7. Penilaian

IndikatorPencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Siswa dapatMengidentifikasiinformasi	Testulis	Menjawab pertanyaan	<input type="checkbox"/> Answer the following questions.

Instrumen Penilaian/Soal:

Readtextcarefully.Then,answerthe followingquestions.

1. How manycharacters are there in the text?Who are they?
2. Whydid thewoman buythe shoes and paid a lot of money?
3. What was strange about the elves?
4. Whydid the shoemaker's wife make the clothes for the elves?
5. What had the elves showed to the shoemaker and his wife?

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benarskor = 2
2. Nilai maksimal= jumlah skor maksimal x 10 =10
3. Nilai siswa =Skor Perolehan x 10

RubrikPenilaian

Uraian	Skor
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Semerah, Januari 2020
Mahasiswa,

FEIMMY
PEBRIAUTHAMI
NIM : 1610203043



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

DOCUMENTATION AT MTsN 7 KERINCI



INSTITUT AGAMA ISLAM NEGERI

K E R I N C I





**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 – 21065 Faks : 0748 – 22114
KodePos : 37112. Website: www.stainkerinci.ac.id e-mail : info@stainkerinci.ac.id

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI**

Nomor : 256 Tahun 2019

**T E N T A N G
PENETAPAN DOSEN PEMBIMBING SKRIPSI
MAHASISWA IAIN KERINCI
TAHUN 2019/2020**

- Menimbang** : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program strata satu (S.1) IAIN Kerinci, maka perlu menetapkan dosen pembimbing skripsi mahasiswa.
2. Bahwa dosen yang nama nya tersebut dalam Surat Keputusan ini dipandang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat** : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan** : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
2. Usul Ketua Jurusan Pendidikan Bahasa Inggris Nomor. In.31/J5.1/PP.00.9/04932019 Tanggal, 16-Sep-19

M E M U T U S K A N

- Menetapkan** :
PERTAMA : Menunjuk dan mengugaskan :
1. Nama : **Dr. Daflizar, MA** Sebagai Pembimbing I
2. Nama : **Heri Mudra, M.Pd** Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : **Feimmy Pepria Uthami**
NIM : 1610203043
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : **Improving the Teaching of Reading by Using Silent Card Shuffle Strategy (SCSS) to the Seventh Grade Students of MTsN 3 Semerah**

- KEDUA** : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH
PADA TANGGAL : 19-Sep-19

Dekan,
Wakil Dekan Bidang Akademik dan
Pengembangan Lembaga



SAADUDDIN, MPd.I h.

Tembusan :

1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan
3. Dosen Pembimbing
4. Pertinggal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Kec. Pesisir Bukit Sungai Penuh Telp. (0748) 21065 Fax. (0748) 22114
 Kode Pos. 37112 Web www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

Nomor : In.31/D.1/PP.00.9/ 865/2020 30 November 2020
 Lampiran : -
 Perihal : **Mohon Izin Penelitian**

Kepada
 Yth Kepala Mts Negeri 3 Kerinci
 Di
 Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : **FEIMMY PEBRIA UTHAMI**
 NIM : 1610203043
 Jurusan : Tadris Bahasa Inggris
 Fakultas : Tarbiyah Dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:
**IMPROVING STUDENTS' MOTIVATION AND ABILITY IN COMPREHENDING
 DESCRIPTIVE TEXTS BY USING SILENT CARD SHUFFLE STRATEGY (SCSS) AT THE
 EIGHTH GRADE STUDENTS OF MTSN 3 KERINCI.** Waktu penelitian yang diberikan kepada
 yang bersangkutan dimulai pada tanggal **30 November 2020 s.d 30 Januari 2020.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.
 Wassalamualaikum w.w



Rektor,
 Dekan Fakultas Tarbiyah dan
 Ilmu Keguruan

Darabi Kamil, S.Pd., M.Ed

- Tembusan:
 4. Rektor IAIN Kerinci (sebagai laporan)
 5. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KERINCI
MADRASAH TSANAWIYAH NEGERI SEMERAH
 Jln. Lapangan Telaga Bertuah Semerah Kerinci 37171
 Telp..... E-mail mtsn3kerincisemerah@gmail.com

SURAT KETERANGAN PENELITIAN
 Nomor : B.21 /Mts.05.01.04/TL.00/11 /2020

Berdasarkan surat permohonan izin penelitian dari IAIN Kerinci Nomor: In..31/D.I/PP.00.9/865/2020 Tanggal 30 November 2020, maka dengan ini Kepala Madrasah Tsanawiyah Negeri Semerah menerangkan bahwa :

NAMA : FEIMMY PEBRIA UTHAMI
 NIM : 1610203043
 JURUSAN : TARBIYAH
 PRODI : Tadris Bahasa Inggris

Telah melaksanakan penelitian di MTsN 3 Kerinci mulai tanggal 01 Desember 2020 s.d 01 Februari 2021 dengan judul "**IMPROVING STUDENTS' MOTIVATION AND ABILITY IN COMPREHENDING DESCRIPTIVE TEXTS BY USING SILENT CARD SHUFFLE STRATEGY(SCSS)AT THE EIGHITH GRADE STUDENTS OF MTsN 3 KERINCI**".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semerah, 25 November 2020
 Kepala Madrasah,

 Panfizar, S.Ag.M.PdI
 197212182001121002





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KERINCI
MADRASAH TSANAWIYAH NEGERI SEMERAH
 Jln. Lapangan Telaga Bertuah Semerah Kerinci 37171
 Telp..... E-mail mtsn3kerincisemerah@gmail.com

SURAT KETERANGAN TELAH SELESAI PENELITIAN
 Nomor : B.42 /Mts.05.01.04/TL.00/02/2021

Berdasarkan surat permohonan izin penelitian dari IAIN Kerinci Nomor: In.31/D.I/PP.00.9/865/2020 Tanggal 30 November 2020, maka dengan ini Kepala Madrasah Tsanawiyah Negeri Semerah menerangkan bahwa :

NAMA : FEIMMY PEBRIA UTHAMI
 NIM : 1610203043
 JURUSAN : TARBIYAH
 PRODI : Tadris Bahasa Inggris

Telah selesai melaksanakan penelitian di MTsN 3 Kerinci mulai tanggal 01 Desember 2020 s.d 01 Februari 2021 dengan judul "**IMPROVING STUDENTS' MOTIVATION AND ABILITY IN COMPREHENDING DESCRIPTIVE TEXTS BY USING SILENT CARD SHUFFLE STRATEGY(SCSS)AT THE EIGHITH GRADE STUDENTS OF MTsN 3 KERINCI**".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semerah, 02 Februari 2021

Kepala Madrasah,



Sakizhar, S.Ag.M.PdI

NIP. 197212182001121002



PEMERINTAH KABUPATEN KERINCI
BADAN KESATUAN BANGSA DAN POLITIK

Jln. Jend Basuki Rahmat Telp/Fax : (0748) 21980
SUNGAI PENUH

REKOMENDASI PENELITIAN

Nomor : 071/ *649* / Kesbang-Pol

- Dibaca : Surat dari : IAIN-KERINCI Nomor : In.31/D.1/PP.00.9/865/2020
 Tanggal : 30 November 2020 Perihal : Izin Penelitian
- Mengingat : 1. Undang - Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi;
 2. Peraturan Pemerintah No 41 Tahun 2006 Tentang Perizinan Melakukan Kegiatan Penelitian Dan Pengembangan Bagi Perguruan Tinggi Asing, Lembaga Penelitian Dan Pengembangan Asing, Badan Usaha Asing Dan Organisasi Asing;
 3. Peraturan Menteri Dalam Negeri RI Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 4. Peraturan Daerah Nomor 11 Tahun 2009 Tentang Pembentukan Organisasi Tata Kerja Perangkat Daerah Kabupaten Kerinci sebagai mana telah diubah Terakhir dengan peraturan Daerah Nomor 6 Tahun 2013 Tentang Perubahan ketiga atas Peraturan Daerah Nomor 11 Tahun 2009 Tentang Pembentukan, Organisasi dan Tata Kerja Perangkat Daerah Kabupaten Kerinci;
 5. Peraturan Bupati Nomor 6 Tahun 2014 tentang Uraian Pokok, Fungsi dan Tata Kerja Badan Kesatuan Bangsa dan Politik Kabupaten Kerinci;
- Diperhatikan : Proposal yang bersangkutan
- Pemberi Izin Kepada : Nama : **FEIMMY PEBRIA UTHAMI**
 NIM/ NPM : 1610203043
 Agama : ISLAM
 Kebangsaan : INDONESIA
 Alamat : Desa Bungan Tanjung Kec. Sitinjau Laut
- Untuk : Mengadakan Penelitian
- Judul : **IMPROVING STUDENTS' MOTIVATION AND ABILITY IN COMPREHENDING DESCRIPTIVE TEXT BY USING SILENT CARD SHUFFLE STRATEGY (SCSS) AT THE EIGHTH GRADE STUDENTS OF MTSN 3 KERINCI**
- Tempat Penelitian : MTsN 3 Kerinci
- Waktu : Desember 2020 s/d Januari 2021
- Syarat Ketentuan : 1. Sebelum melakukan Penelitian terlebih dahulu melaporkan kepada Kaban/ Kadis/ Kakan/ Instansi yang bersangkutan untuk mendapat petunjuk seperlunya.
 2. Wajib menjaga tata tertib dan mentaati ketentuan dan adat istiadat yang berlaku di Daerah Penelitian.
 3. Tidak dibenarkan melakukan Penelitian yang tidak ada kaitannya dengan Judul Penelitian dimaksud.
 4. Hasil penelitian disampaikan kepada Bupati Kerinci melalui Badan Kesbang & Politik Kab. Kerinci.
 5. Tidak menggunakan Surat Izin Penelitian ini untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah.
 6. Surat Izin Penelitian ini akan di cabut kembali apabila pemegangnya tidak mentaati ketentuan tersebut diatas.

Demikianlah untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 07 Desember 2020/ 18 Rabi'ul Akhir 1442 H
 Plt. KEPALA BADAN KESATUAN BANGSA DAN POLITIK
 KABUPATEN KERINCI



Disampaikan kepada Yth :
 Bapak Bupati Kerinci (Sebagai laporan)
 Sdr. Kepala MTsN 3 Kerinci
 Sdr. Yang Bersangkutan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS**

Jalan Kapten Muradi Sumur Gedang Kec. Pesisir Bukit Kota Sungai Penuh
Telp. (0748) 21065 Fax. (0748) 22114 Kode Pos.37112
Website www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

**SURAT KETERANGAN
LULUS UJI PLAGIASI**

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa Skripsi Mahasiswa:

Nama : FEIMMY PEBRIA UTHAMI

NIM : 1610203043

Judul : IMPROVING STUDENTS' MOTIVATION AND ABILITY IN
COMPREHENDING DESCRIPTIVE TEXTS BY USING
SILENT CARD SHUFFLE STRATEGY (SCSS) AT
THE EIGHTH GRADE OF MTsN 3 KERINCI

Pembimbing 1 : Dr. DAPUZAR, S.Pd, MA

Pembimbing 2 : HEBI MUDRA, M.Pd

Telah diuji plagiasi dengan tingkat kemiripan dengan karya tulis lainnya sebesar
.....²⁴..... % dan **dinyatakan dapat diagendakan untuk Ujian Skripsi.**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sungai Penuh, 2021

Ani, Ketua Jurusan,
Sekretaris Jurusan



Catatan:

Tingkat kemiripan maksimal 30 % di luar daftar pustaka

- Curriculum vitae/ riwayat hidup



Personal details

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- OSIS SMAN I KERINCI (anggota) 2014 – 2015
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