

**IMPROVING THE ENGLISH READING COMPREHENSION ABILITY
OF GRADE 8 STUDENTS AT SMP NEGERI 3 GEDANGSARI IN THE
ACADEMIC YEAR OF 2013/2014 THROUGH EXTENSIVE READING
ACTIVITIES**

A Thesis

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

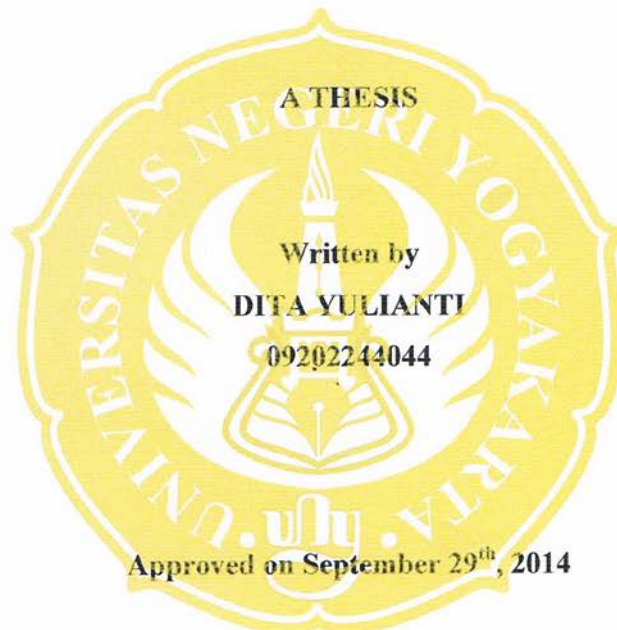


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2014**

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**IMPROVING THE ENGLISH READING COMPREHENSION
ABILITY OF GRADE 8 STUDENTS AT SMP NEGERI 3
GEDANGSARI IN THE ACADEMIC YEAR OF 2013/2014 THROUGH
EXTENSIVE READING ACTIVITIES**



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RATIFICATION

**IMPROVING THE ENGLISH READING COMPREHENSION ABILITY
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A THESIS

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Accepted by the Board of Examiners of Faculty of Languages and Arts,
Yogyakarta State University, On October 14th, 2014 and declared to have
fulfilled the Requirements for the Attainment of a *Sarjana Pendidikan* Degree
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PERNYATAAN

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

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

Yogyakarta, September 31th, 2014

Yang menyatakan,



Dita Yulianti

MOTTOS

And seek help in patience and prayer (Al-Baqarah 2 : 45)

Surely there is ease after hardship. (Al-Inshirah : 6)

*Anyone who has never made a mistake had never tried anything new.
(Albert Einstein)*

DEDICATIONS

This thesis is specially dedicated to:

❖ My beloved Mother and Father

(Suparja, S.I.P and Suharti)

❖ My younger brothers

(Wahyu Dwi Laksono and Heru Tri Nugroho)

❖ My lecturers, and

❖ My beloved friends

(Ady, Mbak Eni, Citra, Manda, Nanda, Desi, Fetri, Titi, Rina Secret, Ketik, Fahmi, Yosep, Heriyanto, and Members of PBI I)

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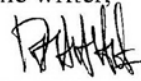
Furthermore, my greatest gratitude goes to my parents; Suparja, S.Ip. and Suharti, for their endless loves, cares, prayers, sacrifices, and supports. I am sincerely grateful to them for teaching me how this life is worth living. They have given me everything to finish my thesis. My special thanks are dedicated to my brothers, Wahyu, and Heru, who have given me loves, prayers, and supports. I also thank my relatives in Jakarta for their prayers. My thankfulness is also given to Ady for his cares and supports when I am in ups and downs and for being there when I need at the most.

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I realize that my thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis gives some contributions for the improvements of the English teaching and learning for the readers.

Yogyakarta, September 31th, 2014

The writer,



Dita Yulianti

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ABSTRACT

This research is aimed at improving the reading comprehension of grade 8 students at SMP N 3 Gedangsari through extensive reading activities.

In conducting this study, the researcher applied Classroom Action Research (CAR) as the method of the research. It was conducted in two cycles and each cycle consisted of four phases, they are: planning, acting, observing, and reflecting. The subjects of the study were 32 students of Class VIII B of SMP N 3 Gedangsari, Gunungkidul. There were two forms of data in this study. The qualitative data were obtained by doing observation, interviewing the students and the English teacher. Meanwhile, the quantitative data were obtained from the students' reading comprehension scores of the pre-test, and the post-test and they were analyzed by using descriptive statistics.

In reference to the application of the two cycles, the results of the research revealed that the use of extensive reading activities successfully improved the students' reading comprehension. The students' interest in reading English texts was improved. The extensive reading materials gave them enough opportunities to explore English texts and to enrich their vocabulary mastery. The enrichment supported them in comprehending the texts. In relation to their comprehension of English texts, the students were able to identify main ideas and supporting details of paragraphs correctly. This improvement was supported by the comparison of the students' mean scores from the Pre-test and the Post-test, 41.71 and 64.87. Their involvement in the reading class also improved. In addition, the students became more active and they enjoyed the process of teaching and learning reading.

CHAPTER I INTRODUCTION

A. Background to the Study

Based on the Standard of Contents for Junior High School (SMP/MTs) stated in *Badan Standar Nasional Pendidikan (BSNP)*, English is one of the compulsory subjects to be studied (2006: 13). There are four skills that students have to master, they are listening, speaking, reading, and writing. The aims of studying English is to improve students' ability in those skills so that students are able to communicate orally or written in their daily life (*BNSP*, 2006: 123).

Having a good ability in English is important. Speech, presentation, interview, and storytelling are spoken in English. To deliver information orally the students have to master it. On the other hand, there are many written texts that are written in English in daily life. For example, magazines, newspapers, websites, manuals, advertisements, and job vacancies. To get information from those texts students read and comprehend the texts. However, the lack of vocabulary is the main problem for students. They find it difficult in facing new words and sentence complexities which block them to master it. The lack of exposure to the language is also one of the problems. As a foreign language, they rarely use English in real communication. Reading an English book sometimes makes them get bored. It is because the lack of their vocabulary. This problem causes them only get little information. In fact, reading comprehension is included in the final examination. Therefore, reading skills are important for junior high school.

Reading is an important skill. Goodman in Burt, Peyton, and Adam (2003: 33) states that it is important to learn reading since it (1) helps people learn to

think new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written English, (4) can help people plan to study in an English, speaking country. Students who master reading skills well will easily extract meaning from English texts because they have better vocabulary in contexts. Moreover Harmer (1998: 63) states that reading gives many exposures to students' language acquisition. Students who accustom to read get a lot of exposures. When they read a text, at least, they remember some parts of language as a part of process of language acquisition. In addition, this skill helps them to expand their knowledge. Using English they can explore their interests by reading international books, journals, websites, and more.

In addition, Harrison (2004: 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to people thinking capability. This capability will be the basic development of emotional, moral, and verbal intelligence. Moreover, these development determines what kind of person people would be. Therefore, reading is important for students both to develop their knowledge and to develop the way they think related to the development of moral, emotion, as well as verbal intelligence.

The aim of teaching reading of foreign language is focus on the students' comprehension. Unfortunately, not all students have a good reading ability that is targeted in curriculum. The lack of students' vocabulary blocks their comprehending in extracting meaning from the texts. When they face a difficult word, their reading simply pauses for seconds and they think about the meaning of the word before continuing their reading. It is because the students worried about

the meaning of every single word. The meaning of English words sometimes can not be translated by every single word. The grammatical form also constructs the meaning as well. It causes they get confused with the meaning. The lack of students' vocabulary also affects their motivation to read a text as well. The difficult words makes the students get bored to read a text. Then, they were not interested in reading a text or a book.

In addition, reading is not only to read every single sentence in a paragraph but also to comprehend the contents of the texts as well. Without practicing reading a lot students are really lacking in finding main idea, inference and some explicit information. These micro skills of reading are commonly difficult for the students. Besides they read translating the text, they also have to get the main idea and so on. Practicing reading a lot helps the students expose vocabulary and structures in the paragraphs construction in contexts. It helps students to improve their vocabulary mastery and to promote students' reading habit.

Moreover, finding interesting texts or books for young students is a problem. Young learners are interested in different topics in comparison with adults or children. Therefore, before a teacher asks the students to read, she/he must select the topics because it affects students' motivation too. Interesting topics will motivate them reading for pleasure. Not only the topics but also consider students' background knowledge. According to Brown (2004: 185), background information and cultural experience carry out interpretations. When the students did not have any schemata of the texts, they will not have any interpretations about the texts.

Furthermore, reading is receptive skills that requires readers to extract meaning from the discourse they read. Decoding words, structures, and activating background knowledge while reading are micro skills to extract meaning from a text. To develop reading comprehension ability, they have to read more. Reading provides opportunities to expose new words that will build their vocabulary mastery. Exposing texts also helps them enrich their background knowledge of the topic of the texts. Activating background knowledge while reading plays important role in extracting meaning and in predicting a difficult word. According to Harmer (1998: 68), reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts. However, limited reading time in reading lesson makes them get limited exposures. To enrich their vocabulary and comprehension they should read more. Students who read more unconsciously learn vocabulary and grammar when they read.

Based on the observation of students of SMP Negeri 3 Gedangsari, they faced the problems above in reading. They found it difficult in reading a text. Some of them opened their dictionary when reading, to translate the text. On the other hand, some others was demotivated. Although the text seemed simple, they needed much time to read and to translate it. This condition, makes the teacher spent much time in reading the text. In fact, English was divided into four skills that the students should all master. In addition, to enrich reading comprehension, students need more exposure from many kinds of texts. Enjoying reading helps them to improve their reading ability by their selves.

Concerning these problems the students of SMP Negeri 3 Gedangsari need improvement in the reading comprehension ability. They need more exposures in reading. Extensive reading, which can be defined as reading a large amount of text for general comprehension, helps students with vocabulary acquisition, content knowledge, familiarity with syntactic structure, knowledge of genres, and reading rate (Anderson, 1996: 184). Therefore, choosing extensive reading activities to improve their reading comprehension ability is needed.

B. Identification of the Problems

The teaching and learning process of English is commonly influenced by some factors such as the students, the teacher, the materials, and the teaching method. Based on the observation conducted in the teaching and learning of English at grade eight of SMP Negeri 3 Gedangsari, there were some problems that can be identified.

The first problem was the learning process. In the process of teaching and learning, some problems could happen related to the lack of pre-reading activities and the purposes of reading. Based on the observation, in the beginning of teaching reading, she asked the students read the texts aloud together without pre-reading activity. According to Harmer (2001: 127), without the right kind of pre-existing knowledge, comprehension becomes much more difficult. Therefore, pre-reading activity is important for students to engage their background knowledge (schemata) to the texts. Asking questions to recall their pre-existing knowledge of the texts, the topic of the text, their experience about the topic will arouse their interest to read the text and give some background before reading the text.

Furthermore, before read a text, students must know about the purpose after read the text. Telling about the whole of the text like summarizing will make them confused. However, when the teacher tells the purpose of the reading, the students will scan the text first based on the teacher purpose. For example, the students read to search the main character on the text.

The second problem was reading material. The teacher gave limited kinds of texts. The students could not choose their own texts. They found it difficult to understand the text because the texts were not suitable with their ability. Then, some students were not interested in the texts because of the theme of the texts. Moreover, the texts were taken from *Lembar Kerja Siswa (LKS)*. Some students got bored because they had read the texts before. Repetition made them bored in the class. Based on the observation, those texts were the same texts as the students' homework.

Limited exposure was also a problem. Based on the interview, the students often read texts but they read their whole *LKS* and did the exercises. It was because they only had that book at home and they rarely searched English texts to improve their reading. On the other hand based on the observation, there were English course books in the library but they did not borrow them. It means that some students were not interested in borrowing a course book. They said that those books were difficult to understand and heavy. They said that the texts were difficult to understand for them.

On the other hands, based on the interview of the students, they often read a book. They were interested in reading stories. Based on the interview, few

students borrowed a book and read it at home but they just read stories on the book. Their interests at reading stories will help them to improve their English. Reading a lot of texts, students easily exposes more words in contexts. Therefore, the students should get a lot of exposures to help them improve their vocabulary and comprehension.

Exposures have many benefits to improve students' language acquisition. Harmer (1998: 68) argues that any exposure to English is a good thing for language students. At least, they remember the materials they ever read. Especially, if the reading text are interesting and engaging, acquisition is likely to be even more successful. Hence, students need to do more reading to get exposures of English that they are interested in. Extensive reading gives exposures to the students since they were graded materials. In addition, Nation (2009: 50) states that extensive reading is largely incidental learning, that is, the learners' attention is focused on the story not on items to learn. As a result, learning gains tend to be fragile and thus it is important to have qualified input with substantial opportunities for vocabulary repetition.

In conclusion, the researcher tried to implement extensive reading activity in the teaching and learning process to the grade eight students of SMP Negeri 3 Gedangsari. This activity will help students to improve their comprehension on texts by giving more exposures of language in contexts. Vocabulary is the main factor that affects students' comprehension. Exposing words in texts unconsciously helps them in improving their vocabulary. Students who have wide vocabulary will comprehend a text better.

C. Delimitation of the Problem

Considering the problems above and the prominence of the minimal of exposure of contextual language in reading, the writer tries to solve it by using extensive reading. Extensive reading, with its emphasis on encouraging learner to read self-selected, large amount of meaningful language, fits well with current principled understanding for second and foreign language pedagogy (Day & Bamford (1998) in Richards and Renandya, (2002: 295). Therefore, the students did not feel burden to read a texts and they expose texts that suitable for their level and their interest.

With regard to the problems above, they were so complex that they need to be delimited. The researcher delimited a problem researched, that is, extensive reading to improve reading comprehension ability due to the lack of vocabulary mastery. Extensive reading activities emphasize the researcher to provide more materials for students to expose English texts. The action was taken based on the permission from the English teacher because it provides a lot of exposures that helps students to build vocabulary and to gain their comprehension ability.

D. Formulation of the Study

Based on the background and identification of the problems above, the researcher formulated the problem as follows.

“How can the reading comprehension of grade eight students at SMP Negeri 3 Gedangsari in the academic year of 2013/2014 be improved through extensive reading activities?”

E. The Objective of the Study

The objective of this research was to improve the reading comprehension ability of grade VIII students at SMP Negeri 3 Gedangsari through extensive reading activities in the academic year of 2013/2014.

F. The Significance of the Study

There are some expected advantages that can be acquired from this study:

1. For students of Grade VIII of SMP Negeri 3 Gedangsari in the academic year of 2013/2014, if they can make use of the activities during the class, they will get an opportunity to improve their reading comprehension ability in English especially in comprehending text through extensive reading activities.
2. For English teachers, they can apply the ways suggested in result of this study to reach the purpose of teaching and learning reading through extensive reading. Besides, the result of his study can be used by teacher to improve and increase the quality of teaching and learning reading English texts.
3. For the readers, this study will give some knowledge and understanding on how to improve SMP students' reading comprehension ability.
4. For the other researchers who conduct research studies on the relevant topic, this research study can be a source.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Reading and Reading Comprehension

a. Definition of Reading and Reading Comprehension

According to Hoover and Gough (1990) in Flynn and Stainthorp (2006: 34), reading is the product of decoding and comprehension which means that reading is a result from an ability to decode the print words and to comprehend the language. In relation to the theory above, Nunan (1999: 249) states that reading is a set of skills which is required to make sense and derive meaning from the printed words. The activity of reading also involves the ability to decode the printed words in the key in reading. The decoding activity impacts the reader making sense. Reading also requires deriving meaning, which is also stated by Anderson (1996: 3). He also adds that reading is not only pronouncing the words correctly, but also comprehending what they mean.

Moreover, reading is an activity in which the reader negotiates meaning, by bringing to the text schemata for understanding it, and finally the comprehension toward the text is considered as the product of the negotiation (Brown, 2004: 189). In line with Brown, Spratt, et.al. (2005: 21) define reading as a process of responding to making sense of information, readers connect new knowledge obtained from the text with the knowledge they already know.

Furthermore, Snow (2002: 9) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. By doing those activities,

students are expected to get the content of the reading materials and achieve their purpose and expectation.

On the other hand, Klingner, Vaugh, and Broadman (2007: 8) define reading comprehension as complex processing involving interaction of many components, they are readers' background knowledge, readers' reading strategies, the text, readers' interest in topic, readers' knowledge of text type. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers gain their reading comprehension.

In conclusion, based on the explanation above, reading is a process of decoding words from the text by interacting with the contexts and involving the readers' background knowledge to comprehend them. When they read a text, they need actively relate their prior knowledge about the contexts. For example, when they read a story with pictures, they have to look at the pictures as well. They describe the context of the text. Therefore, meaning of a text is derived from the prior knowledge of the readers that interact with words in context of the text to make sense.

b. The Importance of Reading

There are some reasons why reading is important to get students to read especially reading English texts. Harmer (1998: 68) states that there are some reasons why reading becomes so important. First, reading gives many exposures to students' language acquisition. They will unconsciously learn a new word, grammar and extract meaning of the word in contexts. When they read, they get

many kinds of language exposures from many different kinds of texts, they repeat the exposures and easily memorize them. Second, reading texts provide a good model for English. A good model of text is important to be given in teaching English. Hence, it helps students recognize the pattern of phrase, clauses, and sentences within the text.

Moreover, Goodman in Burt, Peyton, and Adam (2003: 33) states that it is important to learn reading since it (1) helps people learn to think new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written English, (4) can help people plan to study in English - speaking country. Reading not only helps us in the reading ability but also helps us at the other skills too. From the benefits of reading above, those benefits will help the students a lot in their life then.

On the other hand, Harrison (2004: 3) states that the importance of reading is not only related to the development of knowledge but also related to people thinking capability. This capability will be the basic development of emotional, moral, and verbal intelligence. Moreover, these developments determine what kind of person people would be. Therefore, reading is important for students both to develop their knowledge and develop the way they think related to the development of moral, emotion, as well as verbal intelligence.

Therefore, reading is a very important skill that students have to master. Any exposure from reading gives many benefits for the students in the process of acquiring language and developing their thinking and emotional. Opportunities to expose English texts more helps the reader accustom to written English texts. It

will develop their awareness in decoding a printed language and recalling the meaning.

c. Reading Purposes

There are two main categories of reading purposes namely reading for getting pleasure and reading for getting information. Nunan (1999: 251) states that reading for pleasure is one of the purpose of reading; for example reading bedtime stories. The main point of reading bedtime stories is for getting joyful experience of reading.

Moreover Grabe and Stoller (2011: 6-10) propose some purposes of reading more detail as follows.

1) Reading to search for simple information and reading to skim quickly

In reading to search, readers typically scan the text for a specific word, or specific piece of information, or a few representative phrases. In this reading purpose, readers try to get spesific information in the text.

2) Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. For example, a biology who teacher reads a book that written in English entitled 'Amoeba' needs to learn detail information in the book. He/ she want to improve their knowledge about that topic.

3) Reading to integrate information, write and critique texts

Reading to integrate information often occurs before a writer writes a paper. In a paper, he/she needs to integrate much information that will

support his/her statements, her ideas, or against someone statements. The information is taken from many sources. Then, he/she decides what information to integrate and how to integrate it his/her writing.

4) Reading for general comprehension

Comprehension is the most basic purpose of reading. Getting to know a content of a book, previewing a book, are included in reading for general understanding. This purpose also occurs when reading a book for pleasure. Reading for pleasure rarely aims for searching specific information from the text. People mostly enjoy reading for comprehending the text.

From the discussion above, it can be concluded that there are two essential of focus on reading, they are reading for getting information and reading for getting pleasure. In addition, there are some specific purposes of reading; reading to search for simple information, reading to learn from texts, reading to integrate information, write and critique texts, reading for general comprehension. Therefore, deciding the purpose of reading before reading a text is important because it influences our goals.

d. Types of Classroom Reading Performance

In teaching reading in the classroom, students need to perform different kinds of texts in different reading performance. Those reading performance depends on the purpose of the reading itself. Brown (2001: 312) states reading performance as follows.

1) Oral Reading

Occasionally, a teacher will have reason to ask a student to read orally. This reason is in line with the advantages of oral reading. At the beginning and intermediate level, oral reading can 1) serve as an evaluation check on bottom-up processing skills, 2) double as pronunciation check, and 3) serve to add some extra student participation if she/he wants to highlight a certain short segment of reading passage.

However, doing this oral reading a lot may make some disadvantages in the learning process. Brown (2001: 311) states that oral reading is not a very authentic language activity. In reality, people often read silently. Then, while one student is reading, others can easily lose attention. Moreover, shy students will read slowly in the class. Finally, it decreases students' participation in reading activity.

2) Silent Reading

Silent reading may be sub categorized into intensive and extensive reading. According to Brown (2001: 311), intensive reading is classroom-oriented activity that focuses on the linguistic or semantic detail of a passage. The students analyze the text from words, grammatical form, and structure details. It is also called bottom-up processing. Meanwhile, extensive reading is top-down processing. Extensive reading is reading for general understanding of a longer text. In top-down processing, the students read the whole text first and then try to check the micro skills later.

In conclusion, there are two classroom reading performances. They are oral and silent reading. These performances focus on the purposes of reading.

Considering the advantages and disadvantages of all of the reading performance above, therefore, a teacher should consider these performances before she/he asks the students to read.

e. Macro and Micro Skills of Reading

Brown (2004: 187) proposes the idea of micro skills and macro skills on reading skills. Micro skills of reading stand for a set of partial skills on reading in terms of comprehending the form of the text, rather than the discourse. Some of the micro skills of reading as proposed by Brown (2004: 187-188) are:

- 1) Retain chunks of language of different lengths in short-term memory.
- 2) Process writing at an efficient rate of speed to suit the purpose.
- 3) Recognize a core of words, and interpret word order patterns and their significance.
- 4) Recognize grammatical word clauses (nouns, verbs), system, tense, and agreement.
- 5) Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

Meanwhile, the macro skills of reading stand for skills on reading in terms of comprehending the text in the level of discourse and meaning, rather than language form. As generated by Brown (2004: 188), the macro skills of reading are:

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.

- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) Distinguish between literal and implied meanings.

In conclusion, the reading activity needs more than one skill. There are many micro skills for reading to be taught to students. Those skills need to be taught to get a better comprehension in reading and to improve reading skills.

2. Teaching and Learning Reading

a. Approach Teaching and Learning Reading

The teaching of reading is transferring skills for language learners in which the goal is to make the learners able to read and or to understand a text. Teaching reading means teaching a receptive skill. Reading means extracting meaning from discourse that they read (Harmer, 1996: 199). The processing skill in reading is identical with reading comprehension, the better the processing skill, the better the reading comprehension of students. Therefore, to teach English, a set of method is needed. A teacher should be able to choose an appropriate method in the teaching and learning process. Moreover, some researchers reveal some findings that will affect in approach to teach reading skills. Some of the highlights that they are reviewed are as follows.

1) Bottom-Up and Top-Down Processing

Goodman (1970) in Brown (2001: 298) states two kinds of processing in reading bottom-up and top-down processing. In bottom-up processing, students are expected to be able to recognize multiple linguistics signals such as phrases,

noun, cues and the like. In contrast, top-down processing will ask students to read a text as a whole first and then try to check the micro skills such as pronunciation, phrase, or grammar.

However, Nuttall (1996) in Brown (2001: 298) states that in reality, students do not just use one or two processings in doing the reading activities. Both processing are important, some texts maybe good in whole text but really poor in organization of the text. In processing the text, it is better for all people to use the combination of both strategies that is called interactive reading.

2) Schema Theory and Background Knowledge

Clarke and Silberstein (1997) in Brown (2001: 299) state that schema theory is reading that linking readers' schemata (information, knowledge, emotion, experience and culture) during the reading process. That is, the readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts that already stored in their memory. Reading a text does not make sense when they did not have any schema in the topic of the text they are reading.

3) The Role and Affect the Culture

Brown (2001: 299) states that the 'love' of reading propelled many learners to be successful of reading acquisition of reading skills. Similarly, culture plays an active role in motivating and rewarding people for literacy Fitzgerald (1994) in Brown (2001: 299). Therefore, motivation in reading commonly arouse from the readers themself and the culture surround their environment.

4) The Power of Extensive Reading

A current issue in pedagogical research on reading is the extent to which learners will learn read better in laissez-faire atmosphere of enriched surroundings or in an instructed sequence of direct attention to the strategies of efficient reading. From some research that had been conducted by some experts, they states that there are some benefits of extensive reading. First, research from Karshen (1993) and Bamford (1998) both made the case that extensive reading is a key to student gain in reading ability, linguistic competence, vocabulary, spelling, and writing. Second, Green and Oxford (1995) found that reading for pleasure and reading without looking up all known words were both highly correlated with overall language proficiency. It suggests that instructional program in reading should give strong consideration to the teaching of extensive reading. It is better to focus on one spesific strategy and put the extensive reading to strenghten the reading program.

5) Adult Literacy Training

This training applies both bottom-up and top-down models of reading programs. The teaching literary is a specialized field of research and practice that derives insight from a number of psycholinguistic and pedagogical domains in inquiry.

Therefore, a teacher must choose the appropriate approach in the teaching and learning process. It will help a lot to the students in their learning process of learning new language. She/he must consider the principles of teaching as well, especially in teaching reading.

b. Learning Reading Process

Learning reading is considered to be one of the most crucial stages of development of other four skills. Spratt, et.al. (2001: 22) also emphasize that this kind of learning activity is aimed at making learners more aware of how language is used. In another perspective, Alyousef (2005: 7-8) emphasizes the importance of learning reading by dividing it into three big parts of the process of tasking.

1) Pre-reading activities

The first process is pre-reading activities. Zhang (1993) in Alyousef (2005: 7) urges the pre-reading activity as a crucial stage toward the development of learning reading. It is also considered to help in activating the relevant schema; Drucker (2003) in Alyousef (2005: 7) states that:

...relate the passage students are going to read to something that is familiar to them.

Next, provide a brief discussion question that will engage the students and, after that,

provide an overview of the section they are about to read. Name the selection,

introduce the characters, and describe the plot (up to, but not including, the climax).

Last, direct the students to read the story and look for particular information. (p. 23)

Such a conception of pre-reading activities shows teachers how important the concept of scaffolding. Within the pre reading activities, the students are encouraged to activate their background knowledge in order to help them in understanding the whole reading materials. In a classroom activity, the roles of the teacher here is as the facilitator in terms of providing proper tasks that may help students build their own schemata.

2) Whilst-reading

The second stage of a learning-to-read in terms of tasking is whilst-reading activity. In this stage, the purpose of reading activities is to develop the students' ability in breaking down the text through developing their linguistic and schematic knowledge. Hedge (2003) in Alyousef (2005: 8) argues that one of the keys of a whilst-reading activity is the intervention of the teacher. He argues that some intervention may result a good outcome.

3) Post-reading

The last stage within a learning reading process is the post reading activities. In this stage, the activities must enhance the learning comprehension through the use of activities of matching, cloze exercises and cut up sentences.

From the explanation above, it can be summarized that building schema or building background knowledge is an essential step in helping students to comprehend texts easily. It can be best done in the pre-reading phase. Such activities as building interest and attention, employing text-to-self connection, text-to-text connection, and text-to-world connection, accessing prior knowledge and exploring keywords, and conducting a discussion related to the topic prior reading, can be conducted to activate students' schemata. In addition, such media as pictures, videos, and slides can also be used to activate their schemata.

c. Principles of Teaching and Learning Reading

According to Harmer (1998: 70), there are several principles within the process of learning and teaching reading. They are:

1) Reading is not a passive skill.

Reading is an active activity. Readers need to decode the words first, to relate to the context (e.g. see the pictures), and to create meaning of the text. Moreover, to get the meaning of a text, readers need to relate the context of the text with their background knowledge. If they just translate the passages into their first language with dictionary without relating their existing background knowledge about the text, then the meaning does not make any sense.

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

Before a teacher asks students to read an English texts, she/he should consider the topic of the text. Students of junior high school are interested in different topic compare to the higher level or the lower level. Therefore, the teacher should choose the topic of the text based on their interests and their proficiency level. An interesting topic of a text will motivate them to read and will engage them in the reading activity and the learning process.

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

Actually, the main purpose of reading is to get information or message of the text itself. Translating the meaning of the text into the readers' first language is an effort to understand the meaning of the text. Therefore, after getting the meaning, teachers must give opportunities to the students to express their feeling and to respond the information of the text.

4) Prediction is a major factor in reading.

Prediction is important in reading a text. Meaning of a word in a text sometimes depend on the context of the text rather than meaning that written in a dictionary. To get the meaning, readers need to predict the meaning by looking at the previous sentences or relating it to their knowledge about the text. For example, a big school and a school of fish, the meaning of *school* in these phrases are different. A big school is a big place where children go to be educated. Meanwhile, a school of fish is a large number of fish. Therefore, prediction is needed in reading.

5) The task much be matched to the topic.

In the teaching and learning process, a teacher should match their task with the topic. Setting an interesting activity in reading lessoon such as games, puzzle, and song. It will helps the students in understanding the reading material well.

6) Good teachers exploit reading texts to the full.

Reading activity is not only to comprehend and to get the information in the text but also to use the vocabulary in the text to respond the information as well. Using the vocabulary of the text helps us to improve our vocabulary. Adapting the sentences structure or the choice of words in the texts in our writing will help us in writing a text.

In other words, Williams (1986) in Nation (2009:6) proposes some principles of teaching reading as follows.

1) Meaning-focused Input

Meaning-focused input involves getting input through listening and reading where the learners' focus is on understanding the message and where only a small proportion of language features are outside the learners' present level of proficiency. In a reading and writing programme, extensive reading is likely to be the major source of meaning-focused input.

2) Meaning-focused Output

Meaning-focused output involves the learners' producing language through speaking and writing where the learners' focus is on understanding the message. Meaning-focused output occurs when learners write essays, assignments, letters or diary, and when they send email and text messages to each other.

3) Language-Focused Learning

Language-focused learning involves deliberate attention to language features both in the context of meaning focused input and meaning-focused output, and in decontextualised learning and teaching. In the reading and writing programme, language-focused learning occurs in intensive reading; when learners consult dictionaries in reading and writing, they get language-focused feedback on their writing, deliberately learn new vocabulary for receptive or productive use, they practice spelling, concentrate on learning to write or form written letters of the alphabet, and when they study grammar and discourse features.

4) Fluency Development

Fluency development involves making the best use of what is already known. The best-known kind of fluency development is speed reading where learners focus on increasing their reading speed while still maintaining good comprehension.

In conclusion, the principles of teaching reading are expected to conduct effective language learning towards the strategies used during the reading activities. Those principles should be primary consideration for the teacher in teaching reading. Then reading can achieve its goal.

d. Teaching Reading in Grade VIII Junior High School

Teaching reading in grade VIII Junior high school in Indonesia should follow the basic competence and standard competence that are issued by the Indonesian government. Those competences are written based on curriculum which is applied in the particular school. In SMP Negeri 3 Gedangsari, the curriculum that is used is called *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or school based curriculum. Therefore, a school has right to formulate the material that is suitable with the condition in the school according to the guidance of the standard competence and the basic competence.

The standards for reading in English based on curriculum 2006 for grade eight students of the second semester are shown on the table below.

Table 1: **Standard of Competence and Basic Competencies of Reading**

Standard Competence	Basic Competence
<p>To understand meaning in short simple essay in the form of recount, and narrative for interaction within immediate environment.</p>	<p>Reading aloud functional texts and short simple essays in the form of recount and narrative with a good pace and intonation which is related to immediate environment.</p> <p>To respond to meaning in a simple functional written text accurately, fluently which is related to immediate environment.</p> <p>To respond to meaning and rhetorical stages in short simple essay accurately, fluently which is related to immediate environment in a form of recount and narrative text.</p>

Based on the table above, students need to be able to comprehend narrative texts and recount texts which are related with their immediate environment. Then, there are basic competences that students have to reach. Reading recount texts and narrative texts needs many different texts. Moreover, students will enjoy reading those texts when they can choose the texts based on their interests. This makes the researcher sure that extensive reading is needed to help students achieve all the requirements that are formulated by the government.

The required texts that need to be learnt by students are narrative and recount texts. To make this research effective, the researcher focuses on the improvement using extensive reading for narrative texts. A narrative text tells a story which has the purpose to amuse or to give a view of the world that entertains or informs the readers (Anderson, 1997: 6). It will be useful since in extensive reading, students read the text for pleasure and focus on the meaning of the text. Since narrative

texts aim to entertain and amuse the reader, it will increase the students' interest in reading.

Based on the interview with the students, most of them were interested in reading stories. Moreover, narrative texts expose many language in many different contexts. It provides more exposures to the students. A narrative text is a which of purpose is to amuse of the reader. Therefore, this purpose is in line with the extensive reading, that is reading for pleasure by providing some narrative texts that they can choose by themselves. It means that they will not feel burden to read the texts.

e. Teaching Reading Using Genre-Based Techniques (BKOF – MOT – JOCT – ICOT- LRT)

Curriculum plays an important role in the maintenance of schools. This is used as guidance for them in the teaching and learning process. In the beginning of 2004, *KTSP* is used as the curriculum of Indonesian schools. This curriculum is believed as the one more effective in enhancing the learning process. It is because each school decides their own way in the teaching and learning process. It means each school may choose their suitable method based on their students' characteristics and the materials being taught.

In line with the effectiveness of the curriculum, the teacher freely applied appropriate method to their students. For example, in teaching listening and speaking skills, teachers use the three-phase (PPP). Then, in the reading and writing skills, they mostly use the genre based one. The two methods have their own principles that help the teacher in teaching each English skill. Therefore, methods play important roles in teaching language.

In genre based, there are 5 stages that help students read more confidently. Feez (1998), proposes 5 stages of teaching and learning cycle. They are building knowledge of the field (BKOF), modeling of the text (MOT), joint construction of the text (JCOT), independent construction of the text (ICOT), and linking related text (LRT). Those steps are related to all steps. It means that the first step supports the second step and so on. The stages are reviewed here.

1) Building Knowledge of the Field (BKOF)

BKOF is direct and assist the students' attention toward the topic and to prepare their understanding to deal with it. Feez (1998: 28-29) proposed 3 stages of BKOF of the text. First, students are introduced to the social contexts of an authentic model of the text type being studied. Second, students explore the feature of the general cultural context in which the text type is used to the social purposes the text type achieves. Finally, students explore the immediate context situation by investigating the register of a model text which has been selected on the basis of the course's objective that they need.

Furthermore, Hammonds, et.al. (1992: 19) believe that classroom task and activity at BKOF stages will also enables students to explore cultural similarities and differences related to the topic including: process involved in reaching goals such as applying for jobs and shares experience such as knowledge and experience of finding accommodation.

2) Modeling of the Text (MOT)

In this stage, students can learn the structural pattern and language features of the model. They also can compare the model with other examples of the text type.

MOT is the stage where the students are given a model of language features of target language. In this stage, there is an explicit focus on analyzing the genre through a model of text related to the course topic (Feez, 1998: 29)

Selecting the model of the text is really important in MOT. Therefore, teacher should consider their students' proficiency and their needs. It will help students in analyzing the text. Model of the text give exposure to the text being learnt. The appropriate model of the texts will attract them and motivate them to read.

3) Joint Construction of the Text (JCOT)

JCOT aimed at enabling students to construct similar text. Students and the teacher discuss together. The emphasis of this stage is that the teacher should prepare diagnostic assessment. In order she/he can decide whether the students are ready to be move to be independent functioning or whether they need to undertake further work at the next model and joint construction stage (Feez, 1998: 30). The discussion will show the students' knowledge and understanding from the text analysis which was carried out in the preceded stage – the modeling text stage.

In addition, Hammonds, et.al. (1992: 22) believe that classroom task activities in this stage will enable students to explore further the purpose of the genre and its relation to the topic or the field, contribute the knowledge of the field in the share construction of the text, negotiate with the teacher and other students regarding the most appropriate organization of knowledge about the topic into a written text, draw on the schematic structure and the linguistic features of the genre in negotiation about appropriate organization of the genre and developing and

understanding of some of the differences between talking about a topic and writing about it.

4) Independent Construction of the Text (ICOT)

ICOT tasks require students' independence in constructing the text. According to Feez (1998: 31) independent construction in the reading activity includes performing a task, sequencing picture, numbering tracing or underlining material and answer question. The teacher just gives constructive comment.

5) Linking Related Text (LRT)

Feez (1998: 31) states that activities which link the text type to related texts include:

- a) comparing the use of the text type across different fields
- b) researching other text types used in the same fields.

Furthermore, he adds in this stage, students investigate about what they have learnt. In this teaching and learning cycle activities can be related to: other texts in the same or similar context, and future or past cycle of teaching and learning.

In conclusion, teaching reading using genre based approach facilitates the students in steps of learning a text. The steps are related to each other. In BKOF, students explore their knowledge before they read a text. MOT helps them to analyze the text. It gives model to them to explore what is the content of the text (e.g. grammar, vocabulary, and generic structure) Those two steps helps the students in the JCOT step. In this step, the students try to read and analyze a text with the help of the teacher before they work individually in ICOT step. LRT step facilitates them to deepen their knowledge about the text and use it in the future.

3. Extensive Reading

a. Definition of Extensive Reading

Many researchers have given definition of extensive reading. According to Day and Bamford (1998: 4), extensive reading purposely focus on students' reading as much as possible: not only in classroom but also out of classroom. Extensive reading is also called "pleasure reading, free voluntary and sustain silent reading." The very important of extensive reading is generally obtaining pleasure from the text (Rob & Susser, 1989: 161).

In extensive reading classroom, students read a "huge amount of very simple text. Thus, they can read smoothly, confidently, and pleasurable" (Waring and Takashi, 2003: 6). Moreover, Nuttall (2005: 127) states extensive reading (ER), as the easiest and most effective way to improve students' skills and claimed that it is "much easier to teach students to read better if they are learning in favorable climate".

Furthermore, extensive reading is largely incidental learning, that is, the learners' attention is focused on the story not on items to learn. As a result, learning gains tend to be fragile and thus it is important to have quantity of input with substantial opportunities for vocabulary repetition (Nation, 2009: 50). In addition Day and Bamford (2004: 3) also believe extensive reading as a good strategy to improve reading proficiency and build linguistic competence (e.g. reading ability, vocabulary, writing, and spelling skills). On the other hand, Lems, Miller and Soro (2010: 156) agree that extensive reading is the best global method to help students consolidate their reading comprehension.

However, Harmer (2001: 203) says that one of the fundamental conditions of a successful extensive reading programme is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure - the main goal of this activity. Therefore, selecting material for extensive reading is the most important key for the successful of the programme.

Therefore, it can be concluded that extensive reading is a language teaching procedure where students have to read a large quantities of materials for general understanding and the main goal of it is obtaining pleasure from the text. Extensive reading can have a very important role on our learners' English language development. Extensive reading can be defined as the independent reading of a large quantity of material for information or pleasure.

b. Characteristics of Extensive Reading

In teaching reading through extensive reading, Day and Bamford (1998: 7-8) propose ten characteristics that a teacher should consider before applying extensive reading for his/her students. They are:

- 1) Students read as much as possible, perhaps in and definitely out of the classroom.
- 2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- 3) Students select what they want to read and have the freedom to stop reading material that fails to interest them.

- 4) The purposes of reading are usually related to pleasure, information and general understanding. The purposes are determined by the nature of the material and the interests of the students.
- 5) Reading is its own reward. There are few or no follow-up exercises after reading.
- 6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- 7) Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
- 8) Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
- 9) Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
- 10) The teacher is a role model of a reader for the students - an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

In conclusion, the teacher must consider these ten characteristics during the extensive reading programme. The characteristics have important roles in the extensive reading programme. They play as guides in implementing it.

c. Advantages of Extensive Reading

There are many benefits of extensive reading that have been reported by many language researchers. Nuttall (2005: 127) states extensive reading is an effective way to improve vocabulary mastery. It is because in extensive reading students read every word in the texts and they also get chances to see the words repeatedly and in the end they will be familiar with them. With good vocabulary mastery, the students will find it easier to comprehend the texts. Moreover, extensive reading enhances not only students' vocabulary but also other language skills.

Day and Bamford (1998), Krashen (1993), Nation (1997) in Richards and Renandya (2002: 298) conclude several benefits of extensive reading. It can be presented as follows.

- 1) Enhanced language in such areas as spelling, vocabulary, grammar, and text structure
- 2) Increased knowledge of world
- 3) Improved reading and writing skills
- 4) Greater enjoyment of reading
- 5) More positive attitude toward reading
- 6) Higher possibility of developing a reading habit

Extensive reading, where students are reading material written especially at their level, has a number of benefits for the development of a student's language proficiency. Davis (1995) in Harmer (2001: 335) suggests that any classroom that

suffers for the lack of an extensive reading programme will be unable to promote its students' language development in all aspects as effectively as if such a programme were presented. He also claims that such a programme will make students more positive about reading, improve their overall comprehension skills, and give them a wider passive and active vocabulary. Day and Bamford (1998) also in Harmer (2001: 335) also agree, citing as two of the many goals for extensive reading, enabling students to read without constantly stopping and providing an increased word recognition. What these commentators and others are claiming is that extensive is the best possible way for students develop automaticity –that is the automatic recognition of words when they see them. It is by far best way to improve their English reading overall.

Furthermore, Richards and Renandya (2002: 296) argue strongly for including extensive reading in the second language curriculum. There is now a compelling evidence that extensive reading can have a significant impact on learners' second language development. Not only extensive reading can improve reading ability, but also it can also enhance learners' overall language proficiency (e.g., spelling, grammar, vocabulary, writing). In addition, extensive reading, with its emphasis on encouraging learners to read self-selected, large amounts of meaningful language, is in line with current principles for good second and foreign language pedagogy.

Moreover there are some results of the benefits of extensive reading that was done by some researchers. They had implemented extensive reading activity in different setting. This situation describes as the following table below.

Table 2: Result Studies of Benefits of Extensive Reading Programmes

Report	Population	Result
Robb and Susser ; (1989)	EFL; University; Japan	Gain in vocabulary
Hafiz and Tudor; (1990)	EFL; Primary; Pakistan	Gain in vocabulary based in writing
Elley (1991)	ESL; Primary; Singapore	Gain in reading proficiency and positive affect
Lai (1993)	EFL; Secondary; Hongkong	Gain in reading proficiency and vocabulary
Cho and Khashen; (1994)	ESL; Adult; USA	Gain in reading proficiency, vocabulary, positive affect and oral skills.
Rodrigo (1995)	Spains; University; USA	Gain in positive affect: no significantly, significant gain in vocabulary
Takase (2003)	EFL; Secondary; Japan	Gain in motivation
Horst (2005)	EFL; Adult; Japan	Gain in vocabulary
Nishono (2007)	EFL; Secondary; Japan	Gain in reading strategies and motivation

In conclusion, many researchers claim that extensive reading have benefits.

Doing extensive reading leads students to acquire language due to the language exposure. Then, they will repeat words in a text. Repetation will lead students to learn words, grammar, and contexts in a text. As a result, their vocabulary mastery shows an improvement. The improvement of vocabulary impacts to other skill such as listening, speaking, writing. Moreover, students' reading ability will improve because they have practice reading a lot.

d. Designing Assessment Tasks for Extensive Reading

In the extensive reading activities, there are many ways to assess the reading activity. According to Brown (2004: 212-215), there are some assessment tasks for extensive reading.

1) Skimming Task

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of the text, the organisation of the text, the perspective or point of view of the writer, its ease, or difficulty, and/or usefulness for reader. But scoring is less of an issue than providing appropriate feedback to students on their strategies of prediction.

2) Summarizing and Responding

According to Brown (2004: 213) one of the most common means of assessing extensive reading is asking the test taker to write a summary of the text. To evaluate summary Imao (2001) in Brown (2004: 213) proposes some criteria for assessing a summary. They are:

- a) Express accurately the main idea and supporting ideas
- b) Is written in the student's own words; occasionally vocabulary from the original text is acceptable.
- c) Is logically organized.
- d) Display facility in the use of language to clearly express ideas in the text.

Moreover, responding is used to assess extensive reading. The students are given questions and they must answer them by giving their opinion. However, these assessments remain somewhat subjective because the teacher will need to determine the degree of fulfilment of the objective. Therefore, to avoid that tendency Brown (2004: 213) proposes some scoring scale below.

Table 3 : Scoring Scale for Summarizing and Responding to Reading

3	Demonstrate clear, unambiguous comprehension of the main and supporting ideas.
2	Demonstrates comprehension of the main idea but lack of comprehension of some supporting ideas.
1	Demonstrates only a partial comprehension of the main and supporting ideas.
0	Desmostrating no comprehension of the main and supporting ideas.

3) Note-Taking and Outlining

According to Brown (2004: 215), note-taking and outlining are difficult to control the conditions and time frame for both these techniques, they rest firmly in the category of informal assessment. Note-taking needs a high skill of writing it. This activity is at an advance level for English learners.

e. Extensive Reading and Reading Comprehension Ability

Learning defines as collaboration between a teacher and the students with the teacher taking the authoritative role similar to that of an expert supporting on apprentice (Feez, 1998: 26). Moreover, Kimble and Garmezy in Brown (2001: 7) propose relatively permanent change in behaviorial tendency and is the result of reinforced practices. It can be defined a as permanent change process which occurs as a result of experience.

Related in the learning comprehension process, students also need more experience in reading a text. Reading means extracting meaning from discourse

that they read (Harmer, 1996: 68). Reading is not just reading word by word but processes of getting the message in the text. Schemata and vocabulary will lead their comprehension. However, the extracting process needs to be learnt by practicing to comprehend texts. Limited exposures to a text makes students hardly comprehend a text.

Learning new words by memorizing the meaning of the words seems difficult for the students. They will memorize the words in the short term memory and easily forget them when they do not meet them again or use it. Moreover, this learning methods burden them in the learning process. They need to learn unconsciously the words in contexts.

In line with the learning process above, extensive reading is largely incidental learning, that is, the learners' attention is focused on the story not on items to learn. As a result, learning gains tend to be fragile and thus it is important to have quantity of input with substantial opportunities for vocabulary repetition (Nation 2009: 50). In addition, Day and Bamford (2004: 3) also believe that extensive reading as a good strategy to improve reading proficiency and built linguistic competence (e.g. reading ability, vocabulary, writing, and spelling skills). On the other hand, Lems, Miller and Soro (2010: 156) agree that extensive reading is the best global method to help students consolidate their reading comprehension.

Extensive reading supports students with a lot of exposure such as new words in one context of story, word structures in a line, and words repeated in a text. In reading a text the students will face with those kinds of exposure though they will

find it difficult to learn it in once reading. The role of the teacher is to give them feedback to the problems. Then the learning comprehension process is students center rather than teacher center. Each of the students will actively involve in the reading process and will try to comprehend the text.

This process also has many advantages, Richards and Renandya (2002: 298) identify several benefits of extensive reading. It can be presented as follows (1) enhanced language in such areas as spelling, vocabulary, grammar, and text structure, (2) increased knowledge of world, (3) improved reading and writing skills, (4) greater enjoyment of reading, (5) more positive attitude toward reading, (6) higher possibility of developing a reading habit.

In conclusion, extensive reading helps a lot in the students' comprehension ability. So, it is needed for the students to extensively read the texts in reading. Reading a text helps them acquire new language by getting exposure from the text. The exposures also help them improve their other skills.

B. Conceptual Framework

As explained in the background and identification of the problem, students' comprehension is really important during students' learning process. Students had problems in reading due to the lack of vocabulary that makes them demotivated to continue reading and guessing the overall meaning. Therefore, strategies are needed to help students understand the text easily. This research will try to make improvement on students' comprehension by giving exposures for students.

Reading has many advantages in learning language. One of the advantages is it helps improve vocabulary mastery. Through reading, a reader will face a lot of words that deliver the meaning. Reading also needs experience. Readers who accustom in reading English texts will predict the meaning of difficult words by looking at the contexts. This skill helps a lot in comprehending a text. However, this skill needs to be trained. The concept of applying the extensive reading activities can be seen in the chart below.

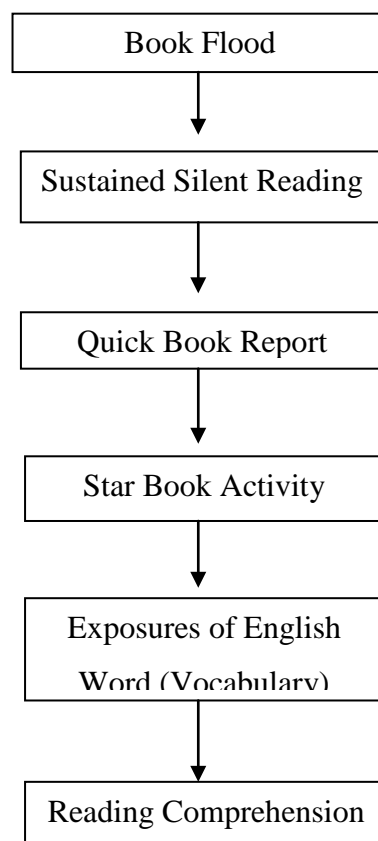


Figure 1: **The Process of Implementing Extensive Reading Activities**

Exposing a text gives opportunities to expose more words and also the grammar in the text. Gradually, students will be familiar with the meaning of the spelling and the meaning as well. In addition, it also improves their vocabulary. A

wide vocabulary makes them easy in comprehending a text. When they easily understand the content of the text, they will enjoy reading a text or a book. So, their enjoyment in reading changes into a reading habit. Therefore, the researcher tries to implement extensive reading to improve their reading ability in line with the advantages above. Given a lot of exposures text hopefully the students expose more words in contexts and promote reading habits.

In reference to the description above, the researcher wanted to reveal the implementation of extensive reading during the teaching process, especially during teaching reading. In conducting the research, researchers collaborated with the English teacher of the class. We worked together, observed and monitored the activity the students did and saw whether their English proficiencies were improved as they did extensive reading activities in reading lesson.

CHAPTER III RESEARCH METHOD

A. Type of Research

This study is conducted through action research. Carmen in Burns (2010: 5) states that action research is a reflective process that aims to solve particular teaching-learning problem that has been identified. It is also used to measure how effective the method used in helping students learns the materials. One of the main aims of action research is to identify a ‘problematic’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically (Burns, 2010: 2).

As stated at the above paragraph that one of the main aims is to identify ‘problematic’ situations or issues, when the researcher identifies the teacher’s ways of teaching or methods, it does not mean being negative about the way of teaching. Again, the term problematic does not mean that the teacher is an incompetent teacher. The point is that, as a teacher, the researcher often sees gaps between what is actually happening in his/her teaching situation and what he/she would ideally like to see happening. It comes to the assumption that the failure of learners in learning the target language is the effect of the failure of the teacher in presenting the materials. Therefore, the teacher in this case must do a kind of self-evaluation in order to find out the solution for it. This is as what Burns (2010:2) says that action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context.

According to Burns (2010: 2), the central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even improvements in practice. Importantly, the improvements that happen in action research are ones based on information that the researcher collects systematically. In other words, the improvements are not just based on the researcher's assumption but they are based on the data or information collected by the researcher.

There are typically four broad phases in a cycle of action research, (Kemmis and Taggart in Burns, 2010: 7). They are plan, action, observe, and reflect. The first cycle may become a continuing, or *iterative*, spiral of cycles, which reoccur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. This model of action research has often been illustrated through the diagram in Figure 2 to show its iterative or recursive nature.

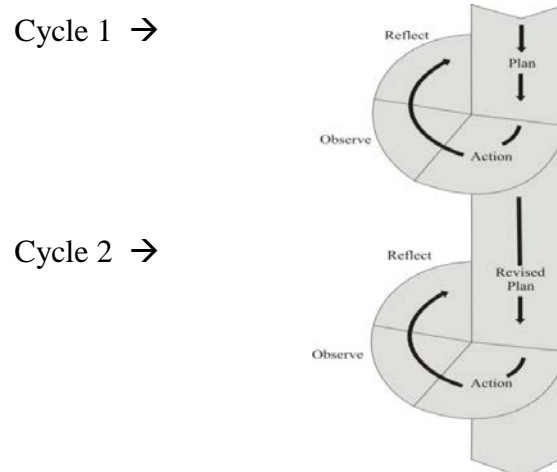


Figure 2: Cyclical AR model based on Kemmis and McTaggart (1998)

B. Setting of the Research

The research was conducted on the eight grade students of SMPNegeri 3 Gedangsari. The school is located at the Hargomulyo, Gedangsari, Gunungkidul, Yogyakarta. The number of the students participated on this research are about 32 students who belong to a class in grade eight.

This reseach was conected on 22 February 2014 – 5 April 2014. It was conducted twice a week: Sunday and Saturday. There were eight meeting, it included the pre-test and post-test. The researcher collaboreated with the English teacher as a collaborator of the research.

C. The Instruments and Data Collecting Techniques

In this classroom action research the researcher used tests, observation, interview, and fields notes to collect the data.

1. Class Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning processes. The researcher and the English teacher as the collaborator did the observation. The collaborator sat in front of the classroom and noted down the class activities in the teaching and learning process. The observation results were recorded in the form of field notes.

2. Interview

Interview enables the data obtained in deep and complete ways. In this case, the writer interviewed the teacher and students. The goal is to get information about the teaching of English held in the classroom. She interviewed

the English teacher and some students at the preliminary observation in order to get more information about the teaching. Then, in the implementation of Extensive Reading Activities, she interviewed the English teacher and some students in order to get more information about the implementation done. The interview is also used to gain the opinions, responses and feedbacks from the research members before and after the implementation.

3. Reading Comprehension Tests

The reading comprehension tests were administered before and after the researcher conducted the actions. The reading comprehension tests were used to measure the students' reading comprehension. The tests were in the form of multiple-choice tests. They were discussed as follows.

a. Pre-test

The researcher used pre-test and post-test to support the quantitative data. Pre-test was used to find out the students' reading ability. The researcher conducted the pre-test in the reconnaissance stage.

b. Post-test

Post-test was used to find out the improvement of reading ability. The post-test was used at the end of the last cycle.

To get the validity of the tests, the researcher used content validity. The researcher used the existing concept in the current. Here, the researcher developed the test based on the basic competences and the indicators of the basic competences, which were taken from the current curriculum, the School Based Curriculum.

4. Field Note

The field note did not only aim to note the support data in this research but also it was used to record the teaching-learning process related to the weakness and obstacles that were found in the research. In addition, the researcher and the collaborator were able to see and take a note on students' reading comprehension progress in the classroom.

D. Data Analysis

To analyze the data, the researcher referred to the stages of data analysis suggested by Burns (1999: 157-160). They are:

1. Assembling the data

In this step, the researcher assembled the data such as field notes, questionnaires, and interview transcribes and scanned the data in a general way to show up broad patterns so that they could be compared and contrasted. Thus, the researcher could see what really occurs in the field.

2. Coding the data

After scanning the data, developing categories and codes were used to identify the data more specifically. As what Burns (1999: 157) suggests, coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

3. Comparing the data

Once the data have been coded, the researcher needed to see whether the patterns are repeated or developed across different data collection techniques by identifying relationships and connections between different sources of data.

4. Building interpretations

The fourth stage was the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding and comparing the data to make sense their meaning. It enables the researcher to come back to the data several times to pose questions, rethink the connections and develop explanations of the bigger picture underpinning the research (Burns, 1999: 159). After that, discussions with the collaborator are needed to make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occur behind surface descriptions.

5. Reporting the outcomes

The last stage of data analysis process was presenting an account of research for others. In general, the report includes the original issue or questions underlying the study, describing the research context, outlining the finding supported with the sample data, relate the finding and the context, and suggesting how the project has been fed back into practice so that it could lead to other areas for research.

E. Validity and Reliability

Burns (1999: 161-162), states that there are five validity criteria that can ensure data validity of action research. The five validity criteria were discussed below.

1. Democratic validity

Burns (1999: 161-162) states that democratic validity is related to stakeholders' chances to give their opinion, idea, and comment about the

implication of the action research. In order to get democratic validity, the researcher interviewed English teachers, and students of SMP N 3 Gedangsari. In the interview, the researcher got the information after they expressed their ideas, opinion and attitudes toward the problems faced by the students of SMP N 3 Gedangsari. The interviews were conducted during the research ran.

2. Outcome validity

Outcome validity was related to the result of the actions that was successful within the research context. In this research the outcome validity were related to the improvement of students' reading comprehension under the use of extensive reading activities.

3. Process validity

In relation to process validity, the researcher, her colleague, and the English teacher observed the process in implementing the extensive reading activities. After that, they conducted a discussion. Through observation sheets, field notes, and interviewing the students, they were able to determine whether the process in implementing the action was successful or not. If the action was unsuccessful in solving the problems, the researcher with the collaborators revised the action and used it in the next cycle.

4. Catalytic validity

The researcher got the catalytic validity through the cycle of the action plans, implementation and its observation, and reflection that were done at grade eight students of SMP N 3 Gedangsari. Catalytic validity is related to the teacher's understanding about the factors which obstructs facilitate the teaching and

learning of reading. In this research, the researcher identified the students' behavior changes occurring during and after the actions done.

5. Dialogic validity

Dialogic validity means that the stakeholders can participate in the process of the research (Burns, 1999: 162). Dialogic validity was done by doing dialogue among the researcher, the English teacher, and the students to improve the next actions. The dialogic validity was used to look for the success and weakness in the research.

In checking the validity and reliability of the data, the researcher used triangulation. The aim of triangulation was to gather multiple perspectives on the situation being studied. In this study, the researcher used time triangulation, space triangulation, and investigator triangulation.

- a. Time triangulation: it is used to check the validity of the data which is related to the changes of the processes and behaviors. That is why the implementation of the action is not only done in one cycle as the processes and the students' behaviors may change from time to time.
- b. Space triangulation: the researcher had invited the students, the English teacher, and her colleague as collaborator to participate in this study in order to ensure that the data were collected across different subgroups of people.
- c. Investigator triangulation: three observers were involved in this research. Those were the researcher herself, her colleague and the English teacher as

the collaborators. This helped to avoid observer bias and provided checks on the reliability of the observations.

F. Research Procedures

To carry out the study, the researcher used the action research procedures suggested by Burns (1999: 161-162). The procedures consisted of the following steps.

1. Reconnaissance

Reconnaissance is used in the classroom to get information and description of students' reading comprehension in English language processes. In reference to the data of observation and interview, the researcher and the English teacher identified the existing problems related to students' reading comprehension ability and selected the feasible problems which were possible to be solved.

2. Planning

In this step, the researcher worked together with the English teacher to plan some actions to be done in English teaching and learning process based on the problems defined in the previous step. The aim of the actions was to improve the students' reading comprehension ability by using Extensive Reading Activity. The actions planned to be carried out were presented below.

The first was writing the items that were tested in the pre-test and the post-test. In this action, the researcher formulated the test items taken from several resources such as the students' worksheet, the examination tryout, and some course books.

The second was determining the topic of the text to be taught. Here, the researcher presented the topic of fable and legend. It is because this research focus on narrative texts. Therefore, the materials are related to the narrative texts. The researcher also gives extensive reading activity in the class. The students read a lot of narrative texts in the class.

3. Action and Observation

In this step, the researcher did the actions that had been planned in the previous step (Kemmis & McTaggart in Burns (2010: 8)). The actions were done in five meetings; three meetings for Cycle I and two meetings for Cycle II. After planning the action, the researcher and the English teacher carried out the act in the classroom.

While the researcher did the actions, her collaborators took notes of the class to observe the students' behaviours during the activities. The collaborators used a checklist to observe and evaluate the events in the classroom. It was done to find problems during the class and see how effective the actions were.

4. Reflection

With regard to the implementation processes, the team members evaluated the result of the implementation. It was done by discussing the success of the action as problems happening in the classroom during the act based on the observation and interview.

CHAPTER IV THE RESEARCH PROCESS AND FINDINGS

This chapter discusses the findings and discussion which refer to the efforts to improve the students' reading comprehension through extensive reading activities. They are presented in four headings: reconnaissance, the implementation of the actions, the general findings, and discussions.

A. Reconnaissance

The research began with finding problems in the field. The researcher gained information about the problems of the teaching learning reading by conducting class observation. The researcher observed the situation of the English teaching and learning process in grade VII B of SMP N 3 Gedangsari. At that time, the researcher also conducted interviews with some students and the English teacher. The description of the English teaching and learning process could be seen in the vignette below.

Date : May 23, 2013
Place : Class VII B

Before entering the classroom, the researcher met the English teacher in the teacher room in order to make sure that the researcher would conduct class observation. Then, the researcher and the English teacher went to the VII B classroom. The class was noisy when the researcher was entering to the classroom.

Firstly, the teacher greeted the students. The teacher asked the chief of the class to lead a prayer. Then, she checked students' attendance. There were 32 students in the class. She led the students to sing a song. The teacher usually sings that song before the class was started. Then, the teacher introduced the researcher and said that that day the researcher would observe the situation of the English teaching and learning process in grade VII B. The class was noisy, but the English teacher directly tried to make them quiet.

After that, the teacher asked the students about the homework given in the previous meeting (*procedure text*). It was about doing exercises in the students' worksheet. Then, the teacher and the students discussed the homework. The teacher asked each student to read texts silently. Then, asked one of the students to read the text in front of the class. She corrected the student's mistakes in pronouncing words after he read the text.

Next, the teacher read aloud the text and the students repeated it after she read every one sentence of each paragraph. When the students made mistakes, the teacher simply paused them and corrected and then continued the reading aloud. The teacher divided the class into four groups. Gentle, Brave, Tender, and Miracle were the names of the groups. The teacher gave ten minutes for the groups to discuss the answer with the member of the group. Although it was homework, most of the students did not do the homework at home. So, the teacher divided them into a group to motivate them in doing it.

Then they worked in groups to get the answer. They translated every sentences and rearranged the text in the correct order. After 10 minutes, each group wrote the answer. The students wrote the correct order of the texts. One group wrote one text in correct order in the white board. Then, all of the groups gave their opinions about the other group's answers. Brave gave comments to Gentle. They said that the order was wrong. They needed to correct it. Gentle said to Tender that their order is right. Tender also said that Miracle's answer was correct. The last group, Miracles, said Brave's answer was also right. Then, Gentle corrected their answer.

After that, the teacher and the students discussed the answer. The teacher also translated the difficult words to help the students understand the text. She demonstrated the texts and the students predicted the answer. There were some students who chatted with their friends when the teacher demonstrated the text. She asked them to pay attention. After that the students predicted all the answers and discussed it all. Then, suddenly the bell rang. The teacher invited the students to ask questions. They were quiet. Then, the teacher ended the class.

Appendix/A/FN-1/Pg-122-123

Besides conducting the class observation and interviews with some students, the researcher also conducted a pre-test to measure the students' ability in comprehending English texts. From the data, the researcher identified the field problems.

1. Identification of Field Problems

A list of problems faced by the students in comprehending English texts by taken into account the results of interviews, class observation, and pre-test was made. The list of the field problems could be seen in the following table.

Table 4: **Field Problems in the English Teaching and Learning Process of Grade VII B Students at SMP N 3 Gedangsari**

No.	Field Problems	Code
1.	The students made a lot of noise.	S
2.	The students were not interested in the way the teacher taught.	TT
3.	Students found difficulties in comprehending an English text.	S
4.	Translating each sentence in the text was the activity mostly done in understanding an English text.	TT
5.	Students had low vocabulary mastery.	S
6.	Students' involvement in reading class was low.	S
7.	The teacher seldom gave various English texts or English exposures to the students.	TT
8.	The students rarely checked unfamiliar word in dictionary: they waited the teacher explained the meaning.	S
9.	The students translated the text without considering the context.	S
10.	Pre-reading activities were ignored.	TT
11.	The students' pronunciation was poor.	S
12.	Teaching and learning activities were not interesting for the students.	TT
13.	The lack interesting materials for reading.	TT
14.	The teacher dominated the class.	T
15.	The teacher did not give enough chance for the students to express and share ideas about the topic of the lesson.	TT
16.	The student rarely had an opportunity to choose their own text.	T

S: Student T: Teacher TT: Teaching Technique

2. Determining the Research Problems

After finding the field problems, discussions with the English teacher to select the problems based on the feasibility to be solved collaboratively were conducted. Based on the discussion the problems were formulated as the table below.

Table 5: The Feasible Problems to be Solved in the Teaching and Learning Process of Reading in Grade VII B Students

No.	Field Problems	Code
1.	The students had low vocabulary mastery.	S
2.	The students found difficulties in comprehending an English text.	S
3.	Translating each sentence in the text was the activity mostly done in understanding an English text.	TT
4.	The teacher seldom gave various English texts or English exposures to the students.	T
5.	The lack interesting materials for reading.	TT
6.	The student rarely had an opportunity to choose their own text.	T
7.	The students' involvement in reading class was low.	S
8.	The teacher did not give enough chance for the students to express and share ideas about the topic of the lesson.	TT

S: Student T: Teacher TT: Teaching Technique

The main problem of students' reading comprehension was vocabulary mastery. They found it difficult to understand a text because they did not know the meaning of the word in the text. As a result, they translated all the words in the text. In the reading lesson, this activity always need a lot of time for them to get the meaning. Reading naturally was not to get the meaning of the text by translating, but it mostly done by all of the students of SMP N 3 Gedangsari. In addition, the teacher lacked time to teach the micro skills of reading. The reading lesson was likely learning to understand a text by translating and the result of it was answering a comprehension questions of the texts correctly. They read a text only to get score from the teacher, not to get information or to entertain themselves. These kinds of behaviour made them unmotivated in reading a text.

Moreover, the monotonous reading materials made the students feel bored when they read. The lack of interesting materials also supported the students get little opportunity to expose English texts. The limited exposure of English text

was another problems that occurred at SMP N 3 Gedangsari. In the library, there were many course books that were arranged neatly in the bookshelf in the last row, but rarely students touched them. When the researcher came in the library and looked at the students, they were reading story books, encyclopedias, and novels mostly written in Indonesian. The researcher also asked them why they did not read an English book. They mostly answered because the story was difficult and the English book (course book) was rarely used. They said that *LKS (Lembar Kerja Siswa)* used as the materials in learning English. This material only gave little exposure for them. Exposure to English helps a lot for them to improve their English at least their vocabulary. Harmer (1998: 68) says that any exposure to English is a good thing for language students. At least some of the language stick in their mind as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Hence, students need more reading to get exposures of English that they are interest in. Extensive reading gives exposures to the students since it were graded materials that students interest in.

In addition, Nation (2009: 50) states that extensive reading is largely incidental learning, that is, the learners' attention is focused on the story not on items to learn. As a result, learning gains tend to be fragile and thus it is important to have quantity of input with substantial opportunities for vocabulary repetition. However, repetition is affected by many factors. The students' interest is one of the factors. When they are interested in the topic or the story, they keep to read it until the last sentence. The next factor is the text itself. The text must consider

their proficiency. A difficult text makes them unmotivated and give up reading it. Then, there are various materials for them. Read one same book repeatedly also made them feel bored.

Finally, all of the problems above caused the most significant problem that the researcher tried to solve. The problem was that the students found difficulties in comprehending English texts due to the lack of their vocabulary. Therefore, giving them opportunities to expose more English texts would promote them to learn more. However, the books must be suitable for them. So, they will enjoy it well.

3. Determining the Actions to Solve the Field Problems

After identifying the feasible problems to be solved, discussions with the collaborator in order to formulate some actions to overcome the problems were conducted. Having discussed and considered the limitation of the time, energy, and fund, the researcher implemented Extensive Reading Activities in improving the reading comprehension of grade VIII B students. Many extensive reading activities were used to solve the field problems. The action is presented as follows.

a. Implementing Various Extensive Reading Activities to Improve Students' Reading Comprehension

In order to improve the students' reading comprehension, the researcher used various extensive reading activities that related to the problem field in this research. The aims of these activities were improving their comprehension The actions are explained as follows.

1) Giving Various Extensive Reading Materials (Book Flood Activity)

In this activity, the students were given a lot of extensive reading materials. Based on the interview, the students liked to read a story book. Then, the researcher and the collaborator decided to provide story books. In Cycle I, there were more than 32 books for the book flood activity. However, in Cycle II, the researcher added some more narrative texts in the form of text cards (the texts were printed and glued in a hard paper, looks like flashcards). This action was taken to avoid the students' boredom and to help those who still passively participated in the star box activity.

In this activity, the students chose one of the books based on their interest and read it. The researcher and the collaborator managed the class and helped the students who found it difficult in reading the books. They were allowed to read the books individually or in a group, but most of them read the books in groups. They were more confident when reading the books with their friends. They sometimes shared the story and asked meaning of difficult words with their friends. They were allowed to make noises as long as they did not disturb the others.

The extensive reading materials were placed in a box put on the teacher's table. The purpose of it was to promote the students to read a book in their spare time. They could read the books at class or the students could borrow them and read them at home. To motivate them in reading, there was a star box activity that required them to read at least two books in one week. They would get a 'star' for reading a book. There was a door prize for the students who get the twenty stars or more.

2) Implementing Sustained Silent Reading Activity

The sustained silent reading was the time when the students and the researcher were allowed to read without any distractions and to look up into the dictionary. The purpose of it was to improve the students' reading comprehension and to learn reading for pleasure. The sustained silent reading was implemented for 30 minutes in one meeting.

Sustained silent reading time offered the students an opportunity to read materials of their own choice. They enjoyed the materials individually or in groups. They had to find the important information in the texts to make a summary in the quick book report. They wrote it based on their comprehension after reading the book.

In Cycle II, the researcher also added some comprehension activities in the teaching-learning process. The activity was adapted from some extensive reading activity books. The activity promoted the students in learning how to comprehend a text. In this activity, the students usually worked in groups. The groups facilitated them to exchange their understanding with their friends, so the activity promoted them to be engaged actively in the learning process.

3) Quick Book Report

In every meeting, students had to write a quick book report after reading a story book or a text card. This activity was done at the end of the sustained silent reading. The students did not summarize all of the book pages. The teacher asked them to summarize three or two pages of the book. Then, they continued summarizing the whole story in Indonesian and submitted it in the next meeting. When they submitted, they got two stars from the teacher.

b. Implementing ‘Star Box’ Activities to Improve Students’ Involvement in Reading Class

The aim of this activity was to improve students’ participation in the teaching-learning process. The Star box activity was divided into two. These activities are described as follows.

1) Giving ‘Star’ for Active Students in the Class

In motivating students, the researcher and the teacher gave them a piece of paper that was called Star Box. In the paper there was a box that was used to glue a star on it. The students might get one star due to some requirements. Before implying extensive reading activity, the researcher and the collaborator informed some rules in order to get a star. Classroom participation was one of the requirements for the star box activity. The students who were actively involved in the teaching and learning process would get some stars based on their involvements. For example, they got a star for answering or asking questions in the class.

2) Implementing Extensive Reading Activities in Star Box

The star box activity also supported the extensive activity. There were two extensive activity that was used for getting a star. First, the students read a book and wrote five difficult words from the book with the meaning. This activity was called Loving Vocabulary. Second, the students read a book and wrote a quick book report. It was called Happy Reading. They got one star for Loving Vocabulary and two stars for Happy reading. So, there were many ways to get stars. Moreover, the aim of these activities was to motivate them read.

4. The Relationship between the Field Problems and the Actions

After the actions had been designed, the researcher related the field problems to the actions designed. One action designed not only for solving one problem. It was difficult for solving a problem with an accurate action because these were related to each other. The following table shows which field problems were related to the actions had been designed.

Table 6: The Relationship between Field Problems and the Actions

No.	Actions	Problems
1.	Giving Various Extensive Reading Materials (Book Flood Activity)	<ul style="list-style-type: none"> • The teacher seldom gave various English texts or English exposures to the students. • The students lacked interesting materials for reading. • The students rarely had an opportunity to choose their own text.
2.	Implementing Sustained Silent Reading Activity	<ul style="list-style-type: none"> • Students found difficulties in comprehending an English text. • Students had low vocabulary mastery. • Translating each sentence in the text was the activity mostly done in understanding an English text.
3.	Quick Book Report	<ul style="list-style-type: none"> • Students found difficulties in comprehending an English text. • Translating each sentence in the text was the activity mostly done in understanding an English text.
4.	Implementing 'Star Box' Activities to Improve Students' Involvement in Reading Class.	<ul style="list-style-type: none"> • The students only had little chance to express ideas about the topic. • Students had low vocabulary mastery. • Students' involvement in reading class was low. • Students found difficulties in comprehending an English text.

B. The Implementation of the Actions

1. The Implementation of Cycle I

a. Planning of Cycle I

Before implementing the extensive reading activity in this research, the researcher discussed with the members of this research. The researcher explained the extensive reading activity to the English teacher and the Principal. Based on the field problems the researcher and the collaborator decided which actions that could solve the problems. The activity was aimed to solve the students' reading comprehension due to the lack of vocabulary mastery.

The actions were implementing various extensive reading activities to improve the students' reading comprehension and implementing 'star box' activities to improve their participation in reading class. In the first action, there were three activities included. They are Book Flood Activity, Sustained Silent Reading, and Quick Book Report. These activities were done in the teaching process. The purpose of those were to improve their interest in reading and their effort to comprehend an English text. Then, the second action, there were divided into two activities. The first activity was aimed to improve the students motivation in the class. The next one was to improve their willingness in reading a book and to improve their reading comprehension.

After deciding the actions, the teacher and the researcher revised the extensive reading materials. It was due to the grammatical structures and vocabulary. Some extensive reading materials must be adapted before they were

used in the learning process. It was really important to check whether they were suitable for the students or not. It is because the materials will affect the process of this research. When the materials were very easy for them they will not learn anything from it. However, when the materials were too difficult for them, they will give up in reading them.

Next, the collaborator discussed about the time table of the meeting and the teaching process. The English teacher discussed it with the researcher to select the appropriate time for teaching narrative texts. In the teaching and learning process, the researcher acted as the teacher and the English teacher acted as the observer. Besides, the researcher also invited her colleague to act as the second observer in order to avoid bias in observing the teaching and learning process of reading in Cycle I and to help the implementation of the actions.

b. Actions and Observation of Action in Cycle I

The implementation of action was conducted on Monday, February 24th, on Saturday, March 1st, and on Monday, March 3rd, 2014. The learning materials were narrative texts and story books. The researcher acted as the teacher and the English teacher became the observer. The data of Cycle I were collected based on observation, interviews, and photographs. The results can be presented as follows.

1) Implementing Various Extensive Reading Activities to Improve Students' Reading Comprehension

In order to improve the students' reading comprehension, the researcher used various extensive reading activities related to the field problem in this research. The researcher used these actions as part of English teaching-learning process. In implementing them, she designed some activities in order to improve

the students' reading comprehension. Based on the discussion between the English teacher and researcher, the extensive reading activities were implemented at the end of the lesson.

Before implementing the extensive reading activities, the researcher explained the rules and how to do it first. The students seemed confused at first. However, they were enthusiastic to hear it because it was the first time for them to be engaged in these activities. There were students who asked her to repeat it and finally they understood.

While implementing the extensive reading activities, the researcher herself monitored everything she needed to get the data. The English teacher as the collaborator helped her to observe the English teaching-learning process. At that time, the students were enthusiastic. It could be seen from their behavior. They looked serious and most of them were busy to finish their reading. She designed some steps in implementing the extensive reading activities in the teaching-learning process in the classroom. The steps are as follows.

a) Giving Various Extensive Reading Materials (Book Flood Activity)

In every meeting, the researcher applied the book flood activity as the warming up to improve the students' interest and motivation. She designed the activity for about five minutes in English teaching-learning process. She provided various interesting story books. The books were full of pictures that could help the students comprehend the materials easily. They were mostly fables and legends from Indonesian. They might already have some background knowledge about the stories because some of them were famous stories.

Before implementing the book flood activity, the researcher introduced the topic to arise the students' attention to the lesson. Then, she explained the goal of the activity. They had to read and to make summary based on their comprehension. After that, the activity was started by asking, **“Are you ready to learn now, Class?”** and they answered, **“Yes, Miss”**.

The researcher provided various interesting materials for the students, **“Okay, today, I bring many interesting reading materials for you. You have to choose one of them to be read silently”**, she said. She gave an example of one book. She opened pages by pages and showed the content of the books to arise their attention. The students were happy because the books were full of pictures and the sentences were short.

After that, the students chose one of the books placed on the teacher's table. The situation in this activity was very noisy since the students wanted to get the books. The students who already got the book went to their seats. However, there were still two students who did not take the books. It was because the books were new for them. They did not know the story and thought that it might be a difficult one. The researcher then helped them to select the book. **“Look, this book was easy. The sentences were short. Read it together with your friend”**. **“One book for two, is it okay, Miss?”** asked one of them. She nodded and they went to their seats.

In this activity, although she had provided reading materials which were suitable with their level, the researcher and the English teacher helped the students find an appropriate book based on their reading level. She walked around the class

to ensure that they read the appropriate materials for them. They enjoyed doing the activity very much because they were free to choose interesting reading materials. They also sat in groups and read the books together.

b) Implementing Sustained Silent Reading

The sustained silent reading was always conducted for 30 minutes in each meeting. The researcher asked the students to read silently and not to disturb their friends. She asked, **“Has everybody got the materials?”** and they answered, **“Yes”**. Then the students started the activity.

The researcher and the English teacher walked around the class and helped the students who found it difficult in comprehending the text. Most of them read the books in groups. They also helped one another to get the meaning of the word and then shared the story. They opened their dictionary to find difficult meaning as well. Some of male students asked the researcher about the meaning of difficult words. There was one student in the back row that only opened the books and looked at the pictures. She approached him and offered help. He said that he would read the book after he looked at the pictures and he did not need any help.

After fifteen minutes, there were some students who had written their summary. However, male students mostly did not write anything yet. Then the researcher approached them and helped them. They found it difficult in getting the meaning of some words. She helped them to look at the pictures before reading the text. She also helped them to guess the meaning instead of giving the meaning directly. The situation was described in the vignette below.

Date : February 24, 2014

Place : Class VII B

“Let’s look at the pictures first, what he is doing?” asked R. “Sleep”, answered S. “Then look at the lamp. The lamp was on. What do you think? Was he sleeping at night or afternoon?” asked R. “Oh, I got it, Miss. He dreamt when he was slept. Look there was bubble in there”, answered S. “Good! Then continue,” answered R.

R looked at a student who opened the book without reading it. “What is it? Why did you so silent?”, asked R. “Difficult, Miss,” answered S. “Which one?,” asked R. “This one, what is the meaning?,” asked S and pointed ‘feathers’. “Then, let’s look at the previous words,” offered R. “Colorful, what is it?,” asked R. “Warna,” answered S. “Then let’s see the cock, What is the colorful on its body?” asked R. “His body, Miss?,” answered S. “Jago’s body is covered with what?,” asked R. “Bulu, Miss, “ answered S. “Alright, then feathers is what,” answered R. “Bulu,” answered S.

“May I help you?,” offered R. “What is the story about?, Miss,” asked S. “Let’s see, Snow White is a beautiful princess,” explained R. “Look at this. She take water from a well,” said R. “Was she happy?,” asked R. “No,” answered S. “Then, looked at the other pictures,” asked R. The next picture was Snow White mopped floor. Then, a queen was looking at the mirror.

“Did she live in luxurious home?,” asked R. S shook her head. R led S to open the next pictures and asked S to guess the story from the pictures. Then, S were interested with the story. “Oh, the story was similar with Cinderella, Miss,” answered S. “Yes! But look at the end of the story,” asked R. “She fainted after eating the apple and a prince kissed her and took her to the palace,” answered S. “Good! You knew the story. Then write the story in your own language,” answered R.

Appenix/A/FN-9/Pg-132

The quotation of the vignette above shows how the researcher tried to help the students in sustained silent reading activity. The students tried to guess the meaning of the difficult words. They did not depend on the dictionary too much. This skill was necessary for them in comprehending a text. Although they were struggling in comprehending the text, they kept reading the book and make summary. The researcher and the English teacher always helped them who found it difficult in comprehending the text.

In the third meeting, the students were eager to begin the sustained silent reading activity. They had already chosen their own books and hid it under their drawer. They seemed to read the extensive reading books at their break time. The researcher was very happy because the books that placed in the class were read by the students. She looked at the extensive reading box on the table. There were only two books left in it. They already borrowed the books.

The sustained silent reading was not only conducted in the classroom, but also outside the class. It means the students could borrow the book and read it at home. They had to make summary and submitted to the English teacher. When the teacher about to start the class, there were some students submitted the summary to her and asked them to put it on the table. It means that the students were interested in reading. The sustained silent reading at home was planned by the researcher and the teacher because some students wanted to borrow the books and read it at home. It was related to the next activity that was called Happy Reading in Star Box activity. To motivate them reading a book at home, the researcher designed Star Box activity. They collected 'star' from the summary of the sustained silent reading.

c) Quick Book Report

Quick book report was the activity done after the students finished their reading in sustained silent reading. They had to report the result of their reading in quick book report. This activity was considered to be one of the important parts to improve students' reading comprehension. This is because while reading the text, the students learnt to find important information in the text. In order to summarize the text, they need to comprehend the text too. Their vocabulary also improved

because the students faced the words in the books often. To check the students' reading comprehension, this activity was done in the form of writing activity. They wrote it in Indonesian.

She asked the students to read the text that they had chosen. After finishing their reading, they had to make a summary about those texts and submitted the quick book report. **“Please submit your quick book report,”** she asked. However, at the end of the lesson, some of the students said, **“We find it difficult to write the summary, Miss,”** they said. There were some students who found it difficult in the quick book report. It was because they did not know how to write summary and the limited time in one lesson. This situation is shown as following quotation:

(4: 1)
 S : *Ada Miss (Yes, Miss)*
 R : *Yang mana? (Which one?)*
 S : *Membuat summarinya bingung, Miss. (In writing the summary, Miss)*
 R : *Bisakah dijelaskan gak, kenapa bingung. (Could you explain why you are confused?)*
 S : *Textnya panjang, jadi bingung mau tulis rangkumannya soalnya semuanya penting. (The text is too long. I am confused to write the summary because all the information are important.)*
 R : *Tulis saja cerita ya berdasarkan pemahamanmu. Dengan bahasamu aja biar singkat. (Write it based on your understanding and write it in your own style as short as possible.)*
 S : *Ow, gitu ya, Miss. Gak sama gak pa-pa? (Ow, Ok, Miss. Is it okay that it was different?)*
 R : *Iya, gak pa-pa. (Sure, it doesn't matter.)*

Appendix/B/IT-11/Pg-161

In addition the students translated all the words in the text. The students did not try to comprehend the text but only wrote the meaning. They spent too

much time in sustained silent reading. So, they lacked time in the quick book report. They wrote all sentences in the book. They did not try to paraphrase it in their own language. The illustration of the situation could be seen below.

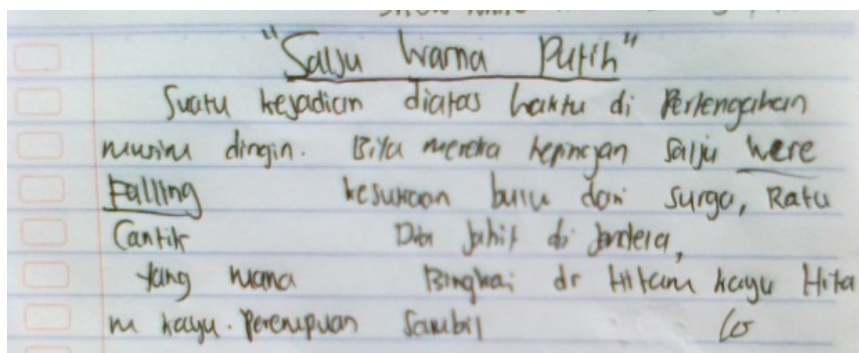


Figure 3: The Example of Student's Quick Book Report

From the picture above, it shows the student translated all the words in the text including the name of the main character, Snow White. He translated *Salju warna Putih*. He still did not have any background knowledge about the story.

This situation can be seen in the quotation:

(4: 2)

R : *Dek, kamu tadi ngrangkum apa? (What story did you summarize?)*

S : *Snow White*

R : *Snow White menceritakan apa? (What does the story about?)*

S : *Bingung, aku, Miss. Gak tahu artinya. (I'm still confused. I did not get the meaning)*

R : *Huem, gitu ya. Pernah baca cerita Putri Salju gak? (Oh,. Did you ever read Putri Salju story?)*

S : *Pernah dengar. (I've been heard about it)*

Appendix/B/IT-14/Pg-162

Although the story was famous, he did not know about the character of the story. He knew about 'Putri Salju', but he did not know about 'Snow White'. It reflected that he rarely read English texts. Moreover, in writing the summary, he stuck on

every single meaning of the words in a sentence. As a result, the summary was written in a weird grammatical structure.

Moreover, some students did not know how to summarize a text. They translated the sentences in the books. They did not try to write down their comprehension into a summary. The fear of making mistakes in writing the summary was the problem. They were afraid of making a mistake that would affect their score. Although the score was not the goal of this activity, the students did not believe themselves to write the quick book report in their own sentences. As a result, their summaries were the translation of the book or text cards.

In addition, their willingness to open the dictionary was still low. They wrote the summary both in English and Indonesian. They wrote in Indonesian when they knew the meaning of the English word. Meanwhile, they wrote in English when they did not know the meaning of the words. They combined the two languages in one summary. On the other hand, there were students who wrote their summaries by giving spaces in the sentences. The spaces were their unknown English words that could not be found in their dictionary. It can be seen in Appendix H. Unfortunately, their curiosity in knowing all the words ruined their chances of enjoying the story. They did not try to comprehend the story. Then, they only focused on the result of the quick book report. As the result, they ran out of time in doing quick book report.

Considering the problems, the researcher interviewed a student who translated the text. This situation is described as the following quotation.

(4: 3)

R : *Dik, Anjas. Bagaimana menurut kamu quick book report tadi?*
(Anjas, What do you think about the quick book report?)

S : *Susah, Mbak. Waktunya kurang juga.* **(Difficult, the time was limited too)**

R : *Apa kamu translate semua kata-kata dalam ceritanya?* **(Did you translate all the words in the text?)**

S : *Iya. Kalau gak diartikan gak tahu ceritanya bagaimana.* **(Yes, if I didn't translate all, I didn't know the story.)**

R : *Kamu kan bias nebak-nebak dari gambar.* **(You can get the story by guessing the pictures, right?)**

S : *Iya tapi kan harus ditulis summarinya.* **(Yes, but I have to write the summary.)**

R : *Kamu boleh menulis dengan bahasa kamu sendiri gak harus sesuai dengan text, yang penting sama dengan pemahaman kamu.*
(You may write it on your language based on your understanding)

Appendix/B/IT-14/Pg-162

He focused only in the quick book report. It can be concluded that the student was confused with the instruction in the quick book report. Therefore, in the next meeting the researcher explained the instruction and gave an example of how to write the quick book report activity. This situation can be explained in the following quotation.

(4: 4)

“Saat membuat ringkasan, kalian tidak boleh hanya menerjemahkan teksnya tapi kalian harus menuliskan pemahamanmu setelah membaca cerita itu. Kalian menulisnya dengan kalimatmu sendiri. Paham?” **(“In making the summary, you did not just translate the text, but wrote down your understanding. You have to make your own sentences. Understand?,” explained her.)**

Appendix/A/FN-10/Pg-133

She also gave an example of one book to be summarized in quick book report. She chose Cinderella story. She opened the book page by page and read the text and showed the pictures. After that, she read the story and she asked the

students about the story. Then, she wrote down students' story on the white board. She made sure the students already knew the process of writing the summary.

After the explanation, she and the English teacher observed them. They translated the story in the sustained silent reading and kept reading until the story ended. The students wrote the summary based on their understanding. They wrote every single part of the story. As a result, the summary seemed even longer than the story itself. It can be seen in Appendix H. It was really difficult for the researcher and the English teacher to identify whether they could comprehend the texts or not.

2) Implementing 'Star Box' Activities to Improve Students' Involvement in Reading Class

The implementation of the Star Box activity was divided into two activities. These activities were aimed to improve the students' involvement in the reading class and the student's motivation in reading. The activities are explained as follows.

a) Giving 'Star' for the Active Students in the Class

Before applying this activity, the researcher explained some rules for the students. The students would get a star depend on some conditions. First, the students asked or answered questions that related to the teaching-learning process. Second, the students volunteered themselves to do exercises. Third, they told a story in front of the class. They got one star after doing one of those conditions. All of the students had same opportunity in doing the activity.

In the first meeting, there were students who got stars. The students who got stars tried to do the exercises. The other students were quiet and afraid to be

involved in the learning-process. It was because this activity was new for them. They were shy to speak in the class.

(4: 5)

R : *Kenapa harus malu? (Why are you shy?)*

S : *Takut diketawain kalau salah. (I'm affraid my friend will laugh at my wrong answer.)*

R : *Gak ada yang akan ketawa. Kamu kan sudah berani mencoba. (No one will laugh because you try to answer it bravely)*

Appendix/B/IT-12/Pg-160

The students were shy to answer the questions because their friends sometimes laughed at him/her when their answers were wrong. This kind of habit gave a bad effect for the students in the learning process. They always held back themselves to try answering one. This problem also affected the teacher in checking their understanding. Therefore, the student needed more motivation.

In the next meeting, the researcher motivated them again by giving more opportunities to them. The English teacher also encouraged them to ask her openly any questions. In the modeling of the text, the students were given opportunities to write all the difficult words on the board. At first, they were quiet, but after that she called three students. There were 13 students who nervously wrote their difficult words. The researcher had to approach them and gave the marker to them. Then, one by one, the students write their difficult words on the board.

In doing the task, the students also volunteered to answer the exercise. They envied their friends' star. **"Have you finished? Who will answer number one?"** she said. The students were raising their voice to get the first place. Meanwhile, they lowered their voice when they did not know the answer. The most difficult

reading comprehension question for them was a question about searching for antonym or synonym. Mostly, they got wrong answer in that question.

In the last meeting of Cycle I, the students did this activity enthusiastically. They were standing in a row after the researcher asked who would write their difficult words. The increasing number of the students who wrote the words was not the main purpose of this activity, but the students' willingness involved in the teaching-learning process was. In order to change the bad habit in involving the teaching process, this activity improved their motivation.

In conclusion, the star box activity increased the students' motivation in the teaching-learning process. This can be seen on the chart below.

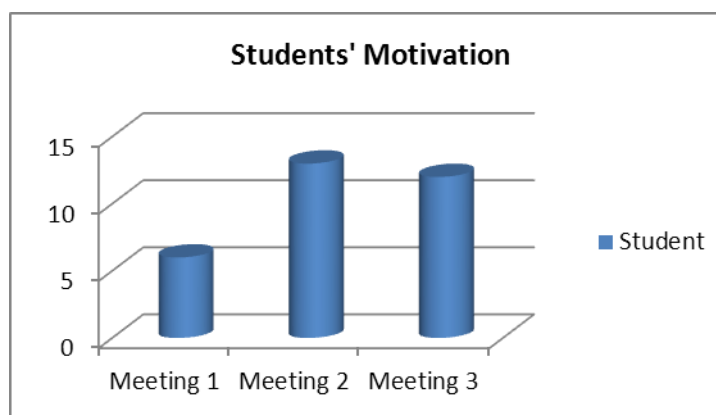


Figure 4: **Implementation of Star Box Activity Cycle I**

Figure above shows the improvement of the students' motivation in the teaching-learning process. Students were gradually involved in the class activity. Their old behavior had changed into a new one, because they used their opportunities very well. They were interested in collecting the stars. As a result, they tried to bravely ask and answered questions in the teaching process.

b) Implementing Extensive Reading Activities in Star Box

Considering the good effects of the star box activity, the researcher and the English teacher decided to include the extensive reading activity in this activity. There were two extensive reading activities that were included in. They were Loving Vocabulary (LV) and Happy Reading (HR). In the LV activity the students wrote five words that they learnt from the text. Then, in the HR activity, the students wrote a quick book report from the book they had read. They did these activities out of the English class. They read books in their break time or spare time at home. The students might borrow the books. They got one star for Loving Reading and two stars for Happy Reading.

At the beginning of the first week, there were still a few students who joined this activity. Mostly they did the love vocabulary activity because they only had to simply write five words. However, the diligent students wrote the quick book report. They were eager to collect the stars and got the door prize. In the second week, the number of the students who did the happy reading activity increased a little. They both did loving reading and happy reading activities. Unfortunately, only female students were involved in both of the activities. The male students were still not interested in the star box activity or the door prize. This situation needed an immediate treatment. After discussing it with the teacher, the researcher decided to give the short narrative texts. This action was supported by students' interview below.

- (4: 6)
- R : *Dik, kenapa kok bintangnya sedikit? (Why did you get few stars?)*
- S1 : *Tidak mengumpulkan. (I did not submit it.)*
- S2 : *Malas. (I was lazy.)*
- S3 : *Tidak bawa bukunya pulang. (Because I did not borrow the book)*
- R : *Kenapa tidak mau membaca? (Why did you not read the book?)*
- S2 : *Susah artinya. (To get the meaning was difficult)*
- S1&S3: *Males (I was lazy)*
- S4 : *Tidak mengumpulkan karena malas. (I did not submit the summary because I was lazy.)*
- R : *Misal ada textnya pendek banget kamu mau nulis ringkasannya gak? (For example, there were short texts. Do you want to make the summary?)*
- S1&S3: *Mau (Yes, I do)*

Appendix/B/IT-16/Pg-164

In the third week, all the students had to read at least one story. It was because there were three days off due to the Tryout of *Ujian Akhir Nasional*. They had to collect all the quick book report after the holiday. The male students chose the narrative text that was called text cards. It was their homework during the holiday. Hopefully, the students would read the text at home and joined the HR activity.

This figure shows the progress of the result of students' participation in the star box activity.

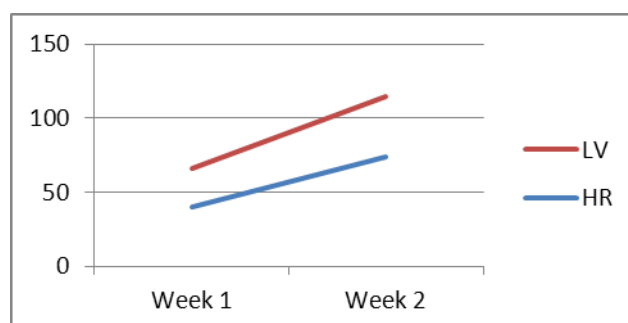


Figure 5: **The Improvement of Extensive Reading Activities**

The figure above shows the number of students who joined the extensive reading activities both LV and HR. The activities attracted the students' interest in reading books. In the fourth meeting, surprisingly, the male students wrote more than two quick book reports. Mostly, they were the texts on the text cards. Although they said pictures helped them in comprehending the texts, they still chose short texts to be read. Therefore, the text card was the best choice for motivating them in these activities.

c. Reflection of Cycle I

After implementing extensive reading activities, the researcher and the collaborators discussed the result. They reflected on the actions and found out whether the actions were successful or not. The discussion was done based on the observations in the teaching and learning process, and also opinions from the students and the English teacher. All opinions were collected from interviews. The following were the result of the discussion in reflecting on the actions that had been implemented in Cycle I.

1) Implementing Various Extensive Reading Activities to Improve Students' Reading Comprehension

The extensive reading activities are one of techniques that can improve the students' reading comprehension. It can be implemented inside and outside of class as an activity in teaching and learning process. Based on the observation during the action and interview, the implementation of this activities in English teaching-learning process was successful to improve students' reading comprehension. It made students happy and enjoyed the learning process. They

did not get bored in the teaching-learning process. Those statements are supported by the quotation of the interview with the students below.

(4: 7)
 R : *Dengan adanya extensive reading kalian senang gak? (Are you happy with the extensive reading?)*
 S1 : *Senang (Happy)*
 S2 : *Senang, Miss. (I'm happy, Miss)*
 R : *Kenapa? (Why?)*
 S1 : *Bisa tahu banyak kata. (Knowing many words)*
 S2 : *Ceritanya menarik. (The story was interesting)*
 Appendix/B/IT-13/Pg-162

The following interview's quotation with the English teacher also showed how effective the extensive reading activities was:

(4: 8)
 ET : *Ya sudah ada. (Yes)*
 R : *Terlihat dari mana, Bu? (How do you know, Mam?)*
 ET : *Ya antusiasnya dan menguasai kosakata. Mereka bisa menjawab soalnya juga. (From the students' enthusiasm and knowing the vocabulary. They answered the task correctly.)*
 Appendix/B/IT-17/Pg-165

The quotation shows that the students enjoyed the extensive reading activity. They felt happy doing this activity. Furthermore, they knew more about the new words by implementing extensive reading activity in the English teaching-learning process, the students did not get bored. This finding is consistent with Krashen (2004 : 12) who says that extensive reading is the promotion of confidence and motivation, and it also develops a positive attitude to read and to study English. Students who do not feel confident in reading English texts tend to give up reading a whole book.

In the implementation of this action, there are three activities that were applied. The following were the results of the discussion in reflecting on the actions that had been implemented in.

a) Giving Various Extensive Reading Materials (Book Flood Activity)

The book flood activity was applied in every extensive reading activity. It was effective to give to the students' opportunity to explore the various English texts. These activities could improve students' opportunity to explore English texts. Most importantly, they could motivate them to read smoothly in the classroom.

Based on the result of the reflection, the English teacher advised the researcher to continue this activity in Cycle II. It seemed that the students were happy in choosing the books. It was shown in the quotation:

(4: 9)

R : *Menurut kamu bagaimana Book Flood activity? (What do you think of the Book Flood activity?)*

S : *Menyenangkan (It's fun)*

R : *Apa kamu suka Book Flood activity? (Do you like it?)*

S : *Ya, suka, karena banyak buku yang menarik. (Yes, I do because there are many interesting books.)*

Appendix/B/IT-12/Pg-160-161

(4: 10)

R : *Menurut Ibu bagaimana Book Flood activity? (What is your opinion about the Book Flood activity?)*

ET : *Bagus, mereka tampak bersemangat memilih buku.*

Bukunya juga tidak susah untuk mereka. (Good, they seem enthusiastic in choosing the books and the book was easy for them.)

Appendix/B/IT-17/Pg-165

At the beginning of this activity the students were confused to choose the appropriate reading materials for them. However, they could solve this problem

because the researcher and the English teacher helped them to choose the book based on their reading level. They chose a book that they are familiar with though there were many other books. They all got the book and read it silently with their friend.

Before the implementation of book flood activity, students read a text in order to do the next activity that was answering comprehension question. They read the text because they need to answer the question. However, in the extensive reading activity, the students only enjoyed the story of the text. They felt different in the learning process. The book flood also gave them opportunities in exploring English texts more. They also did not afraid facing new words in a text anymore. The students said that the lesson was more interesting. They enjoyed it very much as what can be seen in the interview below.

- (4: 11)
- R : *Menurut kamu bagaimana kelas hari ini? (In your opinion, how is our class this morning?)*
- S : *Menarik (It's interesting.)*
- R : *Kenapa? (Why?)*
- S : *Baca buku dikelas, gak ngerjain pertanyaan. (Read a book in the class, not answer questions)*
- R : *Jadi sekarang kamu suka baca? (Now you like reading?)*
- S : *Suka karena bukunya menarik. Jadi suka membaca. (I like that because the books are interesting. So, we love reading.)*
- R : *Apa kamu merasa membaca text bahasa Inggris susah? (Do you think reading English text is difficult, now?)*
- S : *Gak sih, malahan bisa menambah kosakata. (No, even it improves my vocabulary.)*
- R : *Setelah pelajaran hari ini, apa kamu jadi lebih suka bahasa Inggris? (After having our lesson today, do you like English more than before?)*
- S : *Jadi gak bosan lagi. (We are not bored anymore)*

(Continued)

(Continued)

R : *Apa kamu merasa kosakatamu meningkat? (Do you think that your vocabulary improves?)*
 S : *Ya, sekarang gak sering buka kamus. (Yes, now I rarely open the dictionary.)*

Appendix/B/IT-13/Pg-161

The book flood activity made the students' more enthusiastic in reading English texts because the reading materials were very simple and easy to understand. So, they did not need to open dictionary often. They said that extensive reading activity were more joyful and pleasant than the previous activity applied.

b) Implementing Sustained Silent Reading

Practicing reading materials in the sustained silent reading time was expected to give students an opportunity to read without any distraction and to learn to enjoy reading for pleasure. It also successfully encouraged them to share interesting parts of what they had read. However, there were still some weaknesses: sustained silent reading time was too short so they were not able to finish reading and sharing the reading materials to their classmate. This quotation was taken from the interview with in the students. This quotation reflects that the students enjoyed reading in this activity.

(4: 12)
 R : *Saat pelajaran, apa yang paling kamu suka? (What activity do you like best?)*
 S : *Saat baca buku di kelas. (The sustained silent reading.)*
 R : *Kenapa suka itu? (Why do you like the activity?)*
 S : *Karena saya suka baca ceritanya yang menarik. (Because, I like reading the interesting story.)*

(Continued)

(Continued)

- R : *Perubahaan apa yang kamu rasakan setelah sering baca buku?* **(Do you feel any differences after reading a book often?)**
- S : *Ya, menambah kosakata.* **(Yes, I think I improve my vocabulary.)**
- R : *Kok bisa tahu?* **(How do you know?)**
- S : *Soalnya gak buka kamu juga udah tahu ceritanya.* **(Without opening the dictionary, I know the story.)**
- Appendix/B/IT-15/Pg-163

From the quotation above, the sustained silent reading improved their vocabulary mastery. The improvement affected their comprehension too. They were used to read a book not to translate it. They did not depend on the dictionary a lot. The enjoyment of reading an English text created a reading habit. They read the book during their free time or break time. It can be seen from the compilation of HR. This following interview quotation with the English teacher also showed how effective this activity was.

- (4: 13)
- R : *Terlihat dari mana, Bu. Kalau ini effective?* **(How do you know that this activity was effective?)**
- ET : *Terlihat dari keseriusannya siswa membaca. Mereka juga tidak takut membaca teks berbahasa Inggris.* **(The students were serious in reading. They were not afraid reading an English text anymore.)**
- R : *Kalau pemahaman teksnya, Bu?* **(How about their comprehension, Mam?)**
- ET : *Dilihat dari summarinya mereka terlihat memahami textnya dengan baik.* **(They understand the text well; it can be seen from their summary.)**
- Appendix/B/IT-17/Pg-165

Their comprehension in reading an English text gradually improved. It can be seen from their summary or quick book report. Their habit of translating all the words in the text without considering the context changed a little though they still

focus on writing summary based on the story. They did not try to write it on their own sentence.

c) Quick Book Report

Supporting the previous explanations in the sustained silent reading, this activity was done well. The progress of the quick book report was important to check the students' comprehension. They wrote all the information that they had got after reading. They wrote a summary and submitted it. It was called quick book report. However, at first, this activity was difficult for them. They were not used to write a summary. As a result, they often translated the text. Moreover, they did not realize that the time was up. There were students that found it difficult in finishing the quick book report. It was because they still read the book though the researcher reminded them about the quick book report time. This situation can be seen in the following quotation below.

(4: 14)

R : *Apa pendapatmu tentang quick book report? (What do you think about the quick book report?)*

S1 : *Waktunya kurang, Mbak. (There was insufficient time, Miss)*

R : *Kan udah diingatkan tadi. (I have reminded you for several times though.)*

S1 : *Ya ceritanya asyik jadi keterusan baca. (The story was interesting. So, I kept reading.)*

Appendix/B/IT-13/Pg-160-162

As a result, their quick book report did not finish yet. Most of them wrote the half of the story. However, they comprehended the text well. The English teacher as the collaborator also checked the summary and she said that they could comprehend the text. It can be seen in the following quotation.

(4: 15)

R : *Bagaimana dengan comprehension mereka, Bu? **What do you think about their comprehension, Mam?***

ET : *Mereka sudah mendapatkan ceritanya dengan baik. Itu terlihat dari ringkasannya yang sudah sesuai dengan ceritanya. **(They comprehend the text well. It can be seen in the summary. They wrote the story correctly.)***

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Although they could comprehend the text well, they needed to understand the differences between a summary of the text and the translation. The students simply translated all sentences and wrote the meaning on their summary. They were not confident to submit the summary in their own sentence. They were afraid that the summary would be different from the story. Some students had said it in this following quotation.

(4: 16)

R : *Kenapa koq nulis ringkasanya gak pake kalimat kamu sendiri? **(Why did not you write the summary in your own sentences?)***

S1 : *Lah, ya tar kalau beda dengan ceritanya gimana, Miss? **(Is it okey if the summary was different from the story?)***

S2 : *Takut beda dengan ceritanya. **(I'm afraid that the summary was different with the story.)***

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They were confused how to write a summary. They thought that making summary should exactly the same with the story. Therefore, the students need an explanation of how to write summary. Then, the researcher explained it to them in the next meeting.

2) Implementing 'Star Box' Activities to Improve Students' Involvement in Reading Class

a) Giving 'Star' for Active Students in the Class

The students were interested in star box activity. At the observation, the students seemed quiet and did not ask any questions. However, the researcher tried to motivate them by giving this star box activity. This activity gave them opportunities to be involved in the teaching-learning process. Some students actively joined this activity at the reading lesson. The progress of this activity can be seen in the figure below.

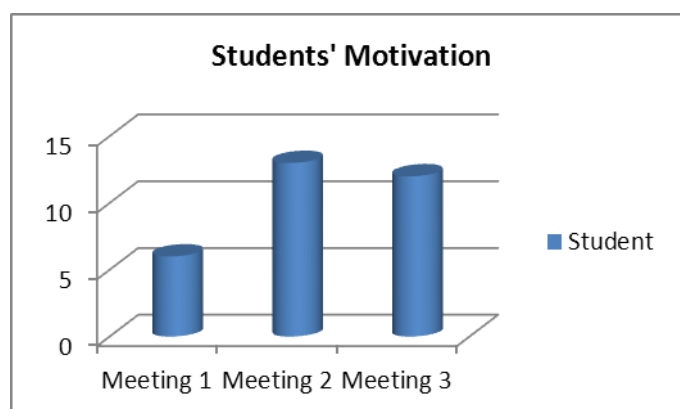


Figure 6: Reflection of Star Box Activity

From the figure above, it can be seen the improvement of students' participation in the teaching-learning process. Students gradually involved in the class activity. The star box activity motivated them to participate in the class. The students were happy with it. They could collect stars and could compete with the others in this activity. Moreover, the teaching and learning process became attractive. The students paid attention to the process. They had opportunity to share their difficulty with the teacher or their friends. This statement was also supported by the quotation below.

(4: 17)

R : *Menurutmu star box membantu tidak? (Do you think the star box help you?)*

S : *Iya, bisa Tanya terus dapat bintang. (Yes, I can ask and get a star.)*

R : *Ada perubahan di kelas gak? (Is there any differences in the class?)*

S : *Iya, kelasnya jadi rame. (Yes. The class is active.)*

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(4: 18)

R : *Menurut ibu, bagaimana penerapan star box activity dikelas? (What is your opinion about the star box activity in the classroom?)*

ET : *Bagus sekali. Mereka jadi aktif dikelas pada maju dan berani bertanya. (Very good. They actively involve and try to ask question.)*

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The students and the English teacher mentioned that the teaching and learning process changed. The students actively involved in the class. In conclusion, the students were engaged in the teaching and the learning process.

b) Implementing Extensive Reading Activities in Star Box

It has been said before that this activity were divided into two Love Vocabulary (LV) and Happy Reading (HR). They joined this activity very well. It could be seen from the progress of these activities. The students also enjoyed them. The students also felt the benefit of the activities.

(4: 19)

R : *Bagaimana menurutmu LV dan HR? (What do you think of LV and HR?)*

S : *Bagus, Mbak. Kita bisa menambah vocabulary dan bisa terbiasa baca buku. (Good, Miss. We can improve our vocabulary and get used to reading)*

R : *Apa kamu merasa ada perubahan setelah melakukan itu? (Is there any difference after doing them?)*

(Continued)

(Continued)

S : *Iya. Kosakataku bertambah dan itu mempermudah aku untuk memahami text. (Yes, My vocabulary improved and it made me easy to read English text)*

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(4: 20)

ET : **(Good. They are interested in these activities. There are many LV and HR in my desk. So, there were some students who joined these activities.)**

R : *Kalau kemampuan komprehensionnya apakah menunjukkan adanya peningkatan, Bu? (How about their comprehension, is there any improvement, Mam?)*

ET : *Itu bisa dilihat dari HR-nya. Kalau saya baca-baca mereka pada paham ceritanya. (It can be seen in the HR. I had read their summary; it seems that they understand the story.)*

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There were many students who joined these activities. They said that these activities helped them in improving their vocabulary. The improvement of vocabulary would affect their comprehension because they knew the meaning of each word in the text. The increasing number of students who joined these activities showed that they were interested in doing them. It can be concluded that they were successful. Their motivation increased as well. They liked to read a story book now though in comprehending the text they translated the text.

d. Findings of Cycle I

From the implementation of extensive reading activities in Cycle I, there were some actions that were successful and unsuccessful. The successful actions are discussed as follows.

- 1) The book flood activity was successful. The students had an opportunity to explore various English texts. Students learnt best when they were actively involved in the process.

- 2) The sustained silent reading was successful. It offered the students an opportunity to read materials of their own choice without any distraction and looking up the dictionary.
- 3) Doing a star box activity to improve their motivation was successful. They actively involved in the teaching-learning process. The students paid more attention in the class.
- 4) The Loving Vocabulary and Happy Reading activity in star box were also successful. They were many students who joined these activities. Some students said that their vocabulary mastery was improved.

However, there was action that was unsuccessful. The quick book report was not successful yet because the students not understand the way to make a summary. They still translated the word too much and spent much times.

2. The Implementation of Cycle II

The implementation of actions in Cycle II was not much different from the implementation of the actions in Cycle I. The descriptions of the steps in Cycle II are described as follows.

a. Planning of Cycle II

Based on findings in Cycle I, some discussions were made between the researcher and the collaborator to make some plans to solve the problems which still existed during the implementation of the actions. The researcher and the collaborator decided to use similar actions to solve the problems. Those actions included the book flood activity, sustained silent reading, quick book report, and the star box activity. However, there were some additional activities to support the

success of comprehending an English text. In helping the students comprehend a text, the researcher and the English teacher designed group work. This group work helped the students who found it difficult in comprehending text. Doing a group work gave many advantages to the member of the group. The group member shared their understanding and they learnt together. The descriptions of the actions implemented in Cycle II are as follows.

1) Book Flood Activity

In book flood activity in Cycle I, the researcher used story books as the materials of the extensive reading activity. The books were not enough for the students. It was because in the happy reading activity in star box, most of the students had read the books. They will be bored to read the same books many times. Therefore, in Cycle II, the researcher added more texts. It was called text cards. The texts cards were more than 25 narrative texts. Moreover, some male students were interested with short texts. Therefore, the researcher and the collaborator decided this action to be implemented in the Cycle II.

2) Sustained Silent Reading

There were many students who loved doing this activity in the teaching and learning process. This activity had improved their vocabulary as well. The benefits of this activity were significant for their comprehension. Moreover, their enjoyment in reading a story supported them in exploring English texts more. It was important to add this activity in the teaching and learning process. They had built their reading habit through this activity. Therefore, it was also decided to be

implemented in Cycle II. This activity facilitated the students in the process of comprehending a text.

3) Quick Book Report

The implementation of the quick book report activity was not successful yet. The students found it difficult in writing the summary. However, this activity was needed in measuring their comprehension. They wrote what they had comprehended from the text on it. From this, the researcher could monitor their progress by comparing their quick book reports. So, before doing this activity, the researcher should give more example of how to write a summary. Therefore, the students will easily do this activity easily and use the time effectively.

4) Star Box Activities

The activities in this step were successfully done. The students were interested in doing these activities in class. The researcher and the English teacher decided to use it again in Cycle II.

5) Group work

In Cycle II, the researcher and the collaborator decided to add one activity that helped them in the learning process. In this group works, they were tried to comprehend a text in group. In addition, the main purpose of this activity was helped the students engaged in the teaching and learning process. Implementation of group work in this Cycle II was expected to improve the interaction among the members of the group. During the group work, the students shared the contents of the story and finish their reading quickly. In addition, they worked together to do

the task given. They thought that it was easier to do the exercise when they worked in group than they had to work individually.

b. Actions and Observations in Cycle II

The actions of Cycle II were implemented three meetings on Saturday, March 8th, on Monday, March 29th, and on Saturday, March 31th, 2014. Below are the activity that the researcher implemented in Cycle II:

1) Implementation of Book Flood Activities

In Cycle II, the book flood activity was still used to give students an opportunity to explore various interesting reading materials. In this cycle, there were many additional text cards. The students were interested in the text cards too. **“Today, I add many texts. So, one student may have more than two texts. The story was short, so do not worry about the new texts”**, said the researcher. **“So, how many summary must we wrote?”**, asked the students. **“Only one,”** she said. **“Hurray, just one,”** they said happily. Then the students had to choose one of the text cards to read silently and individually in the class. They had understood the rules of the book flood and very well: they did not find difficulty when they chose the appropriate materials for themselves.

The situation in the book flood activity is explained below as what had been conducted in the previous cycle, the students were given many interesting materials without researcher’s instruction, they themselves chose the materials. Students already found the appropriate materials for them, and they enjoyed the activity. All the students read the book silently. However, sometimes they were

discussing the materials together in group reading. Group reading made it easier in reading a book. They enjoyed this activity.

2) Implementation of Sustained Silent Reading

This activity was implemented in the last 40 minutes of the teaching-learning process. The researcher gave extra time for them because they need much time to write the summary. In Cycle I, their enjoyment was disturbed by doing the quick book report. Then, giving extra time for them in the sustained silent reading was their benefit in this cycle.

The purpose of sustained silent reading was to improve the students' reading comprehension and to enjoy reading for pleasure. After choosing the book, the students read it in their groups. They, had already tried to wrote the quick book reading. The researcher and the colaborator monitored them. They helped them who found it difficult in understanding the text or faced difficult words from the text as in the previous cycle. The differentiation between this cycle and the previous one was they were confident to read the story. They read the book silently. They also opened the dictionary when they did not know the meaning. They were curiously searching the words that they did not know without asked their friends so many times.

3) The Implementation of Quick Book Report

In this Cycle II, the researcher explained the students how to summarize a text. This was the researcher's explanation to the students. In the first cycle, they were confused in summarizing the texts. This situation was described in the following vignette.

Date : Monday, 24 March, 2014
 Class : VIII B

“Before we do the sustained silent reading, I’d like to give an example to write a summary. I will read this story. The title is The Lion and The Mosquito. From the first picture the Lion was smacked his cheek,” she said. “What is mosquito,” asked her. “*Nyamuk*,” said the students. R read the sentences under the picture. They did not know the meaning of buzzing. “How did the mosquito sound?” asked R. Some students sounded it. Then, they got the meaning. The next picture, “what is it?” They answered her question in Indonesian. “*Singa menerkam nyamuk*,” they said.

She read the paragraph and mentioned some key words. They were *sleep*, *quickly*, and *angry*. She asked them what the story might be. The students answered, “The lion angry because the mosquito,” said them. She opened the next pages. “What do you think?,” asked her. Some students said their opinion. Then the students asked the English word of *menyerang*. “Look at the first word, attack and shouted,” said her. Some students got the word. Then, she asked them to analyze the last picture.

“Look at here,” she asked. She mentioned some key words; lion, spider, mosquito, and the spider killed the mosquito. Then read the last paragraph. She gave opportunity to the students to spoke their understanding. They were interested in her story. They paid attention and tried to guess the difficult words.

After that, the researcher asked the story one more time. She asked one students to retell the story based on her comprehension on the board. “So, summarize, write what did you know about the story in your summary like this,” said her. The students nodded and the sustained silent reading was started.

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After the explanation, the students quietly read the book. The researcher looked at their piece of paper; it seemed that they understood how to write it. For example, they did not write the active sentences in the text. They wrote the message instead. They did not write the translation of the book now. She was happy. Finally, they understood how to write it. The English teacher also gave her opinion about the quick book report in Cycle II as the following quotation.

(4: 21)

R : *Menurut Ibu, apa mereka telah paham tentang comprehending texts? (In your opinion, do they know how to comprehend texts, now?)*

ET : *Mereka akhirnya paham bagaimana menulis ringkasan sekarang. Mereka tidak sekedar translate lagi. Jadi saya rasa mereka sudah paham bagaimana memahami teks itu. (They now understood how to write a summary. They do not only carelessly translate the text but also write the summary based on their understanding. I think they know how to comprehend a text)*

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Then, to assure the English teacher explanation, the researcher interviewed some students. This quotation supports the researcher and the English teacher's opinion.

(4: 22)

R : *Setelah dijelaskan cara membuat ringkasan tadi apa kalian paham cara meringkas? (After the explanation of how to write the summary, do you understand how to write one?)*

S1&S2: *Ya (Yes)*

R : *Bagaimana? (Can you explain to me?)*

S1 : *Diambil yang kita pahami saja. (Write what we get from the text.)*

S2 : *Iya, gak ditulis semua tapi ditulis yang kita tahu. Gak boleh hanya translate kalimatnya. (Yes, we write what we understand after reading the book and instead of translating the sentences.)*

Appendix/B/IT-18/Pg-167

The above quotation shows that the students understood the steps of doing the quick book report. They began to write the summary shorter than the previous one. They tried to use their own sentences. The development gave a big help for the researcher to identify their understanding. In their quick book report, they already wrote only the important information only not all the sentences in the paragraph.

4) The Implementation of Star Box Activities

In this cycle, the progress of this activity gradually felt down due to some factors. First, in this second semester the eight students had many days off; tryout of grade nine, middle semester examination, and another tryout. Second, they got many home work because of it. Third, they rarely asked questions in the learning process. It is because in this cycle, the researcher designed some group works in class. They already discussed their questions with their friends.

However, there were still many students who joined the Love Vocabulary and Happy Reading activities. They were still interested in doing those activities. Due to the explanation in quick book report, they wrote summary in the Happy Reading based on their understanding from the text.

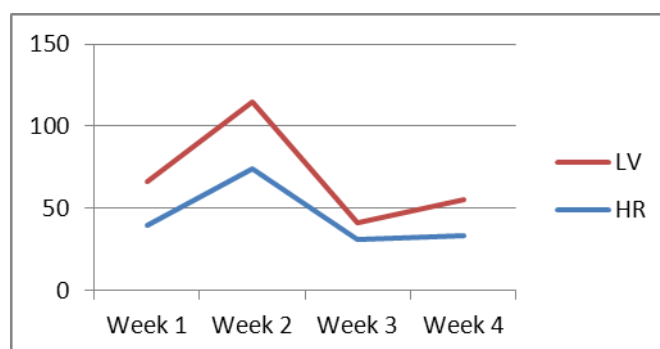


Figure 7: The Progress of Star Box Activities Cycle II

The figure above shows the progress of the LV and HR activities. The lines declined from the second week to the third week. The students' participation in the LV activity decreased gradually in the third week, but it started to increase in the next week. However, in the third week and fourth week, they steadied below fifty.

In addition, their participation was influenced by their classmates. Some students said that their friends also influenced their interest in reading a book. For example, when their friends are eager to read, they will do the same and vice versa. The situation is described in the following quotation.

(4: 23)
 R : *Apa teman dekatmu membuat kamu termotivasi melakukan aktivitas ini?* (**Did your friends motivate you in doing this activity?**)
 S1,S2&S3: *Yes.*
 R : *Siapa?* (**Who are they?**)
 S1&S2 : Tiyas
 S3 : Esti

Appendix/B/IT-19/Pg-168

Therefore, their friend was their motivation in doing this activity instead of the door prize. They read the book and shared the story with them. Therefore, the students often read the books in group reading.

It can be concluded that they were interested in this activity. It can be seen from their star box paper. The average stars from all of the students was 16 stars. It means that there are some students who got 16 or more stars. Some students who got doorprize had already collected more than 20 stars. Then, the others got almost 16 stars. Therefore, this activity was successful to motivate them to read English texts.

5) The implementation of Group Work

In the first meeting, they worked their friends who sat behind them in groups of four. The task was matching some pictures with the sentences that described them. They enthusiastically opened their dictionary. Some students had their own way to solve the task. There were students who divided the questions to

be asked to each of the member of the group. Then, they corrected the answers together after finishing the task. Moreover, there were students who did the task together. There were students who read the story and the others opened the dictionary. Two students kept reading the story and underlined the difficult words. The others students tried to get meaning of some difficult words from the texts. Then, they guessed the correct paragraph for each pictures. Although they worked in groups, they had their own way to do the task. After 10 minutes, the researcher asked them to confidently share the answers with their friends in the class. One group said the answer and the other gave their opinion. They paid attention to their friend's opinion and they also corrected their friends' answer together. Most of the groups got the correct answers. **"Who got all the answers correct?"** asked the researcher. They raised their hand and said that they got the correct answers. **"Is it difficult?"** asked the researcher. **"No!"** said them happily.

The group work of the next meeting was collecting stars. They had to collect as much as stars during this group work. They worked in different groups from that of the previous meeting. They counted one to eight. The students grouped with the one who said same number. It was their first time; they worked in this type of group. They usually worked with their closest friends. They seemed a bit nervous after knowing their groups. **"Ouch, I got number one,"** one student said. **"Hurray, I'm with Tiyas,"** said a student. She was happy that she joined Tiyas' group.

This was a competition for all groups to collect stars for their star box. The one who got the highest score would get the first place. The first activity was

answering a written test together. The task included all the materials that had been taught before. Then, the second activity was selecting a correct summary. All the groups got one Indonesian summary of a story. They also got some text cards that written in English. Their task was choosing a correct one from those text cards. They had to read the text cards first to comprehend the texts and selected the correct text for the summary. They read the stories one by one. There were students who carefully found the meaning of the same words from the texts. They were seriously reading the story. As always, the researcher and the teacher helped the groups in doing the activity. After 30 minutes, all the students had to submit the answer.

For the next meeting, the final activity, the students selected one of those stories to be performed. They shocked when they knew the final activity was performance. **“What! Performance,”** one student said. **“No! Why is it a performance,”** students said. The students were so nervous. Then, the researcher explained the rules for the final activity. The students would retell one story in front of the class. Then, the other groups scored the groups who performed first. The turn was decided by a lottery. So, all the groups had to practice it at home.

In the next meeting the students were nervous. They were practicing the performance when the researcher entered the class. **“Are you ready?”** she asked. Some students were silent. Then, she started preparing a lottery. The chief of the groups took one little folded paper. The first group was really nervous. Some groups were ready and the others were not. The prepared group told the story fluently and confidently. The rest of the class gave a big applause for them.

However, those who were not ready were looked nervous and afraid. They often repeated their own sentences. Pausing every second, changing words, and sitting on the floor were some expressions of them.

This activity improved their attention in the teaching-learning process. The students were interested in this group work activity. They said in this following quotation.

(4: 24)

R : *Apa pendapat kalian tentang group work tadi?* (**What is your opinion about the group work?**)

S : *Menyenangkan. Belajar tapi sambil game jadi termotivasi untuk dapat bintang.* (**Studying and playing game was fun. I am motivated to get many stars.**)

S2 : *Senang. Bisa lomba sama temen.* (**I like it because I can compete with my friends.**)

S3 : *Iya, bisa kerja kelompok dan jadi asik.* (**Yes. I worked in group and that was fun.**)

Appendix/B/IT-18/Pg-166

The group work was suitable with their learning style. Therefore, they enjoyed the activity. Moreover, the aim of improving their involvement and their attention in the learning process was successful. In addition, they learnt to comprehend texts in this activity. The group work activity helped them in the learning process.

c. Reflection of Cycle II

After implementing the actions in Cycle II, the researcher discussed the results with the English teacher. The reflection of each action is described as follows.

1) Book Flood Activity

In this activity, the students already had their favourite books. They were not confused in choosing the books anymore. They already chose the books after the teacher started the activity. This situation is described in the following field note.

(4: 25)

Setelah itu, S melakukan extensive reading, seperti biasanya, mereka memilih buku kesukaanya. Mereka rupanya sudah memiliki buku kesukaanya. (After that, the students moved to the extensive reading activities, they chose their favorite book. Moreover, they had have their favorite book.)

Appendix/A/FN-12/Pg-138

After doing this activity for several times, the students had gotten their favorite books. This activity was successful since the students were interested in it. Those books were suitable for their level so they kept reading and enjoyed it. The students said that they really liked the texts and read them many times. A few students almost read all of the extensive materials, they read them at the school or at home. Their self-motivation was improved especially in reading. This situation can be seen as the following quotation.

(4: 26)

R : *Kalian sudah baca buku dan text berapa banyak, dek? (How many books or text had you been read?)*

S1 : *Aku udah banyak, mbak bintangku udah 41. (I think, I had read many book, I already got 41 stars)*

S2 : *Sepuluh juga ada, Mbak (May be 10, Miss)*

S3 : *Bukunya udah semua tapi teks cards-nya baru beberapa. (I had been read all the story book, and some texts cards.)*

S4 : *Aku baru baca kira-kira 6 buku, Miss. Tapi aku bener-bener pahami artinya. (I read 6 books, Miss, but I tried to comprehend it well.)*

Appendix/B/IT-18/Pg-168

They really read the book at their spare time. The joy of the story made them read many books. This activity gave the students opportunities to expose English words. It could make them improve their vocabulary although they only learn a few of it. It was impossible for them to remember all the words. However, the frequency of faced a similar word in the story book. It gave them opportunity to memorize them.

2) Sustained Silent Reading

Based the implementation of the sustained silent reading the students, it can be concluded that the students were interested in this activity. They had enjoyed reading a book. They loved to share the stories with their friends. The researcher and the English teacher also helped them when they found any difficulty. Some students had their own reason for reading the book. They already read the book because they were interested. They did not read the book because of the teacher's order or to get a best score. It changed the students' behaviour. This situation can be seen in the following quotation.

(4: 27)

R : *Apa yang membuat kalian tertarik untuk membaca?* (**What your is reason for reading that books?**)

S1& S3: *Judulnya sama gambarnya.* (**The title and the pictures.**)

S2&S4: *Judulnya sama ceritanya.* (**The title and the story**)

R : *Apakah kalian membaca buku extensive reading untuk mendapatkan bintang?* (**Did you read the book to get the stars?**)

S1 : *Tidak, buat memahami kata-katanya.* (**No, to understand the meaning of the words.**)

S2 : *Untuk mencari kosakata yang tidak tahu terus dicari.* (**For find the vocabulary and then to search for the meaning**)

S3 : *Cari bintang, kosakata.* (**Stars, and vocabulary**)

Appendix/B/IT-19/Pg-167-168

The students read the book to improve their vocabulary as well. They initiatively read the book to improve their vocabulary. Some students said their vocabulary mastery improved a little. The result of their increasing vocabulary could be seen at their quick book report as the media for them to write down their comprehension.

Before they did the sustained silent reading they said reading was difficult. They gave up in reading because it was difficult. They were bored because the book was thick and had no pictures. After doing this activity several times in the class, the students changed their prespective of reading. They finally said that reading was not a difficult activity as before. They were happy to do this activity. They sometimes spent their spare time for reading in the school or they borrowed the book. Moreover, beside their vocabulary and their reading comprehension that improved, their assumption about reading also changed. Therefore, they enjoyed reading a book, because they thought that reading was easy. They were happy when finished reading a book.

3) Quick Book Report

There were many improvements in this activity. The students tried to reflect on what they had comprehended after reading a story. Their summary was their description of their comprehension of the text. They started to know how to get the information from the book without translating the book. Their habit changed because of the extensive reading activity. They did not randomly translate word by word, but they really thought about the implicit meaning of the sentences. It

means they translated the words without considering the context. Moreover, the students also got the benefits of the quick book report.

(4: 28)

R : *Menurut kalian kegiatan meringkas ada manfaatnya gak dek?*
(Did you get any benefit from the quick book report activity?)

S1,S2&S3: *Ya, bisa menambah kosakata.* **(Yes, I learn new English words)**

R : *Sekarang lebih terbiasa membaca bahasa Inggris gak?***Now, do you accustomed to read a English book?)**

S2&S3: **Yes.**

R : *Apa kamu takut membaca bahasa Inggris lagi?* **(Are you afraid of reading English text?)**

S1,S2&S3: *Sedikit berkurang.* **(Not really)**

R : *Selain menambah kosakata apa kamu juga merasa mudah memahami teks?* **(Beside improved your vocabulary, do you feel it easier to comprehend texts?)**

S1&S2: *Iya.* **(Yes)**

Appendix/B/IT-18/Pg-166

There were some advantages of this activity that the students felt after doing it several times. The improvement of their vocabulary was the most benefits that the students felt from this activity. Moreover, they were also accustomed to read an English texts. This feeling made them pleasantly read an English text. With both of the advantages, they students were easier to comprehend an English text.

(4: 29)

R : *Menurut Ibu, adakah perubahan di-quick book report?* **(In your opinion, are there any differences between QBR in cycle I and that of in Cycle II?)**

ET : *Tentu, banyak yang berubah. Siswa sudah tidak menerjemahkan saja tapi meringkas. Siswa juga sudah mencoba menggunakan kata-kata mereka sendiri.* **(Of course, they did not only translate the text but tried to summarize. They also tried to use their words.)**

R : *Apakah QBR mereka semakin mudah dipahami?* **(Were their summaries more understandable?)**

(Continued)

(Continued)

ET : *Ya, summarinya sudah mudah dipahami. Komprehension mereka juga sudah baik. Terlihat dari kata-katanya. (Yes. The summary was understandable. Their comprehension was good. It can be seen at the QBR)*

Appendix/B/IT-20/Pg-169

From the interview transcript above, the English teacher also said that the students' reading comprehension improved. They wrote the quick book report based on their understanding. Then, the students' quick book report was also more understandable. They tried to write the Indonesian sentence in a correct order. Before, they just translated the word and re-wrote the sentence in the same structure. Therefore, from the Cycle I to Cycle II, the students had changed their way to write the quick book report because they already comprehend the text not only translating it.

4) Star Box Activities

The participation of the students during this activity declined a little. It was not because their interest in this activity decreased, but there were any other factors that affected. That of at the third week was because of some factors that had been said before. However, that condition was followed by the increasing of the love vocabulary and happy reading in the fourth week. It can be concluded that the students were interested in doing this activities.

The result of their star box also showed that the students joined it several times. There were 11 students who got door prize because they got more than 20 stars. Some other students collected 8 to 16 stars. Only four students got under

five stars in the class. Therefore, it can be concluded that they actively done the activity either at class or at home.

5) Group Work

In this group work, the students were enthusiastically involved in the teaching-learning process. They experienced new interesting way in learning English. First, they worked in groups with different friends. They usually worked with their closest friends. Now, they were grouped by counting. The same number belongs to the same groups. Second, instead of doing task, they competed with the other group. It aroused their attention in the learning process. Third, the students tried to give their opinion in the group. They exchanged their understanding and shared their knowledge with their friends. Some students enjoyed it and said that this activity helped. This situation can be seen as the following quotation.

(4: 30)

R : *Kamu suka gak belajar dalam kelompok?* **(Do you like learning in a group?)**

S1 : *Suka* (Yes)

R : *Apa yang kamu suka?* **(What do you like?)**

S1 : *Bisa diskusi sama teman dan berlomba.* **(Discussion and the competition)**

S2 : *Senang, karena bisa kerjasama dan saling membantu.* **(Yes, because I work together and help each other.)**

Appendix/B/IT-18/Pg-166

From the interview above, the students were happy to work in groups. It increased their motivation because they worked together. There was a big possibility of helping each other in understanding the texts. Friends' explanation helped a lot to the shy students. The English teacher also said that the activity helped them.

(4: 31)

R : *Menurut Ibu, apakah group work itu membantu siswa? (In your opinion, do the group work help the students?)*

ET : *Ya, mereka sangat antusias dalam belajar dan saling termotivasi untuk menjawab soal-soalnya. Mereka juga saling membantu. (Yes, they were enthusiastically involved in the process of learning and they were motivated to answer the tasks. They helped their friend too.)*

Appendix/B/IT-20/Pg-169

From the quotation above, it can be concluded that the group work helped them. This activity motivated the students to learn. They paid more attention to their friend's explanation. This group work replaced the giving reward in the star box activity. Therefore, this activity was more interesting for them.

d. Findings of Cycle II

From the implementation of the extensive reading activities in Cycle I, there were some actions that were successful and unsuccessful. The successful actions were discussed as follows.

- 1) The book flood activity was successfully done. The students got a lot of opportunities to explore English texts. They were interested in both in story books and text cards. They enjoyed the activity.
- 2) The sustained silent reading was successfully done. The students were interested in this activity. They had read and had faced many texts. Their vocabulary also improved. They could comprehend a text individually or in groups. Moreover, this activity was enjoyable, so that the students joined the activity enthusiastically.
- 3) The quick book report was successful. The students started to comprehend the text without translating all the words in the text. They enjoyed reading

because of the improvement of their vocabulary. It made them more confident in reading a text.

- 4) The group work was successful. The students were engaged in the teaching and learning process more. They actively worked in groups work. They paid more attention to the lesson. They helped each other in comprehending texts.
- 5) The participation of the students in the star box activity declined in Cycle II. In Cycle I, the students were enthusiastically doing the activities in the Star Box activity. There were many factors that influenced the progress.

C. General Findings

Considering the findings in Cycle II that all actions were successfully done at improving the students' reading comprehension, the researcher and the collaborator agreed to end the research in this cycle. The summary of the students' improvement in teaching and learning process of reading during the implementation of Cycle I and Cycle II can be seen in the following table.

Table 7: The Summary of the Students' Improvement in Teaching and Learning Process of Reading during the Implementation of Cycle I and Cycle II

Before the Actions	After Cycle I	After Cycle II
The lack interesting materials for reading.	There were enough extensive reading materials for the students.	There were a lot of extensive reading materials for the students. They may choose a short text.
The teacher seldom gave various English texts or English exposures to the students.	The students had exposed many English texts and read them several times.	The students had exposed many English texts and read them several times. It promote a reading habit.

(Continued)

(Continued)

The student rarely had an opportunity to choose their own text.	They had enough opportunities to choose English text. They had finished reading their book at their spare time.	They had opportunities to choose their own texts. They were confidently read the text. The willingness of reading a text was built.
Students had low vocabulary mastery.	They had many exposures from the texts that they read several times. They did not depend on dictionary too much.	They had many exposures from the text that they read several times. They enjoyed reading without wondering the meaning.
Translating each sentence in the text was the activity mostly done in understanding an English text.	The students tried to comprehend the text by translating all the words without considering the contexts.	The students did not depend on translation of the story to comprehend the text.
Students found difficulties in comprehending an English text.	They were curious with all the meaning of every word in a text. Some students were confused to comprehend a text.	The students comprehend a text without translating every single word.
Students' involvement in reading class was low.	They involved in the class actively, but they were individually. Some students were still shy.	They were involved actively in the class in a group works. Then, they confidently discussed with their friends in the learning process.
The teacher did not give enough chance for the student to express and share ideas about the topic of the lesson.	There were some students who started to express their opinion in the class.	They enthusiastically involved in the learning process. They were not afraid in giving their opinion.
Students thought that reading was difficult.	The students were interested in reading the extensive reading materials.	The students were interested in reading and they thought that reading was easy.

To support the qualitative data, the researcher conducted some tests in order to measure the improvement of students' reading comprehension. The tests were

pre-test, that was conducted on Saturday, February 22th 2014, and post-test that was conducted on Saturday, April 5th 2014. They were conducted before and after the implementation of the actions in order to measure the students' improvement. The summary of the students' results on the tests could be seen in the following table.

Table 8: The Comparison of Students' Reading Comprehension Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	32	22.50	65.00	41.71	10.70
Post-test	32	50.00	86.00	64.87	8.98
Valid N	32				

Based on the table above, the students' mean scores in the post-test was also higher than the students' mean score in the pre-test. Moreover, the minimum and maximum score of the students also increased. From the result, it can be concluded that the students' reading scores improved from that of in the pre-test to that of in the post-test. The improvement shows that there was an improvement in the students' reading comprehension.

Furthermore, the standard deviation in post-test was lower than the standard deviation in the pre-test. As said by Burns (2010: 128) that the SD (standard deviation) tells how each score deviates on average from the mean. It could be concluded that the students' reading scores were homogenous. From the reasons above, it could be concluded that there was a significant improvement in the students' reading comprehension after the implementation of the action, i.e. using extensive reading activities.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

In this chapter, three points are presented. They are conclusions, implications, and suggestions. Each point is described as follows.

A. Conclusions

This research is action research. SMP N 3 Gedangsari was chosen as the place to conduct the research. The research had acquired both qualitative and quantitative data related to the use of extensive reading activities in improving the reading comprehension of grade VIII B students at SMP N 3 Gedangsari. Based on the data analyzed in this research, the use of extensive reading activities was successful to improve the students' reading comprehension. The extensive reading activities, i.e., book flood activity, sustained silent reading, quick book report, star box activity, and group work, were successful to improve the students' reading comprehension. As a result, those activities made the students understand the text easier. The uses of book flood activity and star box activity were successful in relation to build the students' interest and attention. The activity of book flood activity was successful to access the students' interest in reading. Choosing their own book were interested them in reading a book. The sustained silent reading gave them the opportunity to enjoy reading the story. The exposure of the language stucked in their memory and they got new vocabulary. The quick book report facilitated them to write down their comprehension. To motivate them in the learning process they also worked in groups. Those activities made the students comprehended the text easier.

In relation to Cycle I, the actions were successfully done in general. In the first activity, the activities could attract the students' interest in reading and could attract students' attention toward the lesson. The students' interest also improved. Then, in the sustained silent reading, the students' vocabulary increased as in the step, the students faced new similar vocabulary several times. They used the vocabulary to comprehend the text. The quick book report is the result of their comprehension after reading the book.

However, the quick book report could not be done well in Cycle I. First, the students did not know how to write a summary. They made a translation instead. Then, the problem affected the happy reading in the star box as well. It was difficult for the researcher to know their comprehension. Therefore, in the Cycle II, she explained how to make a summary.

In Cycle II, there were some improvements in the implementation of the actions. First, the students actively involved in the teaching and learning process. The group work motivated them in the class. The extensive reading activities ran smoothly. They also did the extensive activities at home in the star box activity. The students enjoyed it well. They did not need any explanation in doing the activities. The quick book report was written based on their understanding. They wrote their comprehension not translation anymore. This statement was in relation with the improvement of the students' reading comprehension scores from the pre-test to the post-test.

To sum up, extensive reading activities were successful to improve the students' reading comprehension in the process of teaching reading.

B. Implications

With regard to the results of the research, the implementation of extensive reading activities could improve the students' reading comprehension. The extensive reading activities consist of many activities that were designed to improve the students' reading ability. The various activities had their own use for improving the process of teaching reading. To sum up, Extensive reading activity is highly suggested to be applied by English teachers of junior high schools in the process of teaching reading.

C. Suggestions

After covering up the conclusions and the implications of the research, the researcher has some suggestions for the English teachers and further researchers to be considered.

1. For the English Teachers

In the process of teaching and learning English, especially reading, English teachers should be able to create some activities which can give English exposure texts to the students. For example, the teacher provides many English texts that they are suitable for the students during the reading lesson. Such activities helped the students in understanding the texts since they read the text because of their interest. As a result, the process of teaching and learning reading becomes more interesting.

2. For Further Researchers

The implementation of extensive reading activities can improve the students' reading comprehension. Further researchers are recommended to use

extensive reading activities on different level of education in order to see the success of extensive reading activities in improving the students' reading comprehension. They may also have more activities and / or other text types in implementing extensive reading activities.

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APPENDIX A
FIELD NOTES

FIELD NOTES

No : FN.1
Hari, tanggal : Kamis, 16 Mei 2013
Waktu : 08.20 – 09.15
Tempat : Meja Guru Piket, Ruang Tata Usaha, Ruang Kepala Sekolah, Ruang Guru,
Kegiatan : Izin Penelitian dan Observasi
Responden : R : Peneliti GB : Guru Bahasa Inggris
KS : Kepala Sekolah S : Staff TU

R datang ke SMPN 3 Gedangsari untuk meminta izin observasi dan penelitian. Di hall sekolah, R langsung ke meja guru piket. Guru piket pada hari itu menyuruh R untuk melapor ke Tata Usaha. R memberitahuakan tujuan R datang ke sekolah yaitu ingin menemui KS. R mengatakan bahwa R adalah mahasiswa dari UNY. Kemudian S memberitahuakan bahwa KS ada ditempat dan mempersilakan R untuk langsung menuju ruang KS.

Sesampainya di ruang KS, R memperkenalkan dirinya. Kemudian R mengutarakan niatnya kepada KS untuk melakukan observasi dan penelitian. R mengatakan bahwa penelitiannya akan dilakukan pada semester depan (genap). R meminta izin untuk melakukan penelitian pada kelas VIII.

Kemudian R bertanya tentang pembagian kelas tiap tahunnya apakah tiap ajaran baru tiap kelas akan diacak ulang atau tidak. KS menjelaskan bahwa setiap kelas tidak akan diacak ulang. Jadi, siswa kelas VII B akan tetap sama saat mereka naik kelas VIII, dan kelasnyapun akan sama yaitu VIII B. Kemudian R menjelaskan bahwa R memerlukan observasi awal untuk menemukan masalah. Karena R akan melakukan penelitian pada semester depan (tahun ajaran baru), R memutuskan untuk melakukan observasi di salah satu kelas VII. KS menerima maksud dari R dan KS mengizinkan R untuk melakukan penelitian di sekolah tersebut pada semester depan.

Kemudian KS menyarankan R untuk menemui guru yang mengampu kelas VII untuk mendiskusikan tentang observasi dan penelitiannya lebih lanjut. KS juga memberikan jadwal mengajar guru bahasa Inggris kelas VII. Dan pada hari itu, guru tersebut ada di tempat.

Kemudian R meminta maaf kepada KS sebelumnya karena belum membawa surat izin observasi dari kampus. R akan membawa dan menyerahkan surat izin tersebut saat R melakukan observasi. Kemudian R berpamitan pada KS untuk menemui guru pengampu mata pelajaran Bahasa Inggris kelas VII.

Kemudian R menuju ruang guru dan bertanya kepada guru lain tentang GB. R dianjurkan menunggu diruang guru, karena jam istirahat tinggal 10 menit lagi. Saat itu GB sedang mengajar dikelas VIII A. R menunggu GB diruang guru.

Pukul 09.00 istirahat pertama dimulai. R kemudian menyampaikan niatnya untuk melakukan observasi di salah satu kelas VII. GB menyarankan untuk melakukan observasi di kelas VII B karena kelas tersebut paling lemah pada mata pelajaran Bahasa Inggris. GB memberikan jadwal kelas VII. Jadwal pelajaran Bahasa Inggris Kelas VII B adalah hari senin dan kamis. Setelah itu, R meminta izin untuk melakukan observasi hari kamis. GB menyetujui untuk R melakukan

observasi pada hari itu. GB menanyakan tentang judul skripsi R. R menjawab *extensive reading* itu kegiatan membaca yang nantinya siswa membaca buku menurut ketertarikan mereka dikelas. R menambahkan bahwa ia akan fokus dinarative teks. GB memahami dan mempersilahkan untuk melakukan observasi.

Kemudian R berterimakasih dan berpamitan pada GB untuk pulang.

No : FN.2
Hari, tanggal : **Senin, 20 Mei 2013**
Waktu : **07.30 – 09.00**
Tempat : **Ruang Kepala Sekolah**
Kegiatan : **Mengantarkan Surat Izin Observasi**
Responden : **R : Peneliti**
KS : Kepala Sekolah
S : Staff TU

R datang ke SMPN 3 Gedangsari untuk memberikan surat izin observasi. Di hall sekolah, R melapor ke meja guru piket. Guru piket pada hari itu menyuruh R untuk melapor ke Tata Usaha. R memberitahuakan tujuan R datang ke sekolah yaitu ingin melakukan observasi untuk penelitain skripsi, sehingga R perlu untuk bertemu KS. Kemudian S menyampaikan maksud tersebut kepada KS. Kemudian S memberitahuakan bahwa KS ada di tempat dan mempersilakan R untuk langsung menuju ruang KS.

Sesampainya, diruang KS, R mengatakan bahwa R adalah mahasiswa dari UNY yang kemarin meminta izin untuk observasi. R menyerahkan surat observasi dari fakultas. KS membaca surat itu sejenak dan menanyakan mengenai judul penelitian. KS ingin mengetahui apa itu yang dimaksud *extensive reading*. R menjelaskan bahwa *extensive reading* itu adalah kegiatan membaca yang mana nantinya masing-masing siswa membaca buku satu persatu sesuai ketertarikannya. Lalu, KS menanyakan tentang buku yang akan dibaca siswa nantinya. R mengatakan bahwa buku-buku itu nantinya adalah buku cerita. R juga menambahkan bahwa penelitian R akan dilaksanakan di semester genap menurut salah satu kompetensi dasar reading, yaitu fokus pada narative teks. Kemudian, KS menanyakan apakah siswa akan membaca buku-buku itu saat pelajaran bahasa inggris. R menjawab nantinya siswa diberi waktu diakhir pelajaran untuk membaca, diawal pembelajaran R tetap akan mengajarkan tentang narative teks. Oleh karena itu, tidak semua waktu dipembelajaran habis untuk kegiatan *extensive reading*. R menambahkan siswa juga nantinya ada tugas membaca dirumah. Jadi *extensive reading* yang dilakukan tidak hanya disekolah. KS memuji kegiatan *extensive reading* yang akan membuat siswa rajin membaca.

Setelah berdiskusi tentang kegiatan apa yang akan dilaksanakan. KS memberikan izin kepada R untuk melakukan observasi. KS menyarankan untuk menemui GB. KS juga menyarankan R untuk melapor kepada S. Agar S membuatkan surat izin observasi dari sekolah.

Kemudian R menuju ke ruang staff TU dan memberitahuakan R memerlukan surat izin observasi dari sekolah. S lalu membuatkan surat izin itu

dan R dipersilahkan menunggu. Setelah beberapa lama menunggu, S memberikan surat izin observasi. R lalu berterimakasih dan berpamitan pulang.

Sebelum R pulang, R menuju keruang guru terlebih dahulu untuk memastikan bahwa GB tidak hadir hari itu. Setelah R memastikan GB tidak ada disekolah lalu R pulang.

No : FN.3
Hari, tanggal : Kamis, 23 Mei 2013
Waktu : 06.55 – 12.10
Tempat : Ruang Guru, Kelas VII B
Kegiatan : Observasi
Responden : R : Peneliti
 GB : Guru Bahasa Inggris 1

Pukul 6.55 WIB, R sampai di sekolah. Kemudian R langsung menuju ke ruang guru karena sudah ditunggu oleh GB untuk melakukan observasi di kelas VII B. Sesampainya di ruang guru, R langsung bersalaman dengan GB.

Tidak lama kemudian bel berbunyi. Kemudian GB mengajak R menuju kelas VII B. Ilustrasi dari kegiatan belajar mengajar di kelas dapat dilihat sebagai berikut.

Before entering the classroom, the researcher met the English teacher in the teacher room in order to make sure that the researcher would conduct class observation. Then, the researcher and the English teacher went to the VII B classroom. The class was noisy when the researcher was entering to the classroom.

Firstly, the teacher greeted the students. The teacher asked the chief of the class to lead a prayer. Then, she checked students' attendance. There were 32 students in the class. She led the students to sing a song. The teacher usually sang that song before the class was started. Then, the teacher introduced the researcher and said that that day the researcher would observe the situation of the English teaching and learning process in grade VII B. The class was noisy, but the English teacher directly tried to make them quiet.

After that, the teacher asked the students about the homework given in the previous meeting (*procedure text*). It was about doing exercises in the students' worksheet. Then, the teacher and the students discussed the homework. The teacher asked each student to read texts silently. Then, asked one of the students to read the text in front of the class. She corrected the student's mistakes in pronouncing words after he read the text.

Next, the teacher read aloud the text and the students repeated it after she read every one sentence of each paragraph. When the students made mistakes, the teacher simply paused them and corrected and then continued the reading aloud. The teacher divided the class into four

Gentle, Brave, Tender, and Miracle were the names of the groups. The teacher gave ten minutes for the groups to discuss the answer with the member of the group. Although it was homework, most of the students did not do the homework at home. So, the teacher divided them into a group to motivate them in doing it.

Then they worked in groups to get the answer. They translated every sentences and rearranged the text in the correct order. After 10 minutes, each group wrote the answer. The students wrote the correct order of the texts. One group wrote one text in correct order in the white board. Then, all of the groups gave their opinions about the other group's answers. Brave gave comments to Gentle. They said that the order was wrong. They needed to correct it. Gentle said to Tender that their order is right. Tender also said that Miracle's answer was correct. The last group, Miracles, said Brave's answer was also right. Then, Gentle corrected their answer.

After that, the teacher and the students discussed the answer. The teacher also translated the difficult words to help the students understand the text. She demonstrated the texts and the students predicted the answer. There were some students who chatted with their friends when the teacher demonstrated the text. She asked them to pay attention. After that the students predicted all the answers and discussed it all. Then, suddenly the bell rang. The teacher invited the students to ask questions. They were quiet. Then, the teacher ended the class.

Pukul 9.00 adalah jam istirahat pertama. Kemudian R meminta izin kepada GB untuk mewawancarai beberapa siswa dan GB mempersilakan R untuk mewawancarai siswanya. GB pun menunjuk siswa yang akan diwawancarai.

Setelah wawancara beberapa siswa, R diminta GB untuk mendampinginya mengajar di kelas VII C. R pun menyetujuinya.

Pukul 10.35, GB selesai mengajar dan merupakan jam istirahat kedua. Karena sudah tidak memiliki jam mengajar, GB pun mengajak R untuk berdiskusi di ruang guru tentang hasil observasinya. Dalam diskusi tersebut, R mengajukan beberapa pertanyaan mengenai kemampuan siswa tentang reading dan permasalahan-pemmasalahan reading siswa. R juga menyampaikan teknik yang akan digunakan dalam penelitian disemester berikutnya dan GB pun mempersilakannya untuk menggunakan teknik tersebut. GB juga mengatakan bahwa di semester depan, kemungkinan beliau masih mengajar di kelas tersebut, jadi GB dan R masih bisa berkolaborasi dalam penelitian. Karena waktu penelitian masih lama, R meminta izin GB untuk menghubunginya saat R membutuhkan data-data tentang kelas yang menjadi target penelitian. GB mempersilakan dengan senang hati

Pukul 12.10, GB dan R selesai berdiskusi. R juga meminta izin untuk melakukan wawancara kepada siswa besok harinya. Namun, GB tidak bisa hadir

besok karena ada kepentingan jadi R harus mewawancarai mereka sendiri. R setuju dan berterimakasih dan berpamitan pulang.

No : FN.4
Hari, tanggal : **Jumat, 24 Mei 2013**
Waktu : **07.30 – 10.00**
Tempat : **Meja Guru Piket, Kelas VII B**
Kegiatan : **Wawancara**
Responden : **R : Peneliti**

Pukul 7.30, R sampai di SMPN 3 Gedangsari. R menuju ke meja guru piket untuk melapor. Pada saat itu, sekolah dalam keadaan sangat ramai karena hari tersebut merupakan pentas seni perpisahan kelas IX. Sekolah mengadakan banyak kegiatan seperti lomba menari, menyanyi, dan lain – lain.

Kemudian R menuju ke ruang kelas VII B, didalam kelas ada beberapa anak yang sedang mengobrol menunggu acara pentas seni dimulai. Sebelum acara dimulai, R dan salah satu dari mereka mengajak siswa VII B yang ada didekat panggung untuk masuk ke kelas sebentar untuk wawancara. Setelah mereka masuk, R lalu melakukan wawancara.

Di dalam dalam kelas, keadaan tidak terlalu ramai seperti di luar ruangan. R kemudian dengan segera melakukan wawancara pada beberapa anak. R berhasil mewawancarai sepuluh anak pada saat itu.

Setelah selesai wawancara R berterimakasih kepada semua siswa yang sudah diwawancarai. R menuju ke meja guru piket. R mengucapkan terima kasih dan kemudian berpamitan untuk pulang.

No : FN.5
Hari, tanggal : **Senin, 10 Februari 2014**
Waktu : **07.30 – 09.15**
Tempat : **Meja Guru Piket, Ruang Kepala Sekolah, Ruang Guru.**
Kegiatan : **Izin Penelitian**
Responden : **R : Peneliti**
S : S
KS : Kepala Sekolah

Pukul 7.30 R sampai di SMPN 3 Gedangsari. R langsung menuju meja guru piket, dan melapor ke ruang TU bahwa R ingin menemui KS. S kemudian mempersilakan R untuk menuju ruang kepala sekolah karena beliau sedang berada di tempat. Kemudian R berterima kasih kepada S dan menuju ke ruang kepala sekolah.

R kemudian memperkenalkan diri kepada KS. Sebelum menyampaikan maksudnya, ternyata KS masih ingat dengan R dan masih ingat tujuan R di SMP tersebut. R kemudian meminta izin KS untuk melaksanakan penelitian pada kelas VIII B pada bulan tersebut. KS dengan senang hati mempersilakan R untuk melakukan penelitian. KS menyarankan untuk menemui GB. KS juga menanyakan tentang surat penelitian dari fakultas. R mengatakan bahwa maksud

R datang hari ini untuk memastikan ketersediaan sekolah terhadap penelitian R kepada KS. Besok R akan datang kembali ke sekolah dengan surat penelitian setelah KS mengizinkan R melakukan penelitian disekolah tersebut.

KS kemudian memberikan jadwal mengajar guru yang mengampu kelas VIII B pada R. KS menyarankan R untuk menemui guru tersebut pada hari ini juga. R menyetujuinya. Sebelum berpamitan, R meminta maaf kepada KS karena belum membawa surat izin penelitian. KS mengatakan bahwa R bisa membawanya saat sudah mulai melakukan penelitian. Kemudian R meminta izin untuk menemui GB.

Diruang guru, GB menyapa R dengan ramah dan mempersilahkan untuk duduk dibangku kosong disamping GB. GB segera menanyakan maksud R datang menemuinya diruang guru. R mengatakan kepada GB bahwa R ingin melaksanakan penelitian. R meminta bantuan kepada GB menjadi kolaborator dipenelitiannya itu. GB menerima dengan senang hati dan menanyakan penelitian itu nantinya akan bagaimana berjalannya.

R menjelaskan bagaimana nantinya penelitian itu akan dilaksanakan. GB sudah memahami konsep *extensive reading* yang akan dilaksanakan dikelas itu. Lalu, R menanyakan kelas VIII mana yang paling lemah tentang bahasa Inggris. GB menjawab semua kelas rata-rata memang lemah dalam pelajaran bahasa Inggris. R mengatakan bahwa dipenelitian ini GB akan mengajar dikelas yang terdahulu sudah diobservasi. GB lalu menyetujui R.

Kemudian GB menanyakan kapan penelitian itu akan dimulai. R mengatakan sesuai jadwal yang telah ada, kelas VIII B, karena bahasa Inggris dijadwalkan hari senin dan sabtu maka R mengatakan bahwa untuk delapan kali pertemuan depan R akan memulai penelitian. GB lalu memberikan hari sabtu tanggal 22 Februari untuk memulai penelitian karena GB ingin menyelesaikan materi *recount* teks. Tetapi, GB tidak bisa menemani karena ada acara penting. Lalu R, mengatakan tidak apa-apa karena R nantinya belum memulai pembelajaran melainkan hanya melakukan post-test.

GB berterimakasih dan mempersilahkan R untuk memulai penelitiannya nanti. Karena waktu penelitian masih beberapa hari, R meminta izin GB untuk menghubunginya saat R membutuhkan pendapat mengenai instrument yang akan digunakan didalam penelitian nantinya. GB mempersilakan dengan senang hati.

R mengucapkan terima kasih kepada GB dan kemudian berpamitan untuk pulang.

No : FN.6
Hari, tanggal : Kamis, 13 Februari 2014
Waktu : 09.00 – 10.45
Tempat : Ruang TU
Kegiatan : Mengantarkan Surat Izin Penelitian
Responden : R : Peneliti
KS : Kepala Sekolah
S : Staff TU

Pukul 7.30 R sampai di SMPN 3 Gedangsari. R langsung menuju meja guru piket, dan melapor ke ruang TU. R memberikan surat izin penelitian itu

kepada staff TU dan mengatakan bahwa R membutuhkan surat izin penelitian dari sekolah. S lalu melaporkan surat itu kepada KS. Kemudian KS menemui R di ruang TU dan menanyakan kapan penelitiannya akan dimulai. R mengatakan Sabtu, 22 Februari 2014. Lalu KS menyuruh S untuk membuat surat izin tersebut.

R menunggu S membuat surat izin diruang TU. Suasana TU saat itu sangat sibuk sehingga hanya ada seorang staff yang membuat surat izin. R pun membantu S dalam membacakan judul penelitian, nama peneliti dan waktu.

Setelah surat itu diselesaikan. S menuju ke KS. Selang beberapa lama. S kembali dengan membawa surat izin yang sudah ditanda tangani oleh KS. Lalu S menanyakan jumlah surat yang diperlukan. R menjawab dua lembar surat. Satu surat akan dikirim tembusan ke Dinas Pendidikan Kabupaten dan satu lagi untuk arsip R.

Kemudian S mengkopi surat itu dan menstampel surat itu. Setelah itu R diberi dua amplop yang bertuliskan nama sekolah. R menerimanya dan mengucapkan terimakasih dan berpamitan pulang.

No : FN.7
Hari, tanggal : Sabtu, 22 Februari 2014
Waktu : 08.35 – 09.40
Tempat : Ruang Guru dan Kelas VIII C
Kegiatan : Post-test
Responden : R : Peneliti
 C : Colleague as the collaborator 2
 S : Siswa

Pukul 08.20 R dan C tiba di sekolah. R dan C langsung menuju ruang guru dan bersalaman dengan seluruh guru diruang guru. Salah satu guru menanyakan kepada R ada keperluan apa. Lalu R menjawab, R akan melakukan penelitian di kelas GB. Namun, GB hari ini tidak bisa berangkat tetapi kemarin sudah meminta izin kepada GB. R dan C menunggu jam pelajaran berikutnya dimulai.

Pukul 08.35 R dan C langsung menuju kelas VIII B. Setelah tiba didepan kelas semua siswa diam dan memandang kerah R dan C. R membuka pembelajaran pada jam itu dan memperkenalkan diri R dan C. Lalu mengatakan maksud dan tujuan R datang ke kelas hari ini. R mengatakan bahwa R dan GB berkolaborasi untuk mengadakan penelitian dikelas VIII B. Selama kurang lebih tiga bulan ini. R mengharapkan kesediaan siswa untuk membantu R.

Setelah seluruh siswa memahami maksud dan tujuan R. R meminta bantuan kepada siswa untuk menjawab soal post-test yang sudah disiapkan. R untuk memulai post-test. Ada tiga S yang tidak hadir pada saat itu karena sakit dan mengikuti olimpiade sains.

Kemudian R membagikan soal dan lembar jawab. R juga menjelaskan petunjuk dan peraturan dalam mengerjakan soal post-test. R mengatakan bila S ingin bertanya, S dapat bertanya langsung dengan R. S mengerjakan post-test dengan tenang dan tidak ada S yang bertanya dan berbisik. R dan C duduk dimeja guru dan mengawasi jalannya post-test.

Pada pertengahan mengerjakan post-test, S mulai berbisik satu sama lain. Lalu R mengatakan bila ada yang ingin ditanyakan tolong ditanyakan langsung kepada R. S mulai tenang kembali dan melanjutkan mengerjakan.

Pukul 09.15 R dan C berkeliling menanyakan apakah S kesulitan dalam mengerjakan post-test. Namun, S hanya diam dan memandang soal post-test. R melihat banyak sekali siswa yang sama sekali belum menjawab. R lalu apakah soalnya sulit. S menjawab "Sulit". Dengan lesu. R lalu mempersilahkan mereka untuk bertanya. Namun hanya dua S yang bertanya mengenai arti dari kata-kata sulit yang mereka tidak ketahui.

R dan C duduk kembali dimeja guru dan memperhatikan S mengerjakan soal post-test. S terlihat kesulitan mengerjakan post-test tersebut. Namun, mereka tidak mencoba bertanya dengan temannya.

Saat perpindahan jam pertama ke jam kedua, sudah banyak siswa yang saling berbisik memberikan jawaban kepada teman mereka. R dan C memenangkan kelas. Tidak beberapa lama kelas tenang kembali. R dan C berkeliling dan membantu siswa yang sedang kesulitan dalam mengerjakan pertanyaan post-test. Kali ini ada banyak S yang mulai menanyakan arti kata yang ada didalam soal. Tetapi kelas tidak gaduh. Sambil mendekati S, R dan C membantu S yang kesulitan.

Pukul 09.30 R mengumumkan waktu ujian kurang 10 menit lagi. Lalu S terlihat saling melihat jawaban teman sebangkunya. R mencoba menenangkan S. Lalu S mulai tenang kembali. R dan C mengawasi S dari meja guru dan mempersiapkan interview guideliness. S terdengar saling berbisik pelan. Saat waktu post-test hampir habis seluruh S mengatakan kesulitan mengerjakan post-test. Sbeagian S sudah menyerah dan membiarkan jawabanya tidak terisi. R dan C berkeliling memperhatikan S yang belum selesai.

Waktu post-test telah habis lalu R menghitung mundur agar S segera menyelesaikan post-test nya. Kemudian seluruh S mengumpulkan lembar jawab mereka didepan kelas. Mereka terlihat lesu dan lelah. Lalu, R menanyakan apakah soal tadi susah. Seluruh S lalu menjawab soal itu memang susah. R menanyakan susahnya tentang apa. Mereka menjawab mengenai kosakata. S tidak mengetahui kosakata jadi tidak bisa menjawab.

R mengatakan bahwa jam istirahat masih 15 menit lagi. R meminta bantuan kepada sepuluh S untuk melakukan wawancara. Lalu S yang lain boleh beristirahat dikelas tetapi tetap tenang. R dan C melakukan wawancara kepada sepuluh S sampai bell akhir pelajaran berbunyi. R dan C menutup pelajaran dan mengucapkan terimakasih kepada seluruh siswa.

R dan C menuju ruang guru dan berpamitan dengan seluruh guru kemudian pulang.

No : FN.8

Hari, tanggal : Senin, 24 Februari 2014

Waktu : 09.15 - 10.35

Tempat : Ruang Guru dan Kelas VIII B

Kegiatan : Implementasi *Cycle I*, Pertemuan pertama

Responden : R : Peneliti

GB : Guru Bahasa Inggris
C : Colleague as the collaborator 2
S : Siswa

Pukul 09.00 R dan C tiba di sekolah. S langsung menuju ruang guru untuk menemui GB dan persiapan mengajar. Setelah menyapa dan berjabat tangan dengan GB, beliau menanyakan persiapan mengajar dan materi yang nantinya akan diajarkan. R menjelaskan kembali urutan mengajar berdasarkan RPP yang telah GB setuju. Setelah 15 menit jam istirahat bell berbunyi. GB berhalangan untuk masuk menjadi colabrador hari ini karena beliau sedang sedikit sibuk oleh ujian tengah semester yang sebentar lagi dilaksanakan.

Pukul 09.15 R, dan C menuju ke kelas VIII B. Keadaan kelas saat itu cukup ramai. Sementara itu terlihat sebagian siswa masih berada diluar kelas. R dan C menyapa S dan menanyakan keberadaan S yang belum masuk kelas. S menjawab mereka masih berada di warung. R dan C mempersiapkan alat untuk mengajar. Karena masih banyak siswa yang belum masuk kelas maka R belum memulai pelajaran. Karena kemarin masih ada beberapa siswa yang belum mengenalnya maka R dan C memperkenalkan diri secara singkat dan segera memulai pelajaran. Lalu R menyerahkan observation checklist kepada C dan ia duduk dibelakang siswa mengamati pembelajaran.

R menyapa S dan menanyakan kabar S. Selain itu, R juga menanyakan apakah ada yang tidak hadir hari ini. Dan ternyata, semua siswa hadir pada hari ini. Kemudian R menjelaskan bahwa hari ini dan beberapa pertemuan berikutnya akan menggantikan guru bahasa Inggris untuk mengajar di kelas. Untuk mengawali pelajaran, R memberikan pertanyaan pada S “*Do you know narative text?*” Hampir semua siswa diam dan tidak menjawab. R menuliskan beberapa judul narative text, “Kancil dan Petani, Timun Emas, Sangkuriang, dan Cinderella”. R menanyakan “What are they?”, “Do you ever heard or read the stories?”. S mulai merespon dengan menjawab “Yes, saya tahu, Miss.” R menanyakan apakah mereka pernah membaca text narative yang lainnya. Beberapa S menjawab Bawang Merah dan Bawang Putih, Danau Toba, Snow White, Roro Jongrang, Tangkuban Perahu, Kancil dan Buaya, dan Cinderalas. R memuji mereka yang sudah mengetahui. R memberi kesempatan kepada salah satu S untuk bercerita tentang narative text yang pernah ia baca. Lalu S bercerita tentang Timun Emas. Kemudian ada S yang bercerita tentang sepatu Cinderella yang hilang. Setelah itu, R memberikan sebuah text narative.

Kemudian, R menyuruh S membaca text tersebut dengan pelan. R menyuruh S mengaris bawah arti kata yang belum mereka ketahui. Setelah itu S menulis semua kata yang sulit tadi dipapan tulis. R memberikan kesempatan kepada S yang sudah mengetahui arti dari kata yang dipapan untuk menuliskan artinya. Setelah S menuliskan arti kata masih tersisa tiga kata sulit. Lalu R mencoba menebak arti dari kata-kata yang mereka belum tahu. R membaca kalimat kedua. Dipapan tulis tertulis ‘drink’. R membaca kalimat, One day, Mouse Deer went down to the river to drink. R menanyakan arti river kepada S. S menjawab river artinya sungai . “Kalau Mouse Deer kesungai itu mau apa?”, tanya R. S menjawab, “Minum, Mandi.” R menanyakan bahasa Inggris dari mandi. S menjawab, “take a bath.” “Apakah tulisan yang itu sama dengan take a

bath,” tanya R. “Tidak,” jawab S. “So, artinya apa ya?,” tanya R. “Minum”, S menjawab dengan kompak. Kemudian R melanjutkan ke kata sulit yang kedua, ‘grabbed’. R lalu membaca keras kalimat sebelumnya. R dan S mengartikan kalimat itu bersama-sama. Lalu sampailah pada kalimat, Crocodile grabbed the stick and pulled it underwater. R lalu menanyakan Apa itu stick?, Apa yang kancil lakukan dengan stick tadi? Apa yang terjadi kalau stick itu berada disungai yang ada buayanya? Apa buaya akan takut? S lalu merespon pertanyaan-pertanyaan dari R. S menjawab stick adalah tongkat, kancil tadinya menaruh stick disungai, buaya tidak takut.” S masih terlihat belum mendapatkan petunjuk yang diberikan oleh R. R lalu mempraktekan dengan tangan seperti akan mengigit mangsa. R lalu menanyakan apakah S sudah tahu. S lalu serentak menjawab ,” Mengigit, *Nyaplok*, Memangsa.” R lalu bertepuk tangan karena mereka sangat antusias menebak kata tersebut. “Jadi grabbed artinya?,” tanya R. Kemudian S saling berebutan menjawab. Floating log adalah kata sulit selanjutnya. R menyuruh S untuk membuka kamus terlebih dahulu. S tidak menemukan arti dari floating tapi menemukan arti log yaitu kayu. “Kalau ada kayu ditengah sungai, apakah kayu itu ditanam ditengah sungai? Atau kayu itu sudah ditebang?,” tanya R. S menjawab ,”Sudah ditebang.” “Kalau kayu disungai, apakah kayu itu akan tengelam atau tidak?” tanya R. “Tidak,” jawab S. “Terus kayu itu akan bagaimana?” tanya R. “*Ngampul*, apung, terapung,” jawab beberapa S. “Nah floating artinya terapung,” jawab R. Kemudian R melanjutkan paragraph terakhir diartikan bersama-sama.

Setelah semua S memahami jalan cerita pada text tersebut. R menanyakan beberapa pertanyaan kepada siswa untuk mengetahui apakah mereka sudah memahami. S lalu menjawab *exercise 2* pertanyaan tersebut dengan lisan.

Kegiatan berikutnya adalah mengerjakan *comprehension tasks*. Kegiatan tersebut berisi menyatakan kebenaran fakta dalam text tersebut. Siswa mengerjakannya dalam kelompok. Hal ini bertujuan untuk meningkatkan kerjasama antar S. setelah itu, R dan S membahas jawaban dari *comprehension tasks*. Setelah selesai membahas jawaban *comprehension tasks*, R bertanya “Siapa yang benar semua?” Sebagian besar S mengacungkan jari mereka. Hal itu dapat dipahami karena mereka sudah cukup familiar dengan teks narative tersebut. Kemudian S diminta untuk mengerjakan tugas terakhir. Tugas tersebut dikerjakan secara individu seperti yang sudah dipraktekan ditahap *modeling of the text* tadi. S diberikan 6 pertanyaan *comprehension* mengenai informasi yang terdapat pada teks tersebut.

Sementara S mengerjakan tugas, R dan C berkeliling kelas untuk mengawasi S dan membantu saat menemukan kesulitan atau pertanyaan. Kemudian, bell berbunyi, dan S diminta untuk mengumpulkan hasil kerja mereka.

R kemudian menutup pelajaran sekaligus memberi pekerjaan rumah yaitu siswa harus mencari satu buah teks narative dan meringkas isi dari teks tersebut lalu dikumpulkan minggu depan. R lalu memberikan S kesempatan bertanya. Namun, S tidak bertanya. R lalu mempersilahkan mereka untuk istirahat. R juga meminta bantuan kepada S yang tidak keluar kelas untuk wawancara.

Selesai wawancara dengan S, R dan C kemudian menuju ruang guru. R meminta pendapat GB tentang pelaksanaan pembelajaran dan membahasnya sekilas. GB lalu mempelajari RPP yang tadi telah diajarkan. R menjelaskan

langkah-langkah mengajarnya tadi. C juga memberikan *observation checklist* yang tadi ia isi saat pembelajaran. GB mengomentari sedikit tentang tujuan pembelajaran dan indikator. Ada kalimat yang menurut GB kurang sesuai dan harus diganti. GB mengatakan mengidentifikasi sangatlah sulit lebih baik jika menemukan. R lalu menyetujui perubahan tersebut. Setelah itu, R dan C berpamitan untuk pulang.

No : FN.9
Hari, tanggal : Sabtu, 1 Maret 2014
Waktu : 08.35 - 09.55
Tempat : Ruang Guru dan Kelas VIII B
Kegiatan : Implementasi, Pertemuan kedua
Responden : R : Peneliti
 GB : Guru Bahasa Inggris
 S : Siswa

Pukul 08.10 R tiba disekolah. Karena R tiba lebih awal dan GB sedang mengajar dikelas VIIA, R menunggu GB dimeja piket guru. R memang sengaja datang lebih awal karena masih ada hal-hal yang perlu dijelaskan kepada GB. Setelah 10 menit menunggu GB langsung menyapa R dan mempersilahkan duduk diruang guru. R segera duduk dan menjelaskan langkah-langkah extensive reading yang akan dilaksanakan hari itu. R menunjukkan semua buku yang nantinya akan diletakan dikelas, sehingga S dapat membaca buku itu dikelas. R membuat sebuah permainan untuk membuat S rajin membaca. Permainan itu namanya Star Box. Dimana setiap siswa yang sudah membaca buku akan mendapatkan bintang dan mereka harus mengumpulkan bintang itu sebanyak 20 bintang untuk memperoleh hadiah. GB setuju dengan gagasan itu, karena membuat S rajin membaca dengan sukarela itu membutuhkan waktu yang lama. R menjelaskan bahwa nantinya Extensive reading ini tidak hanya dilakukan saat diwaktu luang. Tetapi R akan memberikan waktu didalam penelitiannya.

Setelah 15 menit menjelaskan semua hal yang perlu diketahui oleh GB. Bell pelajaran setelah istirahat berbunyi, itu menandakan pembelajaran bahasa Inggris kelas VIII B dimulai. GB menyuruh R masuk ke kelas terlebih dahulu sementara GB sedikit menata soal UTS yang sudah siap dicetak itu. R berpamitan dan menuju kelas VIII B segera.

Seperti biasanya masih ada S yang belum memasuki kelas. Namun kali ini R tidak menunggu siswa yang belum memasuki kelas karena S yang lain menyarankan agar pembelajaran segera dimulai. R memulai pembelajaran dengan menyapa dan menanyakan kabar siswa. R menanyakan tentang pekerjaan rumah mereka. R juga menyuruh S mengumpulkan semua pekerjaan rumah mereka. S mengumpulkan pekerjaan rumah mereka. Bersamaan dengan itu S yang masih diluar masuk kedalam kelas dan bergegas mengumpulkan tugas. R memberikan kesempatan kepada S untuk menceritakan kembali pekerjaan rumahnya didepan kelas. Namun tak satupun S yang sukarela menceritakan tugasnya. Lalu R mengadakan permainan apabila mereka salah maka mereka yang maju ke depan kelas.

Permainan itu adalah mengikuti instruksi yang dikatakan oleh R. Instruksi itu antara lain: Open your eye, Close your eyes, Raise your hands, Wave your hands, Say Yes. S memperagakan setelah R mengatakan instruksi tersebut secara acak. Setelah beberapa kali mereka memperagakan ada beberapa dua S yang salah. Kemudian S1 maju kedepan menceritakan kembali teks narativenya yang berjudul "Mouse Deer and Elephant". Para S mendengarkan dengan antusias dan kadang meledek temannya yang berada didepan. kemudian itu S2 menceritakan tentang "Snow White". Mereka mendengarkan dengan baik. Setelah mereka menceritakan kembali S bertepuk tangan kepada mereka. R mempersilahkan S itu duduk kembali.

Pukul 08.55, GB memasuki kelas dan duduk didepan kelas. R lalu memberikan observasion checklist dan R menyarankan GB untuk memberikan feedback nantinya. R lalu melanjutkan pembelajaran. R menuliskan judul narrative dipapan tulis, 'Danau Toba/Lake Toba'. "Do you know the story?" Beberapa S menjawab, "Ya". R menanyakan bagian cerita apa yang mereka masih ingat. "Ikan berubah, Ada letusan gunung api, Banjir," S bersama-sama menjawab. R lalu memuji S yang masih mengingat ceritanya. S memberikan teks tentang danau toba tersebut.

Setelah teks itu diberikan kepada S. Seperti dipertemuan pertama S membaca teks tersebut pelan terlebih dahulu. R juga menyuruh siswa untuk menuliskan kata-kata sulit dipapan tulis. S bergiliran menuliskan kata-kata yang mereka anggap sulit. R mempersilahkan S yang tahu arti kata dari deretan katan tersebut disampingnya. Setelah mereka bergantian menuliskan arti kata tersebut terdapat tujuh kata sulit yang belum diketahui. R lalu mengarahkan S untuk menebak kata-kata tersebut. Begged, accordingly, instead of, shouted, behaved, cracked, formed adalah kata-kata sulit yang belum diketahui artinya. R membaca kalimat yang terdapat pada kata-kata tersebut. *It begged Sahala to set it free. He did accordingly.* "Apa itu free?", tanya R. "Bebas," jawab S. "Kalau fish ditangkap terus bebas, apakah yang harus dilakukan ikan itu?", tanya R. S lalu berpikir sejenak. Ada salah seorang S yang menjawab, "Ikan meminta bebas." R lalu mengatakan, "Kalau memintanya dengan memelas?" "Memohon," jawab S. "Good!", puji R. "He did accordingly, dia melakukan ..., kira kira dilepaskan atau tidak?" tanya R. Lalu S menjawab "Iya". "Jadi accordingly itu berdasarkan yang ia minta." "Wow," respon S serentak. "Nah yang lain nanti saja lagi, sekarang kita belajar past tense verbs," jelas R.

R lalu membagi kelas menjadi empat kelompok besar. Masing-masing kelompok bertugas mengaris bawah kata-kata past tense yang terdapat pada text tersebut. R dan GB berkeliling membantu S. Setelah itu mereka menukarkan tugas itu dengan teman beda kelompoknya. Mereka saling mengoreksi apakah jawaban mereka sudah tepat. Ada beberapa kelompok yang kurang teliti mengaris bawah. Setelah itu mereka mengumpulkan pekerjaannya. R memberikan tugas rumah mengenai past tense yang difungsikan sebagai pekerjaan rumah.

Pukul 09.20, R memberitahukan bahwa hari ini kegiatan Extensive reading sudah akan dimulai. R membacakan peraturan extensive reading dikelas dan tata cara mendapatkan bintang untuk Star Box nya. Setelah, semua memahami penjelasan R. R dan GB mulai mengedarkan buku-buku cerita. S saling antusias

memilih buku yang ingin mereka baca. Mereka lalu mendapatkan buku yang mereka pilih masing-masing. R dan GB berkeliling membantu S yang kesulitan dalam membaca dan memahami arti kata didalam teks. S akan membuat kesimpulan singkat dalam bahasa Indonesia mengenai teks yang mereka baca. Tampak sebagian dari mereka terlihat enggan membaca. Ada yang hanya melihat gambar pada bacaan tersebut. Ada pula S yang dengan antusias membuka kamus untuk mengetahui arti kata. R berkeliling membantu siswa membaca buku yang mereka pilih.

Sekitar pukul 09.45, mulai menuliskan apa yang mereka ketahui dari membaca buku tersebut. Ada sebagian dari mereka yang sama sekali belum menuliskan. R lalu menanyakan kesulitan mereka. S hanya menjawab tidak ada dan tersenyum. Mereka terlihat kesulitan. Namun mereka berusaha membuka kamus. R berusaha membantu mereka. Ilustrasi dari kegiatan membantu siswa dapat dilihat dari vignette dibawah ini.

“Let’s look at the pictures first, what he is doing?” asked R. “Sleep”, answered S. “Then look at the lamp. The lamp was on. What do you think? Was he sleeping at night or afternoon?” asked R. “Oh, I got it, Miss. He dreamt when he was slept. Look there was bubble in there”, answered S. “Good! Then continue,” answered R.

R looked at a student who opened the book without reading it. “What is it? Why did you so silent?”, asked R. “Difficult, Miss,” answered S. “Which one?,” asked R. “This one, what is the meaning?,” asked S and pointed ‘feathers’. “Then, let’s look at the previous words,” offered R. “Colorful, what is it?,” asked R. “Warna,” answered S. “Then let’s see the cock, What is the colorful on its body?” asked R. “His body, Miss?,” answered S. “Jago’s body is covered with what?,” asked R. “Bulu, Miss,” answered S. “Alright, then feathers is what,” answered R. “Bulu,” answered S.

“May I help you?,” offered R. “What is the story about?, Miss,” asked S. “Let’s see, Snow White is a beautiful princess,” explained R. “Look at this. She take water from a well,” said R. “Was she happy?,” asked R. “No,” answered S. “Then, looked at the other pictures,” asked R. The next picture was Snow White mopped floor. Then, a queen was looking at the mirror.

“Did she live in luxurious home?,” asked R. S shook her head. R led S to open the next pictures and asked S to guess the story from the pictures. Then, S were interested with the story. “Oh, the story was similar with Cinderella, Miss,” answered S. “Yes! But look at the end of the story,” asked R. “She fainted after eating the apple and a prince kissed her and took her to the palace,” answered S. “Good! You knew the story. Then write the story in your own language,” answered R.

Mereka memilih buku sesuai judul buku yang mereka suka. Namun memang dirasa sulit untuk menumbuhkan minat membaca kepada sebagian siswa. Bell istirahat berbunyi tanda pembelajaran sudah harus diakhiri. R menanyakan

kesulitan siswa. S menjawab kosakata mereka kurang. S mengatakan mereka harus berani mencoba terlebih dahulu dan tidak terpacu pada setiap arti kata. S lalu mengumpulkan semua ringkasan dan menutup pembelajaran.

Diruang guru GB memberikan feedback kepada R. GB mengatakan bahwa mereka memang tidak antusias dalam membaca. Dalam pembelajaran reading memang S selalu kesulitan. Kebanyakan dari mereka sangat ingin tahu arti dari setiap kata-kata. Sehingga mereka tidak bisa membaca dengan cepat. R mengajukan saran bagaimana bila S membaca extensive readingnya disekolah dan dilanjutkan dirumah. GB menyetujui dan menyarankan agar R sabar menghadapi tingkah laku S yang malas dan nakal.

R dan GB lalu melihat hasil rangkuman siswa tadi dan mencoba mencari mereka yang antusias dalam membaca. Dari hasil pengamatan itu terlihat bahwa S laki-laki memang tidak serius mengerjakan bahkan ada yang tidak mengumpulkan.

Setelah dirasa cukup, R melakukan wawancara terhadap GB. Kali ini GB memberikan banyak feedback dan nasehat serta menceritakan tingkah laku anak-anak yang dirasa perlu diberi kesabaran yang lebih. R menerima masukan tersebut sebagai koreksi dipembelajaran selanjutnya.

Bell pembelajaran terakhir berbunyi, GB memberitahukan kepada R, karena ia akan mengajar di kelas VII B. R mempersilahkan dan sekalian berpamitan pulang.

No : FN.10
Hari, tanggal : Senin, 3 Maret 2014
Waktu : 09.15 – 10.35
Tempat : Ruang Guru dan Kelas VIII B
Kegiatan : Implementasi, Pertemuan ketiga
Responden : R : Peneliti
 GB : Guru Bahasa Inggris
 S : Siswa

Pukul 09.10 R tiba di sekolah. S langsung menuju ruang guru untuk menemui GB dan persiapan mengajar. Setelah menyapa dan berjabat tangan dengan GB, R dan GB mempersiapkan peralatan mengajar dan segera menuju ke kelas VIII B.

Kali ini seluruh S sudah berada dikelas. Mereka terlihat sedang membawa buku cerita yang sudah diletakkan dimeja guru. R menyapa S dan mereka segera menyembunyikan buku tersebut. Nampaknya mereka sudah tertarik dengan buku cerita yang disediakan dikelas. GB duduk dimeja guru dan R memberikan *observation checklist*. R membagikan hasil pekerjaan rumah kemarin.

Setelah semuanya mendapatkan, R memulai pelajaran dengan mengucapkan salam dan menanyakan kabar siswa serta menanyakan apakah ada siswa yang tidak hadir. Ternyata semua siswa hadir. Lalu R memulai pembelajaran hari itu.

Setelah itu R menanyakan tentang pekerjaan rumah yang kemarin. Apakah ada kesulitan atau tidak. R lalu membahas jawaban perkerjaan rumah tersebut didepan kelas. S menuliskan jawabanya dan R bersama S mengoreksi jawaban

tersebut. R menanyakan apakah ada pertanyaan. S menjawab ,“Tidak.” Lalu R mempersiapkan text berikutnya.

R menjelaskan bahwa teks kali ini akan sangat pendek dan akan membahas tentang sinonim dan antonim. S lalu memberikan teks sekaligus latihannya. “Do you know fable?”, tanya R. S terdiam. “Fable adalah cerita narative yang tokohnya biasanya hewan-hewan,” jelas R. “Wow,” jawab S. Lalu R memberikan teks berjudul ‘The Monkey and the Cats’. “do you know monkey and cats?”, asked R. “Yes, monyet dan kucing,” jawab S. “How many cat?”, tanya R. “Two,” jawab S. “Karena ada tambahan S nya,” jelas R. R menuliskan beberapa kata benda dengan angka satu dan dua. Mereka mencoba menjawab plural form dari kata tersebut. S menjawab dengan antusias dan berteriak.

Setelah itu S membaca teks tersebut dalam hati. Setelah mereka membaca dalam hati mereka mencoba mengerjakan latihan mencari makna. “Look at the sentences to get the meaning,” jelas R. Terlihat mereka membuka kamus dan mencoba mengaris bawahi kata itu. Ternyata mereka tahu kalau ada sebagian kata dari itu adalah past tense. “Kalau itu kata past tense tolong dicari V1 nya”, jelas R. Setelah 15 menit mereka mencari arti kata tersebut. S berebutan untuk maju kedepan. Mereka berebut mendapatkan bintang, karena memang siapa yang aktif dikelas akan mendapatkan bintang. R lalu mengoreksi bersama-sama.

Setelah itu secara pair mereka mengerjakan latihan tentang antonim dan sinonim. Mereka mencarinya didalam teks tersebut. Kata-kata yang ada didalam soal merupakan sinonim dan antonim dari kata pada teks tersebut. Mereka tampak kesulitan mencari antonim. R dan GB berkeliling membantu mereka. S menanyakan arti kata. “Miss, apa artinya behind?”, tanya S. “Coba lihat kalimatnya, behind house. Kalau kucing liar tinggalnya didepan atau belakang rumah?”, tanya R. “Belakang,” jawab S. Lalu R mengacungkan jempol. Ternyata mereka bingung arti dari *even* yaitu sama. Mereka kebanyakan menuliskan antonimnya *different*. R dan GB lalu menjelaskan bahwa *even* itu genap. Lalu S mulai membuka kamus bersama-sama. Kemudian waktu mengerjakan sudah habis. S mengumpulkan latihan mereka kepada R.

Sebelum memulai membaca buku di sustained silent reading, R menjelaskan cara merangkum terlebih dahulu. Dia membuka gambar dan membaca kalimatnya. Kemudian menyuruh mereka menyuruh mereka menceritakan cerita itu kembali dan R menulis dipapan tulis. “Saat membuat ringkasan, kalian tidak boleh hanya menerjemahkan teksnya tapi kalian harus menuliskan pemahamanmu setelah membaca cerita itu. Kalian menulisnya dengan kalimatmu sendiri. Paham?”,kata R. Lalu R memulai sustained silent reading.

“Let’s do the extensive reading activity. “You have a book with you?”, asked R. “Yes,” S menjawab sambil mengeluarkan buku mereka. “Okay, just continue reading two pages, dua halaman selanjutnya, and make summary?”, jelas R. “Jika ada pertanyaan tanyakan kepada saya atau ibu guru,” tambah R. GB dan R berkeliling membantu S. Nampak agak sedikit berisik dibanding kemarin. Namun R tidak mencoba meneng karena mereka bertanya tentang arti kata sulit. Buku yang mereka baca masing-masing berbeda judul. Walaupun begitu mereka saling membantu. Kali ini extensive reading activity sudah mulai menarik siswa untuk membaca. “Kalian membaca apa buku apa dek,” tanya R.

Mereka menunjukkan judul buku mereka. “Kalian membaca berkelompok?”, tanya R. “Iya miss kan biar bisa tanya teman,” jawab salah satu S. “Okey, coba saya lihat text reportnya?”, kata R. “Okay, keep going. Very Good,” jawab R. R berjalan kearah barisan siswa. Mereka terlihat menaruh kepalanya diatas meja. “Halo, dek, kamu sakit?”, tanya R. “Tidak,” jawab S. “Susah,” tanya R. “Iya,” jawab S. “Coba kita lihat judulnya,” ajak R. S melihat judul bacaan tersebut dan membuka-buka gambarnya. “Coba lihat semua gambarnya,” ajak R. S membuka gambarnya menanyakan arti kata dalam bacaan tersebut. Large pool, kata yang S tanyakan. “Kamu tahu water pool?”, tanya R. “Tidak,” jawab S. “Water?”, tanya R. “Air,” jawab S. “Okay kita cari kata pool dikamus,” ajak R. R dan S membuka kamus dan menemukan arti kata pool. Pool yang berarti kolam. “Ow, jadi katak itu tinggal dikolam ya bu,” jawab S. S membaca teks tersebut dan mencoba menuliskan summary. R lalu memperhatikan siswa yang dipojok sedang berbincang-bincang dengan temannya. “Hayo, pada ngapain?”, tanya R. Mereka tersenyum dan mencoba kembali membaca. R mendekati mereka. “Hayo, pada tahu ceritanya g,” tanya R. “Tahu lah mbak. Cinderella, sudah hafal,” jawab S. “Coba kamu apa ceritanya?”, tanya R. “Pulau Kapal,” jawab S tersebut. “Itu seperti Sangkuriang, Miss,” jawab S. “Okay bagus. Ternyata kalian membaca juga, coba dituliskan di selembar kertas ceritanya,” suruh R. Lalu R menuju barisan siswi. Terlihat siswi sangat antusias membaca dan membuka kamus. Mereka mentranslate kata-kata dalam teks tersebut. “Jangan semuanya ditranslate dek, tolong ditulis aja pemahaman yang kalian dapat setelah membaca buku itu, sedikit saja.” Kata R. “Iya mbak, tapi kalau g ditranslate itu susah,” jawab S. “Ya nanti summarinya yang kalian pahami saja ya,” kata R. “Iya, miss,” jawab S. Setelah berkeliling seluruh siswa. R lalu mengalihkan perhatian mereka sebentar. “Sudah selesai,” tanya R. “Belum,” jawab S. GB dan R duduk dimeja guru dan sedikit membahas tentang pembelajaran kali ini. “Teks yang pendek memang sangat membantu. Mereka memang susah memahami teks,” jelas GB. “Kalau extensive readingnya sendiri bagaimana ya, bu?”, R. “Sudah mulai terlihat mereka membaca ya. Tapi masih banyak yang buka kamus,” jawab R. “Iya bu, karena mereka pengen tahu semua artinya dan tidak mencoba menebak.” Jawab R. “Memang anak-anak itu sangat ingin tahu setiap arti kata dalam bacaan mbak.”

Bell berbunyi, R dan GB mengakhiri pembelajaran dan meminta S mengumpulkan teks report kepada R. Lalu R menutup pembelajaran. R menyarankan semua siswa untuk membaca extensive reading bila ada waktu luang, karena mereka bisa sekaligus mengumpulkan bintang dengan cepat nantinya.

Didalam ruang guru R berbincang-bincang dengan GB. R menanyakan apakah extensive reading ini akan menumbuhkan minat membaca. GB berpendapat bahwa kegiatan ini nantinya akan membantu sekali untuk siswa yang belum terlatih membaca mandiri. Mereka akan sedikit terbiasa membaca. R juga menanyakan pendapat guru mengenai extensive reading yang sudah berjalan. GB merasa anak-anak sudah mulai suka membaca sendiri dan sudah termotivasi membaca. Walaupun tidak semua siswa aktif. Tetapi mereka sudah banyak yang mengumpulkan summary untuk mendapatkan bintang kemarin. GB sangat senang

melihat mereka aktif membaca. R lalu menyudahi perbincangan dengan GB dan memohon pamit untuk pulang.

No : FN.11
Hari, tanggal : Sabtu, 4 Maret 2014
Tempat : Ruang Guru dan Kelas VIII B
Kegiatan : Implementasi, Pertemuan ketiga
Responden : R : Peneliti
GB : Guru Bahasa Inggris

Sebelum implementasi cycle II dimulai R mendiskusikan rencana cycle II bersama dengan GB. R menjelaskan semua rencana pembelajaran yang akan dilakukan di cycle II dan meminta GB memberikan feedback kepada R mengenai cycle II. GB menyetujui dengan materi yang akan diajarkan. GB memberikan saran kepada R, agar siswa diberikan sedikit games untuk membuat mereka aktif didalam kelas.

Respon siswa terhadap extensive reading sudah meningkat tetapi, sebagian besar siswa laki-laki tidak tertarik dengan membaca extensive reading. Mereka sudah berani tampil didepan kelas. Namun belum antusias membaca buku extensive reading yang disediakan. R menceritakan semua kondisi tersebut kepada GB. Kemudian GB menyarakankan R untuk menyediakan teks yang pendek-pendek dan membimbing mereka untuk membaca.

Setelah R dan GB mereview semua pelaksanaan Cycle I, R lalu berpamitan dengan GB.

No : FN.12
Hari, tanggal : Sabtu, 8 Maret 2014
Waktu : 09.15 – 10.35
Tempat : Ruang Guru dan Kelas VIII B
Kegiatan : Implementasi, Pertemuan Keempat Cycle II
Responden : R : Peneliti
GB : Guru Bahasa Inggris
S : Siswa

Pukul 09.10 R tiba di sekolah. R lalu menuju ruang guru dan berjabat tangan dengan semua guru yang berada didalam ruang guru tersebut. GB lalu menyapa R dan menanyakan kesiapan R. Tiba-tiba, ada dua S langsung menuju ruang guru untuk menemui GB dan untuk mengajar dikelas VIII B. Setelah menyapa dan berjabat tangan dengan GB, R dan GB mempersiapkan peralatan mengajar dan segera menuju ke kelas VIII B.

Dikelas siswa sudah menunggu kedatangan R dan GB. Tidak seperti biasanya ada salah satu perwakilan kelas untuk memanggil guru kedalam kelas. Kali ini R dan GB sudah tiba terlebih dahulu dikelas. R lalu menyodorkan observation checklist dan membuka pleajaran. Seperti biasa R menyapa menggunakan bahasa Inggris dan menanyakan kabar mereka dan mengecek daftar hadir siswa.

R lalu memulai pelajaran dengan menunjukkan sebuah gambar yang diambil dari cerita Cinderella. R lalu bertanya kepada S. “Do you know Cinderella?,” tanya R. “Yes,” jawab S. “Do you know the story about her?,” tanya R. “Yes, miss,” jawab S. R lalu menunjukan gambar. “Look at this picture,” ajak R. “What did you see?,” tanya R. “Cinderella dan pangeran,” jawab S. “What they are doing?,” tanya R. “Dansa,” jawab S. “Dance,” jawab S yang lain. “Very good,” jawab R. “Are they happy?” tanya R. “Yes,” jawab S. “Now, you must harus melihat gambarnya dan mencocokkan dengan kalimatnya, understand,” kata R. “Iya, Miss,” jawab S.

R memberikan selembar kertas berisi gambar dan kalimat. Seperti yang sudah dijelaskan oleh R tadi mereka harus mencocokkan gambar tersebut dengan kalimatnya. Mereka harus menganalisa 3 gambar dan tiga paragraf berdasarkan gambar tersebut. S bekerja mengerjakan in *pairs*. R dan GB mulai membimbing S yang kesulitan mengerjakan tugas itu. R mendekati S yang terlihat bersandar dimeja dan mengobrol dengan temannya. “Kenapa, dek?,” tanya R. “Gak, mbak,” jawab S. “Udah dibaca belum?,” tanya R. “Belum, sulit, mbak,” jawab S. “Punya kamus tidak?,” tanya R. “Tidak bawa,” jawab R. R lalu menuju meja guru dan mengambil kamus yang memang sering R pinjamkan kepada S yang tidak membawa. R lalu mengajak S untuk melihat gambar dan kalimatnya. “Kalimat pertama coba, lihat ada kata clock, jam,” kata R. “Kira-kira bagian mana dari cerita itu?,” tanya R. “Itu yang ketika dia berubah pas jam 12 kan, mbak,” jawab S. “Coba lihat kalimat selanjutnya,” kata R. “Ada kata ran, apa artinya?,” tanya R. S lalu mencari kata tersebut dengan kamus. “Run, mbak,” jawab S. “Itu bukan artinya, dek, tapi kita harus melihat lagi dikata run itu,” jawab R. “Ow, gitu ya mbak,” jawab S. Kemudian S mencari lagi kata tersebut. “Berlari,” kata S. “Nah, jadi jawabnya?,” tanya R. S lalu membuat panah dari gambar tersebut.

R dan GB berkeliling dan melihat perkembangan mereka dalam mengerjakan. Setelah 15 menit R menyuruh mereka berhenti untuk mengerjakan dan dibahas bersama-sama. “Gambar, no 1 itu jawabnya yang mana?,” tanya R. “B,” jawab S. “Magically the fairy godmother change a pumkin into a fine coach...,” jawab S dengan serentak. “How do you know? Bagaimana kamu tahu?,” tanya R. “Ada penyihir, magic kan sihir, miss,” kata salah satu dari S. “Gaunnya bagus, karena disihir, miss,” kata S yang lain. “Perfect, good, you’re right,” kata R. “Sekarang yang no dua,” tanya R. “Itu miss, dance yang pertama tadi,” jawab S. “Dancing,” jawab S serentak. “Good,” kata R. “Terakhir?,” tanya R. “Ya yang tersisa lah, Miss,” kata S. “Tapi bagaimana kamu tahu?,” tanya R. “Ran, miss,” jawab S. “Artinya?,” tanya R. “Berlari,” jawab S. “Ya, disitu terlihat ia sedang berlari kan,” jelas R. “Siapa yang benar semua?,” tanya R. S berebutan untung mengacungkan jari mereka. R bertepuk tangan dan S ikut bertepuk tangan.

Kemudian R berlanjut kepada soal berikutnya. Kali ini soal yang sama jenisnya dengan soal yang dibahas tadi. Namun mereka harus bekerja sama dengan kelompoknya (group of 4). Mereka bekerja sama dan mencoba menjawab soal tersebut. Terlihat mereka sudah menemukan jawabnyanya. Mereka tidak ada yang belum bisa menjawab. Mereka selesai dalam waktu yang singkat. Rupanya nama dari tokoh cerita lah yang sangat membantu S mencocokkan jawabnya. R lalu dan S menjawab pertanyaan bersama-sama.

Namun sebelum memulai kegiatan extensive reading itu, R menjelaskan cara merangkum cerita. Mereka memang sangat kurang pengetahuannya saat merangkum. Situasi yang dilakukan R saat menjelaskan cara membuat ringkasan bisa dilihat pada vignete dibawah ini.

“Before we do the sustained silent reading, I’d like to give an example to write a summary. I will read this story. The title is The Lion and The Mosquito. From the first picture the Lion was smacked his cheek,” she said. “What is mosquito,” asked her. “*Nyamuk*,” said the students. R read the sentences under the picture. They did not know the meaning of buzzing. “How did the mosquito sound?” asked R. Some students sounded it. Then, they got the meaning. The next picture, “what is it?” They answered her question in Indonesian. “*Singa menerkam nyamuk*,” they said.

She read the paragraph and mentioned some key words. They were *sleep*, *quickly*, and *angry*. She asked them what the story might be. The students answered, “The lion angry because the mosquito,” said them. She opened the next pages. “What do you think?,” asked her. Some students said their opinion. Then the students asked the English word of *menyerang*. “Look at the first word, attack and shouted,” said her. Some students got the word. Then, she asked them to analyze the last picture.

“Look at here,” she asked. She mentioned some key words; lion, spider, mosquito, and the spider killed the mosquito. Then read the last paragraph. She gave opportunity to the students to spoke their understanding. They were interested in her story. They paid attention and tried to guess the difficult words.

After that, the researcher asked the story one more time. She asked one students to retell the story based on her comprehension on the board. “So, summarize, write what did you know about the story in your summary like this,” said her. The students nodded and the sustained silent reading was started.

Setelah itu, S melakukan extensive reading, seperti biasanya, mereka memilih buku kesukaanya. Mereka rupanya sudah memiliki buku kesukaanya. R mengatakan bahwa ini extensive reading terakhir, jadi S diharapkan mengerjakan summarinya dengan baik. S mengerjakan ringkasannya dengan seksama dan mulai menuliskan kalimat diselembur kertas. Tidak terasa bell, akhir pelajaran sudah berbunyi. Menandakan pembelajaran telah berakhir dan R menutup pelajaran. R mengatakan kepada S agar mengumpulkan buku extensive readingnya dan dikumpulkan diruang guru. R juga memberitahukan bahwa pertemuan besok akan diadakan test. R dan GB meninggalkan kelas.

Diruang guru, R melakukan wawancara dengan GB, mengenai pelaksanaan penelitian selama ini dan pendapat mengenai penelitian ini serta perubahan yang sudah terlihat pada S. GB mengatakan bahwa penelitian ini cukup bagus, S juga sangat terbantu dengan adanya penelitian ini. S juga ada perubahan yang terlihat pada hasil mid semester yang meningkat. R juga berterimakasih terhadap GB. Lalu R berpamitan untuk pulang.

No : FN.13
Hari, tanggal : Sabtu, 29 Maret 2014
Waktu : 08.35 – 09.15
Tempat : Ruang Guru dan Kelas VIII B
Kegiatan : Implementasi, Pertemuan
Responden : R : Peneliti
 GB : Guru Bahasa Inggris
 S : Siswa

Pukul 08.30 R tiba di sekolah. R lalu menuju ruang guru dan berjabat tangan dengan semua guru yang berada didalam ruang guru tersebut. GB lalu menyapa R dan menanyakan kesiapan R. Tiba-tiba, ada dua S langsung menuju ruang guru untuk menemui GB dan untuk mengajar dikelas VIII B. Setelah menyapa dan berjabat tangan dengan GB, R dan GB mempersiapkan peralatan mengajar dan segera menuju ke kelas VIII B.

Pukul 08.35 R dan GB lalu menuju ruang kelas. Sepertinya mereka sedang mengerjakan tugas summary yang kemarin R berikan untuk mengisi waktu luang ketika siswa kelas VIII libur karena kelas IX try-out. Mereka begitu serius mengerjakan sehingga mereka tidak mengetahui R dan GB masuk kedalam kelas. R lalu mengucapkan salam. GB berkeliling dan menyuruh siswa berhenti sejenak dengan tugas mereka. R lalu membuka pelajaran. "Good morning," sapa R. "Good morning," jawab S. "How are you?", tanya R. "Fine," jawab S. "How is absent today?", tanya R. "Nihil," jawab S. "Sepertinya kalian sedang mengerjakan summary, tapi tolong sebentar saya meminta perhatian kalian semua," kata R. R lalu mengeluarkan sebuah kertas dan membaca delapan nama yang sudah mendapatkan 20 bintang. Lalu mereka mendapatkan doorprize. Seluruh siswa memperhatikan dan R meminta kepada yang lain untuk segera mengikuti teman-teman mereka.

Kemudian pembelajaran dimulai. "Alright, let's start the lesson today," ajak R. R lalu menunjukan beberapa buku cerita mengenai legenda. "Do you know about legends?", tanya R. S terdiam dan tidak menjawab pertanyaan R. Lalu R menunjukan buku cerita yang berkaitan dengan legenda. "These are legends," jelas R. "Legenda," jawab S. "Good," jawab R. R menyuruh siswa menyebutkan cerita legenda apa saja yang pernah mereka baca. Mereka saling berebutan menyebutkan judul-judul cerita legenda yang sudah terkenal. Namun kali ini ada siswa yang menyebutkan judul cerita legenda yaitu 'Neera' cerita legenda ini memang termasuk dalam salah satu buku extensive reading. R sangat gembira karena mereka telah membaca buku extensive reading yang disediakan dikelas. R mencoba mengingatkan tentang teks legenda yang pernah dibahas dipertemuan kedua. Mereka menceritakan cerita mengenai legenda danau toba yang masih mereka ingat. R lalu memuji S karena mereka masih mengingat cerita tersebut.

Hari ini akan diadakan permainan. R menjelaskan semua tahap-tahap mengikuti games ini dan R membagi kelas menjadi delapan Group. R telah memilih beberapa nama yang akan menjadi ketua masing-masing kelompok. Kemudian mereka mengambil undian no kelompok. Lalu mereka harus mengingat anggota kelompok masing-masing. Seluruh siswa yang tidak menjadi ketua

kelompok mulai berhitung satu sampai dengan delapan. Siswa berkelompok berdasarkan nomor yang mereka telah dapat. R menyuruh semua siswa duduk berkelompok berdasarkan kelompoknya.

Ditahap pertama masing-masing kelompok harus mengerjakan soal yang berisi tentang past tense dan sinonim dari dua buah teks. R lalu memberikan waktu 15 menit untuk mengerjakan soal tersebut. R dan GB lalu berkeliling untuk membimbing siswa mengerjakan. R menuju meja kelompok pertama mereka tampak sedang sibuk membuka-buka kamus. R lalu berjalan menuju kelompok belakangnya, tampak S yang tidak mengerjakan dan menunggu S lain yang telah mendapatkan jawabannya. R menegur S tersebut dan menyuruh S segera membaca teks tersebut. GB juga berkeliling dan mengingatkan kepada masing-masing kelompok untuk saling bekerja sama. Mereka harus berbagi tugas jelas GB. Kemudian mereka membagi kelompok untuk mengerjakan soal satu dan dua.

Mereka tampak sibuk dan bekerja sama. Mereka membuka-buka kamus dan menanyakan kepada R dan GB bila menemui kesulitan. Ada salah satu kelompok yang bertanya mengenai sinonim dari latihan yang diberikan. Sepertinya mencari sinonim sebuah kata sangat susah untuk mereka. Apalagi mereka tidak membawa kamus dan meminjam temannya.

Setelah 15 menit mereka mengerjakan. Seluruh kelompok menukarkan jawaban mereka kepada kelompok lain dan secara suka rela menuliskan jawaban mereka dan akan mendapatkan bintang. Mereka terlihat berebut mendapatkan spidol, karena hanya terdapat tiga spidol dikelas tersebut. Mereka menunggu antrian teman yang lain. Setelah semua tertulis. R mengoreksi jawaban bersama-sama. Setelah selesai mereka mengumpulkan jawaban masing-masing kelompok.

Kemudian R menjelaskan tahap perlombaan kedua. Mereka masing-masing kelompok akan mendapatkan sebuah ringkasan buku berbahasa Indonesia dan mendapatkan empat buah teks narative pendek. Mereka harus menemukan teks mana yang terdapat pada kutipan tersebut dan mencoba untuk mencari dari beberapa teks tersebut. Terlihat masing-masing kelompok mulai membaca teks tersebut dan mengartikan teks tersebut. Mereka sangat sibuk dengan teks mereka masing-masing. Setelah beberapa menit kelompok 4 sudah menemukan jawaban dari ringkasan teks mereka. Lalu memanggil R untuk mengecek kebenaran jawaban mereka. R lalu mendekati mereka dan menanyakan beberapa pertanyaan. "Kenapa kalian menyimpulkan teks ini merupakan ringkasan dari soal kalian?," tanya R. "Karena ada kata milk, itu kan susu," jawab S. Lalu S lainnya mencoba menjawab, " Itu, miss akhir kalimat ada egg, telur," jawab S. "Very Good," jawab R. "Sekarang tolong kalian berlatih untuk menceritakan ulang teks yang sudah kalian temukan itu. Dan besok kalian harus menunjuk salah satu teman kalian untuk perform," jelas R. "Yah, miss, kok perform sih," jawab S. "Biar semakin seru perlombanya." Jawab R. R memberitahukan kepada GB tentang menceritakan ulang kepada sebuah cerita. GB lalu mengiyakan apa yang telah diberitahukan. GB lalu menuju kelompok yang sudah selesai selanjutnya. Begitu seterusnya sampai kelompok terakhir selesai.

R lalu mengumumkan bahwa besok mereka harus perform menceritakan ulang cerita itu didepan kelas. R mengatakan kelompok paling banyak nilainya yang akan memenangkan perlombaan. Untuk tahap kedua tadi setiap kelompok

yang benar mendapatkan nilai 10. Nantinya nilai-nilai itu akan dijumlahkan dan akan digunakan untuk menentukan pemenang. R lalu menanyakan kepada S mengenai kesulitan siswa. “Miss, apa yang maju pertama bercerita harus kelompok pertama?”, tanya S. “Kalian nanti harus perform berdasarkan undian jadi tolong dipersiapkan secara baik,” jawab R. “Yah, miss,” keluh S. R lalu memastikan bahwa S sudah memahami semuanya dan menutup pembelajaran. R lalu menutup pembelajaran dan mengucapkan salam.

Beberapa S tampak berlari mengikuti R dan GB. Mereka ingin mengumpulkan summary extensive reading yang kemarin menjadi tugas. Namun, mereka juga sudah membaca buku extensive reading untuk mendapatkan bintang. R lalu menyuruh S ke ruang guru untuk mendapatkan bintang.

Di ruang guru, R bertanya-tanya tentang pembelajaran tadi. GB mengatakan ini sangat efektif untuk membuat semua S terlibat dalam pembelajaran. GB mengatakan S sudah mulai memperhatikan semua. Mereka senang berlomba untuk memenangkan bintang. R lalu membahas mengenai keaktifan siswa. GB mengatakan mereka telah aktif dan membaca teks. GB juga sangat senang bisa mengajar bersama-sama. R lalu berterimakasih atas evaluasi GB mengenai pembelajaranhari ini. R lalu berpamitan pulang.

No : FN.14
Hari, tanggal : **Senin, 31 Maret 2014**
Waktu : **09.15 – 10.35**
Tempat : **Ruang Guru dan Kelas VIII B**
Kegiatan : **Implementasi**
Responden : **R : Peneliti**
GB : Guru Bahasa Inggris
S : Siswa

Hari ini terlihat para siswa mempersiapkan performance kelompok masing-masing. Ada S yang berdiri melingkar disalah satu bangku dan sepertinya mereka sedang berlatih. R dan GB lalu menyapa S dan memasuki kelas. Siswa lalu berhamburan duduk ditempat duduk mereka masing-masing.

R memulai pelajaran dengan menyapa. “Good morning,” sapa R. “Good morning,” jawab S. “How are you today?”, tanya R. “Fine,” jawab mereka. “Are you ready?”, tanya R. S menjadi ribut karena mereka berebutan untuk menjawab iya dan tidak. R lalu mengkondisikan S. “Kemarin kan performnya sudah diberitahukan sebelumnya untuk persiapan dahulu dirumah. Jadi harusnya sudah dipersiapkan dirumah dari kemarin,” jelas R. “Iya, miss, tapi takut,” jawab salah satu S. “Tidak usah takut, kita coba bersama, nanti dibantu sama ibu guru,” jawab R.

R lalu mengeluarkan gulungan kertas undian giliran untuk perform didepan. “Okay, semua perwakilan kelompok diharap maju dan mengambil undian terlebih dahulu,” kata R. Semua perwakilan kelompok saling dorong mendorong untuk maju kedepan. R menyuruh mereka melingkar dan mengambil undian bersama-sama. Setelah itu mereka membuka gulungan kertas itu. “Aduh, aku dapat no 1,” kata perwakilan kelompok yang mendapat no 1. Lalu yang lain kembali ke tempat duduk masing-masing.

“Kelompok berapa?,” tanya R. “Kelompok 5,” jawab S. “Mau baca cerita apa?” “Ini miss,” menunjukan teks yang S bawa. R lalu mempersilahkan S memulai performnya. S nampak gugup, terlihat S mengulangi beberapa kalimat dan kembali meneruskan ceritanya. S juga sering menengok teks yang S bawa. Namun S bisa menyelesaikan dengan baik. Sepertinya S menghafal kalimat per kalimat. Setelah itu kelompok yang lain menilai penampilannya. Mereka memberi nilai berdasarkan score yang sudah ditentukan dengan scala score 6-9. Mereka menentukan penilaian bersama-sama dengan kelompoknya masing-masing. Setelah itu R dan S bertepuk tangan.

R lalu memanggil kelompok yang mendapatkan undian maju kedua. S maju kedepan dan memperkenalkan diri. Kelompok 3 ini memulai performnya dengan sangat lancar dan tidak malu. S sangat lantang dan terlihat mengerakaan tangannya saat menceritakan cerita. Namun jelas terdengar kalimat-kalimat yang terucap itu sama persis dengan teks. Namun kelompok lain terlihat fokus mendengarkan. Setelah S selesai terdengar riuh tepuk tangan dan siulan. Lalu para S menilai perform temannya itu.

Kelompok yang berikutnya ini terdiri dari sebagian besar laki-laki. Kelompok 8 memang diketuai oleh ketua kelas VIII B yang terkenal humoris. Belum saja S maju kedepan semua S sudah meledek dan menyemangati S. S lalu berdiri didepan kelas dengan tersenyum-senyum. R lalu menyuruh S memperkenalkan diri. Setelah itu S membacakan judul teks yang ia ceritakan. S tampak sedikit gugup. Apabila S melakukan kesalahan ia langsung tersenyum atau tertawa. Para S juga ikut tersenyum. R mencoba memenangkan S yang semakin ramai. S lalu melanjutkan ceritanya dengan lancar.

R mempersilahkan kepada kelompok selanjutnya. S langsung maju kedepan. Ia lalu memperkenalkan diri. “My name Tiyas, I’m from group two,” kata S. Kemudian S membaca judul cerita yang akan diceritakan ulang. Tiyas memulai performannya dengan prolog cerita dan ditambah dengan dialog yang memerankan dua tokoh semut dan merpati. S membedakan suaranya dan mengerakan tangannya seiring dengan ceritanya. S memang sering menjadi S yang diwakilkan untuk mengikuti perlombaan seperti ini. S nampak terbiasa dan tidak malu. Namun S juga terkadang mengulang kalimatnya. Dari perform keseluruhan, ini memang terbilang menarik sekali dengan membedakan peran. Para S diam dan fokus mendengarkan S bercerita. Dan akhirnya mereka bertepuk tangan.

Kelompok selanjutnya nampak mempersiapkan performnya. Terlihat S membolak-balik teksnya dan membacanya pelan. S lalu maju kedepan kelas setelah R menyuruh untuk segera memulai. S memulai dengan lancar dan tidak membuka teksnya. Ia sangat hati-hati dalam bercerita. Ia memceritakan dengan sangat urut tapi sesekali R menyuruh S mengeraskan suaranya. Kelompok 1 ini menang terlihat pemalu. S tidak bersuara keras dan berdiri tegak tanpa mencoba untuk memerankan tokoh cerita. Dari belakang terlihat kelompok 7 sangat ribut. R lalu menyuruh kelompok tersebut untuk mendengarkan. S menyelesaikan ceritanya dan semua S bertepuk tangan.

Kelompok 7 adalah kelompok berikutnya yang tampil. S lalu saling dorong-mendorong untuk tampil. Terlihat mereka belum siap karena mereka tidak seperti

kelompok yang lainnya yang segera maju kedepan setelah R memanggil penampil selanjutnya. R lalu mengatakan bahwa mereka seharusnya sudah mempersiapkannya dari kemarin. S lalu maju setelah R menyuruhnya lagi. S memperkenalkan diri dan memulai ceritanya. S tampak bekal-kali membuka teksnya dan tepotong ceritanya untuk melihat teks. Para S terlihat tidak tertarik dengan penampilanya. Setelah S selesai, R bertepuk tangan dan diikuti oleh S yang lainnya.

Sebelum penampilan selanjutnya R meminta semua kelompok mengumpulkan hasil penilainya kepada GB untuk dijumlahkan. GB sedari tadi duduk dimeja guru menilai penampilan mereka.

Sesudah penampilan itu kelompok selanjutnya adalah kelompok 6 yang sudah bersiap untuk menceritakan ulang. S maju kedepan setelah R menyuruh kedepan dan memulai. S segera memulai. Penampilan kali ini menarik seperti penampilan kelompok 2. S juga memerankan peran dan mengubah suaranya. S juga tidak bercerita sama persis dengan teksnya. Jadi para S yang melihat juga tertarik. Para S terlihat bertepuk tangan setelah penampilanya selesai.

Kelompok terakhir sudah tidak menunggu R untuk memanggil lagi karena ia sudah tahu urutan selanjutnya. S lalu maju memperkenalkan diri dan memulai bercerita. S bercerita dengan hati-hati dan terdengar jelas. S juga tidak sering melihat teks. S juga memerankan peran. Terkadang ia juga terhenti sejenak untuk mengingat cerita. Namun S membacakan cerita dengan baik. S lalu bertepuk tangan.

R lalu mengucapkan terimakasih kepada seluruh kelompok. R lalu mengarahkan siswa untuk memilih buku extensive reading sembari menunggu GB untuk menjumlah seluruh perolehan. S lalu memilih buku yang mereka inginkan. R lalu berusaha menenangkan S. Para S terlihat memegang buku mereka dan membaca. Summary kali ini diharuskan membaca dua halaman saja. R berkeliling seperti biasanya dan membantu S yang kesulitan.

Setelah 20 menit, GB mendatangi R dan memberikan daftar perolehan. R lalu mempersilahkan GB untuk mengumumkan pemenang. Pemenang pertama sampai dengan pemenang ke tiga diumumkan dan suasana menjadi ramai dengan tepuk tangan. Pemenang kali ini akan mendapatkan masing-masing 5 bintang, pemenang kedua masing-masing mendapatkan 4 bintang dan pemenang ketiga 3 bintang. Serta semua kelompok yang tidak menang mendapatkan 2 bintang. Setelah diumumkan pemenangnya mereka segera mengumpulkan summary karena bell akhir pelajaran telah berbunyi. R dan GB menutup pelajaran dan meninggalkan kelas.

No : FN.15
Hari, tanggal : Sabtu, 5 April 2014
Waktu : 08.35 - 09.15
Tempat : Ruang Guru dan Kelas VIII B
Kegiatan : Implementasi
Responden : R : Peneliti
 GB : Guru Bahasa Inggris
 S : Siswa

Pukul 08.20 R tiba di sekolah. R langsung menuju ruang guru dan bersalaman dengan seluruh guru di ruang guru. R memberikan contoh soal kepada ET. Kemudian R meminta pertolongan kepada ET untuk ikut mengawasi jalannya post-test.

Pukul 08.35 R dan C langsung menuju kelas VIII B. Setelah tiba dikelas R menjelaskan bila pagi ini akan diadakan post-test. Sebelum itu R berterimakasih kepada semuanya dan bersiap memulai kegiatan pagi itu

Setelah seluruh siswa memahami maksud dan tujuan R. R meminta bantuan kepada siswa untuk menjawab soal post-test yang sudah disiapkan. R untuk memulai post-test. Semua siswa hadir dan mengikuti test dengan tenang.

Kemudian R membagikan soal dan lembar jawab. R juga menjelaskan petunjuk dan peraturan dalam mengerjakan soal post-test. R mengatakan bila S ingin bertanya, S dapat bertanya langsung dengan R. S mengerjakan post-test dengan tenang dan tidak ada S yang bertanya dan berbisik. R dan ET duduk dimeja guru dan mengawasi jalannya post-test.

Pada pertengahan mengerjakan post-test, S mulai berbisik satu sama lain. Lalu R mengatakan bila ada yang ingin ditanyakan tolong ditanyakan langsung kepada R. S mulai tenang kembali dan melanjutkan mengerjakan.

Pukul 08.50 R dan ET berkeliling menanyakan apakah S kesulitan dalam mengerjakan post-test. Namun, S hanya diam dan memandang soal post-test. R melihat banyak sekali siswa yang sama sekali belum menjawab. R lalu apakah soalnya sulit. S menjawab "Sulit". Dengan lesu. R lalu mempersilahkan mereka untuk bertanya. Namun hanya dua S yang bertanya mengenai arti dari kata-kata sulit yang mereka tidak ketahui.

R dan ET duduk kembali dimeja guru dan memperhatikan S mengerjakan soal post-test. S terlihat kesulitan mengerjakan post-test tersebut. Namun, mereka tidak mencoba bertanya dengan temannya.

Saat perpindahan jam pertama ke jam kedua, sudah banyak siswa yang saling berbisik memberikan jawaban kepada teman mereka. R dan ET memenangkan kelas. Tidak beberapa lama kelas tenang kembali. R dan ET berkeliling dan membantu siswa yang sedang kesulitan dalam mengerjakan pertanyaan post-test. Kali ini ada banyak S yang mulai menanyakan arti kata yang ada didalam soal. Tetapi kelas tidak gaduh. Sambil mendekati S, R dan ET membantu S yang kesulitan.

Pukul 09.00 R mengumumkan waktu ujian kurang 10 menit lagi. Lalu S terlihat saling melihat jawaban teman sebangkunya. R mencoba menenangkan S. Lalu S mulai tenang kembali. R dan ET mengawasi S dari meja guru dan mempersiapkan interview guideliness. S terdengar saling berbisik pelan. Saat waktu post-test hampir habis seluruh S mengatakan kesulitan mengerjakan post-test. Sbeagian S sudah menyerah dan membiarkan jawabanya tidak terisi. R dan ET berkeliling memperhatikan S yang belum selesai.

Waktu post-test telah habis lalu R menghitung mundur agar S segera menyelesaikan post-test nya. Kemudian seluruh S mengumpulkan lembar jawab mereka didepan kelas. R dan C menuju ruang guru dan berpamitan dengan seluruh guru kemudian pulang.

APPENDIX B
INTERVIEW TRANSCRIPTS

Interview Transcript

No : Interview 1

Hari, tanggal : Kamis, 23 Mei 2013

Tempat : Ruang Guru

Responden : R : Peneliti

ET : Guru Bahasa Inggris

R : Maaf Bu, saya mau bertanya beberapa hal mengenai proses pembelajaran Bahasa Inggris untuk kelas VII bisa?

ET : Ya mbak, silahkan saja.

R : Kesulitan apa yang biasa siswa hadapi selama proses pembelajaran bahasa Inggris, terutama reading?

ET : Seperti kebanyakan siswa lainnya, kesulitan siswanya ya di kosa kata mbak. Anak-anak, kelas VII memang minimnya kosa katanya. Kalau pelajaran bahasa Inggris dan tidak tahu artinya mereka hanya diam saja. Mereka itu terlalu ingin tahu semua kata. Jadi kalau membaca itu ya harus diartikan dulu satu-satu.

R : Oh, begitu ya. Lalu, kalau untuk mencari kata – kata sulit dalam teks biasanya bagaimana Bu?

ET : Ya biasanya saya suruh cari di kamus mbak, sekalian biar mereka terbiasa bawa kamus. Tapi kadang ya saya kasih clues, terus mereka suruh menebak.

R : Kalau urutan pengajaran reading sendiri bagaimana Bu?

ET : Kalau saya ya eksplorasi dulu, terus memahami isi teks, dan terakhir mengerjakan tasks seputar teks mbak.

R : Kalau di eksplorasi, kegiatan yang biasa dilakukan apa saja Bu?

ET : Ya dikenalkan dulu judul teks dan arti dari judul itu. Biasanya sih saya tanyakan ke siswa artinya itu.

R : Lalu, apa pernah Ibu dan siswa melakukan diskusi tentang judul teks? Ya misal membahas judul teksnya dan dikaitkan dengan pengalaman siswa begitu.

ET : Ya seperti itu, pertama-tama judulnya terlebih dahulu, bertanya pengalaman siswa, lalu isi kalimatnya.

R : Kalau media yang biasa digunakan apa Bu?

ET : Ya karena keterbatasan fasilitas, saya mengajarkan berdasarkan buku dan LKS. Kalau mau menggunakan LCD ya ada tapi sering dipake oleh pelajaran kelas IX.

R : Apakah Ibu pernah menampilkan sebuah gambar yang sesuai dengan teksnya?

ET : Ya itu tergantung dari buku yang dipakai. Kalau ada gambarnya ya sekalian ditampilkan, kalau nggak ada ya nggak pakai.

R : Kalau sumber belajarnya bagaimana Bu, apa terkadang ibu ambil dari internet?

ET : Ya itu tadi mbak, dari buku paket dan LKS. Kalau internet sih di sekolah juga sudah ada koneksi. Saya juga sering cari soal-soal dari internet.

- R : Kalau menurut ibu sendiri, minat membaca siswa itu sudah terbangun atau belum, ya, bu?
- ET : Ya masih rendah mbak, kalau suruh membaca ya masih sulit. Mereka masih belum tertarik membaca.
- R : Apa ada buku-buku cerita yang menarik untuk siswa diperpus, Bu.
- ET : Belum, ada tapi ya adanya buku paket, dan buku cerita tapi bahasa Indonesia kalau bahasa Inggris belum ada.
- R : Oh begitu ya Bu. Terima kasih banyak ya atas waktunya.

No : Interview 2

Hari, tanggal : Jumat, 24 Mei 2013

Tempat : Ruang Kelas VII B

Responden : R : Peneliti

S : Siswa

- R : Selamat pagi Dik, namanya siapa?
- S : Julita
- R : Ini, kakak mau tanya – tanya tentang pelajaran Bahasa Inggris. Menurutmu pelajaran bahasa Inggris itu gimana Dik?
- S : Wah...gimana ya, ya ada enakya juga.
- R : Enaknya dimana Dik?
- S : Ya enak di cara belajarnya.
- R : Maksudnya enak di cara belajarnya gimana Dik?
- S : Ya...gurunya menyenangkan.
- R : Oh...ada kesulitan gak Dik di pelajaran bahasa Inggris?
- S : Ada mbak.
- R : Apa Dik?
- S : Mmm kalo dari bahasa Inggris ke bahasa Indonesianya itu lho mbak.
- R : O berarti menerjemahkan bahasa Inggris ke Indonesia gitu. Kalo misalnya membaca teks bahasa Inggris gitu, apa yang biasa kamu lakukan untuk memahami isi teks?
- S : Ya dibaca aja. trus diterjemahin.
- R : Cara menerjemahkannya gimana Dik?
- S : Ya buka kamus aja mbak.
- R : Jadi sering buka kamus, ya?
- S : Iya mbak, kan kalo dapat bacaan bahasa Inggris gitu langsung diterjemahin pakai kamus.
- R : Sekarang tentang pembelajarannya. Menurutmu bu Ratmi kalo ngajar gimana Dik?
- S : Enak.
- R : Enaknya di mana?
- S : Ya gak galak gitu. Sering nglucu dan mudah dipahami.
- R : Kalau pas ngajar reading, ibunya suka pakai gambar gitu gak Dik?
- S : Ya kadang pakai, tapi bukan pas reading kak.
- R : Lha kalau pelajaran reading ibunya biasanya bagaimana? Apa dikasih tahu topic/ judulnya dulu trus dibahas, kalau nggak ya dikasih tahu

topiknya trus mencoba memprediksi isinya gitu nggak? Atau Cuma dikasih teks trus langsung dibaca dan mengerjakan pertanyaan tentang teks?

S : Nggak mbak. Biasanya ya dikasih teksnya, trus baca bareng-bareng dan baca diartikan.

R : Kalau pas pelajaran Reading apa kamu pernah membaca buku-buku cerita gitu, dek?

S : Belum pernah, mbak.

R : Kalau diperpus, suka pinjam buku cerita tidak?

S : Suka mbak

R : Buku cerita bahasa Indonesia atau bahasa Inggris?

S : Indonesia, Bahasa Inggris baca diLKS.

R : Oh..gitu ya. Nah, kalau nilai pelajaran bahasa Inggris gimana Dik?

S : Wah ya gitu mbak.

R : Kenapa?

S : Ya banyak yang nggak tahu artine e mbak.

R : Oh ya sudah, makasih ya Dik.

No : Interview 3

Hari, tanggal : Jumat, 24 Mei 2013

Tempat : Ruang Kelas VII B

Responden : R : Peneliti

S : Siswa (Aprillia dan Iqbal)

R : Pagi Dik, namanya siapa aja nih?

S1 : Aprillia

S2 : Iqbal

R : Mau tanya – tanya tentang bahasa Inggris nih, menurut kalian pelajaran bahasa Inggris tu susah apa nggak?

S1 : Agak susah.

S2 : Susah.

R : Susahnya di mana Dik?

S1 : Ya pokoknya susah, nggak...nggak tahu artinya gitu.

R : Kalau dik Iqbal gimana?

S2 : Ya sama, susah artinya.

R : Kalau reading nih, biasanya apa yang kalian lakukan untuk memahami isi teks? Buka buka kamus atau bagaimana Dik?

S1&S2: Ya iya tho mbak, buka buka kamus gitu buat ngartiinnya.

R : Jadi, sering buka kamus gitu ya pas reading?

S1&S2: Iya mbak.

R : Kalau kesulitannya dalam bahasa Inggris apa Dik? Ayo Dik April dulu.

S1 : Membaca mbak.

R : Maksudnya membaca itu bagaimana? Susah cara bacanya atau susah nyari artinya?

S1 : Dua – duanya mbak. Cara bacanya ya susah, apalagi artinya, ndadak bukak kamus.

- R : Kalau Iqbal gimana?
 S2 : Sulit e mbak buat memahami teksnya.
 R : Maksudnya banyak yang nggak tahu arti dari vocab – vocabnya gitu ya?
 S2 : Iya.
 R : Sekarang tentang cara mengajar bu Ratmi. Menurut April, Bu Ratmi kalau mengajar bahasa Inggris bagaimana?
 S1 : Enak mbak.
 R : Kalau Iqbal gimana?
 S2 : Enak Bu, nggak galak e.
 R : Bu Ratmi sering pakai gambar, video atau media yang lain gitu nggak Dik kalau ngajar?
 S1&S2: Gambar pernah, kalau video belum.
 R : Kalau mengajar reading gimana Dik? Dikasih teks langsung disuruh baca dan menjawab soal tentang teks atau bagaimana?
 S1&S2: Iya, biasanya diajarkan cara bacanya juga.
 R : Pernah nggak Dik kalau reading tuh dikasih tahu topiknya/judulnya dulu, trus dibahas dengan cara gurunya tanya – tanya ke adik tentang arti judulnya, tentang apakah adik tahu atau pernah punya pengalaman yang sesuai dengan topic/judulnya gitu?
 S1&S2: Nggak pernah mbak. Biasanya ya langsung baca teksnya.
 R : Kalau reading pernah membaca buku cerita bahasa Inggris didalam kelas gak?
 S1&S2: Enggak
 R : Suka baca buku cerita gak, Dik?
 S1 : Suka kalau ada gambarnya.
 S2 : Suka kalau ceritanya pendek dan ada gambarnya.
 R : Oh gitu tho. Ya sudah, makasih ya Dik.

No : Interview 4

Hari, tanggal : Jumat, 24 Mei 2013

Tempat : Ruang Kelas VII B

Responden : R : Peneliti

S : Siswa (Pipit dan Supatminingsih)

- R : Selamat pagi Dik...eh ini pagi atau siang ya?
 S2 : Siang.
 R : Oh, kalau gitu, selamat siang Dik, namanya siapa?
 S1 : Pipit
 S2 : Supatminingsih
 R : Boleh dipanggil Dik Patmi?
 S2 : Boleh
 R : Menurut kalian, pelajaran bahasa Inggris tuh gimana sih Dik?
 S1 : Bahasa Inggris menurut saya ya menyenangkan.
 R : Menyenangkannya gimana Dik?
 S1 : Paling ya kalau bahas – bahas soal gitu.
 R : Kalau Dik Patmi gimana?

- S2 : Agak susah
R : Agak susahnya di mana?
S2 : Terjemahannya.
R : Kalau begitu sering bawa kamus nggak?
S2 : Sering, kan buat nerjemahin.
R : Ok, nah kalau kesulitan kalian dalam bahasa Inggris apa Dik?
S1 : Kalau mengerjakan soal, trus nggak tahu artinya.
R : Oh, berarti vocabnya ya. Kalau nggak tahu arti dari beberapa kata gitu, apa yang kamu lakukan?
S1 : Tanya sama teman, kalau nggak tahu ya buka kamus.
R : Kalau kamu Dik, bagaimana?
S2 : Apa?
R : Kalau menemui kesulitan pas lagi baca teks bahasa Inggris, apa yang kamu lakukan?
S2 : Ya...dipilih yang pendek-pendek dulu mbak, di kira – kira sing paling bisa dulu. Sebisanya mbak.
R : Oke...kalau menurut kalian, bu Ratmi kalau ngajar bagaimana?
S2 : Ya enak banget mbak. Ngasih soalnya yang gampang, suka bercanda, dan cantik (tertawa)
R : Kalau misalnya di reading Dik, Ibunya biasanya kalau ngajar bagaimana, awal – awalnya ngapain dulu gitu?
S2 : Ya... dicontohin cara bacanya trus disuruh ngulangin. Trus abis itu ngerjain soal deh.
R : Kalau Dik Pipit gimana?
S1 : Ya sama seperti Supatmi, tapi biasanya kalau nggak tahu artinya tuh disuruh tanya gitu mbak.
R : Nah, soal media nih, Bu Ratmi biasanya pakai media apa? Sering nggak pakai gambar – gambar gitu?
S1&S2: Pakai gambar, teks dan kadang-kadang kita nyanyi bahasa inggris.
S1 : Eh, ada gamesnya juga mbak
R : Nah, kembali ke reading, sebelum membaca sebuah teks, apakah adik selalu melihat judul teksnya?
S1&S2: Ya iya mbak.
R : Nah, kalau misalnya ada gambar pada teks yang akan dibaca, apakah adik memperhatikan gambar tersebut?
S1 : Iya.
R : Oh...Apa adik pernah mengungkapkan hal-hal yang sudah adik ketahui waktu tahu judul teksnya? Misal dapat judul my school, apa adik pernah mengatakan, ini nanti pasti tentang keadaan sekolah, bangunan – bangunan sekolah, jumlah kelasnya, dll. Gitu?
S2 : Ya cuma dibatin mbak.
R : Nggak pernah dibahas sama gurunya gitu pas sebelum membaca teksnya?
S1&S2: Ya ditanyain, Tapi gak brani jawab (tertawa)
R : Oh...pernah nggak Dik memprediksi isi teks dari judul atau gambarnya kalau memang ada?

S1&S2: Nggak pernah.
 R : Kalian suka membaca buku tidak?
 S1 :Suka tapi buku cerita
 S2 :Sama
 R : Apa diperpus ada buku cerita bahasa Inggris?
 S1&S2: Enggak, adanya buku paket dan buku ceritanya bahasa Indonesia
 R : Lebih suka buku cerita dengan gambar atau tanpa gambar?
 S1&S2: Suka ada gambarnya.
 R : Oh ya sudah, makasih ya Dik.

No : Interview 5
Hari, tanggal : Jumat, 24 Mei 2013
Tempat : Ruang Kelas VII B
Responden : R : Peneliti
S : Siswa (Esti dan Tiyas)

R : Saya mau tanya – tanya tentang bahasa Inggris nih. Menurut kalian pelajaran bahasa Inggris tuh gimana Dik?
 S1 : Ya agak susah.
 R : Kalau kamu gimana Dik?
 S2 : Ya lumayan susah gitu lah.
 R : Susahnya itu di mana sih Dik?
 S2 : Mm hafalin verb – verb itu loh.
 R : Oh, jadi vocabnya gitu ya, susah karena banyak yang gak tahu artinya gitu ya?
 S1&S2: Iya.
 R : Biasanya apa yang kalian lakukan saat menemui kesulitan? Misalnya ya, kan dikasih teks bahasa Inggris gitu, trus pas baca kok ada yang nggak tahu artinya, biasanya apa yang kalian lakukan?
 S1 : Tanya Bu guru aja.
 S2 : Buka kamus.
 R : Jadi, sering bawa kamus nggak nih kalau pelajaran bahasa Inggris?
 S2 : Iya, bawa.
 S1 : Jarang, kadang pinjem teman.
 R : Nah, kalau reading biasanya bagaimana Dik? Apa yang biasanya dilakukan kalau reading? Dikasih teks trus gimana?
 S1&S2: Ya biasanya dikasih teks trus baca dalam hati atau ditunjuk disuruh baca keras gitu.
 R : Abis itu gimana Dik?
 S1&S2: Abis itu ya kalau ada soalnya trus dkerjain, kalau nggak ada ya cuma diterjemahin teksnya trus dihafalin.
 R : Biasanya kalo pas nerjemahin teksnya, suka ditanyain Bu Ratmi apa ada kata yang sulit gitu nggak Dik?
 S1&S2: Iya, kadang – kadang ditanyain.
 R : Trus yang nemuin jawabannya biasanya siapa? Apa Bu Ratmi sendiri yang akhirnya jawab?

- S1&S2: Iya (tertawa). Tapi kadang ya ada yang jawab mbak.
- R : Bu guru suka pakai alat bantu atau media apa Dik pas reading? Apa pakai LCD gitu?
- S1&S2: Belum, pake gambar, teks dan games.
- R : Oh...gitu. Mm, pernah nggak Dik pas reading tuh dikasih tahu judulnya dulu trus membahas judulnya aja?
- S2 : Iya pernah.
- R : Yang dibahas apa saja Dik?
- S2 : Ya artinya.
- R : Mm...pernah nggak ditanyain Bu guru tentang apa yang kalian ketahui tentang judul teks ini atau topic ini gitu nggak pas membahas judul/ atau topic teks?
- S1&S2: Nggak, biasanya ya cuma artinya apa gitu.
- R : Nggak pernah ditanya misalnya apa kalian mempunyai pengalaman pribadi yang sama dengan topic/judul teksnya gitu?
- S1&S2: Nggak.
- R : Nah kalau kalian sendiri, sebelum membaca teksnya apa selalu memperhatikan judulnya dulu?
- S1 : Kadang ya langsung baca aja.
- S2 : Iya, perhatikan judulnya dulu.
- R : Kalau ada gambar pada teks yang akan dibaca, apakah adik memperhatikan gambar tersebut?
- S2 : Iya.
- R : Buat apa Dik?
- S2 : Biar tahu kira – kira nanti tentang apa gitu.
- R : Nah, kalau sudah lihat judul atau gambar yang ada pada teks, kalian bisa nggak memprediksi kira – kira isinya tentang apa gitu?
- S2 : Ya kadang bisa mbak.
- R : Kok bisa kira – kira kenapa Dik?
- S2 : Ya karena ada gambarnya, pasti kan isinya nanti nggak jauh dari gambarnya.
- R : Oh..begini. Apa adik pernah mengungkapkan hal – hal yang sudah adik ketahui tentang teks setelah melihat judul atau gambarnya?
- S2 : Jarang sih, jarang yang ada gambarnya juga.
- R : kalau kamu gimana Dik?
- S1 : Sama mbak, paling kalau ada ya cuma dibatin aja.
- R : Dibatinnya gimana Dik?
- S1 : Ya gimana ya...
- R : Bilang kalau wah ini nanti pasti isinya tentang ini...itu...gitu Dik?
- S1&S2: Iya mbak.
- R : pernah nggak disuruh Bu guru buat ngungkapin perkiraan kalian tadi tentang isi teks setelah melihat judul atau gambarnya?
- S1&S2: Pernah, tapi malu.
- R :Suka baca buku cerita gak, Dik?
- S1&S2: Cerpen
- R : Ow cerpen, kenapa suka cerpen?

S1 : Menarik ceritanya
 S2 : Ceritanya bermanfaat dan menarik buat dibaca
 R : Oh begitu, terima kasih ya Dik.

No : Interview 6

Hari, tanggal : Jumat, 24 Mei 2013

Tempat : Ruang Kelas VII B

Responden : R : Peneliti

S : Siswa (Lanjar dan Poppi)

R : Siang Dik, tolong bantu mbak sebentar, dong. Namanya siapa?
 S1 : Lanjar
 S2 : Poppi
 R : Mau tanya – tanya sedikit tentang bahasa Inggris. Menurut kalian, pelajaran bahasa Inggris tuh susah nggak sih?
 S1 : Ya gimana ya, ada gampangnya ada susahnyanya.
 R : Gampangnya di mana, susahnyanya di mana?
 S1 : Mmm gimana ya...susahnyanya tuh pas ngartiin.
 R : Kalau kamu, Dik gimana?
 S2 : Ya menyenangkan.
 R : Menyenangkannya di mana?
 S2 : Ya kadang ada main gamenya gitu.
 R : Kalau kesulitan kalian dalam bahasa Inggris apa Dik?
 S2 : Itu, cara ngomongnya, cara membacanya gitu.
 R : Kalau Dik Lanjar?
 S1 : Susahnyanya tuh kalau suruh jawab pertanyaan gitu.
 R : Maksudnya jawab pertanyaan tentang teks gitu? Trus susah memahami teksnya?
 S1 : Iya.
 R : Kalau vocabnya gimana Dik? Kalau misalnya lagi baca teks, trus ada yang nggak tahu artinya, apa yang kalian lakukan?
 S1&S2: Tanya teman.
 R : Kalau temannya nggak tahu?
 S1&S2: Tanya Bu Ratmi.
 R : Nggak buka kamus?
 S1 : Ya kadang sih, soalnya kadang juga nggak bawa.
 S2 : Iya, seringnya minjam teman e mbak, berat e.
 R : Oh...kalau cara mengajar Bu guru menurut kalian gimana?
 S1 : Ya enak sih.
 S2 : Tapi kadang tuh suka ngulangin materi yang udah lama banget, trus jadinya malah bahas materi itu, bukan materi yang sebenarnya atau nerusin yang sebelumnya gitu.
 R : Pernah bosan nggak Dik?
 S1&S2: Iya.
 R : Kenapa?
 S2 : Ya cara njelasinnya mungkin ya, bikin ngantuk e.

- R : Kalau pas pelajaran gitu, ibunya tuh keliling kelas atau cuma di depan gitu?
- S1&S2: Cuma di depan.
- R : Kalau pas reading biasanya ngapain aja Dik? Awalnya ngapain, trus ngapain gitu?
- S2 : Ya dikasih teks, trus dicontohin cara bacanya, trus disuruh niruin, abis itu jawab pertanyaan tentang teks.
- R : Kalau media, kayak alat peraga/alat bantu gitu, Bu guru seringnya pakai apa? Sering pakai LCD buat nempilin sesuatu gitu?
- Si&S2 : Jarang sih. Biasanya ya cuma pakai LKS dan kadang buku paket kalau pas baca. Tapi ada nyanyi dan game.
- R : Kalian suka membaca buku tidak?
- S1&S2: Suka, buku cerita.
- R : Cerita apa? Berbahasa Inggris atau Indonesia?
- S1 : Cerita, kisah, bahasa Indonesia. Kalau bahasa Inggris ya teks.
- S2 : Cerpen dan novel, bahasa Indonesia.
- R : Bu guru sering nyuruh baca g buat PR?
- S1 : Iya, tapi soal mbak, trus dikumpulin minggu depan.
- R : Oh gitu ya, ya sudah, makasih ya Dik.

No : Interview 7

Hari, tanggal : Jumat, 24 Mei 2013

Tempat : Ruang Kelas VII B

Responden : R : Peneliti

S1 : Siswa (Riki, Rudi dan Setio)

- R : Selamat siang Dik, namanya siapa?
- S1 : Riki
- S2 : Rudi
- S3 : Setio
- R : Mau tanya sedikit tentang bahasa Inggris. Apa yang kalian lakukan untuk memahami teks bahasa Inggris?
- S1 : Kalau saya tak cari kata kuncinya mbak.
- R : Kalau Rudi gimana?
- S2 : Sama mbak.
- S3 : Dibaca dulu trus ditranslate
- R : Mm, kok tahu arti dari kata kuncinya itu gimana Dik caranya?
- S1 : Kan kalau kelas VIII ada vocab gitu mbak, disuruh ngafalin trus tiap minggu ada kayak kuis tentang vocab itu.
- R : Semua teksnya ditranslate, Dik?
- S3 : Enggak, mbak. Cuma yang tidak tahu artinya.
- R : Oh...gitu. Trus kalau dikasih teks gitu ya, sebelum membaca teksnya, sering nggak memperhatikan judul teksnya dulu gitu?
- S1&S2: Iya mbak.
- R : Kalau misalnya ada gambarnya, kalian perhatikan gambarnya dulu nggak sebelum membaca teksnya?

S1,S2&S3: Iya.

R : Kira – kira untuk apa kalian memperhatikan judul dan gambarnya itu sebelum membaca?

S1 : Biar tahu isi teksnya.

R : Kalau misalnya dikasih teks yang ada gambarnya, sebelum membaca teksnya, dengan memperhatikan judul dan gambarnya, bisa nggak memprediksi isinya?

S1 : Bisa tapi gak tahu bahasa Inggrisnya

S2 : Bisa tapi harus baca dan ditranslate dulu.

S3 : Bisa mbak, tapi gak semua. Soalnya kadang gambarnya hanya satu.

R : Apa yang bisa bikin Adik bisa tahu isinya?

S1 : Ya dengan memperhatikan gambarnya dan judulnya, nanti kan isinya akan sesuai sama itu mbak.

R : Oh gitu ya. Pernah nggak Dik, Bu guru ngasih judul teksnya dulu dan kalau ada gambarnya juga, trus kalian disuruh memprediksi isinya nanti kira – kira seperti apa gitu?

S1,S2&S3: Iya tapi bingung.

R : Sebelum membaca teks, misal cuma dikasih tahu judul/topiknya dulu, pernah nggak kalian disuruh mengungkapkan apa yang sudah kalian ketahui tentang topic/judul tersebut?

S1&S2: Nggak pernah mbak.

S3 : Dibaca judulnya, mbak.

R : Kalau reading biasanya gimana sih Dik kegiatannya?

S3 : Ya dikasih teks gitu, trus disuruh baca. Selain itu, disuruh nyari kata susahnya dan ngartiin kata susah itu, trus dihafalin, trus minggu depannya kata susah itu dibuat kayak kuis gitu.

S2 : Dibaca dulu, diartiin dan kerjain soal.

S1 : Sama kayak Rudi

R : Oh gitu. Kalau bukunya, apa yang sering dipakai?

S1,S2&S3: LKS mbak.

R : Kalau kesulitan kalian pas membaca teks bahasa Inggris gimana?

S1 : Itu lho mbak kalo nemuin kata yang nggak tahu artinya, jadi susah deh mudengnya.

S2&S3: Kosa katanya , mbak

R : Trus biasanya apa yang kamu lakukan? Nggak nyoba buat nebak artinya gitu?

S1 : Ya tanya sama teman, kalo nggak ya buka kamus.

R : Suka baca buku gak, Dik?

S1,S2,S3: Enggak. (tertawa)

R : Kalau buku cerita bergambar?

S3 : Suka tapi yang halamannya sedikit

S1&S2 : Suka

R : Kalau ceritanya berbahasa Inggris?

S2 : Suka tapi yang pendek-pendek dan tidak sulit.

S3 : Tergantung kata-katanya?

R : Maksudnya, Dik?

S3 : Ya, katanya gampang-gampang gitu, mbak
 R : Oh gitu ya, makasih ya Dik.
 S1,S2&S3: Sama-sama, mbak.

No : Interview 8
Hari, tanggal : Jumat, 24 Mei 2013
Tempat : Ruang Kelas VII B
Responden : R : Peneliti
S : Siswa (Yayang)

R : Siang Dik, namanya siapa?
 S : Yang Aji Ramdani
 R : Mau tanya – tanya sedikit nih. Kalau membaca teks bahasa Inggris, biasanya apa sih yang kamu lakukan untuk memahami teksnya?
 S : Ya dibaca mbak. Diartikan satu kata satu kata.
 R : Oh, jadi diartikan per kata gitu Dik? Jadi harus buka kamus terus gitu Dik?
 S : Ya nggak juga mbak, kadang – kadang kan sudah ada yang tahu artinya.
 R : Nah, kalau misal dikasih teks, sering nggak memperhatikan judulnya dulu gitu sebelum baca teksnya atau langsung membaca?
 S1 : Ya memperhatikan judulnya dulu lalu dibaca.
 R : Kenapa memperhatikan judulnya dulu?
 S : Karena kalau isi cerita itu pasti dari judulnya.
 R : Kalau misal ada gambarnya, kamu memperhatikan gambarnya dulu nggak sebelum membaca? Dan kenapa?
 S : Ya memperhatikan, karena sebagian besar isi ceritanya tuh pasti ngambil dari gambarnya.
 R : Kalau misalnya dikasih judul teksnya saja dan gambarnya, bisa memprediksi isi teksnya nggak Dik? Kalau bisa gimana caranya?
 S : Ya kadang – kadang bisa. Caranya ya kalau, kalau gambarnya tu tentang, tentang alam misalnya, isinya nanti paling – paling ya tentang cara melestarikan alam gitu.
 R : Oh gitu ya. Jadi kalau memperhatikan judulnya dulu dan kalau ada gambarnya gitu jadi bisa memprediksi oh nanti isinya kira – kira kayak gini lho...gitu?
 S : Iya.
 R : Pernah nggak Dik pas pelajaran, terutama reading, Bu Ratmi tu ngasih tahu judulnya dulu/topiknya gitu trus tanya – tanya tentang apa kalian tahu arti judul itu, atau misal hal apa saja yang berkaitan dengan topic/judul itu, atau memprediksi isi teksnya gitu sebelum membaca teks utuhnya?
 S : Nggak pernah sih mbak. Paling kalau reading ya dikasih teksnya langsung, trus diartikan judulnya, trus suruh baca. Nanti kalau ada kata yang sulit ditulis trus dibahas artinya dan dihafalin. Abis itu minggu depannya kata – kata yang sulit tadi dibuat ulangan.
 R : Kalau kesulitannya untuk reading apa?

- S : Cara membacanya dan mengartikannya mbak. Kadang suka nggak mudeng isinya kalau teksnya panjang.
- R : Suka baca buku gak?
- S : Suka, saya suka membaca cerita wayang, cerita sejarah dan cerpen.
- R : Kalau baca cerita bahasa Inggris?
- S : Wah, terkadang baca teks diLKS dan buku paket.
- R : Kalau ngajar, bu Ratmi pake teks dari mana?
- S : Dari LKS
- R : Nah pertanyaan terakhir nih, kalau nilai bahasa Inggrisnya gimana Dik?
- S : Wah, jeblok mbak. Susah. (Tertawa)
- R : Ya sudah, terima kasih ya Dik.

No : Interview 9
Hari, tanggal : Senin, 10 Februari 2014
Waktu : 09.00 – 09.15
Tempat : Ruang Guru
Responden : R : Peneliti
ET : Guru Bahasa Inggris

- R : Selamat siang, Bu.
- ET : Siang, Ta.
- R : Mau tanya – tanya tentang kelas VIII B nih Bu.
- ET : Iya Ta, mau tanya apa, silakan saja.
- R : Kalau untuk reading, kesulitan apa sih Bu yang biasa siswa hadapi?
- ET : Ya kebanyakan ya vocabnya yang kurang. Apalagi kelas VIII B itu kan anaknya paling lemah diantara kelas lainnya. Paling pendiem kalau pas pelajaran. Nilainya juga paling susah.
- R : Oh, begitu ya Bu. Lalu, bagaimana cara yang biasa Ibu lakukan untuk mengatasi masalah itu?
- ET : Ya, saya tu menekankan di vocab. Jadi kalau saya kasih teks gitu, siswa tak suruh nyatet kata – kata yang susah, trus dibahas bersama. Habis tuh tak suruh ngafalin artinya. Nanti tiap minggu ada yang maju hafalan didepan kelas gitu.
- R : Kalau pas membahasnya, biasanya yang menemukan artinya siapa Bu, siswa dulu atau Ibu yang banyak memberi tahu artinya?
- ET : Ya anaknya kan tak suruh bawa kamus terus tho, Ta. Pertama mereka tak suruh ngelist kata yang susah, trus tak suruh cari artinya di kamus. Kalo udah mepet ya aku sendiri yang ngasih tahu artinya.
- R : Kalau sumber belajar yang dipakai apa saja Bu?
- ET : Kalau aku pakai LKS, Ta. Ya gimana lagi disini kan siswanya harus punya pegangan jadi ya LKS. Biar dirumah juga bisa belajar.
- R : Apa Ibu pernah sebelum memberi teks utuh ke siswa tuh cuma memberi tahu judul/topiknya dulu, trus ditanyain ke siswa apa saja yang mereka ketahui tentang topic/judul itu?
- ET : Ya aku tanyain sedikit, soalnya nek reading kan aku pakainya teks yang ada di LKS dan siswa kan sudah punya semua, jadi ya bisa langsung

membaca sendiri teksnya. Biasanya mereka baca dulu sebelumnya dirumah.

R : Oh begitu ya Bu. Kalau materinya dari sumber yang lain, apa pernah Ibu tuh menggunakan teks yang ada gambarnya trus siswa diajak menebak isi teks dengan hanya memperhatikan gambarnya dulu?

ET : Wah jarang. Aku tuh jarang ngasih materi dari sumber lain, soalnya kadang teksnya susah untuk anak-anak.

R : Begini, Bu, saya mau penelitian tentang meningkatkan reading comprehension siswa dengan menggunakan extensive reading. Nantinya siswa membaca buku cerita secara individu berkali-kali dan saya mengukur peningkatannya dengan test. Nanti akan disediakan 32 buku cerita dan beberapa teks narative, yang mana siswa memilih buku itu sesuai ketertarikan mereka. Buku itu dibaca dikelas maupun boleh dipinjam. Sehingga harapanya siswa dapat mempelajari banyak kosakata dari situ. Kalau semakin sering membacakan nantinya mereka mempelajari kosakata baru. Dan kosakata itu akan membantu siswa dalam reading comprehensionnya nanti.

ET : Ya coba dipakai aja Ta, kayaknya bagus. Siapa tahu bisa bikin anak kelas VIII B jadi lebih pinter, kan malah bagus tuh. Aku tuh nggak pernah ngasih kegiatan kayak gitu. Biasanya kalau reading ya kayak tadi, tak suruh buka teks halaman berapa gitu, diterangin sedikit arti dari judulnya, trus baca teksnya. Yang aku tekankan tuh latihan soalnya, soalnya kelas VIII B tuh nilainya paling jeblok, jadi ya tak kasih banyak latihan soal.

R : Latihan soalnya seperti apa Mam?

ET : Ya gitu lah, jawab pertanyaan seputar teks.

R : Oh begitu. Kalau hasilnya bagaimana Bu?

ET : Ya masih kayak gitu, cuma beberapa siswa yang nilainya lumayan, yang lainnya ya jelek.

R : Oh begitu ya, terima kasih ya Bu atas infonya.

No : Interview 10

Hari, tanggal : Senin, 24 Februari 2014

Tempat : Ruang Kelas

Responden : R : Peneliti

S : Siswa (Esti dan Famelia)

R : Selamat siang Dik, namanya siapa?

S1 : Esti

S2 : Famelia

R : Bagaimana pelajaran hari ini, menurutmu?

S1&S2: Enak

R : Enak bagaimana?

S1&S2: Enaknya, bisa belajar kosakata banyak.

R : Oh, Menurut kalian apakah membantu kalau mengartikan kata sulit dengan melihat kata sebelumnya untuk memprediksi arti kata tersebut?

S1 : Iya, tapi sulit untuk menebak kejadian selanjutnya.

- R : Sulit gimana dek?
- S1 : Memprediksi itu harus berpikir dan menebak-nebak kira-kira nanti bagaimana itu yang sulit.
- R : Kalau ada gambarnya bisa nebak?
- S1 : Bisa kan bisa liat gambarnya.
- R : Kalau menurut kamu gimana, Dik?
- S2 : Membantu. Ya bisa mengartikan tanpa harus buka kamus terus.
- R : Oh, gitu.
- R : Kalau pas menuliskan kata-kata yang tidak diketahui dipapan tulis membantu kalian dalam memahami teks gak?
- S2 : Iya, soalnya kan banyak arti kata yang belum tahu.
- S1 : Iya, bisa juga membantu teman yang belum tahu artinya dan belajar bersama.
- R : Kalau pas nebak arti kata ditext bersama tadi?
- S2 : Ya ada nebak – nebak isi teks tadi, jadi lebih menarik daripada biasanya.
- R : Apakah adik pernah diajar dengan cara seperti tadi, yang menggunakan gambar dan ada kegiatan memprediksi isi teks?
- S1 : Pernah, tapi bukan Bahasa Inggris.
- R : Jadi kalau Bahasa Inggris baru pertama kali ini ya?
- S1&S2: Iya.
- R : Jadi lebih mudah memahami isi teks apa tidak?
- S1 : Iya. Jadi tahu gambaran teksnya.
- R : Kalau kegiatan tanya jawab yang di awal tadi pas abis nyebutin topiknya menurutmu membantu untuk mengetahui apa yang akan dipelajari nggak Dik?
- S1&S2: Iya mbak.
- R : Membantunya di mana?
- S2 : Ya tadi kan tentang hewan, ditanya – tanyanya juga tadi tentang apa saja yang diketahui soal hewan, jadi lebih tahu mbak kalau yang dipelajari nanti tuh tentang hewan.
- R : Kalau untuk memahai teks, adanya tanya jawab, gambar, dan main prediksi tuh membantu nggak Dik?
- S1&S2: Iya mbak.
- R : Membantunya di mana?
- S1&S2: Mm....
- R : Apa jadi lebih mudah memahami teksnya karena sebelumnya sudah dibahas kosa katanya, diprediksi isinya tentang apa gitu?
- S1&S2: Iya mbak, kayak gitu.
- R : Kalau topiknya tadi gimana Dik?
- S1 : Topiknya lumayan.
- R : Maksudnya lumayan gimana?
- S1 : Mm, lumayan mudah mbak soalnya kan kalau tentang hewan kita sudah tahu banyak soalnya tiap hari juga berhubungan sama hewan, jadi lebih gampang memahami teksnya.
- R : Kalau kamu gimana Dik?
- S2 : Sama mbak. Lebih gampang memahami karena topiknya tuh familiar.

- R : Nah sekarang tentang soal – soalnya tadi gimana, bisa mengerjakan tidak?
- S1&S2: Bisa mbak, soalnya lumayan gampang kok.
- R : Nah sekarang sarannya ya, apa saran buat pelajaran berikutnya?
- S1 : Mm apa ya? (Hihihi)
- R : Apa ayo Dik?
- S2 : Mm, topiknya jangan tentang animal lagi ya mbak soalnya udah pernah.
- R : Oh gitu ya, OK lah kalau begitu. Ada lagi?
- S1&S2: Mm, gak ada.
- R : Oh, ya sudah, trimakasih ya Dik.

No : Interview 11
Hari, tanggal : Sabtu, 1 Maret 2014
Tempat : Ruang Kelas
Responden : R : Peneliti
S1 : Siswa (Poppi)

- R : Hai, Dek Poppi.
- R : Bagaimana Dek, ada kesulitan saat pelajaran tadi gak?
- S : Ada Miss
- R : Yang mana?
- S :Membuat summarinya bingung, Miss.
- R : Bisakah dijelaskan gak, kenapa bingung.
- S : Textnya panjang, jadi bingung mau tulis rangkumannya soalnya semuanya penting.
- R : Tulis saja cerita ya berdasarkan pemahamanmu. Dengan bahasamu aja biar singkat.
- S : Ow, gitu ya, Miss. Gak sama gak pa-pa?
- R : Iya, gak pa-pa.
- R : Menurut kamu bagaimana Book Flood activity?
- S : Menyenangkan
- R : Apa kamu suka Book Flood activity?
- S : Ya, suka, karena banyak buku yang menarik.
- R : Apakah membaca dikelas itu menyenangkan?
- S : Senang, soalnya ceritanya bagus-bagus.
- R : Huem,, Gitu ya. Okey makasih Dek Poppi.

No : Interview 12
Hari, tanggal : Sabtu, 1 Maret 2014
Tempat : Ruang Kelas
Responden : R : Peneliti
S1 : Siswa (Enitasari)

- R : Halo, Dek namanya siapa?
- S : Enitasari.
- R : Menurut kamu bagaimana *Book Flood activity*?

- S : Menyenangkan
 R : Apa kamu suka *Book Flood activity*?
 S : Ya, suka, karena banyak buku yang menarik.
 R : Kamu tadi baca buku apa?
 S : Tangisan katak, Mbak.
 R : Susah gak?
 S : Agak susah tapi gak banyak kalimatnya.
 R : Kosakatanya susah?
 S : Iya.
 R : Kamu tadi bacanya sama teman?
 S : Iya.
 R : Kalau ngrangkumnya tadi bisa gak?
 S : Sedikit
 R : Tadi dapat bintang gak?
 S : Enggak, Malu.
 R : Kenapa harus malu?
 S : Takut diketawain kalau salah.
 R : Gak ada yang akan ketawa. Kamu kan sudah berani mencoba.
 S : Iya.
 R : Kita kan masih belajar jadi salah gak papa.
 S : Iya.
 R : Besok jangan malu lagi yah. Makasih, Dek

No : Interview 13

Hari, tanggal : Sabtu, 1 Maret 2014

Tempat : Ruang Kelas

Responden : R : Peneliti

S1 : Siswa (Anang dan Andi)

- R : Hai, Dek, kalian lagi ngapain?
 S1 : Belajar mbak.
 R : Ow, ada ulangan ya nanti?
 S1 : Iya
 R : Menurut kamu bagaimana kelas hari ini?
 S1 : Menarik
 R : Kenapa?
 S1 : Baca buku dikelas, gak ngerjain pertanyaan.
 R : Jadi sekarang kamu suka baca?
 S1 : Suka karena bukunya menarik. Jadi suka membaca.
 R : Apa kamu merasa membaca text bahasa Inggris susah?
 S1 : Gak sich, malahan bisa menambah kosakata.
 R : Setelah pelajaran hari ini, apa kamu jadi lebih suka bahasa Inggris?
 S2 : Jadi gak bosan lagi.
 R : Apa kamu merasa kosakatamu meningkat?
 S2 : Ya, sekarang gak sering buka kamus.
 R : Apa pendapatmu tentang quick book report?
 S1 : Waktunya kurang, Mbak.

- R : Kan udah diingatkan tadi.
 S1 : Ya ceritanya asyik jadi keterusan baca.
 R : Kalau pas nulis quick book report kamu ngarang sendiri atau nerjemahin?
 S1&S2: Nerjemahin.
 R : Kenapa koq nulis ringkasannya gak pake kalimat kamu sendiri?
 S1 : Lah, ya tar kalau beda dengan ceritanya gimana, Miss?
 R : Gak papa, Kenapa harus takut?
 S2 : Takut beda dengan ceritanya.
 R : Jangan takut, Menulis ringkasan itu berdasarkan pemahaman bukan terjemahan. Jadi memang harus berdasarkan pemahaman kalian.
 S1&S2: Iya
 R : Dengan adanya extensive reading kalian senang gak?
 S1 : Senang
 S2 : Senang, Miss.
 R : Kenapa?
 S1 : Bisa tahu banyak kata
 S2 : Ceritanya menarik
 R : Okey, Dek terimakasih waktunya.

No : Interview 14

Hari, tanggal : Senin, 3 Maret 2014

Tempat : Ruang Kelas

Responden : R : Peneliti
S1 : Siswa

- R : Maaf, Dek bisa membantu mbak bentar g? Mbak pengen tahu kesulitan kamu tadi?
 S : Bisa, Mbak.
 R : Dek, Anjas. Bagaimana menurut kamu *quick book report* tadi?
 S : Susah, Mbak. Waktunya kurang juga.
 R : Apa kamu translate semua kata-kata dalam ceritanya?
 S : Iya. Kalau gak diartikan gak tahu ceritanya bagaimana.
 R : Kamu kan bias nebak-nebak dari gambar.
 S : Iya tapi kan harus ditulis summarinya.
 R : Kamu boleh menulis dengan bahasa kamu sendiri gak harus sesuai dengan text, yang penting sama dengan pemahaman kamu.
 R : Dek, kamu tadi ngangkum apa?
 S : Snow White
 R : Snow White menceritakan apa?
 S : Bingung, aku, Miss. Gak tahu artinya.
 R : Huem, gitu ya. Pernah baca cerita Putri Salju gak?
 S : Pernah nonton dengar.
 R : Itu kan cuma bahasa inggrisnya dari Putri Salju, Dek?
 S : Iya po mbak?
 R : Iya kan ada versi Inggrisnya. Jadi kamu tahu ceritanya?
 S : Tahu.

R :Besok kalau nerjemahin jangan diartiin semua ya tapi sesuai pemahamanmu aja.

S : Ya, Mbak.

R :Thank you, Dek.

No : Interview 15

Hari, tanggal : Senin, 3 Maret 2014

Tempat : Ruang Kelas

Responden : R : Peneliti

S1 : Siswa

R : Siang, Dek. Habis pelajaran apa ini?

S : Bahasa Indonesia

R : Dek, aku mau tanya-tanya tentang pembelajaran bahasa Inggris yang aku ajarkan, boleh?

S : Boleh, Mbak. Apa?

R : Saat pelajaran apa yang paling kamu suka.

S : Saat baca buku dikelas.

R : Kenapa suka itu?

S : Karena saya suka baca ceritanya yang menarik.

R : Menurutmu star box membantu tidak?

S : Iya, Bisa Tanya trus dapat bintang.

R : Ada perubahan dikelas gak?

S : Iya, Kelasnya jadi rame.

R : Bagaimana menurutmu LV dan HR?

S : Bagus, Mbak. Kita bisa menambah vocabulary dan bisa terbiasa baca buku.

R : Apa kamu merasa ada perubahan setelah melakukan itu?

S : Iya. Kosakataku bertambah dan itu mempermudah aku untuk memahami text.

R : Perubahan apa yang kamu rasakan setelah sering baca buku?

S : Ya, menambah kosakata.

R : Koq bias tahu?

S : Soalnya gak buka kamu juga udah tahu ceritanya.

R : Wah, terimakasih banyak ya Dek.

S : Sama-sama

No : Interview 16

Hari, tanggal : Senin, 3 Maret 2014

Tempat : Ruang Kelas

Responden : R : Peneliti

S : Siswa

R : Siang Dek, nama kamu siapa?

S : Syaiful Ansyah, Khoirul, Andriawan, Krisdiyanto.

R : Dik, kenapa koq bintangnya sedikit?

- S1 : Tidak mengumpulkan.
 R : Apakah karena tidak suka membaca? Apa karena sibuk dirumah?
 S2 : Malas.
 S3 : Tidak bawa bukunya pulang.
 R : Kenapa tidak mau membaca?
 S2 : Susah artinya.
 S1&S3: Males
 S4 : Tidak mengumpulkan karena malas.
 R : Kan ada Star Box to, Apa tidak memotivasi kamu untuk membaca?
 S1 : Tidak
 S2 : Males
 S3 : Pengen
 S4 : Pengen
 R : Tapi gak pengen baca?
 S3 : Iya
 R : Kan ada bukunya ada gambarnya to, trus kamu buka-buka apa kamu juga dapat paham dengan ceritanya?
 S2 : Dapat.
 S1&S3: Baca sedikit
 R : Misal ada textnya pendek banget kamu mau nulis ringkasannya gak?
 S1&S3: Mau
 R : Okay, thank you semuanya.

No : Interview 17

Hari, tanggal : Senin, 3 Maret 2014

Tempat : Ruang Kelas

Responden : R : Peneliti

ET : Guru Bahasa Inggris

- R : Maaf Bu, apa ibu mengajar lagi setelah ini?
 ET : Tidak, Ta. Mau wawancara ya.
 R : Iya, Bu. Menurut Ibu, bagaimana penerapan extensive reading ini di kelas VIIIB?
 ET : Bagus dan effective.
 R : Terlihat dari mana, Bu. Kalau ini effective?
 ET : Terlihat dari keseriusannya siswa membaca. Mereka juga tidak takut membaca teks berbahasa Inggris.
 R : Kalau pemahaman teksnya, Bu?
 ET : Dilihat dari summarinya mereka terlihat memahami textnya dengan baik.
 R : Bagaimana dengan comprehension mereka, Bu?
 ET : Mereka sudah mendapatkan ceritanya dengan baik. Itu terlihat dari ringkasannya yang sudah sesuai dengan ceritanya.
 R : Menurut ibu, bagaimana penerapan star box activity dikelas?
 ET : Bagus sekali. Mereka jadi aktif dikelas pada maju dan berani bertanya.
 R : Kalau LV dan HR gimana ya, Bu.
 ET : Bagus. Mereka tertarik di aktivitas ini. Ada banyak sekali LV dan HR dimeja saya. Jadi banyak sekali siswa yang melakukannya.

- R : Kalau kemampuan komprehensionnya apakah menunjukan adanya peningkatan, Bu?
- ET : Itu bias dilihat dari HR-nya. Kalau saya baca-baca mereka pada paham ceritanya.
- R : Jadi menurut ibu apakah sudah ada perubahan setelah penerapan
- ET : Ya sudah ada
- R : Terlihat dari mana, Bu?
- ET : Ya antusiasnya dan menguasai kosakata. Mereka bisa menjawab soalnya juga.

No : Interview 17

Hari, tanggal : Selasa, 4 Maret 2014

Tempat : Ruang Kelas

Responden : R : Peneliti

ET : Guru Bahasa Inggris

- R : Siang, Bu, Maaf mengganggu.
- ET : Iya, Ta. Gak papa.
- R : Ibu sedang sibuk tidak?
- ET : Tidak.
- R : Ini Bu, mau diskusi tentang Cycle II.
- ET : Iya
- R : Bu, Menurut ibu dari semua kegiatan extensive reading selama ini ada yang masih belum berjalan dengan baik?
- ET : Tidak, Saya rasa sudah sangat baik. Murid-murid juga sudah mengikuti dengan baik.
- R : Sebelum menjalankan Cycle II nanti, saya membutuhkan pendapat ibu tentang kegiatan itu. Dan sekiranya ada yang perlu direvisi atau ditambah.
- ET : Semua sudah bagus. Sudah berjalan lancar. Tapi masih ada yang harus diperbaiki.
- R : Apa ya bu yang masih perlu diperbaiki?
- ET : Kalau diberikan kesempatan bertanya itu siswa masih belum maksimal.
- R : Maksudnya, Bu?
- ET : Iya, mereka yang berani bertanya saja yang akan bertanya. Coba diadakan kerja kelompok agar mereka semua paham.
- R : Ow, jadi agar semua siswa mau ikut terlibat dalam pembelajaran ya Bu?
- ET : Iya, kerja kelompok atau games. Biar mereka bersemangat.
- R : Sepertinya itu akan menarik sekali ya bu.
- ET : Iya. Murid-murid suka sekali dengan games dan sebagainya.
- R : Bagaimana kalau retell story dan game, Bu.
- ET : Iya sepertinya bagus
- R : Nanti akan dimasukan kegiatan extensive reading didalamnya.
- ET : Iya, yang penting cocok dengan siswa
- R : Bu, sepertinya siswa juga sudah membaca buku extensive readingnya semua. Dan siswa cowok juga merasa butuh teks yang lebih pendek. Misalnya ditambah teks yang lain bagaimana?
- ET : Ya, bagus dan biar ada suasana baru.

R : Saya rasa sudah cukup, Bu. Terimakasih.

No : Interview 18
Hari, tanggal : Senin, 29 Maret 2014
Tempat : Ruang Kelas
Responden : R : Peneliti
S1 :Siswa (3 Siswa)

R : Bagaimana menurut kalian pembelajaran hari ini dek?
 S1 : Beda mbak gak kayak kemarin.
 S2&S3: Menyenangkan.
 R : Beda dimananya?
 S1 : Belajar kelompoknya.
 R : Apa pendapat kalian tentang group work tadi?
 S1 : Menyenangkan. Belajar tapi sambil game jadi termotivasi untuk dapat bintang.
 S2 : Senang. Bisa lomba sama temen.
 S3 : Iya, bisa kerja kelompok dan jadi asik.
 R : Kamu suka gak belajar dalam kelompok.
 S1 : Suka
 R : Apa yang kamu suka?
 S1 : Bisa diskusi sama teman dan berlomba.
 S2 : Senang, karena bias kerjasama dan saling membantu.
 S3 : Senang.
 R : Setelah dijelaskan cara membuat ringkasan tadi apa kalian paham cara meringkas?
 S1&S2: Ya
 R : Bagaimana?
 S1 : Diambil yang kita pahami saja.
 S2 : Iya, gak ditulis semua tapi ditulis yang kita tahu. Gak boleh hanya translate kalimatnya.
 S3 : Sama.
 R : Menurut kalian kegiatan meringkas ada manfaatnya gak dek?
 S1, S2&S3: Ya, bisa menambah kosakata.
 R : Sekarang lebih terbiasa membaca bahasa Inggris gak?
 S2&S1: Yes.
 R : Apa kamu takut membaca bahasa Inggris lagi?
 S1,S2&S3: Sedikit berkurang.
 R : Selain menambah kosakata apa kamu juga merasa mudah memahami teks?
 S1&S2: Iya.
 R : Jadi, menurut kalian kegiatan extensive reading ini membantu?
 S1,S2,S3: Iya
 R : Kalian sudah baca buku dan text berapa banyak, dek?
 S1 : Aku udah banyak, mbak bintangku udah 41.
 S2 : Sepuluh juga ada, Mbak

- S3 : Bukunya udah semua tapi teks cards-nya baru beberapa.
 S4 : Aku baru baca kira-kira 6 buku, Miss. Tapi aku bener-bener pahami artinya.
 R : Okey, Dek. Terimakasih banyak.

No : Interview 19
Hari, tanggal : Senin, 31 Maret 2014
Tempat : Ruang Kelas
Responden : R : Peneliti
S :Siswa (4 Siswa)

- R : Namanya siapa Dek?
 All : Puji, Lanjar, Pipit, dan Poppi.
 R : Apakah reading itu mudah?
 All : Lumayan
 R : Apa yang kamu rasakan saat membaca bahasa Inggris dahulu sebelum extensive reading? Kalau sekarang setelah extensive reading?
 S1 : Agak mudah
 S2 : Gampang
 S3 : Mudah
 S4 : Lumayan mudah
 R : Apakah kamu senang bila bisa menyelesaikan bacaan sampai akhir?
 All : Senang
 R : Apakah kamu merasa bosan saat membuka-buka kamus?
 S1&S2 : Gak
 S3 : Bosan
 R : Kalau ada waktu luang apakah kamu membaca extensive reading?
 All : Kadang-kadang
 R : Dibawa dirumah gak?
 All : Kadang-kadang
 R : Apakah kamu dulu kesulitan membaca teks bahasa Inggris dan kemudian menyerah?
 All : Iya
 R : Pernahkah kalian merasa teks/buku itu membosankan? Saat apa?
 R : Apakah kalian memilih buku extensive reading karena tertarik judulnya/gambar/ceritanya?
 R : Apa yang membuat kalian tertarik untuk membaca?
 S1 & S3: Judulnya sama gambarannya.
 S2 & S4: Judulnya sama ceritanya.
 R : Apakah kamu termotivasi dengan adanya star box?
 All : Iya
 R : Apakah kalian membaca buku extensive reading untuk mendapatkan bintang?
 S1 : Tidak, buat memahami kata-katanya.
 S2 : Untuk mencari kosakata yang tidak tahu terus dicari.
 S3 : Cari bintang, kosakata.

- R :Apakah gambar pada extensive reading membuatmu tertarik untuk terus membaca buku?
- All : Iya
- R : Apakah teman dekatmu membuat termotivasi untuk membaca?
- All : Bisa
- R : Kamu termotivasi karena liat siapa?
- S1&S2 : Tiyas
- S3&S4: Esti
- R : Apakah kalian suka saat mendapatkan banyak bintang?
- All : Dapat doorprize
- R :Kalau membaca buku, kira-kira kalian melihat gambarnya dulu g?
- R : Kalau ada satu kata yang tidak tahu dari teksnya, lalu kalian melihat gambarnya, apakah kamu bisa dapat mengerti ceritanya?
- All : Bisa
- R :Pernahkah kamu membaca dan meninggalkan kata sulitnya dengan cara digaris bawah dan melanjutkan membaca. Nanti kata itu dicari dikamus saat sudah membaca 1 kalimat?
- All :Pernah.
- R : Digaris bawah dulu apa dicari dulu?
- S1&S2: Digaris bawah, terakhir tar dicari.
- S3&S4:Dicari dulu baru.
- R :Apakah kalian dulu merasa kesulitan untuk membaca bahasa Inggris karena huruf-hurufnya yang berbeda dengan bahasa Inggris?
- All : Iya
- R : Apakah sekarang merasa tidak takut lagi membaca teks bahasa Inggris?
- All : Iya
- R :Apakah kalian merasa biasa saja saat melihat huruf bahasa Inggris sekarang?
- All :Lumayan
- R :Apakah kamu sering melihat kata yang sama, didalam bacaan yang berbeda bekal-kali. Misalnya kamu menjumpai kata 'magic' di Cinderella dan menjumpai lagi kata 'magic' di Snow white?
- All : Iya
- R :Apakah kamu bisa tahu arti kata hanya dari melihat hurufnya. Misal 'catch' artinya?
- All :Bisa
- R :Apakah tujuan kamu membaca extensive reading?
- S1 : Mencari pengetahuan
- S2 : Kosakata
- S3 : Kosakata dan ceritanya
- S4 : Cerita-ceritanya dan kosakatanya
- R :Apakah kamu merasa senang saat berhasil menyelesaikan bacaan?
- All : Senang.
- R : Okey thank you buat semuanya.

No : Interview 20
Hari, tanggal : Senin, 31 Maret 2014
Tempat : Ruang Kelas
Responden : R : Peneliti
 ET : English Teacher

- R : Maaf Bu, saya boleh wawancara sebentar?
 ET : Ya, ada apa ,Ta?
 R : Menurut ibu bagaimana pelaksanaan extensive reading selama ini.
 ET : Bagus
 R : Kalau Book Flood activity dan Sustained Silent Reading?
 ET : Mereka sudah bisa memilih buku dan serius membaca. Sudah berhasil.
 R : Menurut Ibu, apa mereka telah paham tentang comprehending texts?
 ET : Mereka akhirnya paham bagaimana menulis ringkasan sekarang. Mereka tidak sekedar translate lagi. Jadi saya rasa mereka sudah paham bagaimana memahami teks itu.
 R : Menurut Ibu, adakah perubahan di-quick book report?
 ET : Tentu, banyak yang berubah. Siswa sudah tidak menerjemahkan saja tapi meringkas. Siswa juga sudah mencoba menggunakan kata-kata mereka sendiri.
 R : Apakah QBR mereka semakin mudah dipahami?
 ET : Ya, summarinya sudah mudah dipahami. Comprehension mereka juga sudah baik. Terlihat dari kata-katanya.
 R : Kalau Star Box activitynya, Bu?
 ET : Bagus. Sama seperti yang kemarin.
 R : Menurut Ibu, apakah group work itu membantu siswa?
 ET : Ya, mereka sangat antusias dalam belajar dan saling termotivasi untuk menjawab soal-soalnya. Mereka juga saling membantu.
 R : Jadi menurut ibu apa penelitian ini berhasil.
 ET : Ya, dilihat dari nilai mid kemarin cukup memuaskan. Menurut saya extensive reading memberi efek yang sangat besar.
 R : Ya, Bu. Terimakasih Bu sudah diberikan kesempatan penelitian disini. Maaf bila saya membuat banyak kesalahan. Sekali lagi terimakasih banyak, Bu.
 ET : Iya, gak pa-pa ibu senang bisa membantu. Sama-sama. Semoga cepat selesai ya, Ta.
 R : Iya, Bu. Amien.

APPENDIX C

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN
(Meeting 1)

SMP	:	SMP Negeri 3 Gedangsari
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII (Delapan) / 2 (Dua)
Jenis Teks	:	Teks Narrative
Tema	:	Fable
Aspek/ Skill	:	Reading
Alokasi Waktu	:	2 x 40 menit

❖ **Standar Kompetensi**

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

❖ **Kompetensi Dasar**

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *narrative*.

❖ **Indikator**

- Menemukan *main idea* text yang sedang dibaca.
- Menemukan informasi tertentu dalam teks narrative.
- Menemukan informasi rinci dalam teks narrative.
- Menemukan teks narrative sesuai minat mereka.

❖ **Tujuan**

- Memahami informasi mengenai teks narrative
- Menumbuhkan minat siswa untuk membaca teks narrative

❖ **Materi Pembelajaran**

The Mouse Deer and the Crocodile

Once upon a time, there lived a Mouse Deer in the jungle. One day, Mouse Deer went down to the river to drink. However, there were crocodiles who lived in the river. He knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Crocodile! Can't you tell the differences between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

The next day, Mouse Deer saw tasty fruits in the other side. He wanted to cross the river and eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Did you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

The Crocodile was surprise. "Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed and ran quickly. The crocodiles were angry.

❖ Metode pembelajaran

Genre-based (BKOF, MOT, JCOT, ICOT, LTR)

- BKOF → Menggali pengalaman siswa tentang teks narative
 MOT → Mengajarkan informasi rinci dalam teks narative
 JCOT → Merespon makna dalam teks MOT
 ICOT → Berlatih merespon makna secara individu
 LTR → Menumbuhkan minat membaca siswa

❖ Langkah-langkah pembelajaran

<p>a. Kegiatan awal</p> <ul style="list-style-type: none"> • Memberi salam <i>Teacher: "Good morning everybody, How are you?"</i> <i>Students: "Good morning Miss, I'm fine, thank you"</i> • Bertanya tentang kesiapan/kondisi siswa dalam belajar. <i>Teacher: "Is everybody ready to start now?"</i> • Mengecek daftar hadir siswa <i>Teacher: "Who is absent today?"</i> <p>b. Kegiatan Inti</p> <p>➤ <i>Building knowledge of field</i> Menjawab pertanyaan untuk mengantarkan siswa pada teks.</p>	5 menit
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<ul style="list-style-type: none"> • Guru menulis judul-judul teks narative dipapan tulis. (Kancil dan Petani, Timun Emas, Sangkuriang, dan Cinderella) • What are they? • Do you ever heard or read the stories? • What kind of teks are they? • Do you like reading a narative text? • Alright, today we will learn about narative texts. 	5 menit
<ul style="list-style-type: none"> ➤ <i>Modelling of the Text</i> <ul style="list-style-type: none"> • Here, I have a narative text. • Guru memberikan teks narative yang berjudul Mouse Deer and Crocodiles. <ul style="list-style-type: none"> • Lets read the text together silently. • Membaca teks tersebut bersama-sama. • Guru menanyakan beberapa pertanyaan <ul style="list-style-type: none"> • Who are the characters in the story? • Do you think the mouse deer is smart? • How do you know the mouse deer is smart? • Why did the mouse deer want to cross the river? • What happen to the crocodiles? • Is the mouse deer dead or live after croosing the river? • How did the mouse deer crossed the river? • Is the crocodiles happy? • Can you retell the story above? • What did you learn about the story? 	25 menit
<ul style="list-style-type: none"> ➤ <i>Joint Construction of the Text</i> <ul style="list-style-type: none"> • Siswa secara berkelompok mengerjakan soal latihan 3 • Guru dan siswa membahas pertanyaan tersebut 	10 menit
<ul style="list-style-type: none"> ➤ <i>Individual Construction of the Text</i> <ul style="list-style-type: none"> • Siswa mengerjakan latihan 4 secara individu • Mengoreksi jawaban bersama • Membuat book report 1 berdasarkan teks latihan 4 	30 Menit
<ul style="list-style-type: none"> ➤ <i>Linking Related Text</i> <ul style="list-style-type: none"> • Guru memberikan tugas kepada siswa untuk membaca 1buah teks narative. • Guru memberikan 5 pertanyaan tentang teks 	homework
	5 menit

tersebut.	
<p>c. Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan belajar siswa • Guru dan siswa bersama sama menyimpulkan pelajaran. • Guru memberikan pekerjaan rumah bagi siswa • Menutup pelajaran 	

❖ **Sumber Belajar**

Adapted:<http://nauval-ismail.blogspot.com/2011/05/mouse-deer-and-crocodile.html>

<http://www.isdaryanto.com/definition-of-narrative-text>

❖ **Penilaian**

Exercise	
Exercise 3	Nilai Benar 2
Exercise 4	Nilai Benar 2
Final score	$\frac{\text{Exercise 3} + \text{Exercise 4}}{2} = \text{Score}$

❖ **Assessment**

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"> • Relating students' experiences about narrative text • Identifying the detail information of the text • Understanding the text by selecting the true statements 	<p>orally</p> <p>written</p> <p>written</p> <p>reading</p>	<p>asking</p> <p>eassy</p> <p>essay</p> <p>reading</p>	<ul style="list-style-type: none"> • <i>Some question were asked in the learning process.</i> • <i>Answer the following questions.</i> • <i>Read the following statements. Write T if the statement is true and F if the statement is false.</i> • <i>Choose one of those books and read them carefully.</i>
<p>❖ Sustained Silent Reading</p> <ul style="list-style-type: none"> • Identifying main idea of the text • Finding the 	<p>written</p>	<p>eassy</p>	

<p>detail information from the text</p> <ul style="list-style-type: none"> • Comprehending a story <p>❖ Quick book report</p> <ul style="list-style-type: none"> • Write down their comprehension. 			<ul style="list-style-type: none"> • <i>Write down your comprehension of the summary in a piece of paper.</i>
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Mengetahui :
Guru Mata Pelajaran

Dra. Suratmi
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Gedangsari, 24 Februari 2014
Peneliti

Dita Yulianti
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Exercise 1 Read the following text carefully. Then do the next tasks. Do it in pairs.

The Mouse Deer and the Crocodile

Once upon a time, there lived a Mouse Deer in the jungle. One day, Mouse Deer went down to the river to drink. However, there were crocodiles who lived in the river. He knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Crocodile! Can't you tell the differences between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

The next day, Mouse Deer saw tasty fruits in the other side. He wanted to cross the river and eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Did you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

The Crocodile was surprise. "Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed and ran quickly. The crocodiles were angry.

Exercise 2 Answer the following questions.

1. Who are the characters in the story?
2. Do you think the mouse deer is smart?
3. How do you know the mouse deer is smart?
4. Why did the mouse deer want to cross the river?
5. What happen to the crocodiles?
6. Is the mouse deer dead or live after croosing the river?
7. How did the mouse deer crossed the river?
8. Is the crocodiles happy?
9. Can you retell the story above?
10. What did you learn about the story?

Exercise 3 Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statement. Look at the example.

No.	Statements	T/ F	Correction
1.	Mouse deer legs were chomped by the crocodile.		
2.	The Mouse deer wanted to cross the river and picked tasty fruits.		
3.	The crocodile lived in the river.		
4.	The king invited the crocodile to a party.		
5.	There are twelve crocodiles in the river.		

Exercise 4 Read the following text carefully. Then do the next tasks.

Golden Eggs

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.”

A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness, it’s already too late.

Based on the text above, answer the following questions.

1. What is the text about?
2. Who gave the poor farmer a goose?
3. Why the poor farmer was surprise when he saw an egg in his yard?
4. What happen after the farmer was rich?
5. How long did the goose laid an egg?
6. What does “its stomach”, in 5 paragraph, refer to?

Book Report 1

Title :

Source:

1. **Who are the characters of your story?**
2. **How many characters in your story?**
3. **Where did the story take place?**
4. **What is the story telling about? (summary)**
5. **Did you read the story easily?**

RENCANA PELAKSANAAN PEMBELAJARAN
(Meeting 2)

SMP	:	SMP Negeri 3 Gedangsari
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII (Delapan) / 2 (Dua)
Jenis Teks	:	Teks Narrative
Tema	:	Legend
Aspek/ Skill	:	Reading
Alokasi Waktu	:	2 x 40 menit

❖ **Standar Kompetensi**

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

❖ **Kompetensi Dasar**

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *narrative*.

❖ **Indikator**

- Menemukan *main idea* yang sedang dibaca.
- Menemukan informasi tertentu dalam teks narrative.
- Menemukan informasi rinci dalam teks narrative.
- Menebak arti kata-kata sulit.
- Menahami penggunaan past tense.
- Menuangkan isi cerita dalam sebuah ringkasan.

❖ **Tujuan**

- Memahami penggunaan past tense didalam teks narrative.
- Memberikan siswa kesempatan untuk meng-*expose* kata melalui buku cerita.

❖ Materi Pembelajaran

The Legend of Toba Lake



Once upon a time, a fisherman named Batara Guru Sahala lived in the Batak Land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly. As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala.

However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it. They were happily married and had two daughters. Every morning Sahala went out fishing. One day, his daughters brought him his launch.

In the way, instead of bringing food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of the fish!". They did not know what their father meant. They went home and asked their mother about it. Their mother was very upset.

Although Sahala apologized to her, she would not forgive him for breaking his promise. Then the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became the Toba Lake.

❖ Metode pembelajaran

Genre-based (BKOF, MOT, JCOT, ICOT, LTR)

- BKOF → Menggali pengalaman siswa tentang teks narative
 MOT → Mengajarkan informasi rinci dalam teks narative
 JCOT → Merespon makna dalam teks MOT
 ICOT → Berlatih merespon makna secara individu
 LTR → Menumbuhkan minat membaca siswa

❖ Langkah-langkah pembelajaran

<p>a. Kegiatan awal</p> <ul style="list-style-type: none"> • Memberi salam <i>Teacher: "Good morning everybody, How are you?"</i> 	<p>5 menit</p>
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<p><i>Students: "Good morning Miss, I'm fine, thank you"</i></p> <ul style="list-style-type: none"> • Bertanya tentang kesiapan/kondisi siswa dalam belajar. <i>Teacher: "Is everybody ready to start now?"</i> • Mengecek daftar hadir siswa <i>Teacher: "Who is absent today?"</i> • Mengulang sekilas pelajaran pertemuan sebelumnya dengan memberikan pertanyaan-pertanyaan yang sesuai. <i>Teacher: "Ok class, do you still remember, what we have learned last week?"</i> 	15 menit
<p>b. Kegiatan Inti</p> <p>➤ <i>Building knowledge of field</i> Menjawab pertanyaan untuk mengantarkan siswa pada teks.</p> <ul style="list-style-type: none"> • Guru menanyakan tentang pekerjaan rumah mereka. <ul style="list-style-type: none"> • Did you bring your homework? • Did you find it some difficulties? • Is any one ready to read the summaries in front of the class? • Alright, then please submit your homework here. • Alright, let's see • Guru memanggil salah satu nama siswa yang sudah mengumpulkan pekerjaan rumahnya untuk membaca ringkasan ceritanya didepan kelas. <ul style="list-style-type: none"> • You did great? • Guru mengali pengalaman siswa setelah membaca teks narative dirumah. <ul style="list-style-type: none"> • Then, everyone had read a narative text at home. • Can you tell me, what is written in a narative text? • Guru menulis sebuah judul dipapan tulis " Danau Toba" <ul style="list-style-type: none"> • Do you know the story? <p>➤ <i>Modelling of the Text</i></p> <ul style="list-style-type: none"> • Here, I have a narative text. • Guru memberikan narative teks yang berjudul 	

<p>“The Legend of Toba Lake”.</p> <ul style="list-style-type: none"> • Lets read the teks together silently. • Guru menanyakan beberapa pertanyaan <ul style="list-style-type: none"> • Who are the characters in the story? • What does the story about? • How did Salaha meet her? • What is her? • How many children they have? • Did Salaha keep his promise to her wife? • How do you know? • What happened after that? • Mengidentifikasi penggunaan past tense ditekst tersebut • Guru membagi 4 kelompok besar masing-masing mengaris bawah kata-kata past tense sesuai paragraph yang telah dibagi per kelompok. (kel.1 paragraph 1, dst.) <ul style="list-style-type: none"> • And now, let’s look at to the paragraph? • Please underline the past tense verb in the teks. • Read the words aloud. ➤ <i>Joint Construction of the Text</i> <ul style="list-style-type: none"> • Guru memberikan tugas latihan 5 yang difungsikan sebagai tugas rumah untuk siswa ➤ <i>Individual Construction of the Text</i> <ul style="list-style-type: none"> • Guru memulai Extensive reading dikelas • Guru menyediakan beberapa teks narative untuk masing-masing siswa. • Siswa memilih sendiri teks narative yang mereka sukai. • Guru menjelaskan apa yang harus siswa lakukan. • Guru menyuruh siswa membaca <i>silently</i> • Siswa membaca teks tersebut dan kemudian menulis ringkasan tentang cerita itu sesuai pemahaman mereka dalam bahasa Indonesia • Text Report 2 dikumpulkan <p>c. Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan belajar siswa • Guru dan siswa bersama sama menyimpulkan pelajaran. • Guru mengingatkan untuk mengerjakan pekerjaan rumah mereka. 	<p>homework</p> <p>30 menit</p> <p>5 menit</p>
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• Menutup pelajaran	
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❖ **Sumber Belajar**

Adapted: www.competition-storytelling.blogspot.com

: www.understandingtext.com

❖ **Penilaian**

Exercise	
Exercise 5	Nilai Benar 1 (1x10=10)

❖ **Assessment**

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"> Identifying past-tense verbs in narative text. 	written	essay	<ul style="list-style-type: none"> <i>Read the passages below carefully and correct the past tense verbs in the text using dictionary.</i>
	written	essay	
<ul style="list-style-type: none"> Guessing the meaning of difficult words. 	reading	reading	<ul style="list-style-type: none"> <i>Write your difficult words in the white board.</i>
<p>❖ Sustained Silent Reading</p> <ul style="list-style-type: none"> Identifying main idea of the text Finding the detail information from the text Comprehending a story 	written	eassy	<ul style="list-style-type: none"> <i>Choose one of those books and read them carefully.</i>
<p>❖ Quick book report</p> <ul style="list-style-type: none"> Write down 			<ul style="list-style-type: none"> <i>Write down your comprehension of the</i>

their comprehension.			<i>summary in a piece of paper.</i>
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Mengetahui :
Guru Mata Pelajaran

Dra. Suratmi
NIP. 19670412 199702 2 001

Gedangsari, 01 Maret 2014
Peneliti

Dita Yulianti
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Exercise 5

Read the passages below carefully and correct the past tense verbs in the text using dictionary.

The Legend of Banyuwangi

Orientation	<p>Once upon a time, there was a king reigned in East Java <u>name</u>.....(1) Sindureja. He had a prime minister named Sidapaksa. Sidapaksa <u>has</u>.....(2) a very beautiful wife.</p> <p>Sidapaksa <u>love</u>(3) his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter in law. Each day she try(4) to think a way to separate Sidapaksa from his wife.</p>
Complication	<p>One day, King Sindureja ask(5) Sidapaksa to search for a bud of a magic flower on Mount Ijen. It is(6) a long journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife.</p> <p>Not long afterwards, a son was born. The baby's birth give(7) much happiness to the young mother.</p> <p>However, one day, while young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She become(8) very ill.</p> <p>Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had throw(9) their baby into the river. Sidapaksa believed her mother's story. He was too angry to use his common sense. He drew his <i>keris</i> and approached her wife who was lying weak on her bed.</p> <p>“Ah, Wicked woman. Tell me why you threw our newborn child into the river. Tell me!” he said in a rough and angry voice.</p> <p>“Oh my dearest husband, I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it” replied his wife calmly.</p> <p>Sidapaksa take(10) her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river.</p> <p>“Oh my God! How will I know who killed my child?” moaned Sidupaksa.</p>
Resolution	<p>Then he looked down the water. Suddenly, two pure white flower buds appeared, one longer and taller than the other. A sweet fragrance came from them.</p> <p>“Sidapaksa, come and have a look here! Beside me is our</p>

child. He himself will tell you who drowned him,” the taller one spoke.

“Father, my mother is innocent. Grandmother threw me into the river. Now I am happy because my beloved mother has come with me,” The smaller one spoke. Then, the two flowers vanished into the water. They left their fragrance behind.

Since then, people call the city on its banks of the river *Banyuwangi*. *Banyu* means water and *wangi* means fragrant.

RENCANA PELAKSANAAN PEMBELAJARAN
(Meeting 3)

SMP	:	SMP Negeri 3 Gedangsari
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII (Delapan) / 2 (Dua)
Jenis Teks	:	Teks Narrative
Tema	:	Kehidupan sehari-hari
Aspek/ Skill	:	Reading
Alokasi Waktu	:	2 x 40 menit

❖ **Standar Kompetensi**

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

❖ **Kompetensi Dasar**

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *narrative*.

❖ **Indikator**

- Menemukan informasi tertentu didalam teks yang sedang dibaca.
- informasi rinci didalam teks yang sedang dibaca.
- Menemukan arti kata-kata didalam teks dengan cara *guessing meaning*.
- Menemukan sinonim dan antonim didalam teks.
- Menyimpulkan *moral value* yang terdapat pada teks yang sedang dibaca.

❖ **Tujuan**

- Melatih siswa untuk menebak arti dari kata-kata sulit didalam teks.
- Mengetahui sinonim dan antonim sebuah kata.
- Mengetahui informasi rinci dalam bacaan.
- Menumbuhkan minat siswa untuk membaca teks narrative.
- Menuliskan makna teks narrative.

❖ **Materi Pembelajaran**

The Monkey and the Cats

Once upon a time, a monkey and two cats lived together at home of rich family. The cats lived in the kitchen and the monkey lived **behind** the house.

One day, the cats **felt hungry** and **went to dining room**, and then they **stole** a cheese **quickly**. They **divided** the cheese in **halves**. But one piece was **bigger** than the other one, and each cat **wanted** to have the bigger one. And the two cats **began to quarrel**.

Finally, they asked the monkey to be a **judge**. Then, the monkey **put** that cheese on the **scales** and began to **weight** the two pieces, but they were not **even**. He took the bigger pieces of cheese and **bit** it. Now the cheese became smaller and smaller. The cats stopped the monkey biting up. Then, he put the two small pieces of cheese into his mouth, and started back to his place, behind the house.

At last, the cats **looked** at each other. They had quarreled to get a bigger piece, and now they both **got** nothing.

Sources: <http://barlinkesuma.blogspot.com>

❖ **Metode pembelajaran**

Genre-based (BKOF, MOT, JCOT, ICOT, LTR)

BKOF → Menggali pengalaman siswa tentang teks narative

MOT → Mengajarkan informasi rinci dalam teks narative

ICOT → Menumbuhkan minat membaca siswa

❖ **Langkah-langkah pembelajaran**

<p>a. Kegiatan awal</p> <ul style="list-style-type: none"> • Memberi salam <i>Teacher: "Good morning everybody, How are you?"</i> <i>Students: "Good morning Miss, I'm fine, thank you"</i> • Bertanya tentang kesiapan/kondisi siswa dalam belajar. <i>Teacher: "Is everybody ready to start now?"</i> • Mengecek daftar hadir siswa <i>Teacher: "Who is absent today?"</i> • Mengulang sekilas pelajaran pertemuan sebelumnya dengan memberikan pertanyaan-pertanyaan yang sesuai. <i>Teacher: "Ok class, do you still remember, what we have learned last week?"</i> 	5 menit
<p>b. Kegiatan Inti</p> <p>➤ <i>Building knowledge of field</i> Menjawab pertanyaan untuk mengantarkan siswa pada teks.</p>	10 menit

<ul style="list-style-type: none"> • Guru menanyakan tentang pekerjaan rumah mereka. <ul style="list-style-type: none"> • Did you bring your homework? • Did you answer the ten questions? • Did you find it some difficulties? • Alright, let's discuss it together now. • Siswa menulis jawaban soal itu dipapan tulis • Guru membahas jawaban soal tersebut <p>➤ <i>Modelling of the Text</i></p> <ul style="list-style-type: none"> • Here, I have a fun narrative text. • Guru memberikan narrative teks yang berjudul “The Monkey and The Cats”. • Where did they live? • What did they stole? • Why did they began to quarrel? • What did happen next? • Guru menginstruksikan siswa untuk mengerjakan exercise 7 • Membahas jawaban latihan 7 	15 menit
<p>➤ <i>Individual Construction of the Text</i></p> <ul style="list-style-type: none"> • Guru memulai Extensive reading dikelas • Guru menyediakan beberapa teks narrative untuk masing-masing siswa. • Siswa memilih sendiri teks narrative yang mereka sukai. • Guru menjelaskan apa yang harus siswa lakukan. • Guru menyuruh siswa membaca <i>silently</i> • Siswa membaca teks tersebut dan kemudian menulis ringkasan tentang cerita itu sesuai pemahaman mereka dalam bahasa Indonesia • Text Report 3 dikumpulkan 	30 menit
<p>c. Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan belajar siswa • Guru dan siswa bersama sama menyimpulkan pelajaran. • Guru mengingatkan untuk mengerjakan pekerjaan rumah mereka. • Menutup pelajaran 	5 menit

❖ **Sumber Belajar**

Adapted: Basic Reading Power – Pleasure Reading by Beatrice S
Mickulecky and Linda Jeffries

Website: <http://barlinkesuma.blogspot.com>

❖ **Penilaian**

Exercise	
Exercise 7	a. Nilai Benar 2 ($5 \times 2 = 10$) b. Nilai Benar 1 ($1 \times 10 = 10$) c. Final Score $a+b/2 =$ score

❖ **Assessment**

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"> Relating students' experiences about narative text Guessing the meaning of difficult words. Guessing the antonym and synonym of words in the text 	orally written written reading	asking eassy eassy reading	<ul style="list-style-type: none"> <i>Some question were asked in the learning process.</i> <i>Find out the words in the text above, which have the following meaning.</i> <i>Based on the text above, find out the synonym and the antonym of these words in pairs.</i>
❖ Sustained Silent Reading <ul style="list-style-type: none"> Identifying main idea of the text Finding the detail information from the text Comprehending a story 	written	eassy	<ul style="list-style-type: none"> <i>Choose one of those books and read them carefully.</i>
❖ Quick book report <ul style="list-style-type: none"> Write down their comprehension. 			<ul style="list-style-type: none"> <i>Write down your comprehension of the summary in a piece of paper.</i>

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Exercise 6 Read the passage carefully.**The Monkey and the Cats**

Once upon a time, a monkey and two cats lived together at home of rich family. The cats lived in the kitchen and the monkey lived **behind** the house.

One day, the cats **felt hungry** and **went** to **dining room**, and then they **stole** a cheese **quickly**. They **divided** the cheese in **halves**. But one piece was **bigger** than the other one, and each cat **wanted** to have the bigger one. And the two cats **began** to **quarrel**.

Finally, they asked the monkey to be a **judge**. Then, the monkey **put** that cheese on the **scales** and began to **weight** the two pieces, but they were not **even**. He took the bigger pieces of cheese and **bit** it. Now the cheese became smaller and smaller. The cats stopped the monkey biting up. Then, he put the two small pieces of cheese into his mouth, and started back to his place, behind the house.

At last, the cats **looked** at each other. They had quarreled to get a bigger piece, and now they both **got** nothing.

<http://barlinkesuma.blogspot.com>

Exercise 7**a. Find out the words in the text above, which have the following meaning.**

Number one is done for you.

- | | |
|----------------|------------|
| • Behind= | • Began= |
| • Went= | • Quarrel= |
| • Felt= | • Judge= |
| • Stole= | • Put= |
| • Dining Room= | • Scales= |
| • Wanted= | • Weight= |
| | • Even= |
| | • Looked= |
| | • Got= |

b. Based on the text above, find out the synonym and the antonym of these words in pairs.

Synonym		Antonym	
a. home		a. behind	
b. starving		b. hungry	
c. little		c. quickly	
d. large		d. halves	
e. fighting		e. bigger	
		f. even	

RENCANA PELAKSANAAN PEMBELAJARAN
(Meeting 4)

SMP	:	SMP Negeri 3 Gedangsari
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII (Delapan) / 2 (Dua)
Jenis Teks	:	Teks Narrative
Tema	:	Legend
Aspek/ Skill	:	Reading
Alokasi Waktu	:	2 x 40 menit

❖ **Standar Kompetensi**

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

❖ **Kompetensi Dasar**

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *narrative*.

❖ **Indikator**

- Menemukan main idea dalam sebuah teks
- Menemukan informasi tertentu dalam teks yang sedang dibaca.
- Menemukan informasi rinci dalam teks
- Mencocokkan informasi pada bacaan dengan gambar.

❖ **Tujuan**

- Melatih siswa untuk menebak arti dari kata-kata sulit didalam text.
- Merespon makna didalam teks.

❖ **Materi Pembelajaran****CINDERELLA**

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.



Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

❖ **Metode pembelajaran****Genre-based (BKOF, MOT, JCOT, ICOT, LTR)**

BKOF → Mengali pengalaman siswa yang terkait dengan teks yang akan dibahas.

MOT → Memberikan model kepada siswa untuk menjelaskan kegiatan yang akan dilakukan nantinya.

JCOT → Merespon model dalam teks MOT

ICOT → Berlatih merespon makna secara kelompok

LTR → Membaca teks narative

❖ **Langkah-langkah pembelajaran**

<p>a. Kegiatan awal</p> <ul style="list-style-type: none"> • Memberi salam <i>Teacher: "Good morning everybody, How are you?"</i> <i>Students: "Good morning Miss, I'm fine, thank you"</i> • Bertanya tentang kesiapan/kondisi siswa dalam belajar. <i>Teacher: "Is everybody ready to start now?"</i> • Mengecek daftar hadir siswa <i>Teacher: "Who is absent today?"</i> 	5 menit
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<ul style="list-style-type: none"> • Mengulang sekilas pelajaran pertemuan sebelumnya dengan memberikan pertanyaan-pertanyaan yang sesuai. <i>Teacher: "Ok class, do you still remember, what we have learned last week?"</i> 	
<p>b. Kegiatan Inti</p>	
<p>➤ <i>Building knowledge of field</i> Menjawab pertanyaan untuk mengantarkan siswa pada teks.</p>	5 menit
<ul style="list-style-type: none"> • Guru menunjukkan sebuah gambar. <ul style="list-style-type: none"> • Do you know Cinderella? • Do you know the story about her? • Look at this picture? (Lihat gambar ini) • What did you see? (Apa yang kalian lihat?) • How many people? (Berapa banyak orang yang kalian lihat?) • What they are doing? (Apa yang mereka lakukan?) • Are they happy? 	5 menit
<p>➤ <i>Modelling of the Text</i></p> <ul style="list-style-type: none"> • Guru memberikan text tentang Cinderella. • Guru menunjukkan dua buah gambar. • Siswa berusaha untuk menemukan paragraph yang sesuai dengan gambar tersebut. • Siswa dan guru menganalisa bersama ketepatan dari jawaban siswa. 	7 menit
<p>➤ <i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> • Siswa mengerjakan soal latihan berkelompok (4 orang) • Siswa secara berkelompok berusaha untuk menemukan paragraph yang sesuai dengan gambar tersebut • Membahas jawaban soal bersama-sama. 	10 menit
<p>➤ <i>Modelling of the Text</i></p> <ul style="list-style-type: none"> • Guru menjelaskan cara membuat ringkasan kepada siswa. 	40 menit
<p>➤ <i>Linking Related Text</i></p> <ul style="list-style-type: none"> • Guru memulai Extensive reading dikelas • Guru menyediakan beberapa teks narative untuk masing-masing siswa. • Siswa memilih sendiri teks narative yang 	

<p>mereka sukai.</p> <ul style="list-style-type: none"> • Guru menjelaskan apa yang harus siswa lakukan. • Guru menyuruh siswa membaca <i>silently</i> • Siswa membaca teks tersebut dan kemudian menulis ringkasan tentang cerita itu sesuai pemahaman mereka dalam bahasa Indonesia • Text Report 7 dikumpulkan <p>c. Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan belajar siswa • Guru dan siswa bersama sama menyimpulkan pelajaran. • Menutup pelajaran 	3 menit
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❖ **Sumber Belajar**

Priyana, Joko. 2008. *Scaffolding English for Junior Highschool Grade*

VIII. Jakarta:Pusat Perbukuan, Departemen Pendidikan Nasional

Websites: www.arielaurora.blogspot.com

www.understadingtext.com

www.story-for-child.blogspot.com

❖ **Penilaian**

Exercise 12

a. Nilai benar 2 (5x2=10)

❖ **Assessment**

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"> • Relating students' experiences about narative text • Guessing the paragraph through pictures. 	<p>orally</p> <p>written</p> <p>reading</p>	<p>asking</p> <p>eassy</p> <p>reading</p>	<ul style="list-style-type: none"> • <i>Some question were asked in the learning process.</i> • <i>Match the pictures on the right side to the statements on the left side.</i> • <i>Choose one of those books and read them carefully.</i>
<p>❖ Sustained Silent Reading</p> <ul style="list-style-type: none"> • Identifying main idea of the text • Finding the detail information 	<p>written</p>	<p>eassy</p>	

<p>from the text</p> <ul style="list-style-type: none"> • Comprehending a story <p>❖ Quick book report</p> <ul style="list-style-type: none"> • Write down their comprehension. 			<ul style="list-style-type: none"> • <i>Write down your comprehension of the summary in a piece of paper.</i>
--	--	--	--

Mengetahui :
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Exercise 11 Match the picture on the right side to the statement on the left side.



Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.



Cinderella was having a wonderfully good time. She danced again and again

Exercise 12 Match the picture on the right side to the statement on the left side.


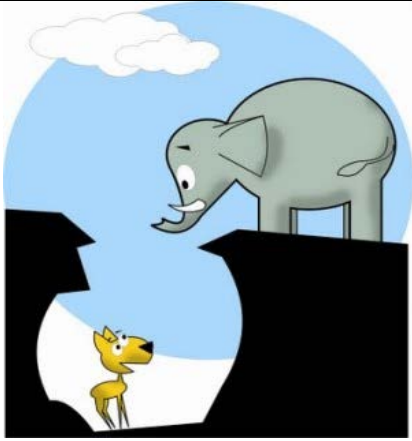
1.



Picture 10.3

a.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

2.	 <p>Picture 10.4</p>	<p>b. Mouse Deer fell into the hole. He cried. He was afraid no one would help him so that he would die hungrily in the hole. He looked up at the sky. He watched the clouds were blown by the wind.</p> <p>Mouse Deer then heard the branches of trees were being cracked and broken. At once he felt that help would come. Mouse Deer was right. Not far away was an elephant walking to him.</p>
3.	 <p>Picture 10.5</p>	<p>c. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.</p>

4.



Picture 10.6

d. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What s your name?" "I am Snow Said," she said. The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, I could? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after

RENCANA PELAKSANAAN PEMBELAJARAN
(Meeting 5-6)

SMP	:	SMP Negeri 3 Gedangsari
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII (Delapan) / 2 (Dua)
Jenis Teks	:	Teks Narrative
Tema	:	Legends
Aspek/ Skill	:	Reading
Alokasi Waktu	:	4 x 40 menit

❖ **Standar Kompetensi**

Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

❖ **Kompetensi Dasar**

Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *narrative*.

❖ **Indikator**

- Menemukan bentuk *past tense* dari beberapa kata kerja.
- Menemukan sinonim dan antonim dari beberapa kata.
- Menemukan cerita yang sesuai dengan ringkasan cerita dari guru.
- Mengutarakan pemahaman siswa dari ringkasan cerita tersebut.
- Menceritakan ulang salah satu cerita didepan kelas.

❖ **Tujuan**

1. Melatih siswa memahami text.

❖ **Materi Pembelajaran**

The Legend of Banyuwangi

Orientation	<p>Once upon a time, there was a king reigned in East Java <u>name</u>.....(1) Sindureja. He had a prime minister named Sidapaksa. Sidapaksa <u>has</u>.....(2) a very beautiful wife.</p> <p>Sidapaksa <u>love</u>(3) his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter in law. Each day she try(4) to think a way to separate Sidapaksa from his wife.</p>
	Terlampir di appendix

❖ **Metode pembelajaran**

Genre-based (BKOF, MOT, JCOT, ICOT, LTR)

BKOF → Mengali pengalaman siswa yang terkait dengan teks yang akan dibahas.

MOT → Memberikan model kepada siswa untuk menjelaskan kegiatan yang akan dilakukan nantinya.

JCOT → Merespon model dalam teks MOT yang sudah dipelajari dicycle 1.

ICOT → Berlatih merespon makna secara berkelompok

LTR → Memotivasi siswa untuk lebih berani untuk membaca.

❖ **Langkah-langkah pembelajaran**

<p>a. Kegiatan awal</p>	10 menit
<ul style="list-style-type: none"> • Memberi salam <i>Teacher: "Good morning everybody, How are you?"</i> <i>Students: "Good morning Miss, I'm fine, thank you"</i> • Bertanya tentang kesiapan/kondisi siswa dalam belajar. <i>Teacher: "Is everybody ready to start now?"</i> • Mengecek daftar hadir siswa <i>Teacher: "Who is absent today?"</i> • Mengulang sekilas pelajaran pertemuan sebelumnya dengan memberikan pertanyaan-pertanyaan yang sesuai. <i>Teacher: "Ok class, Today we will study about legends?"</i> 	10 menit
<ul style="list-style-type: none"> • Guru memberikan book report siswa dipertemuan sebelumnya. • Guru menasehati siswa agar lebih aktif lagi dalam membaca. • Memberikan <i>rewards</i> kepada siswa yang sudah mendapatkan 20 bintang dalam 3 minggu. 	15 menit
<p>b. Kegiatan Inti</p>	
<p>➤ <i>Building knowledge of field</i></p>	
<p>Menjawab pertanyaan untuk mengantarkan siswa pada teks.</p>	
<ul style="list-style-type: none"> • Guru menunjukan beberapa buku bacaan. • Guru menanyakan beberapa pertanyaan. <ul style="list-style-type: none"> • Do you about legends? • These are legends? • Jadi apa itu legends? • Coba sebutkan beberapa legenda yang pernah kalian baca? • Seperti yang pernah kita bahas kemarin, "The 	30 menit

<p>legend of Toba Lake”, siapa yang masih ingat ceritanya?</p>	
<ul style="list-style-type: none"> • Okay, Alright, Good, Very Good! 	
<p>➤ Modelling of the Text</p> <ul style="list-style-type: none"> • Today, we will play a game. Pemenang dari game itu akan mendapatkan tambahan bintang. • Games ini terdiri dari 3 session. • Tetapi sebelum game ini dimulai. Kalian harus membentuk kelompok terlebih dahulu. Groups of four. 	30 menit
<ul style="list-style-type: none"> • Alright, the chief (ketua), saya sudah memilih beberapa nama untuk menjadi ketua kelompok. • Jadi nanti yang saya sebutkan namanya tolong maju kedepan. 	30 menit
<ul style="list-style-type: none"> • Guru memberikan undian no kepada para ketua. • Para ketua menyebutkan nomor mereka masing-masing. 	30 menit
<ul style="list-style-type: none"> • Guru menyebutkan nama-nama ketua kelompok. • Then, kalian yang duduk, silahkan berhitung 1-8 nanti kalian berkelompok dengan para chief ini yang nomornya sesuai dengan kalian. • Paham? Understand? • Dimulai dari sini. One. • Siswa melanjutkan berhitung. • Now, please sit with your group. • Sudah semua. • Write your group names. Names of fruits. 	5 menit
<p>➤ Joint Construction of the Text</p> <ul style="list-style-type: none"> • Guru membagi kelas menjadi 8 group. • Guru memberikan soal tentang past tense dan tentang sinonim dan antonim. • So, disesi pertama ini. Semua group harus mengisi semua pertanyaan dengan benar. Tolong usahakan saling membagi tugas agar cepat selesai. • Waktunya 15 minutes. • Jawaban ditukarkan satu sama lain group. • Dibaca bersama dan guru menuliskan jawaban menurut penuturan siswa. 	
<p>➤ Individual Construction of the Text</p> <ul style="list-style-type: none"> • Guru menjelaskan apa yang harus mereka lakukan disesi ke dua. • Masing-masing group akan menerima dua buah ringkasan cerita dan beberapa buku cerita. • Mereka harus menemukan cerita judul cerita tersebut 	

<p>sesuai dengan buku cerita tersebut.</p> <ul style="list-style-type: none"> • Group yang sudah menemukan harus memberitahukan kepada guru. • Agar guru dapat mengecek jawaban siswa. • Guru juga memberikan beberapa pertanyaan. <ul style="list-style-type: none"> • What is the story about? (cerita nya tentang apa?) • Bagaimana jalan ceritanya? • Guru memberikan tanda benar pada lembar jawab kelompok tersebut. <p>➤ Linking Related Text</p> <ul style="list-style-type: none"> • Disesi terakhir. Para group harus berani untuk tampil membacakan satu buah cerita dari buku tersebut didepan kelas. • Setiap siswa menilai penampilan perwakilan group. • Guru memberikan hadiah kepada para pemenang. <ul style="list-style-type: none"> • Linking Related Text <ul style="list-style-type: none"> • Masing-masing siswa membaca text dan membuat book report selanjutnya. • Guru membantu siswa dalam memahami text. <p>c. Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menanyakan kesulitan belajar siswa • Guru dan siswa bersama sama menyimpulkan pelajaran. • Menutup pelajaran 	
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❖ **Sumber Belajar**

Games

The games was adapted from book entittle Extensive Reading in Second language Classroom by R. Day and J. Bamford.

- Adapted: Basic Reading Power – Pleasure Reading by Beatrice S Mickulecky and Linda Jeffries

Website: Sumber: www.understandingtext.blogspot.com

Extensive Reading sources

There are many story books and short narative texts for the extensive reading activities.

❖ **Penilaian**

Game Winner	
	<u>Nilai penilaian masing-masing group = score</u>
Score for the Performance	

- 3 Demonstrate clear, unambiguous comprehension of the main and supporting ideas.
- 2 Demonstrates comprehension of the main idea but lack of comprehension of some supporting ideas.
- 1 Demonstrates only a partial comprehension of the main and supporting ideas.
- 0 Demonstrating no comprehension of the main and supporting ideas.

❖ **Assessment**

Indicators	techniques	Forms	Instruments
<ul style="list-style-type: none"> Identifying the use of past tense. 	written	essay	<ul style="list-style-type: none"> Read the passages below carefully and correct the past tense verbs in the text using dictionary.
<ul style="list-style-type: none"> Guessing the antonym and synonym of words in the text Identifying main idea of the text. Retell a story <p>❖ Sustained Silent Reading</p> <ul style="list-style-type: none"> Identifying main idea of the text Finding the detail information from the text Comprehending a story <p>❖ Quick book report</p> <ul style="list-style-type: none"> Write down their comprehension 	<p>written</p> <p>comprehend</p> <p>performance reading</p> <p>written</p>	<p>essay</p> <p>reading</p> <p>orally reading</p>	<ul style="list-style-type: none"> Based the text above, find out the synonym and antonym of these words in pairs. In group find the correct summary from the text. Retell your story to your friends. Choose one of those books and read them carefully. Write down your comprehension of the summary in a piece of paper.

Gedangsari, 29-31 Maret 2014

Mengetahui :

Guru Mata Pelajaran

Peneliti,

Dra. Suratmi

Dita Yulianti

NIP. 19670412 199702 2 001

NIM. 09202244046

A. Read the passages below carefully and correct the past tense verbs in the text using dictionary.

The Legend of Banyuwangi

Orientation	<p>Once upon a time, there was a king reigned in East Java <u>name</u>.....(1) Sindureja. He had a prime minister named Sidapaksa. Sidapaksa <u>has</u>.....(2) a very beautiful wife. Sidapaksa <u>love</u>(3) his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter in law. Each day she try(4) to think a way to separate Sidapaksa from his wife.</p>
Complication	<p>One day, King Sindureja ask(5) Sidapaksa to search for a bud of a magic flower on Mount Ijen. It is(6)a long journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterwards, a son was born. The baby's birth give(7) much happiness to the young mother. However, one day, while young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She become(8) very ill. Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had throw(9) their baby into the river. Sidapaksa believed her mother's story. He was too angry to use his common sense. He drew his <i>keris</i> and approached her wife who was lying weak on her bed. "Ah, Wicked woman. Tell me why you threw our new-born child into the river. Tell me!" he said in a rough and angry voice. "Oh my dearest husband, I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it" replied his wife calmly. Sidapaksa take(10) her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river. "Oh my God! How will I know who killed my child?" moaned Sidupaksa.</p>
Resolution	<p>Then he looked down the water. Suddenly, two pure white flower buds appeared, one longer and taller than the other. A sweet fragrance came from them. "Sidapaksa, come and have a look here! Beside me is our child. He himself will tell you who drowned him," the taller one spoke. "Father, my mother is innocent. Grandmother threw me into the river. Now I am happy because my beloved mother has come with me," The smaller one spoke. Then, the two flowers vanished</p>

into the water. They left their fragrance behind.

Since then, people call the city on its banks of the river *Banyuwangi*. *Banyu* means water and *wangi* means fragrant.

B. Read the passage carefully.

The Monkey and the Cats

Once upon a time, a monkey and two cats lived together at home of rich family. The cats lived in the kitchen and the monkey lived **behind** the house.

One day, the cats **felt hungry** and **went to dining room**, and then they **stole** a cheese **quickly**. They **divided** the cheese in **halves**. But one piece was **bigger** than the other one, and each cat **wanted** to have the bigger one. And the two cats **began to quarrel**.

Finally, they asked the monkey to be a **judge**. Then, the monkey **put** that cheese on the **scales** and began to **weight** the two pieces, but they were not **even**. He took the bigger pieces of cheese and **bit** it. Now the cheese became smaller and smaller. The cats stopped the monkey biting up. Then, he put the two small pieces of cheese into his mouth, and started back to his place, behind the house.

At last, the cats **looked** at each other. They had quarreled to get a bigger piece, and now they both **got** nothing.

- **Based on the text above, find out the synonym and the antonym of these words in pairs.**

Synonym		Antonym	
f. home		b. behind	
g. starving		b. hungry	
h. little		c. quickly	
i. large		d. halves	
j. fighting		e. bigger	
		f. even	

C. Score the performance from those groups and write it on a piece of paper.

Groups	Scores	Groups	Scores	Groups	Scores	Groups	Scores
1		1		1		1	
2		2		2		2	
3		3		3		3	
4		4		4		4	
5		5		5		5	
6		6		6		6	
7		7		7		7	

Groups	Scores	Groups	Scores	Groups	Scores	Groups	Scores
1		1		1		1	
2		2		2		2	
3		3		3		3	
4		4		4		4	
5		5		5		5	
6		6		6		6	
7		7		7		7	

APPENDIX D

COURSE GRID

				MOT	<p>pictures)</p> <ul style="list-style-type: none"> • Explaining how to make summary. 			
				LRT	<ul style="list-style-type: none"> • Extensive reading in class (narative texts in a group) • Extensive reading story books at home 			
5.	To understand meaning in short simple essay in a form of recount, and narrative for interaction within immediate environment.	To respond meaning and rhetorical stages in short simple essay accurately, fluently which is related to immediate environment in a form of recount and narrative text.	<ul style="list-style-type: none"> • The legend of Banyuwangi 	BKOF	<p>Reading narative texts</p> <ul style="list-style-type: none"> • Relating students' experiences about narative text • Identifiying the topic of the text 	<ul style="list-style-type: none"> • Assasement in group work • Exercise Part 1 • Performanc e assesement • Book Report 	<p>Extensive Reading in Second language Classroom by R. Day and J. Bamford.</p> <p>Basic Reading Power – Pleasure Reading by Beatrice S Mickulecky and Linda Jeffries</p>	5-6 (4x40")
				MOT	<ul style="list-style-type: none"> • Silent reading • Identifiying the detail information of the text 			
				JCOT	<ul style="list-style-type: none"> • Indentifiying 			

				ICOT	the past tense words, synonym, and antonym		www.understandtext.blogspot.com	
				LRT	<ul style="list-style-type: none"> Finding the correct story from the given summary. Discussing the answer with all groups. 			
				LRT	<ul style="list-style-type: none"> Performing the story in front of class. Extensive reading in class(Pleasure reading of narative tex) 			

Gedangsari, 24 Ferbruari 2014

Mengetahui

Guru Mata Pelajaran

Dra. Suratmi

NIP: 19670412 199702 2 001

Peneliti

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APPENDIX E
OBSERVATION
CHECKLISTS

Observation Checklist

Hari : Senin dan Sabtu
 Bulan : Februari – Maret 2014
 Tanggal : 24, 1, 3, 8, 29, 30
 Kelas : VIII B

Centang masing-masing pernyataan dibawah ini yang sesuai dengan pengamatan observasi anda.

<i>Observation Items</i>			<i>Reflection/Comments</i>
	Ya	Tidak	
<i>BKOF</i>			
1. Guru membangun siswa ketertarikan dan perhatian dengan cara mengenalkan topik. <ul style="list-style-type: none"> • Bertanya jawab dengan siswa mengenai teks. 	V		Kurang sedikit keras suaranya.
2. Siswa mengekspresikan dan menyatakan pengetahuan mereka mengenai teks tersebut.	V		
<i>MOT</i>			
3. Guru memberikan contoh teks narative.	V		Jangan membaca per kalimat, dibaca bareng per paragraph. Narative textsnya sudah bagus - pas
4. Guru membantu siswa menemukan informasi yang ada didalam teks dengan cara menanyakan beberapa pertanyaan.	V		
5. Siswa membaca teks tersebut dan mencari informasi yang ada didalam teks.	V		
<i>JCOT</i>			
6. Guru membimbing siswa didalam mengerjakan latihan.	V		Pertanyaannya jangan terlalu banyak
7. Siswa mengidentifikasi beberapa informasi dan membedakan benar atau salah dari informasi tersebut.	V		
<i>ICOT</i>			
1. The students read the new teks individually.	V		Di kegiatan Extensive Reading Menarik sekali banyak siswa yang antusias

2. Guru membantu siswa yang kesulitan memahami teks.	V		Terkadang siswa membaca berkelompok karena lebih mudah. Sudah bagus. Sudah berkeliling.
3. Guru membantu siswa yang mengalami kesulitan memahami isi teks.	V		
After Teaching			
1. Memberikan kesempatan untuk bertanya.	V		
2. Memberikan kebebasan kepada siswa untuk memilih teks.	V		Terdapat banyak buku2 Bagus, dapat membuat siswa termotivasi
3. Memberikan kegiatan membaca siswa dirumah.	V		

Observer,

(Suratmi, S.Pd.)

APPENDIX F
STUDENTS' SCORES

DAFTAR NILAI PRE-TEST VIII B

No	Nama Siswa	Pre-test	Post-test
1.	ANANG SYAIR	40	56
2.	ANDI SURYANTO	45	70
3.	ANDRIAWAN	47,5	70
4.	ANJAS	47,5	70
5.	ENITASARI	27,5	73
6.	ESTI WULANDARI	65	80
7.	FAMELIA ROSIANA DEWI	50	66
8.	FITRI MU'HAMINAH SUB'RI	35	56
9.	FITRIA NABYLLA	40	66
10.	HESTI FATEKHAH NUR HIDAYAH	22,5	70
11.	JULITA SELVI FEBRIANA	50	70
12.	KHOIRUL IDZA PRASETYO	35	53
13.	KRISDIANTO	45	56
14.	LANJAR	32,5	70
15.	M. IQBAL GIGIH RIYADI	32,5	63
16.	NANDI PRATAMA	25	63
17.	NINDIANA SITKASARI	42,5	56
18.	PIPIT PURNA WIDAYANTI	37,5	80
19.	POPPINABILLASARI	62,5	76
20.	PUJI LESTARI	57,5	56
21.	RIKI EDI SUSILO	35	66
22.	RUDI RAHMANTO	40	63
23.	SETIO PURNOMO	47,5	63
24.	SUPATMININGSIH	37,5	76
25.	SUTRISNI	35	53
26.	SYAIFUL ANSAH	30	53
27.	TIYAS FEBRIYANA	65	86
28.	TONI PRASETYO	32,5	60
29.	WAHYUDI	42,5	60
30.	WIDIAWATI	45	60
31.	YAYANG AJI RAMDANI	37,5	66
32.	APRILLIA HENDY SAPUTRA	47,5	50

	Pre-test	Post-test
Minimum	22,5	50
Rata-rata	41,71	64,87
Maximal	65	86

Daftar Perolehan Star Box Kelas VIIIB

No	Nama Siswa	LV dan HR
1.	ANANG SYAIR	8
2.	ANDI SURYANTO	14
3.	ANDRIAWAN	6
4.	ANJAS	8
5.	ENITASARI	20
6.	ESTI WULANDARI	41
7.	FAMELIA ROSIANA DEWI	11
8.	FITRI MU'HAMINAH SUB'RI	10
9.	FITRIA NABYLLA	40
10.	HESTI FATEKHAH NUR HIDAYAH	20
11.	JULITA SELVI FEBRIANA	37
12.	KHOIRUL IDZA PRASETYO	2
13.	KRISDIANTO	2
14.	LANJAR	26
15.	M. IQBAL GIGIH RIYADI	6
16.	NANDI PRATAMA	8
17.	NINDIANA SITKASARI	10
18.	PIPIT PURNA WIDAYANTI	28
19.	POPPINABILLASARI	39
20.	PUJI LESTARI	40
21.	RIKI EDI SUSILO	10
22.	RUDI RAHMANTO	8
23.	SETIO PURNOMO	8
24.	SUPATMININGSIH	38
25.	SUTRISNI	17
26.	SYAIFUL ANSAH	3
27.	TIYAS FEBRIYANA	37
28.	TONI PRASETYO	6
29.	WAHYUDI	8
30.	WIDIAWATI	4
31.	YAYANG AJI RAMDANI	3
32.	APRILLIA HENDY SAPUTRA	3

Minimal : 2 Bintang

Maximal : 41 Bintang

Rata-rata : 16 Bintang

APPENDIX G

TESTS

Reading Comprehension Pre-Test**Petunjuk**

- Tuliskan nama, no.urut siswa, dan kelas di atas lembar jawaban yang disediakan.
- Jawablah pertanyaan berikut ini dengan memilih salah satu jawaban yang anda anggap paling benar dengan memberikan tanda silang (X) pada huruf A,B,C, or D pada lembar jawaban yang disediakan.

Text for questions number 1-4

The Greedy Dog

Once upon a time, there was a greedy dog. He found a piece of meat. He was very happy. He took it in his mouth. He was running on a bridge.

By chance he looked into the water. He saw his own reflection in the water. He thought it to be another dog. The dog in the water also had a piece of meat in his mouth as that was his reflection. The greedy dog wanted to have that piece also. So he got ready to attack the dog. He barked. His mouth opened. In no time, the piece of meat fell into the water. The greedy dog lost what he had.

www.understandingtext.blogspot.com

1. What did the dog bite in its mouth?
 - a. stick
 - b. water
 - c. dog
 - d. meat
2. Why did the greedy dog open his mouth after seeing its own reflection?
 - a. The dog was scared of another dog.
 - b. The dog wanted to drink water.
 - c. The dog wanted that reflection of the meat also.
 - d. The dog looked into the water.
3. The greedy dog lost what he had.
What is the antonym of the underlined word?
 - a. got
 - b. declined
 - c. refused
 - d. disappeared
4. What can we learn from the story above?
 - a. be carefull with dogs
 - b. greedy is bad
 - c. fight is bad behavior
 - d. silent is gold

Text for questions number 5-9

The Bubu and The Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape because the lion was in front of the cave.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like "Please help me. It's very painful". Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Adapted from GB Shaw's play: Androcles and the Lion)

5. Why did Babu run away from his master?
 - a. His master was poor.
 - b. His master was old.
 - c. His master was cruel.
 - d. His master was angry.
6. Next morning, he heard a loud roar. (line 5)
What is the closest meaning of the underlined word?
 - a. warning
 - b. laughing
 - c. screaming
 - d. crying
7. Why did he can not escape from the cave?
 - a. The lion was scary.
 - b. The lion was so big.
 - c. The lion tried to attack him.
 - d. The lion was in front of the cave.
8. Babu was scared to dead! (line 7)
What is the antonym of the underlined word based on the text?
 - a. brave
 - b. frightening
 - c. afraid
 - d. confused
9. What is the purpose of the text above?
 - a. To explain how to escape from lion.
 - b. To write a story about Babu.
 - c. To describe the Babu situation.
 - d. To entertain the reader.

Text for questions number 10-13

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in *Probolinggo*, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scennery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Scaffolding grade 8

10. What does the text tell about?
 - a. Camping to Mount Bromo
 - b. My first experience
 - c. My unforgettable day
 - d. My holiday
11. What did the writer do at Mount Batok?
 - a. The writer climbed the mountain.
 - b. The writer had horse race.
 - c. The writer looked at beautiful landscape.
 - d. The writer slept under a big tree.
12. We rode on horse back. (line 6)
What does the underlined word refer to...
 - a. Uncle and I
 - b. My friend and I
 - c. My friends
 - d. Driver and I
13. Which of the following statements is true based on the text?
 - a. The writer stayed at his uncle's house.
 - b. The writer saw Mount Batok in the afternoon.
 - c. The writer was disappointed with his holiday.
 - d. Before the writer going back home, he went to Wonokromo zoo.

Text for questions number 14-18

KING OF THE JUNGLE

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement, "Nonsense! You are not King!", said the Tiger. "Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me", said the Fox.

The Fox went into the forest with tiger in behind. When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction. They came to a group of monkey, the monkey saw the Tiger behind Fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I've seen it with my own eyes. Forgive me attacking you, Great King." Tiger bowed low with great ceremony, he let the Fox go.

Taken from : Bahasa Inggris kelas 8

14. What does the story tell us about?
 - a. the brave tiger
 - b. the fox's hard day
 - c. the king of the jungle
 - d. the tiger of the forest
15. Why did all animals that saw the Fox ran away?
 - a. They saw the king of the jungle.
 - b. They saw the Tiger behind the Fox.
 - c. They surprised that Tiger and Fox were friend.
 - d. The Fox was a powerful animal.
16. The tiger bow low. (*last sentence*)
The word 'low' has opposite meaning to ...
 - a. short
 - b. long
 - c. much
 - d. high
17. Which is the moral value you can learn from the story?
 - a. Be brave to handle everything.
 - b. Don't be affraid of small thing.
 - c. Don't forget your best friend.
 - d. Be carefull of Tiger
18. Which of the following statements is true according to the text?
 - a. Tiger walked with his friend.
 - b. The Fox was affraid with the Tiger who want eat him.
 - c. All animal ran away because they saw Tiger behind the Fox.
 - d. The King was angry with the Fox.

Text for questions number 18-24

The Story of Bawang Merah and Bawang Putih

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the house work.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelry. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

<http://psikologisufistik.wordpress.com>

19. What is the story about?
 - a. Malin Kundang
 - b. Bawang Putih and Bawang Merah
 - c. Sangkuriang
 - d. Tangkuban Perahu
20. She also gave Bawang Putih a small pumpkin.
What does the underlined word refer to...
 - a. Her mother
 - b. Her step sister
 - c. Bawang Putih
 - d. The old woman
21. Who is Bawang Merah?
 - a. Bawang Putih's mother
 - b. Bawang Putih's step sister
 - c. The old woman
 - d. The pumpkin's owner
22. Who gave the clothes back to Bawang Putih
 - a. The old woman
 - b. Bawang merah
 - c. Her Step mother
 - d. A beautiful woman.
23. Why were Bawang Merah and mother screaming?
 - a. They found jewelry.
 - b. Mother's clothes fell down to the river.
 - c. Both of them realized their mistakes.
 - d. There were a lot of snakes inside the pumpkin.
24. Why did Bawang Merah and mother say apologize to Bawang Putih?
 - a. They found jewelry.
 - b. Mother's clothes fell down to the river.
 - c. Both of them realized their mistakes.
 - d. There were a lot of snakes inside the pumpkin.

Text for questions number 25-28

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. The sea was so large. The water was fresh. I also felt the wind blows. There were many birds fly on the sky. We also saw a lot of people at the beach. There were tourists too. Also, there were many sellers who sold many kinds of souvenirs.

Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We saw the monkey from distances because the cage was far from us. All of the wild animal cages were placed on distance to protect the visitor from animal attack. So, we could not get closer to them. However, we still allowed to take pictures of those animals.

After walking around the zoo, we felt hungry. Then we decided to go to *Mbok Iyem* restaurant. We ate *Gudeg* at the restaurant. It is a traditional food from Jogja. I always want to eat *Gudeg* before. As soon as we finished our lunch, we decided to go home, Semarang.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again. Adapted from ArsiantiDewi.blogspot.com

25. What is the writer's first destination?
- Restaurant
 - Gembira loka
 - Semarang
 - Parangtritis
26. What is the main idea of paragraph 2?
- The writer visited gembira loka zoo
 - The writer went to parangtritis beach
 - The writer looked at animals
 - The writer visited jogja
27. How does the writer feel after visiting Jogja?
- Satisfied
 - Disappointed
 - Furious
 - Helpless
28. Which of the following statements is true based on the text?
- The writer only visited Parangtritis beach and Gembira Loka zoo.
 - There were many tourists in Gembira Loka zoo.
 - The animal cages were so far.
 - The visitor was not allowed to take pictures.

Text for questions number 29-34

Snow white

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The queen was her stepmother. She was very jealous of her beauty. So, she wanted her to die.

Snow White knew about the evil plan. She escaped into a jungle. She ran in the jungle and finally found a little house. She opened the door, but that was an empty house. So, she slept on a bed because she was tired. Suddenly, there were seven dwarfts coming. Snow white, apologized to them and begged them to let her stay in the house. Then she made friends with seven dwarfs.

The queen knew Snow White still a live. Therefore, she ordered a black witch to kill Snow White. The witch disguised into old lady but she did not realize it. She gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Years past, there was a prince that lost in the jungle. He saw a little house. He entered the house. Then, he saw a beautiful girl was sleeping in a coffin. He felt so sad. Then, he open the coffin and kissed her. Suddenly, the Snow White woke up. The prince revived her with a kiss.

Adapted: www.understandingtext.blogspot.com

29. Why did the queen hated the princess?
- She was pretty.
 - She was clever.
 - She was evil.
 - She was ugly.
30. She escaped into a jungle. (line 6)
Which of the following words below is the synonym of jungle?
- mountain
 - forest
 - meadow
 - desert
31. Where did Snow White hide in the jungle?
- In a cave
 - In prince's palace
 - In dwarfs' house
 - In a tent
32. She gave her a poisoned apple. (paragraph 3, line 4)
What does the underlined word refer to
- The queen
 - Snow White
 - The princess

- d. The witch
33. The following statements are true based on the text, *except*?
- The queen was happy because Snow White was pretty.
 - The princess entered a little house in the jungle.
 - Snow White ate a poisoned apple from the old lady.
 - The prince kissed Snow White.
34. What is the purpose of the text?
- To describe how Snow White life
 - To amuse the reader
 - To explain the story of Snow White
 - To write a good story

Text for questions number 35-34

The Monkey and the Cats

Once upon a time, a monkey and two cats lived together at home of rich family. The cats lived in the kitchen and the monkey lived behind the house.

One day, the cats felt hungry and went to dining room, and then they took the cheese quickly. They divided the cheese in halves. But one piece was bigger than the other one, and each cat wanted to have the bigger one. And the two cats began to quarrel.

Finally, they asked the monkey to be a judge. Then, the monkey put that cheese on the scales and began to weight the two pieces, but they were not even. He took the bigger pieces of cheese and bit of a large mouthful. Now the cheese could be smaller and smaller. The cats stopped the monkey biting up. Then, he put the two small pieces of cheese into his mouth, and started back to his place, behind the house.

At last the cats looked at each other. They had quarreled to get a bigger piece, and they both got nothing.

<http://barlinkesuma.blogspot.com>

35. Where did the story happen?
- In the living room
 - In the dining room
 - In the kitchen
 - In the house
36. He took the bigger pieces of cheese and bit of a large mouthful (paragraph 3 line 3)
What does the underline word refer to....
- The Cats
 - The Monkey
 - The owner
 - The boy
37. How did the cats stop the quarrel?
- By weighing the cheese.
 - By weighing the cheese again.

- c. By eating the cheese together.
 - d. By asking a monkey to be a judge.
38. The cats felt hungry. (paragraph 2)
The word 'hungry' has opposite meaning to...
- a. full
 - b. thirsty
 - c. starving
 - d. weak
39. What is the moral value from the story?
- a. We must fight to get our rights.
 - b. We should appreciate a decision.
 - c. We must be patient, not be greedy
 - d. We should understand persons' behavior.
40. Which of the following statements is true based on the text above?
- a. The Monkey and The Cats lived at poor house family.
 - b. The Cats took a fried fish at the dining room.
 - c. The Monkey ate all of the cheese.
 - d. The Cat got half of the cheese.

-☺ Good Luck ☺ -

Reading Comprehension Post-Test

Petunjuk

- Tuliskan nama, no.urut siswa, dan kelas di atas lembar jawaban yang disediakan.
- Jawablah pertanyaan berikut ini dengan memilih salah satu jawaban yang anda anggap paling benar dengan memberikan tanda silang (X) pada huruf A,B,C, or D pada lembar jawaban yang disediakan.

Text for questions number 1-4

The Bubu and The Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape because the lion was in front of the cave.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like "Please help me. It's very painful". Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Adapted from GB Shaw's play: Androcles and the Lion)

1. Why did Babu run away from his master?
 - a. His master was poor.
 - b. His master was old.
 - c. His master was cruel.
 - d. His master was angry.
2. Why did he can not escape from the cave?
 - a. The lion was scary.
 - b. The lion was so big.
 - c. The lion tried to attack him.
 - d. The lion was in front of the cave.
3. Babu was scared to dead! (line 7)
 What is the antonym of the underlined word based on the text?
 - a. Brave
 - b. Frightening
 - c. Afraid
 - d. confused
4. What is the purpose of the text above?
 - a. To explain how to escape from lion
 - b. To write a story about Babu.
 - c. To describe the Babu situation.
 - d. To entertain the reader.

Text for questions number 5-8

KING OF THE JUNGLE

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement, "Nonsense! You are not King!", said the Tiger. "Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me", said the Fox.

The Fox went into the forest with tiger in behind. When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction. They came to a group of monkey, the monkey saw the Tiger behind Fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I've seen it with my own eyes. Forgive me attacking you, Great King." Tiger bowed low with great ceremony, he let the Fox go.

Taken from : Bahasa Inggris kelas 8

5. What does the story tell us about?
 - a. the brave tiger
 - b. the fox's hard day
 - c. the king of the jungle
 - d. the tiger of the forest
6. The tiger bow low. (*last sentence*)
The word 'low' has opposite meaning to ...
 - a. Short
 - b. Long
 - c. Much
 - d. high
7. Which is the moral value you can learn from the story?
 - a. Be brave to handle everything.
 - b. Don't be affraid of small thing.
 - c. Don't forget your best friend.
 - d. Be carefull of Tiger
8. Which of the following statements is true according to the text?
 - a. Tiger walked with his friend.
 - b. The Fox was affraid with the Tiger who want eat him.
 - c. All animal ran away because they saw Tiger behind the Fox.
 - d. The King was angry with the Fox.

Text for questions number 9-11

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very

beautiful there. The sea was so large. The water was fresh. I also felt the wind blows. There were many birds fly on the sky. We also saw a lot of people at the beach. There were tourists too. Also, there were many sellers who sold many kinds of souvenirs.

Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We saw the monkey from distances because the cage was far from us. All of the wild animal cages were placed on distance to protect the visitor from animal attack. So, we could not get closer to them. However, we still allowed to take pictures of those animals.

After walking around the zoo, we felt hungry. Then we decided to go to *Mbok Iyem* restaurant. We ate *Gudeg* at the restaurant. It is a traditional food from Jogja. I always want to eat *Gudeg* before. As soon as we finished our lunch, we decided to go home, Semarang.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

Adapted from ArsiantiDewi.blogspot.com

9. What is the writer's first destination?
 - a. Restaurant
 - b. Gembira loka
 - c. Semarang
 - d. Parangtritis
10. What is the main idea of paragraph 2?
 - a. The writer visited gembira loka zoo
 - b. The writer went to parangtritis beach
 - c. The writer looked at animals
 - d. The writer visited jogja
11. How does the writer feel after visiting Jogja?
 - a. Satisfied
 - b. Disappointed
 - c. Furious
 - d. Helpless

Text for questions number 12-15

Snow white

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The queen was her stepmother. She was very jealous of her beauty. So, she wanted her to die.

Snow White knew about the evil plan. She escaped into a jungle. She ran in the jungle and finally found a little house. She opened the door, but that was an empty house. So, she slept on a bed because she was tired. Suddenly, there were seven dwarfts coming. Snow white, apologized to them and begged them to led her stay in the house. Then she made friends with seven dwarfs.

The queen knew Snow White still a live. Therefore, she ordered a black witch to kill Snow White. The witch disguised into old lady but she did not realize it. She gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Years past, there was a prince that lost in the jungle. He saw a little house. He entered the house. Then, he saw a beautiful girl was sleeping in a coffin. He felt so sad. Then, he open the coffin and kissed her. Suddenly, the Snow White woke up. The prince revived her with a kiss.

Adapted: www.understandingtext.blogspot.com

12. Why did the queen hated the princess?

- a. She was pretty.
- b. She was clever.
- c. She was evil.
- d. She was ugly.

13. She escaped into a jungle. (line 6)

Which of the following words below is the synonym of jungle?

- a. mountain
- b. meadow
- c. forest
- d. desert

14. Where did Snow White hide in the jungle?

- a. In a cave
- b. In prince's palace
- c. In dwarfs' house
- d. In a tent

15. The following statements are true based on the text, *except*?

- a. The queen was happy because Snow White was pretty.
- b. The princess entered a little house in the jungle.
- c. Snow White ate a poisoned apple from the old lady.
- d. The prince kissed Snow White.

Text for questions number 16-17

The Monkey and the Cats

Once upon a time, a monkey and two cats lived together at home of rich family. The cats lived in the kitchen and the monkey lived behind the house. One day, the cats felt hungry and went to dining room, and then they took the cheese quickly. They divided the cheese in halves. But one piece was bigger than the other one, and each cat wanted to have the bigger one. And the two cats began to quarrel.

Finally, they asked the monkey to be a judge. Then, the monkey put that cheese on the scales and began to weight the two pieces, but they were not even. He took the bigger pieces of cheese and bit of a large mouthful. Now the cheese could be smaller and smaller. The cats stopped the monkey biting up. Then, he put

the two small pieces of cheese into his mouth, and started back to his place, behind the house.

At last the cats looked at each other. They had quarreled to get a bigger piece, and they both got nothing.

<http://barlinkesuma.blogspot.com>

16. He took the bigger pieces of cheese and bit of a large mouthful (paragraph 3 line 3)

What does the underline word refer to....

- a. The Cats
- b. The Monkey
- c. The owner
- d. The boy

17. The cats felt hungry. (paragraph 2)

The word 'hungry' has opposite meaning to...

- a. full
- b. thirsty
- c. starving
- d. weak

Text for questions number 18-20

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in *Probolinggo*, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there.

After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Scaffolding grade 8

18. What does the text tell about?

- a. Camping to Mount Bromo
- b. My first experience
- c. My unforgettable day
- d. My holiday

19. We rode on horse back. (line 6)

What does the underlined word refer to...

- a. Uncle and I
- b. My friend and I
- c. My friends
- d. Driver and I

20. Which of the following statements is true based on the text?
- The writer stayed at his uncle's house.
 - The writer saw Mount Batok in the afternoon.
 - The writer was disappointed with his holiday.
 - Before the writer going back home, he went to Wonokromo zoo.

Text for questions number 21-26

The Story of Bawang Merah and Bawang Putih

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the house work.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin.

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelry. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

Sumber: <http://psikologisufistik.wordpress.com>

21. What is the story about?
- Malin Kundang
 - Bawang Putih and Bawang Merah
 - Sangkuriang
 - Tangkuban Perahu
22. She also gave Bawang Putih a small pumpkin.
What does the underlined word refer to...
- Her mother
 - Her step sister
 - Bawang Putih
 - The old woman
23. Who is Bawang Merah?
- Bawang Putih's mother
 - The old woman
 - Bawang Putih's step sister
 - The pumpkin's owner
24. Who gave the clothes back to Bawang Putih
- The old woman
 - Bawang merah

- c. Her Step mother
 - d. A beautiful woman.
25. Why were Bawang Merah and mother screaming?
- a. They found jewelry.
 - b. Mother's clothes fell down to the river.
 - c. Both of them realized their mistakes.
 - d. There were a lot of snakes inside the pumpkin.
26. Why did Bawang Merah and mother say apologize to Bawang Putih?
- a. They found jewelry.
 - b. Mother's clothes fell down to the river.
 - c. Both of them realized their mistakes.
 - d. There were a lot of snakes inside the pumpkin.

Text for questions number 27-30

The Greedy Dog

Once upon a time, there was a greedy dog. He found a piece of meat. He was very happy. He took it in his mouth. He was running on a bridge.

By chance he looked into the water. He saw his own reflection in the water. He thought it to be another dog. The dog in the water also had a piece of meat in his mouth as that was his reflection. The greedy dog wanted to have that piece also. So he got ready to attack the dog. He barked. His mouth opened. In no time, the piece of meat fell into the water. The greedy dog lost what he had.

Sumber: www.understandingtext.blogspot.com

27. What did the dog bite in its mouth?
- a. bridge
 - b. dog
 - c. water
 - d. meat
28. Why did the greedy dog open his mouth after seeing its own reflection?
- a. The dog was scared of another dog.
 - b. The dog wanted that reflection of the meat also.
 - c. The dog was angry.
 - d. The dog wanted to drink water.
29. The greedy dog lost what he had. What is the antonym of the underlined word?
- a. got
 - b. declined
 - c. refused
 - d. disappeared





30. What can we learn from the story above?

- a. be carefull with dogs
- b. greedy is bad
- c. fight is bad behavior
- d. silent is gold

-😊 Good Luck 😊 -

APPENDIX H
PHOTOGRAPHS OF
ACTIONS

Photographs of Observation and Actions

	<p>The teacher was asking the students to read their <i>LKS</i> individually.</p>
	<p>The students were doing an exercise in the <i>LKS</i>.</p>
	<p>A student was reading aloud one of text in the <i>LKS</i>.</p>
	<p>The students were writing their answers of the exercise in the white board.</p>



The students were doing the pre-test.



The students were doing an exercise in pairs.



The researcher was helping the students who find it difficult in doing the exercise.



The researcher was helping the students who find it difficult in doing the exercise.



The students were doing an exercise in pair.



The researcher were monitoring the students in the pair work.



The students were doing group work activity.



The students were writing the result of their group work's discussion.

	<p>The box was placed on the teacher's table.</p>
	
<p>They are the extensive reading materials.</p>	
	<p>The students were reading the extensive reading books.</p>
	<p>The students were reading the extensive reading books.</p>



The students were reading the extensive reading books.



The students were reading the extensive reading books.



The students were reading the extensive reading books.



The student was sharing the story with their friends.



The student was sharing the story with their friends.



The student was sharing the story with their friends.



The students were doing post-test.



The students were doing post-test.



The researcher was giving door prize to the students who got more than 20 stars.



There were 11 students who got the door prize.

APPENDIX H
STUDENTS' WORKSHEETS

STAR BOX

Nama/Absen: Poppi Wabilasari /19

No.	Tanggal	1	2	3	4	5	6	7	8	9	10
1.		★									
2.	02/04 2014	★	★	★	★	★	★	★	★	★	
3.	04/04 2014	★	★	★	★	★	★	★	★	★	★
4.											
5.											
6.											
7.											
8.											
9.											
10.											

COLLECT 20 STARS IN THREE WEEKS AND YOU'LL GET DOORPRIZE

Keterangan: Bintang kuning mewakili 20 bintang dari Cycle I

Snow White = nama seorang putri

"Salju Warna Putih"

Suatu kejadian diatas berlaku di pertengahan musim dingin. Kita mereka kepincan salju were kesukaan bulu dan surga, Ratu Dan Jahit di Jandaia, Binghai di Hitam kayu Hitam in kayu. Perempuan Sambil 65

Great!!

Terimakasih Anjas. Jangan menyerah. I'm proud of you.

Sebagai dia menjahit, dia tampak di atas dia selju putih dan di tusuk Jan. Ada tetes dan darah jatuh ke dia selju putih. Segera sesudahnya dia memiliki Putri kecil itu adalah sebagai putih sbg selju, seperti merah seperti darah hitam ebony. Kayu.

Karena itu mereka itu mereka disebut her kecil selju putih. Sekarang dia ratu itu paling cantik di Dunia tanah, dan jenggot bangga di kecantikannya.

Sekarang selju putih tumbuh up dan ketika dia itu tujuh tua, dia itu jadi cantik. Dia itu menaklukkan bahkan dia ~~itu~~ dirinya ratu.

Tetapi kecil selju putih adalah masih seribu kali ati di waktu. ketika ratu mendengar Cermin berkata demikian, ~~dia itu menemukannya~~ ia menjadi takut dan ia pergi dan sejut saat itu dia menemukannya selju putih.

Sebagai bukti bahwa dia sudah mati menemukannya para-nya dan hatinya kembali padanya. Ia akan memasak mereka dan garam dan memakannya.

Pembunuh mengambil selju putih ke woods.

No. _____
Date: 24-2-2014

- Nama: Hesti Fatekha Nur ti.
- kelas: VIII B
- No^a: 10
-
- Srigala Dan Kambing
- Srigala kambing mengembalakan dipinggir
- puncak- Srigala pukulan laki² inuut gagasan benda
- Kambing makan malam. "saya sayang sahabat".
- Srigala laki-laki menyatakan "area kamu keributan
- kamu akan jatuh merosot ke jurang? Sampai merosot
- begmi dan mengembaia disebelah atas hati^{xx} permukaan
- tanah. "tidak, terimakasih?". Sahut kambing.
- "baik lalu sahut srigala, "area kamu dingin
- menaikkan angin? kamu adalah bulu mi disebelah
- ku ini tersembunyi bidang.", "tidak, terima kasih".
- "tetapi rumput ku berasa lebih baik. "mengapa makan
- makan sendirian? "saya sayang Srigala; kamu
- . Sungguh khawatir dan bukan kamu mendapat
- kan.

Name : Lanjar
No : 14
Class : VIII B

8-3-14

Title: The Tricky Fox

Summary:

Suatu hari seekor rubah jatuh ke dalam sumur dan tidak bisa keluar. Oleh dan oleh kambing haus datang. Melihat rubah di dalam sumur ia bertanya apakah air itu baik.

Rubah mengatakan baik namun supaya kambing lebih percaya ia sudah turun sendiri. Kambing pun masuk ke dalam sumur.

Ketika ia telah cukup mabuk, ia melihat sekeliling tapi tidak ada cara untuk keluar.

Rubah mempunyai ide. Dari kaki sama tanduk rubah bisa melompat keluar dan setelah itu dia berjanji mengeluarkan kambing dari sumur. Namun, dia tidak membantu kambing ia berlari dan meninggalkan kambing.

Kambing merasa sangat sedih. Ia bersedu dengan nyaring. Seorang pria ia sedang berjalan mendengar dia dan menaruh sebuah papan ke dalam sumur. Kambing keluar dan mengucapkan trimakasih kepada orang itu.

29 - 3 - 19

Nama: Poppi Nobiliasri
 Kelas: VIII B
 No: 10

SNOW WHITE

Jaman dahulu tinggal seorang gadis cantik bernama putri salju. Dia satu ibu tiri. Dia sangat iri dengan kecantikan putri salju. Putri salju mengetahui tentang rencana jahat. Dia melepaskan diri ke dalam hutan dan akhirnya menemukan sebuah rumah kecil. Dia membuka pintu itu. Tapi rumah itu kosong. Dia tidur di sebuah kamar karena dia lebih takut disana ada tujun kurcaci. Putri salju meminta maaf kepada mereka dan mereka membolehkan putri salju tinggal di rumah ini. Mereka berteman.

Ratu masih mengetahui bahwa putri salju masih hidup. Dia memertabkan tukang sihir yg membunuh putri salju. Men tukang sihir itu menyamar menjadi nenek tua. Dia memberi sebuah apel beracun. Hasilnya, putri salju ke dalam tidur yg dalam.

Tahun masa lalu, ada seorang pangeran di hutan. Dia menemukan sebuah rumah kecil. Dia memasuki rumah itu. Dia mengetahui gadis cantik tidur di dalam peti. Dia membuka peti itu & menciumnya. Putri salju bangun pangeran itu hidup kembali dengan cumare.

Nama : Poppi Nabillasari
Kelas : VIII B

No.
Date : 31-3-14

THE ANTI AND THE DOVE

Suatu hari seekor semut berjalan jalan di di sekitar danau,
 tiba-tiba ia terpeleset dan masuk ke dalam danau. Kebetulan
 seekor merpati diatas danau itu melihat ada kece lakaan.
 Merpati itu langsung terbang memetik sebuah daun dari
 ia letakkan di dekat semut. Semut itu memanjat ke atas daun
 dan berterimakasih pada merpati. Terimakasih merpati
 aku akan membayar keramahannya ini kembali. kata semut.
 " Ya tidak masalah aku menolong kamu", jawab merpati
 Sampai suatu hari semut itu mengetahui merpati ada
 masalah. Aku harus berbuat baik kata semut. Dengan
 berani dia mendekati manusia itu dan menggigit kakinya
 sampai manusia itu kesakitan. "Cepat pergi selagi ia
 kesakitan" ujar semut pada merpati. "Terimakasih
 banyak semut". dan merpati lolos dari orang itu. Semut
 senang sesudah pors merpati dan dia pulang ke rumah.

Name: Fitria Nabyla

Happy Reading

Title: Cinderelas

Date: 25-2-2014

Summary: Cinde laras adalah anak dari Permaisuri Raden putra yang sejak lahir tinggal di hutan bersama ibunya. Pada suatu hari cinderaras menemukan telur, suatu hari ayam jantan mengeluarkan suara aneh "kuku ruyuk! Tuan ku cinderaras rumahnya di tengah hutan, Ayah Raden Putra" - Cinde laras pun segera menanykannya pada ibunya.

Love Vocabulary (LV)

Name: Poppi Nabillazari

- Write down five verb (kata kerja) include the meaning from the book.

Title = Meera

Date = 26 Februari 2014

- | | |
|------------------|------------------------|
| 2. Fertile | = Subur |
| 2. Unfortunately | = sayang, salal Sekali |
| 3. Guarded | = Berhati-hati |
| 4. Picked | = Terpilih, memilih |
| 5. shell | = Kerang, kulit |

APPENDIX J
PERMISSION LETTERS



**PEMERINTAH KABUPATEN GUNUNGKIDUL
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP N 3 GEDANGSARI**

Alamat : Hargomulyo, Gedangsari, Gunungkidul, Yogyakarta Tlp. 08112508139

SURAT KETERANGAN/IJIN PENELITIAN

Nomor : 421/ 041

Berdasarkan Surat Permohonan Ijin Penelitian dari Universitas Negeri Yogyakarta No.: 0178/UN.34.12/DT/II/2014 tanggal 11 Februari 2014 maka :

Dijijinkan kepada :

Nama : DITA YULIANTI
 NIM : 09202244046
 Fakultas/Instansi : Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
 Jurusan/Program Study : Pendidikan Bahasa Inggris
 Alamat Instansi : Karangmalang, Yogyakarta
 Alamat Rumah : Jatibungkus, RT 03 RW 11 Hargomulyo, Gedangsari, Gk
 Keperluan : Ijin Penelitian dengan Judul " IMPROVING THE ENGLISH COMPREHENSION ABILITY OF GRADE 8 STUDENTS AT SMP NEGERI 3 GEDANGSARI THROUGH EXTENSIVE READING "

Lokasi Penelitian : SMP Negeri 3 Gedangsari
 Dosen Pembimbing : Dr. Agus Widiyantoro, M.Pd
 Waktu : Februari s.d April 2014

Dengan ketentuan :

1. Wajib menjaga tata tertib dan mentaati ketentuan yang berlaku di SMP 3 Gedangsari
2. Wajib memberi laporan hasil penelitian kepada pihak yang berwenang
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu.

Demikian Surat Keterangan/Ijin ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Gedangsari
 Pada tanggal : 13 Februari 2014
 Kepala SMP 3 Gedangsari



HARYONO, S.Pd
 NIP 19570831 198103 1 009

Tembusan disampaikan Kepada Yth :

1. Kepala Dinas Dikpora Kabupaten Gunungkidul
2. Arsip



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
 YOGYAKARTA 55213

operator2@yahoo.com

. SURAT KETERANGAN / IJIN

070/REG/N/228/2/2014

Membaca Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **0178/UN.34.12/DT/II/2014**
 Tanggal : **11 FEBRUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **DITA YULIANTI** NIP/NIM : **09202244046**
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
 Judul : **IMPROVING THE ENGLISH READING COMPREHENSION ABILITY OF GRADE 8 STUDENTS AT SMP NEGERI 3 GEDANGSARI THROUGH EXTENSIVE READING**
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
 Waktu : **11 FEBRUARI 2014 s/d 11 MEI 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprovo.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprovo.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
 Pada tanggal **11 FEBRUARI 2014**
 A.n Sekretaris Daerah
 Asisten Perekonomian dan Pembangunan
 Ub.
 Kepala Biro Administrasi Pembangunan



Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI GUNUNGKIDUL C.Q KPPTSP GUNUNGKIDUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN