

**IMPROVING GRADE X STUDENTS' READING COMPREHENSION BY
USING PEER TUTORING AT MAN III YOGYAKARTA**

A Thesis

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



by

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2014

APPROVAL

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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, Maret 2014

Penulis



Yanuar Irakas Prihatno

MOTTOS

Hanya Engkau yang kami sembah dan hanya kepada Engkau kami memohon pertolongan (QS. Al Faatiha 1:5)
(You alone do we worship, and You alone do we turn for help)

Allah adalah Tuhan yang bergantung kepada-Nya segala sesuatu (QS. Al Ikhlâas 112:2)
(Allah, Who is in need of none and of Whom all are in need)

“Sing sabar, ndonga, njaluk tulung karo gusti Alloh” (Sri Astuti, Segalanya untuk Penulis)
(Be patient, God is the only one you must lean on)

“Kabeh-kabeh kuwe kudu ditelateni, ana tirakate” (Sofwan Arifin, Ayah terhebat sepanjang masa)
(It’s a certainty that success comes from sacrifice)

Kalau kamu rajin, ya bisa cepat selesai. (Bu Jamilah, Sang pencerah)
(What you do, what you get)

“Ndang digarap skripsine,. Jo males.” (Rhoma Triatun, Motivator humor abad 20)
(Do your thesis now,. don’t be lazy,.)

DEDICATIONS

In the name of ALLAH, the Most Beneficent, and the Most Merciful.

No God but ALLAH and Muhammad is HIS Prophet

I dedicate this thesis to:

My beloved mother and father for their long lasting love and kindness,

(Sri Astuti & Sofwan Arifin)

My beloved kid brother & sister,

(Reynaldi Lukman Haris & Dina Aulia Larasati)

My Relatives,

My lovely friends

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Finally, I hope that this thesis is useful for the readers. However, I realize that this thesis is far from being perfect; therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, Maret 2014

Yanuar Irakas Prihatno

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IMPROVING GRADE X STUDENTS' READING COMPREHENSION BY USING PEER TUTORING AT MAN III YOGYAKARTA

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ABSTRACT

This study was aimed to improve grade ten students' reading comprehension of MAN III Yogyakarta through the use of peer tutoring. The subjects of the study were 31 students of X G at MAN III Yogyakarta in the academic year of 2013/2014.

This study was action research. The procedure taken was observing classroom and interviewing both students and English teacher, determining field problems, planning the actions, writing course grid, executing the planning in the first cycle, evaluating the result, revising the actions, reexecuting the planning in the second cycle, and writing the conclusions. The data were collected by observing the teaching and learning process during the technique implementation, interviewing both the students and the English teacher, giving pre-test and post-test to the students, and taking pictures of the teaching and learning process. The instruments used in this research were interview guidelines, observation checklist, and reading comprehension tests. There were five validity criteria used in this study 1) democratic validity, 2) outcome validity, 3) process validity, 4) catalytic validity, and 5) dialogic validity.

The result of the two cycles showed that the implementation of peer tutoring in JCOT stage improved the students' reading comprehension. They could generate their ideas related to news item text after being given more sessions to interact with greatly motivated new friends. Most students could understand and respond to what were explained. It showed that peer tutoring applied in JCOT improved the level of students' comprehension upon reading skill. The test taken on ICOT stage also proved that the students could successfully catch the delivered material.

CHAPTER I INTRODUCTION

A. Background of the Study

English is a basic requirement Indonesian students must have. Chartered as an international language, English becomes an inseparable part of every country that desires to compete better in international affairs. Due to such a condition, there is no other choice for a country like Indonesia, in which English is neither first language nor second language, but to give it more attention. By doing so, Indonesia is attempting to be equal to other countries in dealing with the challenging era.

Looking ahead such a demand, the government is taking some significant actions. It is stated that foreign languages, English in particular, belong to the compulsory language material because of its importance as the official language of international affairs (Government Regulations No. 32, 2013: 44). Undoubtedly, the purpose of such a regulation is to get the students closer and motivated to learn the subject. As the result, English almost reaches the entire levels of education. They include elementary level and secondary level. However, English is taught officially from the secondary level, Junior High School in particular.

English is one of the compulsory subjects taught in the senior high school. There are four language skills of English; listening, speaking, reading, and writing. The language components are spelling, pronunciation, and vocabulary. Each of these basic parts is closely integrated and connected to each other. As stated by Brown (2000: 298), interactively integrated approaches to language

teaching emphasize interrelationship of skills. None is superior to the others. Productive skills, a term used to define speaking and writing, will not be developing well if not initiated by receptive skills, both listening and reading, and vice versa.

Reading is important and deserves to get more attention. Harmer (1998: 68) suggests some reasons why reading needs to be taught. Firstly, good reading command will be acquired for the future careers of the students. Secondly, any exposure to English is a good thing for language students. Then, reading texts also provide good models for English writing. Moreover, reading texts also provide opportunities to study language, vocabulary, punctuation, grammar, and the way the readers construct sentences, paragraphs and texts. Lastly, good reading texts introduce interesting topics, stimulate discussions, excite imaginative responses, and become a springboard towards fascinating lessons.

Reading is complex. It is not an ordinary activity in which readers just read a text, but it refers to a greater coverage instead. Certainly, it is how they interpret what writers mean appropriately since different texts will refer to different purposes and functions. As stated by Brown (2000: 299), there are two related things by which readers construct meaning and infer the writer's message; *schema theory* and *background knowledge*. Both processes refer to a condition where the readers bring information, knowledge, emotion, experience, and culture, that is schemata, to the printed words.

Considering the importance of reading, it is a must for the teachers to design reading activities in order to encourage and stimulate students to read.

However many teachers in some school do not design good activity in teaching reading. They just apply the curriculum without taking into account the students' understanding towards subject they have attended.

Based on both interviews with the English teacher of MAN III Yogyakarta and some observations, I came to a conclusion that the students' reading competence was still low. They found it difficult to recognize main idea, topic, and the generic structures of some text types like news item. Also, the condition frequently to find was their limited comprehension towards the texts. They were tempted into overanalyzing the grammatical features and often forgot the communicative functions of these texts. Finally, their marks in many tasks and the final examination were bad. Such a fact happened surely owing to some factors.

The students were uninterested in attending to what the teacher said due to the same method she employed. These facts could be clearly seen from their bad attitudes e.g most of them kept noisy and shamelessly ignored the teacher explaining in front. They indeed needed something different from the teacher. It could be a new teaching method or something else to support and raise their motivation.

The teacher employed a conventional method while presenting the material. The only reference she followed was the instruction printed in the module without making side activity or improvisation. Certainly, a good teacher should have creativity and good competence. That is why the teacher should find a brand new way to get the students interested and motivated.

I desire to solve the problem and therefore introduce peer tutoring as an approach. I consider that the implementation of such an approach will effectively help the students in improving their English command, reading skill in particular. By pairing two students having academic imbalance, it is expected that the student whose ability is better can motivate and reinforce his friend.

Implementing peer tutoring as an approach of teaching reading could be defined as an effort to equalize the various levels of students' ability or at least elevate the low-motivated students' comprehension into a better stage. There are some advantages of this approach. Harmer (1998: 21) states that in groups, students tend to participate more equally, and they are much courageous to practise and use the language than they are in a whole-class circumstance. Then, they will be much more attractive since while the students are paired and talk about something, many more of them will be more active in the activity. Moreover, it gives the students more opportunity to work autonomously. Moreover, this technique is pretty cheap since it just requires what is available in the classroom. Based on the explanation above, I choose "Improving Grade X Students' Reading Comprehension by Using Peer Tutoring at MAN III Yogyakarta" as the thesis' title.

B. Identification of the Problem

English teaching learning is a complex process. Definitely, there are some components determining whether or not such a process is successful. These important components include teachers, learners, materials, methods, and supporting facilities.

Based on both observation and interviews I had taken, there was a fact appearing, that was the teacher still became a model in front of the students. All activities in the classroom were teacher-centred. As the result, though she had tried to prompt them to be active, there was still no desired feedback given by the the students. They especially who were sitting in the back rows did seem bored and spiritless to pay attention to what the teacher was explaining instead. On the contrary, some taking a seat in the front rows were so enthusiastic. In fact, Dornyei (2001: 5) states that language teachers often use the term 'motivation' to describe successful or unsuccessful learners. Therefore, this fact rises a belief that during the long process of mastering a foreign or second language, the learner's enthusiasm, commitment and persistence are the key determinants of success or failure and it is the teacher's duty to get the students motivated.

Related to this problem, the role of seating arrangement had been so essential in the classroom. In many classrooms around the world, students sit in orderly rows. As stated by Harmer (1998: 19), such a seating position has many advantages. Firstly, the teacher has a clear view of all the students and the students can all see the teacher. Then, it implies that the teacher is working with the whole class. However, it will be unfair if such an arrangement is not based on

some consideration related to the various levels of students' ability. Therefore, a breakthrough needs to be implemented in order to raise the students' motivation. After having discussed the problems explained above with the teacher and also considering the students' feedback, I managed to make a deal with her. Peer tutoring is to be implemented as the solution to improving the students' reading comprehension.

C. Limitation of the Problems

It is impossible for me to handle all problems identified above because of limited time, space, and topic to be discussed. Therefore, the coverage of the study is limited to the implementation of peer tutoring towards the students' reading comprehension, especially for news item text.

D. Formulation of the Problem

Based on both the background of the study above and the identification of the problem, the problem is formulated as follows:

1. How could peer tutoring improve the reading comprehension of MAN III Yogyakarta's students?

E. Objective of the Study

There is an objective expected to reach from this study as follows:

1. To improve the reading comprehension of students at MAN III Yogyakarta due to the implementation of peer tutoring.

F. Significance of the Research

The results of this study are expected to contribute in two aspects. Practically, the results of this study can inspire English teachers to solve problems in relation to teaching reading. Also, it is highly able to strengthen the previous researches which have proved that peer tutoring is reliably effective to improve the students' reading comprehension.

Last but not least, the outcome theoretically can be both a good suggestion in backing the current theories up related to the use of peer tutoring to improve students' reading comprehension skills and a reference for others who desire to conduct research on the same object.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORKS

A. Literature Review

1. English Teaching and Learning

a. The Nature of English Teaching and Learning

Discussing knowledge, for instance English, we will not go quite far from two terms, learning and teaching. Such a fact is undeniable since they are both fundamentals sustaining the knowledge itself. Therefore, I strive initially to give enough explanation about them. Really, there are so many experts proposing great descriptions related to teaching and learning. Their opinions are often supportive and relying on one another, however, it probably happens that some of them have opposite points of view.

Slavin in Brown (2000: 7) defines learning as a change in an individual which is affected by experience. Brown (2000: 8) adds that teaching is seen as giving someone help to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to comprehend. Similarly, Vygotsky in Joyce and Feez (2002: 26) states that learning is a collaboration created by teacher and students, with the teacher having an authoritative role like an expert helping an apprentice. Moreover, teaching is enabling students to learn, giving instruction to do tasks, or accomodating the learning process to get the students to learn. Taking into account the theory, I consider that both teaching and learning are inseparable each other.

Furthermore, Brown (2007: 7) suggests that teaching cannot be defined separately from learning because teaching serves to guide and to facilitate learning, to enable the learner to learn, and to set the conditions for learning. In addition, a teacher's understanding about the way the learner learns decides her philosophy of education, her teaching style, her approach, methods, and classroom techniques. In line with Brown, Harmer (1998: 2) states that good teachers are those who pay greater attention to their students' learning than they do about their own teaching. Such a statement tells us that a teacher as the conductor of teaching activity has to care more about the students' learning activity since basically the learning process is in the same direction with the teaching activity. In addition, a teaching process must be the assessed point of a learning process.

According to Cook in Knapp (2009: 139), teaching will be successful if it encourages learning in students. This statement seems indeed to be an undeniable fact to be made. Teaching sustains learning; any teaching activity needs to plant some learning process or strategy in the student's mind, otherwise it will not teach anything. Even now, in practical terms this obvious fact is often ignored in language teaching. Ironically, the measure of a good lesson for many teachers, and indeed school inspectors, is a condition where the activities work and the students are pleased, with little real evidence that the students have learnt anything.

Then, Tomlinson (1998: 3-4) describes that teaching refers to anything conducted by materials developers or teachers to facilitate the learning of the

language. Then, learning is understood as a conscious process consisting of sending to memory of information relevant to what is being learned. Certainly, the underlying point is that learning will not exist without teaching itself.

Based on *SKKD* for SMA in Indonesia, English is a communication medium in both spoken and written forms. Communicating means understanding and expressing the information, the mind, the feeling, and the development of science and technology, and culture by using the language. The communication ability in a whole understanding is discourse ability. Discourse ability is the ability to understand and to produce oral or written texts, which are realized into four language skills: listening, speaking, reading, and writing. It is the four language skills which are used to perceive or to produce a discourse in society.

As stated by *Kurikulum SMA Mata Pelajaran Bahasa Inggris by Departemen Pendidikan Nasional 2006*, the goals of teaching English at SMA are to reinforce the learners to be capable of:

- a) improving communicative competence in both spoken and written form to reach the informational literacy level,
- b) building awareness that English has an important position in improving competitive ability of nation in global community, and
- c) developing feedback understanding of the learners between language and culture.

Thus, the main goal of learning English in both junior high school and senior high school is to direct and develop the skills to make the graduate students

capable of communicating in both oral and written forms in a real communication setting within various contexts. Therefore, our government, through the curriculum, have to apply an approach accomodating the desired need, *Genre-Based Approach*.

Historically, the approach was developed in Australia and now is widely used in all sectors and education. As stated by Joyce and Feez (2002: 26), this approach is important due to providing students with explicit knowledge about language. It values teacher-learner interactions and interactions between students. According to this view, whenever anyone thinks about a language, at least there are three important aspects that should be considered: *contexts*, *texts*, and *the language system*. The cultural contexts elicit different kinds of genres or texts. Certainly, the number of the genres gets increasing and complicated. By comprehending these entire genres, students are expected to be capable of communicating by using appropriate English based on the various situations and contexts. That is the reason why high school students need to learn them.

According to Joyce and Feez (2002: 24), the approach is now widely implemented owing to three points of language learning. Firstly, learning language is a social activity and is the outcome of collaboration between the teacher and the students and between the student and other students in the group. Secondly, learning will occur more effectively if teachers are talking explicitly about what is expected of students. The natural approach is very appropriate to apply in this point. According to Krashen and Terrell in Joyce and Feez (2002:

25), the natural approach will get the students to learn naturally and unconsciously if they are given the appropriate language input. Instead of standing back, the teacher can intervene whenever it is necessary in the learning process to support students as they build knowledge and skills explicitly negotiated.

The last point is the process of learning language is a series of scaffolded development steps that address different aspects of language. The term *scaffolding* was initially proposed by Bruner. Bruner in Joyce and Feez (2002: 26) explains that the term *scaffolding* refers to a condition in which the teacher taking on an authoritative role similar to that of an expert supporting an apprentice. In this model, the teacher should provide explicit knowledge and guiding practices. Here, the teacher explicitly contributes towards what students have not been able to do or have not known and estimates how far the contribution will be made.

Moreover, Halliday in Joyce and Feez (2002: 25) proposes three essential products of this language learning model; firstly, the students learn language, then the students learn through language and ultimately language students learn about language. By doing the meaningful and purposeful social activity with others, students will catch themselves that the target language is a useful resource they can employ to make meaning. Learning the target language, the students will try to interpret and play a guessing game in order to arrange meaningful language. Conclusively, learning about language means not only building knowledge of the target but also tracing how it works.

b. The Stages of the Teaching and Learning

An enormous reform of curriculum in Indonesia took place in the beginning of 2006. Officially, the government declared a brand new curriculum called School-Based Curriculum (KTSP). It is employed as the guide giving direction to where the teaching and learning implementation in all levels of educational institution including high school world in this country will flow. This new reform is really expected as the more effective curriculum to developing the learning process than the previous one.

KTSP provides teachers with so many ways and methods that can be used in their teaching learning process. They are allowed to select the appropriate teaching method which suits their students' characteristics and also the materials being taught. Such a regulation is based on assumption that a teacher is the only one who knows the appropriate teaching methods to apply in her classroom.

A method which may be applied and compatible with School-Based Curriculum is *Genre-Based Approach* proposed by Joyce and Feez. As stated by Joyce and Feez (2002: 28), there are generally five stages of teaching and learning cycle. They are Building the Context (BC), Modeling and Deconstructing the Text (MDT), Joint Construction of the Text (JCOT), Independent Construction of Text (ICOT), and Linking to Related Texts as well.

Actually, this five-stage approach is one of many techniques available to carry out English teaching learning which is based on KTSP. Briefly, it is only an

alternative. Nevertheless, it is considered the most effective methodology for applying the genre approaches.

Furthermore, Joyce and Feez (2002: 28) draw the figure of the five stages in teaching and learning cycles as follows:

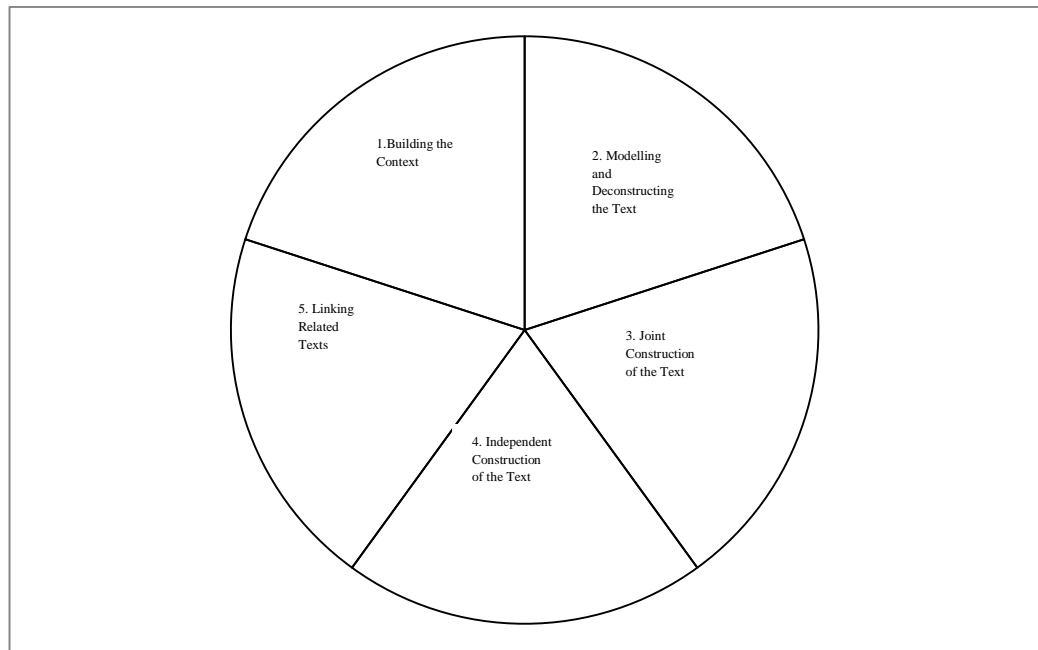


Figure 1: The Stages of the Teaching and Learning Cycle

1) Building the context

As stated by Joyce and Feez (2002: 28-29), this phase consists of at least three activities; firstly, the students penetrate the social context of an authentic model of the text-type being discussed. Then, the students are allowed to search the features of the general cultural context in which the text-type is employed and the social purposes the text-type possesses as well. Ultimately, the students explore the immediate context of situation by investigating the register of a model text which has been chosen based on the course objectives and learner need.

Certainly, this phase is intended to open the students' mind towards the topic and to get them ready for the ongoing lesson.

2) Modelling and deconstructing the text

According to Joyce and Feez (2002: 29), here students are reinforced to know both the structural pattern and language features of the model. Then, they have chances to compare the model presented to that of the other text types. As a stage of displaying model, this phase provides the students with enough time in which they are given a model of language features of the target language. Besides, there is an explicit focus of genre's analysis process through a model text related to the course topic.

As stated by Joyce and Feez (2002: 29), in this stage the teachers are allowed to make an assessment as the basis of how much time is allocated for particular language features and how the presentation of each features will be. Also, they are insisted to give the students appropriate examples of the discussed text based on the available source. Nevertheless, the teachers alternatively are permitted to be creative developing their own examples based on their knowledge of the characteristics schematic structure and the grammatical patterns of the genres if only there is no suitable model to give.

3) Joint construction of the text

According to Joyce and Feez (2002: 30), this phase provides the students with the first chance to contribute to the construction of the entire examples of the text-type. For the teacher, it is the time to reduce her intervention towards the text

construction gradually and to let the students move closer to be an autonomous searcher. Furthermore, the teacher should prepare a diagnostic assessment as the key determining whether the students have been prepared to reach the totally independent phase or they have to share more time to working with the whole class at *MDT* or *JCOT*.

Certainly, this phase is reinforcing the students to construct similar texts. To reach it, the teacher and the students may discuss together. Such cooperation will ultimately be the primary key to measure how far the students comprehend the related texts.

4) Independent construction of the text

Joyce and Feez (2002: 31) propose that after having discussed together with the teacher in the previous stage, students have to rely on themselves in this phase. They will also be assessed based on their performances. Related to reading task, Joyce and Feez (2002: 31) draws some ideal activities such as performing a task, sequencing some pictures, numbering, tricking or underlining material on a worksheet as well as answering questions. Indeed, it needs to affirm that the teacher's rule in this stage is only to provide constructive comments proportionally based on the present students development.

5) Linking related texts

According to Joyce and Feez (2002: 31), the students are trying to investigate about how what they have learnt in this teaching or learning cycle can be related to:

1. Other texts having the same or similar contexts.
2. The preceding and upcoming cycles of teaching and learning.

Moreover, Joyce and Feez (2002: 31) state that activities which link the text type to the related texts include:

1. Comparing the use of the text type in different fields.
2. Looking for other text types used in the same field.
3. Role-playing what takes place if the same text-type is used by people having different roles and relationships.
4. Comparing spoken and written models of the same text-type.
5. Finding out how a key language feature employed in this text-type is used in other text-types.

Conclusively, to arrive at this stage, it is very important for the teacher to make sure whether or not the students have totally comprehended the preceding stages: Building the Context (BC), Modeling and Deconstructing the Text (MDT), Joint Construction of the Text (JCOT), Independent Construction of Text (ICOT), and Linking to Related Texts as well.

2. Reading

a. The Nature of Reading

There is a strong connection between reading and the other skills; listening, speaking, and writing. Each of these skill sustains one another and will not be able to stand itself since every single skill has its own role which functions as the link of the preceding skill and the next one.

As stated by Brown (2000: 234), the integration of the four skills is taken into account the only reliable approach within a communicative, interactive framework since there are some observations results supporting this technique as explained below:

1. Production and reception are quite simply two sides of the same coin; therefore one cannot split the coin in two.
2. Interaction means sending and receiving messages.
3. Written and spoken language often (but not always!) bear a relationship to each other; to ignore that relationship is to ignore the richness of language.
4. For literate learners, the interrelationship of written and spoken language is an intristically motivating reflection of language and culture and society.
5. By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.
6. Often one skill will reinforce another; we learn to speak, for example, in part by modelling what we hear, and we learn to write by examining what we can read.
7. Proponents of the whole language approach have shown us that in the real world of language use, most of our natural performance involves not only the integration of one or more skills, but connections between language and the way we think and feel and act.

For instance, reading is the connector between speaking skill and writing skill. As we know, English is a discipline that consists of both receptive skill and productive skill. Therefore, the position of reading, as a receptive skill, must be very important since it becomes the bridge of both productive skills, they are speaking and writing. Moreover, reading is important due to some reasons.

Rivers and Temperly in Nunan (1999: 46) explain the main purposes of reading as follows:

1. To get information due to some certain purposes or our curiosity about some topic,

2. To obtain interaction on how to perform some tasks for our work or daily life, to act in play, play a game, do a puzzle,
3. To keep in touch with friends by correspondence or to comprehend business letters,
4. To know when or where something will occur or what is available,
5. To know what is happening or has happened as reported in newspaper, magazine, reports), for enjoyment and excitement.

After trained to be talkative, the students then are really expected to be able to produce various kinds of written text. However, it will be impossible for them to be so if they are not given enough input about the way to make it. In conclusion, reading is the best answer of how to fix the gap which exists between speaking and writing.

As stated by Birch and Rumelhart in Lems (2010: 33), reading is *an interactive* process taking place between the text and the reader's processing strategies and background knowledge as well. To read, we need to learn bottom-up skills which refer to a set of word-level skills. These skills serve to enable us to identify the connected text. When learning the connected text, we also learn top-down skills and strategies which are employed together with background knowledge to construct meaning from the text.

In line with Birch and Rumelhart, Celce-Murcia (2001: 154) views reading as an *interactive process*. This term refers to a combination of a text, a reader, and a social context in which the reading process takes place. In conclusion, it shows

that the reader's past experiences, language background, and cultural framework are involved together to construct reader's interpretation about the text.

In addition, Urquhart and Weir in Grabe (2009: 14) suggest that reading is a process of getting and interpreting any information changed into language form via the medium of print. However, Grabe (2009: 14) proposes that "reading is understood as a complex combination of processes". Grabe (2009: 14) suggests that the processes are:

1. A rapid process
2. An efficient process
3. A comprehending process
4. An interactive process
5. A strategic process
6. A flexible process
7. A purposeful process
8. An evaluative process
9. A learning process
10. A linguistic process

Such a definition implies that when we comprehend the different purposes for reading and the various processes that are listed above, it proves that no single statement can define the complexity of reading.

In addition, Brown (2004: 189) states that reading is a process involving negotiation of meaning. In the process, the readers employ their initial thought to the next parts of the reading process to ultimately reach their interpretation about the meaning of the text they are reading. It concludes that when we have comprehended texts, there are some 'matching' processes which take place initially between the reader's knowledge and the texts being read.

b. Difficulties of Reading

As stated by Pulverness, Spratt, and Williams (2005: 21), there are some reasons why learners find it difficult to learn reading as explained below:

1. A text is usually longer than just a word or a sentence. Moreover, it often contains some sentences, as in a letter or even a postcard.
2. Readers are always asked to optimally understand the connection between sentences (coherence) and grammatical links between the sentences (cohesion).
3. Sentences are not only linked to one another by grammar and vocabulary. Moreover, readers also have to be capable of making sense of the text through their knowledge of the world.
4. Learning about reading also involves learning how to rule these different text types. Some examples of written text types are letters, articles, postcards, stories, information brochures, leaflets, and poems as well.
5. When readers are reading, there is no need to read everything in the text. What they read depends on why and how they are reading. It concludes that we read many different text types and we read based on different reasons. Indeed, our reasons for reading affect how we read, i.e which reading subskill we use.

c. Reading Comprehension

Kendeou in Grabe (2009: 40) states that comprehension does not refer to a single event but rather a family of skills and activities. Then, a general component often found in most definitions of comprehension is the interpretation towards the information consists in the text. Actually, at the core of comprehension is our

ability to mentally link many different events in the text and form a coherent description of what the text is about.

Additionally, Koda in Grabe (2009: 14) states that comprehension happens when the reader takes out and integrates various information from the text and combines it with the given knowledge. Whereas, Smith (2004: 14) states that comprehension can be regarded as an event when we relate features of the world around us, including what we are reading, to the knowledge, intentions, and expectations we already have in our head. It is definitely the goal of reading and of learning to read.

In addition, Smith (2004: 14) suggests that we should not have to learn something in advance in order to comprehend it but we have to be able to relate new things to what we have already known if we are going to comprehend them. Also, that we have to relate something new to what we already know is of course learning. We learn to read, and we learn through reading, by elaborating what we know already. Indeed, such a thing is so natural. Thus, comprehension and learning are fundamentally the same, relating the new to the given one.

According to Brown (2004: 187), there are some micro and microskills of reading comprehension as listed below:

Microskills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.

5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro skills

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

Of course, there will be a lot of versions appearing in terms of definition of comprehension if we carry out a survey towards the experts. However, considering some microskills proposed above, we can conclude that comprehension itself consists definitely of very complex components to learn.

d. Reading Strategies

According to Brown (2000: 306), for most second language learners who are already literate in the previous language, reading comprehension will be a matter of developing appropriately efficient comprehension strategies. Brown (2000: 306) proposes ten beneficial reading strategies as follows:

1. Identifying the process consisting in reading

2. Employing graphemic rules and patterns to give help in bottom-up decoding (especially for beginning level learners)
3. Employing efficient silent reading techniques for speedy comprehension (for intermediate to advanced levels)
4. Skimming the text to getting main ideas
5. Scanning the text to searching specific information
6. Making use of semantic mapping or clustering
7. Making a guess when we are not certain
8. Analyzing the vocabulary
9. Differentiating between literal and implied meanings
10. Making use of discourse markers to process relationships

Additionally, Zimmermann and Hutchins in Moreillon (2007: 11) suggest seven reading comprehension strategies as follows:

1. Building background knowledge which is to support reading comprehension
2. Employing sensory images. It is a part of the background knowledge the readers bring to a text.
3. Questioning. It is an important part of reading comprehension, of carrying research out, and of critical thinking.
4. Predicting and inferring. Doing these activities before, during, and after reading belongs to comprehension strategies that can attract the readers' sense of adventure and challenge.

5. Finding out the main ideas. It is a kind of complex process since main ideas rely on the purpose for reading and the interpretation of the reader.
6. Making use of fix-up options. It will be as effective as readers' ability to monitor their own understanding towards the texts.
7. Synthesizing. It is a condition where teachers help students develop the critical-thinking skills they will employ to negotiate the future challenges by making use of the information literacy process, including their interpretations of the ideas and information they are reading.

e. Reading Processes

Nunan (2003: 70) suggests that when we are running the process of reading, it implies that we are trying to learn how words are recognized and how long they are stored in working memory. Reading process model have three basic categories (Nunan, 2003: 70-73). The categories are:

1) Bottom-up Model

This model typically consists of lower-level reading process. Through this model, readers starts to identify the letters. Then, a decoder will proceed the information obtained and change the string of letters into a string of systematic phonemes. This string is then passed and recognized as a word. This model assumes that readers proceed by moving their eyes from the left to right, first taking in letters, combining these to form words, then combining the words to form phrases, clauses and finally sentences of text.

Additionally, Brown (2000: 299) states that in such a model processing, readers have to initially recognize a multiplicity of linguistic signals, which refer to letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers and employ their linguistic data-processing mechanism to force some sort of order on these signals. Moreover, these *data-driven* operations obviously require a sophisticated knowledge of the language itself. Of all the perceived data, the reader selects the signals that make some sense or mean.

2) Top-down Model

Through top-down model, readers link their knowledge of the world and the sentences' structure to analyze a text. In this model, the readers are viewed as carrying hypotheses to exist in the text, and employing the text data to confirm or reject the hypotheses. Brown (2000: 299) proposes that almost all reading involves a risk of a guessing game. Additionally, Goodman in Brown (2000: 299) says that since readers have to, through a puzzle solving process, conclude meanings, decide what to retain, and not, and move on. Definitely, this is where a method of processing written text needs to do immediately: *top-down* or *conceptually driven*, a processing in which we try to link our own intelligence and experience to understand a text.

Furthermore, Christine Nuttall in Brown (2000: 299) compares bottom-up processes to the image of a scientist using a magnifying glass or microscope examining all the details of some phenomenon, while top-down processing is like an eagle's-eye looking at view of landscape below. Such a description tells us

respectively that *field-independent* and *field-dependent* cognitive styles are a comparison to bottom-up and top-down processing.

3) Interactive Model

This model combines elements of both models previously explained, drawing that a pattern is constructed based on information available from several knowledge sources. While reading, readers can implement bottom-up process by recognizing the new vocabulary and the new pattern they have not possessed before. By doing so, readers are expected to be able to obtain information from text. Meanwhile, readers also implement top-down process by predicting what the content of the text is about and how the text continues.

f. Types of Classroom Reading Performance

Brown (2000: 312) states that reading performance in the language classroom is so much due to the variety of texts to which we can expose students than from the variety of overt types.

According to Brown (2000: 312), reading performance is divided into two categories as described below:

1) Oral and Silent Reading

Teacher will occasionally have reason to ask students to read orally. Especially for the beginning and intermediate levels, oral reading can:

- a. function as an evaluative check on bottom-up processing skill,
- b. serve as a pronunciation check, and

- c. serve to add some more student participation if we want to highlight a particular short segment of a reading passage.

2) Intensive and Extensive Reading

Generally, silent reading can be divided into intensive and extensive reading. Intensive reading refers to a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Such a technique prompts students to pay attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship etc.

Moreover, Nation (2009: 27) suggests that intensive reading definitely focus on the aspects as follows:

1. *Comprehension*. Intensive reading can serve to understand a particular text.
2. *Regular and irregular sound-spelling relations*. Indeed, it can be reached by conducting the teaching of phonics, through teaching spelling rules, and through reading aloud.
3. *Vocabulary*. It means that learners can be directed to figure out useful words, and the underlying meaning and the use of these words may be explained.
4. *Grammar*. Complicated or even difficult grammatical features can be explained and analyzed.
5. *Cohesion*. What is meant here is learners is allowed to interpret what pronouns refer to in the text, what the conjunction relationships between sentences are, and how different words are employed to refer to the same idea.

6. *Information structure*. It is typical of certain texts to also engage certain kinds of information. Newspaper reports, for instance, can describe the event which was taking place, what causal factors were there, what the likely effects will be, who was involved, and when and where it happened. Indeed, learners can be reinforced to identify these different kinds of information.
7. *Genre features*. It refers to a condition where the vocabulary, grammatical features, cohesive features and information all make contribution to the communicative effect of a text. Furthermore, intensive reading can focus on how the text manages to achieve its communicative purpose through these features and what this communicative purpose is.
8. *Strategies*. Intensive reading can be engaged to reinforce learners develop helpful reading strategies. By learning intensively, learners can employ the steps to guess from context, to use a dictionary, to simplify difficult sentences and to take notes. They can also get training in integrated packages of strategies.

Brown (2009: 50) states that extensive reading is taken to achieve a general understanding of a slightly somewhat longer text. Then, most extensive reading, including pleasure reading is done outside of class time. By getting closer to reading for enjoyment, students obtain an appreciation for the affective and cognitive window or reading and entry into new worlds. Moreover, this kind of reading performance can also help learners to get away from their tendency to overanalyze words they do not know.

Additionally, Nation (2009: 50) suggests that extensive reading can be considered a form of learning based on meaning-focused input. Furthermore, during extensive reading learners should be interested in what they are reading and should pay more attention on the meaning of the text rather than on learning the language features of the text.

g. Principles of Teaching Reading

As stated by Harmer (1998:71), there are some principles behind teaching reading as follows:

1. Reading should not be seen as a passive skill. When reading, students have to understand not only the surface of text, but also the deeper layers.
2. Students need to be involved in what they are reading. They have to initially be interested in the topic of the text or at least pay full attention to what they are reading to maximally benefit from it.
3. Students should be encouraged to take into account the content of reading text, not just to the language.
4. Prediction is a pretty important factor in reading. Reading allows our mind, based on the hints available, to create some prediction relating one word to the others to make meaning.
5. Match the task to the topic. The teachers have to provide the students with interestingly good tasks related to the texts topic. Such a thing can attract the students to be imaginative.

6. Good teachers make use of reading texts to the full. Good teachers will integrate the reading text into interesting class sequences, employing the topic for discussions and further tasks.

h. Reading Assessment

According to Brown (2004: 201-212), there are some appropriate tasks a teacher can employ to attract the students motivation and desire in learning reading as follows:

1. *Cloze Tasks*. They refer to at least a sentence with a word left out that should have enough context and then a reader can close that gap with a calculated guess, employing linguistic expectancies (formal schemata), background experience (content schemata), and some strategic competence. They are usually a minimum of paragraphs in length in order to account for discourse expectancies.
2. *Impromptu Reading Plus Comprehension Questions*. They refer to a 250-word passage followed by some questions encouraging the students to employ many important reading strategies e.g skimming and scanning.
3. *Short-Answer Tasks*. They refer to a reading passage followed by questions that the students must answer in a sentence or two.
4. *Editing(Longer Texts)*. Brown proposes some advantages likely to get from this such a task as follows. First, authenticity is increased. Second, the task simulates proofreading one's own essay where it is imperative to find and

correct errors. Then, if the test is connected to a specific curriculum, the test designer can draw up specifications for a number of grammatical and rhetorical categories that match the content of the courses.

5. *Scanning*. It is a strategy used by all readers to find relevant information in a text.
6. *Ordering Tasks*. What is meant here is that an activity where students are given little strips of paper, each with a sentence on it and then they have to assemble them into a story.
7. *Information Transfer: Reading Charts, Maps, Graphs, Diagrams*. All of these media presuppose the readers' schemata for interpreting them and often are accompanied by oral or written discourse in order to convey, clarify, question, argue, and debate among other linguistic functions.

i. Reading Skill of English in Relation to the Curriculum

The accomplishment level of English which students in senior high school should achieve consists of three levels: performative, functional, as well as informational (Regulations of National Education Minister No.22 2006, 2006: 308). In addition, English course in this level should prioritize informational level owing to the consideration that the students are prepared to step on higher education. Drawing conclusion based on the description above, it is clear that the coverage of English course in senior high school, especially for reading, involves three aspects:

- a. the ability to comprehend written texts to achieve informational level,
- b. the ability to comprehend various short functional text and monologues in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, and spoof, and,
- c. the ability to support some competencies like linguistic competence, sociocultural competence, and strategy competence as well.

In brief, the three points stated above encourage the students on average to have complete English command. Indeed, it will never be reached if the approach employed cannot accommodate the student needs. Moreover, this approach must have considered any factor related to the students themselves such as equality, and mutuality. Peer Tutoring can be an alternative to meet the desired need since there is a clear connection between the approach and the skill being the focus. DuPaul (1998:1) states that peer tutoring is helpful to students in reading, spelling, mathematic, and writing.

3. Peer Tutoring

a. The Nature of Peer Tutoring and the Benefits

According to Greenwood (1997: 1), “Classwide Peer Tutoring is an instructional strategy developed to help teachers individualize instruction, while still providing students with ample opportunity to become actively engaged during instruction”. Seemingly, he considers that there is no distinctive thing between Classwide Peer Tutoring and Peer Tutoring.

Whereas Foot in Rico (1997: 12) explains that Peer Tutoring differs from other peer-based learning like Classwide Peer Tutoring (CWPT) in terms of equality and mutuality. According to Foot in Rico (1997: 12):

Equality is an unquestionable marker of a peer relationship, marking both equivalence of age and stage of cognitive development and equivalence of knowledge or skill in the task or problem to be solved. Mutuality of engagement refers to the extent to which the children are connected', or 'in tune' with each other or working synchronously on the same aspect of the same problem.

In addition, Rico (1997:13) states that when CWPT are high on both factors, Peer Tutoring is low on equality due to the imbalance in ability between tutor and tutee instead.

However, Brown (2000: 177) suggests that group work is a generic term which becomes the umbrella of many techniques where two or more students are assigned a task involving a collaboration and self-initiated language. Then, the term is so popular in education world despite the various names as peer tutoring, peer assessment, pair work, etc.,. According to Brown (2000: 178), there are some advantages of this technique as follows:

1. Group work produces interactive language. It means that through group work, students are facilitated to speak much more than they are in classes which are too large.
2. Group work provides an embracing affective climate. Small groups become a community of learners in which they can cooperate with each other.
3. Group work teaches learner responsibility and autonomy. Such a thing is undeniable fact since it is difficult to 'hide' in small group.

4. Group work is an initial step toward individualizing instructions. Indeed, small group can help students having uniquely various abilities to reach separate goals.

Additionally, Harmer (1998: 21) states that both groupwork and pairwork have been so popular in language teaching due to some reasons. In groups, students tend to participate more equally, and they are much courageous to practise and use the language than they are in a whole-classs circumstance. Then, both of them, especially pairwork, will be much more attractive since while the students are paired and talk about something, many more of them will be more active in the activity. Moreover, it gives the students more opportunity to work autonomously. Ultimately, it allows the teacher to work with individual students.

Moreover, Richards (2005: 20-21) affirms that most activities on communicative language teaching should be carried out in pairs or small groups owing to the benefit the students can obtain. Firstly, they can learn from hearing the language uttered by other members of the group. Then, they will produce a greater amount of language than they will employ in teacher-fronted activities. Also, their motivation will be likely to increase. At last is, they will have the chance to develop fluency.

According to DuPaul (1998: 1), peer tutoring is helpful for students in reading, spelling, mathematic, and writing. It is used in all grade levels from preschool to high school, and in both regular and special education classrooms.

Furthermore, DuPaul (1998: 1) states that peer tutoring helps teachers make sure that students have:

- a. someone sitting next to them who will personally explain the work in the most appropriate way, not too slow and not too fast;
- b. more chances to talk about what they are learning, to practice what they are learning, to read aloud, and to write;
- c. more opportunities to ask questions when they are still confused, without fear of being embarrassed in front of the whole class;
- d. someone who can correct or support them related to whether their answers are true or not; and
- e. someone to help and encourage them to finish assignments.

b. Peer Tutoring Characteristics

As stated Deiquadri and Greenwood in Rico (2003: 15), peer tutoring has three major characteristics. Firstly, students are actively involved in making academic responses. Secondly, instructional antecedents in the form of schedules, materials, classroom management, activities, and classroom grouping for lessons are arranged to maximize the active academic responses in the classroom. Finally, individual and team reinforcement provide a consequence control on the opportunity of academic response. Definitely, these three components make it possible for students to have better learning achievement.

c. Peer Tutoring Application

Greenwood, DuPaul & Henningson in Rico (2003: 17) state while peer tutoring procedures are implemented, teachers are permitted to divide all students of a class into two teams. Within each team, students can be randomly paired with one another for one academic subject at a time. Or, students can be paired together by skill pairing according to near-equal ability level, or a higher skilled student paired with a lower achieving student or with a student with disability.

Harper in Rico (2003: 17) suggests that one student in each pair serves as tutor for 10 - 15 minutes while the other is the tutee. After the available time has run out, the tutoring pair exchanges roles for the same amount of time. For the best result, the tutor and tutee are seated at separately adjacent desks during tutorial sessions (DuPaul & Henningson in Rico, 2003:17).

Rico (1998: 17) states that while peer tutoring is running, the teacher moves about the classroom and gives bonus points for good tutor and tutee behaviour. Behaviours that may be reinforced include:

- a) clear and succinct presentation of materials,
- b) appropriate use of points,
- c) use of the error correction procedure, and
- d) supportive comments and assistance.

4. Teaching Reading in Senior High School

As stated by Birch and Rumelhart in Lems (2010: 33), reading is *an interactive* process taking place between the text and the reader's processing strategies and background knowledge as well. As one of important parts of reading itself, texts certainly have to be taken into account. Obviously, the process of teaching reading must inevitably employ texts as both the medium and the object.

In brief, texts are made of particular conditions the readers are dealing with every day and to be good readers, the students must totally learn these various texts. Therefore, the texts to learn are divided based on the students' grades due to the complexity. Based on Regulations of National Education Minister No.23 2006 (2006: 11), there are some kinds of text which are to be taught in SMA/MA. They are recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. Since the object of the study are the first graders of MAN III Yogyakarta, the compulsory texts to teach are recount, narrative, procedure, descriptive, and news item.

This study extremely must not disturb the ongoing learning process. Therefore, I initiate to discuss with the teacher about the text to teach. After having some talk with her, I am finally assigned to teach about news item text since it is the only text which has not been taught yet.

Dwi, Purnama, Cahyono (2006: 124) state that news item text is a kind of texts which is grouped into the text genre of narration. The main function of narration is is telling stories or informing about events in chronological order. The order in the narration can be based of time, place and the events them selves. Also, the generic structure of this text are newsworthy event(s), elaboration, and source.

This text is basically used for amusement or entertainment and for dealing with actual or imaginative experiences in different ways by employing some language features. Firstly, it is short telegraphic information about story captured in headline. Then, it focuses on circumstances. Next, there is obvious existence of both action verbs like occur, take place etc, and saying verbs like state, speak etc. Lastly, it often uses adverbs of time, place and manner.

B. Relevant Studies

The preceding study relevant to this research belonged to Dika Prima Nugraha Putra 2013 in a thesis entitled “Improving Grade XI Students’ Reading Comprehension by Using Peer Tutoring at SMAN 1 Pleret”. The result of the research had shown that Peer Tutoring could be an effective technique to improve the students’ reading comprehension. This conclusion came from the analysis of the test result. Also, this study noted two significant effects of the technique implementation as follows:

a. The effect on the teaching-learning processes

Based on the observation, the researcher could see that most students there were not motivated, especially in reading skill. They argued that the reading teaching and learning process was monotonous. Such a thing happened since the teacher only employed the course book without any supporting media. It could be clearly viewed that peer tutoring helped the teacher in the reading learning process. Students were interested and enthusiastic to improve their reading comprehension as well. The English teaching and learning process in the reading activities was more active and enjoyable than the previous one. The classroom atmosphere was getting better thereby encouraging the students to easily generate their ideas.

b. The improvement of Students

Students became more interested and enthusiastic in the reading activities. They did not have any difficulties in finding new vocabulary items equivalent in Indonesia and also synonymous words in English because they brought dictionary. They were motivated to all of the programs, such as: 1) the students did not come late; 2) the number of students who did not bring the dictionary was getting smaller; 3) class noise was vanishing, thereby motivating the students to hold discussing and sharing sessions.

The similarity between his study and mine is related to the approach employed. Meanwhile, the differences are related to the location of research, the time of research, and the grade of the students being participants.

C. Conceptual Framework

The concepts of peer tutoring employed to improve the students' reading comprehension have been presented. The conceptual framework will be explained below.

It is an undeniable fact that English is an essential need for the students to possess in order to deal with the future challenges. Grasping English, they are definitely expected to be easier in accessing any brand new knowledge around the world. Such an action is no longer in debate since English, which is admitted as the international official language, becomes so fundamental to elevating a country's position among the others. Therefore, the government has reasonably released an instruction explaining that English is taught in every single level of education. Furthermore, English teaching learning in senior high school basically is conducted due to a consideration that the students will continue their study into the higher one. However, there were still many problems appearing in the process of teaching reading.

Based on my observation in MAN III Yogyakarta, I could see an urgent problem to overcome soon. It was the students' grouping pattern which existed in the classroom. During the lesson, the students who chose to take a seat in the back rows were having no bravery to ask or contribute to the learning process. Moreover, they were easily provoked to be noisy and disruptive. On the contrary, they who were sitting down on the front rows tended to concentrate and obeyed what their friends were doing. On that case, I would like to try an approach useful

to equalize the power of classroom. In other words, I strived to improve the present condition by pairing the students on different abilities called peer tutoring.

Peer tutoring with assigned partners (tutor and tutee) was often used for tasks that require two students to work together. Then the teacher might group the students based on the various levels of ability. Before the implementation, the students were trained to interact as tutor and tutee to work in small groups.

Both readability and suitability played an important role in providing with interesting teaching learning process. Whenever the students were attracted, they would be automatically motivated to read. High motivation to practise reading would be in line with the improvement level of their reading comprehension. Indeed, it was expected that the implementation of this technique could optimally improve the students' reading comprehension.

CHAPTER III RESEARCH METHOD

A. Research Design

This research employed the principles of action research. According to Burns (2010: 2) action research is related to the ideas of ‘reflective practice’ and ‘the teacher as I’. So, when conducting the research, a teacher becomes an ‘investigator’ or ‘explorer’ of his or her personal teaching context, while at the same time being one of the participants in it. Such principles were used as the basis of some actions taken to improve the students’ reading comprehension of MAN III Yogyakarta. The teacher and I had collaborated and worked together in conducting the project, identifying the problems found in the field, planning and carrying out the actions, and conducting the evaluation and reflection towards the actions taken.

B. Research Setting

1. Place of the Research.

The research was conducted in MAN III Yogyakarta. It is located in Jl. Magelang Km 4, Sinduadi Sleman. The school has 635 students, 65 teachers, 22 school personal, some school facilities such as: a library; a chemistry laboratory; a biology laboratory; a computer laboratory; a language laboratory; 2 science laboratories; a show room; a medical room; a meeting room; 5 canteens; and a mosque. There are 21 classrooms; 7 classes of grade X for 227 students, 7 classes of grade XI for 211 students and 7 classes of grade XII for 197 students.

2. Time of the Research

The research was held from November 6th to 20th 2013 which still belonged to the first semester of 2013/2014 academic year. The learning process was conducted twice a week, every Wednesday and Friday.

3. Participants of the Research

The participants were the English teacher, and the students of X G. In the action stage, as the subject of the research, I had worked together with the english teacher and the students as well.

C. Data Collection Techniques

This research had been primarily constructed by qualitative data collection, supported by the quantitative one. The qualitative data came from the opinions uttered by the research's members. Meanwhile, the quantitative data was dig up from the students' scores on pretest and posttest. The techniques employed were described below.

1. Observation

This technique was used to describe the subject activity in the class before, during, and after the treatments. The purpose was to gain some data about the effect of the treatment implemented towards the students. The observation technique also provided field notes data about the entire condition during the research.

2. Documentation

This technique consisted of observation sheet and field notes. The significance of such a data source was to attain continuous information that could not be reached in one shot observation. I also recorded the teaching and learning process both before and during the treatments. I also employed the interview and tests as the technique to convince the data gained from the observation.

3. Interview

This technique was employed to dig up information, including the problems found during the lesson, from the students and the teacher directly. I interviewed both English teacher and students to collect the perfect data about how they viewed the problems happened in class and the effect of the teaching and learning process.

4. Test

Tests were employed to reveal some information from students' reading scores. The first test was conducted in the beginning of the treatment in order to know the students' real condition at the time. Then, I held the final test to measure the students' improvement after the treatments. Both tests' result were then compared carefully to know if the treatments significantly affected the students' reading comprehension or not.

D. Instruments of Data Collection

In collecting the data, I made use of three instruments; interview guidelines, observation checklist, and reading comprehension tests. I interviewed

the participants before and after teaching and learning process. Purposefully, it was taken to get any information related to English teaching and learning of reading at MAN III Yogyakarta. At the end of the teaching and learning process, I asked the students to give feedback related to the learning process.

The second instrument was observation checklist. It was carried out during the teaching and learning processes. It obviously showed the students' behaviors, motivation, and the like.

The last instrument was in the form of tests. There were the pretest and posttest employed to obtain the students' score. I compared both tests' result in particular by taking the mean of each test.

E. Data Analysis

Having the whole data, I analyzed both interview transcript and the field notes qualitatively. Based on those sources, I got some data related to how the students and the teacher viewed the treatments. Also, I treated the observation data gained from the observation checklist qualitatively. Such data included everything happened in the teaching and learning process. In addition, by finding the mean of both pretest and posttest out, I could identify how far the progress of the students' reading comprehension was due to the treatments.

F. Validity and Reliability of Data

1. Data Validity

According to Anderson et al. in Burns (1999: 161-163), there are five validity criteria that can decide the validity of an action research. They are: 1)

democratic validity, 2) outcome validity, 3) process validity, 4) catalytic validity, and 5) dialogic validity.

1. Democratic Validity

Democratic validity is related to the stakeholders' chances to deliver their opinions, ideas, and comments about the implication of the action research. In order to fulfill democratic validity, I interviewed the stakeholders including the headmaster, the teachers, the students, and the administrators of MAN III Yogyakarta. During the interview, they were given chances to express their ideas opinions, and attitudes towards the problems found in the field, whereas the focus was to look for the solution. The interview was conducted during the research.

2. Outcome Validity

Outcome validity is related to the outcome I desire. The achievement of the outcome involves not only problem solving but also appearing new questions in the related research. To get the outcome validity, I put back the problems at the X grade students of MAN III Yogyakarta in a scheme in order to make new questions. These questions were related to the problems which emerged after the research. This phase was conducted when I did the reflection in the end of the action.

3. Process Validity

Process validity means that actions conducted in the research are believable. To achieve it, I did the research just like the planning I had arranged and collected the data by making observation, taking a note, and recording anything taking place as the research was running. I focused only on anything my senses could catch and

tried not to mix the happening and my interpretation.

4. Catalytic Validity

The catalytic validity is related to how the stakeholders respond to the changes occurring to themselves. Catalytic validity focuses on understanding of the research participants through the changes that they feel after the actions. I fulfilled this validity by interviewing and asking the students' responses and allowed them to give critics, comments or evaluation about the change that might happen to the data resources.

5. Dialogic Validity

Dialogic validity means that the stakeholders can make contribution in the process of the research. To get the dialogic validity, I took peer review in the action research. It means having dialogue with the the English teacher, either through collaborative enquiry or reflective dialogue.

2. Data Reliability

Burns in Burns (1999:163) states that triangulation is a way of arguing that 'if different methods of investigation produce the same result then the data are likely valid'. Therefore, to enhance the trustworthiness in action research, I used the perspectives of different participants in order to gain more reliability by relying on a single data gathering technique. In this research, the trustworthiness was enhanced by using multiple data gathering techniques and gaining different perspectives of the research participants (the students and the English teacher) to produce the same results considered reliable. The multiple techniques were in the

forms of writing field notes, interviewing the English teacher as the observer and the students of grade ten as the subject of the research, and also taking photographs during the implementation of the actions.

2. Procedure of the Research

1. Reconnaissance

Reconnaissance was the first step in this research. The data were about constraints and weaknesses in reading the news item texts. They were collected through observations, and interviews. I observed all the activities related to students' reading skill that really emerged and were detected during the English teaching-learning process in the classroom. The results of the observation were then recorded and presented in the form of field notes. All of the data collected were then presented in the form of identified field problems.

2. The Actions Stage

Kemmis and McTaggart (1998) in Burns (2010: 07) have developed a simple model of the cyclical nature of the typical action research process (Figure 2). Each cycle has four steps: plan, act, observe, and reflect. There are four phases that were used to conduct the action research.

a) Planning

I made possible plans not only based on my opinion, suggestion, and expectation to overcome the reading problems but also the teacher's and the students' which were obtained through interviews. The materials and other sources of all about reading were collected based on related references and

experience. Additionally, the English teacher allowed me to draw the planning. Before the implementation, the English teacher and I had arranged the schedule of the action. The actions taken were based on the previous schedule arranged by the English teacher.

b) Implementation

I conducted the action while the English teacher observed the process. I implemented peer tutoring as an approach to improve the students' reading ability in the news item texts. The emerging and detected activities in the classroom during the implementation of the actions were all documented. The changes and obstacles related to the students' involvement were written in the field notes with the result to be evaluated in the next step.

c) Observation

After acting, I should elaborate the type of data, the data collecting procedure, and the instruments that were used to collect the data (observation checklist, field notes, and interview). The influences of the actions taken on the students' involvement were then identified. The results of the identification were determined as successful or unsuccessful ones.

d) Reflection

Based on the evaluation I tried to identify the relation of the action to the problems. If the actions were considered successful, they would be continued to the next action. However, if the actions were unsuccessful, they would be recycled with some improvement.

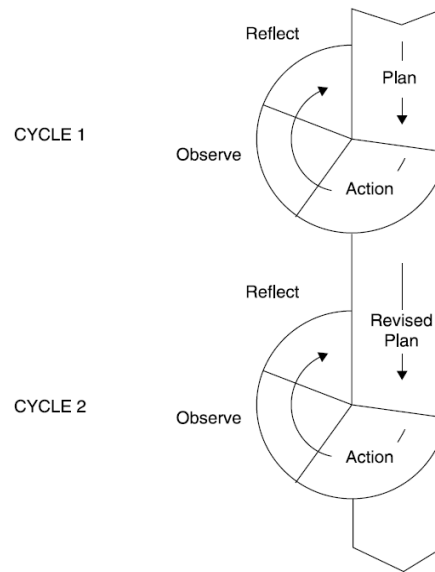


Figure 2: Simple Action Research Cycle Model by Kemmis and McTaggart

CHAPTER IV THE RESEARCH PROCESS AND FINDING

The study was carried out by taking into account the steps previously arranged. They included reconnaissance and action steps. In addition, the action steps consisted of planning, action, observation, and reflection. The detailed explanation will be presented then.

A. Reconnaissance

1. Identification of the field problems

Through the process, I tried to recognize the problems which existed at XG MAN III Yogyakarta, related to reading teaching learning activities in particular. There were two ways I employed to explore the real condition of the classroom. Firstly, I took an observation, attempting to notice every single happening of the classroom at the first time I arrived there. Then, I interviewed the teacher, asking some questions related to her experience in teaching the students. The boldly underlined sentences below were the possible problems appearing during the lesson which were still in form of roughly taken-notes. The condition of classroom are described in field note 3.

ET let R come into the class. R immediately chose the right corner' desk to sit down. ET began the lesson by greeting Ss, then checking their presence. **Despite the teacher's presence, some of them were still making fun of them noisily.**

Initially, ET asked if they had done with the assignment or not, and most of them startlingly had not. Ironically, some did not know about what was assigned to them. They delivered some arguments about it e.g they were so busy with the other homeworks etc. Next, ET guided them to open their LKS and read a text inside. Such an activity was repeated few times. **While reading the text, several students kept making a noise, some others were talking each other carelessly. Even, there were few students behaving passively due to having no book to read.**

Then, they were asked to notice and answer some questions provided below the text. To give clearer instruction, ET showed the way how they should do, for instance number 1. **In this case, ET had to sometimes repeat the instruction due to the students' confusion.**

Having ensured the students understood what to do, she was back to her desk. During the process, the condition was getting uncontrolled. Some students' known as the troublemakers began bothering their friends, walking around the class, cheating each other, and even there was a student leisurely falling asleep in the corner of the class. Startlingly, ET kept silent and gave no warning at all.

After waiting a minute, ET tried to make sure if they had accomplished the task or not. Most of them spontaneously said "not yet". Later, ET let them discuss their works and she translated the text into Indonesian first. **There were sometimes few students helping her but she was still dominantly doing it.= After that, she pointed out some of them to answer these questions and wrote down their answer on the whiteboard in order to be discussed together then. =In spite of the teacher's order, they still reluctantly raising hand to answer.**

As an alternative, ET decided who would be the lucky one by looking at the presence list. Unwillingly, they dare to come forward and read their works in front. After all the answers were written down, ET tried to check them one by one. **Measuring how far they understood the questions, ET sometimes asked a student to translate his friends' answers but he was still confused of it. Furthermore, in the discussion, some of them did not still pay attention to the teacher.**

Overall all the answers they wrote down were true, they did not understand the entire meaning nevertheless. After that, ET recited some words from the text and asked them to translate these words. **For students whom did not bring dictionary, it was so hard to do the task and therefore they attempted to borrow it from their friends.**

Due to the limited time, ET asked the students to note and memorize these difficult words to be tested in the next meeting. **Then, ET allowed them to read the next material on LKS** and reminded them to bring their dictionary later.

Observing what was actually happening inside the classroom, I caught an unusual view, for instance most students taking a seat in the back rows were not paying attention to the teacher's explanation. They obviously ignored and kept disturbing the others who were seriously following the lesson. In contrast, the students choosing the front rows averagely strived to concentrate and ignore their disruptive friends.

To assure myself about the condition, I decided to ask the teacher and then discuss the solutions which might be proposed. According to her, such condition had lasted so long and was so hard to solve. Furthermore, she admitted the way she taught had not been as successful as expected. She argued that the students

coming into the school every year belonged to averagely low-achievers and so it affected the way they behaved during the lesson. Actually she added that there were few number of students successfully achieving the target. However, it was so negligible anytime we compared both different levels.

Obviously, she also emphasized that the role of a friend to share a seat (Peer Tutoring) in learning process was very significant to control anyone sitting next to him or her as described below.

2th Interview: Wednesday, 30th of October 2013.

<p><i>ET: Ya gitu mas,. Mereka itu memang agak susah diatur,. Kelas XG mungkin yang paling nurut,. Tapi ya tetap saja ada yang jadi, apa ya, mungkin bisa disebut pembuat onarnya lah,.</i> (You could see yourself. It was quite hard to control them all. Perhaps, class XG was the better one however there must still be someone called as the troublemaker)</p>
<p><i>R: Iya bu, saya tadi liat juga sepertinya mereka susah dikendalikan. Tiap ibu menjelaskan materi pasti ada saja siswa yang memancing keributan.</i> (I think so mam. Anytime you explained, there must be someone making trouble)</p>
<p><i>ET: Ya begitulah,. Sebenarnya kelas tidak akan ribut asalkan teman-teman disekitar anak itu juga tidak merespon. Kalau mereka diam, pasti juga nanti anak yang ribut sendiri itu malu sendiri.</i> (The class would actually be that noisy if only the students sitting around him did not give response to what he was doing. If they did so, I'm sure he would got ashamed of himself)</p>
<p><i>R: Betul bu. Memang teman sangat berpengaruh.</i> (I couldn't agree more. A mate had obviously influential role here.)</p>

Learning from her experience, it was inferred that many students who ranked among the top tenth preferred another one on the same level to be a friend to share a seat to the lower one. In addition, the students who looked down on themselves would typically gather in some particular places, for instance the back rows of classroom. Based on what she told me, I was absolutely sure that we had the same opinion about the importance of friend to share a seat (Peer Tutoring). In that case, I introduced peer tutoring to her as the solution to solve the mentioned problem and she welcomed it enthusiastically. After getting the overall image of

the approach, she finally approved my plan and promised to support the implementation.

In order to get much more data related to the teaching learning process, I was interested in digging personally stated opinions up by interviewing some of them shortly after the lesson ended as explained below.

3th Interview: Wednesday, 30th of October 2013.

<p><i>R: Gitu ya.. ada hambatan lain gak de?</i> (Ok. Another constraint?)</p>
<p><i>H: Ya banyak mas, terutama rasa malas itu lho mas. Klo pas reading gtu kan cm mbaca teks trus diartiin, ya mbosenin bgt mas. Basa gaulnya 'kurang nendang' gtu hhee. Jd males, trus ditambah juga kan banyak kata yang kita gak ngrti.</i> (Of course, the worst one is laziness. It is so boring for me to join a reading class due to the same activities. Moreover, I lack vocabulary mastery)</p>
<p><i>R: Gini mas Yan kasih solusi ya, kmu bawa kamus, trus lo bingung tanya, OK?</i> (Alright, just listen to my words. Bring your dictionary please, and ask me anytime you're confused of the material. Got it?)</p>
<p><i>H: ok Mas,hehe,,</i> (Ok sir)</p>

It was clearly stated on the interview transcript above that the students' laziness was triggered by the monotonous flow of the lesson. In addition, they were not stimulated well to learn reading as a package, for instance by providing them with more chance to elevate their mastery of vocabulary. Another opinion related to the issue was revealed then.

4th Interview: Wednesday, 30th of October 2013.

<p><i>Z: Tergantung materinya Mas.</i> (Subjective. It depends on the material).</p>
<p><i>R: Pilih pilih ya hhe. Tadi mas perhatiin kok teman -teman kamu pada berisik ya, ada yang tidur juga, siapa namanya.,hhe. Menurut kamu kenapa mereka gtu?</i> (Ok. As I saw during the lesson, your friends kept making a noise and even there was someone falling asleep, what can you say about it?)</p>
<p><i>Z: Oo, Susilo itu mas,. Dia mah emang tukang tidur. Menurut saya sh mereka gtu ya karena gurunya monoton mas. Bkin bosan. Trus lagi lw masalah berisik, rata2 kan cwo tho mas, mereka y gtu. Lw udh campur bareng, ky pasar ya mas hhe,,termasuk saya.</i> (He was Susilo. He is used to sleeping during English lesson actually. In my opinion, it happened due to the monotonous flow of the lesson. Moreover, anytime the boys were gathering, they would be much noisier.</p>

<i>R: Jadi kesimpulannya mereka berisik, ga merhatiin gurunya pertama gara gara mereka duduknya sama tmen yang cocok doang, trus pmbelajarannya monoton ya? (So the causes of such condition are firstly the seating position, and then the monotonous flow of lesson aren't they?)</i>
<i>Z: Betul sekali mas. Masnya pinter,.hhe piss mas (Absolutely right sir).</i>

By allowing each party involved in the teaching learning process to hold an opinion, I attempted, encouraged by the teacher, to firstly list the possible problems and formulate the main one as the focus as shown below.

Table 1. The Problems in XG MAN III Yogyakarta.

No.	Problems	Code
1.	The students were not prepared when the teacher came	S
2.	The students did not do their homework	S
3.	Some students often made noise (e.g. talked to their friends) once their friends were doing what the teacher asked.	S
4.	The students did not bring the course book	S
5.	Some students found it difficult to respond to the teacher's utterances.	S
6.	The students were lackadaisical.	S
7.	The students showed some behaviors of indiscipline e.g walking around the classroom when the lesson was going on, talking loudly with their friends, and even falling asleep during the lesson.	S
8.	The teacher often did not warn the students talking to their friends	T
9.	The students found it difficult to guess the meaning of some words	S
10.	The students were reluctant to advance ideas in front of their friends.	S
11.	The students had difficulties in constucting English sentences.	S
12.	The students were lazy to bring dictionary.	S
13.	The teacher used only one source of teaching materials	T

S: Student T: Teacher

Due to the focus of the study, the problems to solve were only anything related to the teaching learning process, reading comprehension in particular (news item texts). Having discussed a lot, the teacher and I realized two important facts as follows:

1. The entire possible problems listed above except the 8th and 13rd point, were significantly related to the function of a friend to share a seat. Clearly, such a conclusion was based on the assumption that these problems belonged to the

students' personal life in which they were still strongly influenced by friends of theirs.

2. There was causality among them, for instance, the students tended to behave in undisciplined way since the teacher did not look after them intensively.

Replying to the problem identification, the teacher allowed me to plan what the actions would be like. The teacher also advised me to consider the aspect of fund, time, and ability in conducting the research.

2. Determining the Actions to Overcome the Problems

I made use of both the observation and the interview result in deciding what actions to take. As the collaborator, the teacher also significantly contributed to this process. Carefully taken, the actions to deal with the problems were by altering the present seating arrangement with peer tutoring.

Generally, peer tutoring is a condition where a student, acting as a tutor, explains the work to another student acting as a tutee, asks the tutee to answer questions, tells the tutee whether his or her answers are correct, and also shares some knowledge. Undoubtedly, the implementation of peer tutoring was to stimulate the students' interest in reading. Given more chances to interact with their classmates, the students were prompted to be energetic and motivated.

Moreover, it could improve the students' English command and elevate their achievement level. Harmer (1998: 21) states that in groups, students tend to participate more equally, and they are much courageous to practise and use the language than they are in a whole-class circumstance. Talking leisurely to their

friends, they were encouraged to put their shyness and nervousness aside. Provided that they managed to do that, it would be easier for them to reach upper comprehension level. After that, peer tutoring was employed to control the students who often made noise. Paired with a new mate, the students tended to be more calm and quiet than before. They preferred communicating in a strictly purposeful way to making fun of them. Then it was my duty to keep the activities flowing smoothly e.g by using games.

Understanding the entire planning above, the English teacher suggested me that the actions above should be based on the curriculum applied then. After that, she showed the references from which the material was taken and asked me to continue the ongoing lesson. Due to the schedule, at last she offered news item text and allowed me to make the lesson plan.

B. Report of Cycle 1

1. Planning 1

After having some discussion with the teacher, I were permitted to carry the study out in November 2013. Based on the schedule, I would teach the students on Wednesday, November 6th 2013; Friday, November 8th 2013; and Wednesday, November 13th 2013. I focused the actions of this cycle on how to improve the students' reading comprehension in general and news item text in particular. To get the students interested, there were some kinds of text headlined attractively e.g. *'Britney Spears – Lutfi Investigated for 'Drugging' Spears'* and *'Lapindo'*.

There were three meetings of this cycle. Peer tutoring were totally applied but in the first meeting. Purposefully, I made use of this initial activity both to identify the students' comprehension level in general and to decide the new pattern of the students' seating arrangement. By giving pretest, the real ability of students would be revealed clearly. Then for the second and the third meeting, I started applying peer tutoring based on the pretest data. The program I had designed could be seen as follows:

- a) Implementing peer tutoring in exploring and comprehending news item text (BKOF and MOT stages).
- b) Implementing peer tutoring in joint construction activities (JCOT stage).
- c) Employing the result of peer tutoring in defining and identifying news item texts individually (ICOT stage).

2. Action and Observation 1

a. Implementing Peer Tutoring in Exploring and Comprehending News Item Text (BKOF and MOT Stages).

I had prepared two news item texts for this stage. Initially, I asked the students to read these texts and they were encouraged to cooperate each other. The activity above was described in field note 4.

Setelah selesai menerangkan tentang News Item text, R kemudian memberikan tugas kepada Ss untuk dikerjakan dengan teman sebangku Ss. Dalam tugas ini R mempersilahkan Ss untuk membuka sumber manapun. R meminta Ss untuk membuka buku Look Ahead. Saat Ss mengerjakan tugas, R berjalan mengelilingi Ss untuk bertanya tentang Peer Tutoring sekaligus membantu kesulitan mereka.

(After explaining news item text, then R gave Ss assignments. R did not limit Ss to open any helpful resources. Then, R asked Ss to open Look Ahead book. While Ss working on their assignment, R walked around the class and asked them about peer tutoring).

After ensuring they had done with the assignments, I explained the generic structure of a news item text (newsworthy event, background events, and sources) then. To know the response, I asked them to analyze each paragraph and some could confidently identify the generic structure. Furthermore, they also showed where the newsworthy event was located, etc. Next, I tried to present the language features of the text as follows:

- 1). Short, telegraphic information about story captured in headline
- 2). Focusing on circumstances
- 3). Using action verbs like occur, take place etc.
- 4). Using saying verbs like state, speak etc.
- 5). Using adverbs: time, place and manner.

Letting them read the texts once more, I attempted to get them absorbed in the process. Having done with the texts, they looked so confident then. So it was good time to ask them everything related to the language features in the texts *'Britney Spears – Lutfi Investigated for 'Drugging' Spears'* and *'Lapindo'*. Interestingly, most students could correctly reply to the questions. The activity above was described in field note 4.

Setelah R mengambil alih kelas, R kemudian meminta untuk mengerjakan soal yang ada. Sambil berkeliling, R juga mengecek pekerjaan mereka. Ada yang bisa namun ada juga yang masih bingung. R kemudian mulai menerangkan.

(After R taking over the class, then R ask Ss to do the test. While walking around, R checked their work. Most Ss could answer but some other could not. Then, R started to explain news item text.)

b. Implementing Peer Tutoring in Joint Construction Activities (JCOT Stage).

As the very step of this stage, I asked the students to work in peer tutoring groups determined by the result of pretest analysis. I gave them a new text entitled *'Bridge breaks in Central Java, killing 5 people and injuring 29 others'* then. They were expected to analyze the text by playing role of tutors and tutees. I was walking around to ensure that everyone did the job well. As expected, the process started showing some improvement. Questioning some students, I found that they averagely understood the material e.g the generic structure (newsworthy event, background events, and sources). It was described in field note 6.

Untuk membuat mereka lebih bersemangat, R memberikan sebuah permainan yaitu dengan menuliskan Generic Structure pada text 'Britney Spears – Lutfi Investigated for 'Drugging' Spears' dan 'Lapindo' di depan kelas. Permainan ini berjalan dengan lancar dan Ss terlihat sangat antusias. Setelah Generic Structure pada text 'Bridge breaks in Central Java, killing 5 people and injuring 29 others' selesai ditulis oleh Ss di depan kelas, R mengoreksi dan ternyata jawaban Ss benar.
 (To make the teaching-learning runs well, R gave a game. After the generic structure of 'Britney Spears – Lutfi Investigated for 'Drugging' Spears' dan 'Lapindo' has been finished, R checked the task).

c. Employing Peer Tutoring Result in Defining and Identifying News Item Texts Individually (ICOT Stage).

Starting this stage, I gave them some texts with many questions to answer. Aiming to enrich the students' range of vocabulary, I provided them with some unfamiliar words inserted in the questions by accident. Unlike the previous stage, the present one required some strict monitoring since it was a stage to train the students' independence. I encouraged the students to do the task by making use of their own ability. Unfortunately, this activity did not meet the expectation yet. Ordered not to cooperate, the students kept seeking chances to cheat instead.

Absolutely, to vanish such a bad culture was not easy. There were several times for me to remind them but the condition did not change a lot. Consequently, most of them had not done with the tasks yet as the bell was ringing and they had to submit just the way it was.

3. Reflection 1

After having done with all the process, the English teacher and me tried to arrange a reflection in order to see the progress. We accidentally leaned our discussion on two aspects as follows:

- a) the observations during the teaching-learning process
- b) students' opinions

On this stage, the teacher significantly reinforced me for giving some helpful suggestions. Due to her experience, she encouraged me to view the students objectively. To avoid some subjectivity, every single opinion coming from the students was also completely considered, and at last we inferred that:

- a) peer tutoring enabled the students to both comprehend and analyze the complexity of news item text
- b) peer tutoring helped few hyperactive students to decrease their uncontrolled behaviors. Such an approach could guide them to pay attention longer during the learning process
- c) given variously entitled texts, they looked more curious to look up new words in dictionary.

Each point above could be explained as follows:

- a) Peer Tutoring Enabled the Students to Both Comprehend and Analyze the Complexity of News Item Text

To draw such a conclusion, I observed the students' activity of JCOT stage in which they were excessively encouraged to cooperate with their pairs. Besides it, I questioned them in order to identify their perception towards the activities. Both approaches had conclusively proven that the implementation of peer tutoring managed to reinforce the students in both identifying and understanding the complexity of news item text enthusiastically.

The field notes 8 below undoubtedly showed the students' enthusiasm towards the implementation of peer tutoring in reading class activity.

Setelah selesai berdoa. R menanyakan tentang tes yang dilaksanakan sebelumnya. R memancing Ss dengan sebuah pertanyaan, "How was the test yesterday? Was it difficult?", Ss menjawab "Yes Sir". R sambil bertanya "What do you think of Peer Tutoring? Was it helpful enough?", Ss menjawab "Yes it was sir". Setelah itu R mengatur kembali tempat duduk Ss berdasarkan hasil tes kemarin. Setelah Ss mendapat pasangan masing-masing, R kembali meminta Ss untuk saling membantu. (After praying, R asked them about the test yesterday. R started with a question, How was the test yesterday? Was it difficult?, Ss answered Yes Sir. R asking, What do you think of Peer Tutoring? Was it helpful enough?, Ss replying Yes it was sir. After that I rearranged the pattern employing yesterday's test result. Once they were ready, again, R asked Ss to help each other.)

Another proof could be seen in the next interview.

13th Interview: Wednesday, 13th of November 2013.

ET :Alhamdulillah anak-anak keliatannya bisa mengikuti dengan baik, Mas Yanuar sudah pernah mengajar sebelumnya ya? (It looks clear that they are enthusiastically joining your class, you must be accustomed to teach a class before.)

R : Belum bu, saya cuma ingin membantu saja sebisa saya (No, I haven't mam. I'd just want to help them with all my best)

ET : Iya, pertahankan, tapi kadang Mas Yanuar suka terlalu dekat dengan siswa sehingga mereka kurang respect pada perintah Mas Yanuar sendiri di kelas. (Ok. However it's better for you to keep your distance since it affects the respect of students for you)

b) Peer Tutoring Helped Few Hyperactive Students to Decrease Their Uncontrolled Behaviors.

In explaining such a happening, I tried to be excessively objective and fair. Certainly, I witnessed how the students' attitude and behaviors were changing magnificently. Few students whose behaviors quite interrupted the learning process were slowly under control. At the very beginning, they looked little reluctant to cooperate with their friends. Gradually, their hesitation vanished, turning to more positive situation. They learned to work in team and the longer, the better they were communicating each other. I also could say that the tutors played their role well enough so that the tutees could catch what they delivered. However, I still had to help them by walking around and checking their works then. Admittedly, there were still some groups whose tutors did not work as expected. This situation was shown in the following interview.

11th Interview: Friday, 8th of November 2013

<i>R : Zufar, gimana tadi belajar bareng Selvy? (Zufar, what do you think of your team with Selvy?)</i>
<i>Z : Enak sih mas, kita bisa saling bantu, tapi pas dia jadi tutor kadang malah bikin ga mudeng. Mungkin dia grogi ma temen baru mas. (It's so enjoyable, we could help each other, but when she became the tutor, I couldn't catch what she said sir. Probably it got her nervous instead.)</i>
<i>R :Oo gitu ya,.gimana menurut kamu tentang kondisi kelas? Ada efeknya gak buat kamu? (I see. What are you suggesting about the condition of classroom? Any effect for you?)</i>
<i>Z : Alhamdulillah ada mas, jadi lebih tenang kelasnya. Suasananya jadi kondusif, belajar pun jadi enak. (Of course sir. I think the class feels more quiet and everything turns to be more conducive than ever before, it's so cozy to learn now.)</i>

c) Given Various Entitled Texts, They Looked More Curious to Look Up New Words in Dictionary.

I provided various kinds of news item text by accident in order to tickle the students' curiosity upon new words they rarely find. In my opinion, these words were playing significant role in both linking the sentences and constructing

meaning of the texts as well. For that reason, there was no choice for the students but looking up the dictionary once they were getting confused. It could be proven from the following interview.

12th Interview: Wednesday, 13th of November 2013

R : Gimana Silma, teksnya mudah dipahami kan? Mana yang kamu suka dari teks-teks yang udah kita pelajari? (Hi Silma, the texts were so easy to understand, weren't they? which one did you prefer?)
S : Aku lebih suka yang kedua, yang pas ujian, habisnya menarik si Mas (I preferred the second text to the first, which was on the test, it was very interesting I think)
R : Ooh gitu ya, sama aja tu kayaknya? (Ok I see, I think both texts were equally similar?)
S : Iya? Eh terus aku juga dapet kata-kata baru lagi. (Really? It's exciting to find a lot of new vocabularies)

In addition, the next table displays the comparison of students' improvement before and after action.

Table 2. Description of Students' Improvement before and after Action

The Titles of the Text	
Before Action	After Action
'Britney Spears – Lutfi Investigated for 'Drugging' Spears', 'Lapindo'	'Bridge breaks in Central Java, killing 5 people and injuring 29 others'
The Differences	
<ol style="list-style-type: none"> 1. The students rarely shared their understanding of the texts. 2. Some students were still afraid to ask the researcher. 3. The tension of classroom was competitively high. 4. Some students preferred asking their friends about the answers of the test directly to getting some guidance. 5. Their reading comprehension did not look satisfactory enough (it was proven from the way they retold the text). 	<ol style="list-style-type: none"> 1. Tutors and tutees shared their knowledge of the text and helped each other. 2. Once getting confused, they initially discussed with their tutors and tutees. In that case, the researcher just became an alternative. 3. It turned to be so friendly. 4. They enthusiastically asked their friends about some guidance. 5. It looked clear that they were improving. Such a conclusion was based on the facts that they could answer the question correctly and retell the text well.

4. Evaluation 1

After having done with the entire activities, I was trying to evaluate all the processes. Despite the constraints, I could see that peer tutoring managed to change the initial condition. The noise they made was decreasing gradually. Rather than making fun of them, most of the students looked more enthusiastic to pay attention to their friends' explanation.

Occupying quiet classroom, the students seemed to be more motivated. The way they communicated as tutors and tutees was smoothly running since they really followed my instructions. However, there were few students continuously asking for my help but it did not matter at all. In that case, I considered it a process of thinking to be better because even a great change took place step by step.

Having analyzed the test data, I deduced that they had not reach the best grade they could. Such a fact was revealed from the next interview with the teacher.

13th Interview: Wednesday, 13th of November 2013.

R: Alhamdulillah, cycle pertama sudah terlaksana bu, dari pengamatan anda, bagaimana metode pengajaran yang saya berikan kepada anak-anak bu?

(Alhamdulillah, I'm so glad to have carried out the first cycle. What's your suggestion mam?)

ET: alhamdulillah mas, mereka jadi lebih teratur dan antusias, lebih terkendali. Paling kelihatan ya mereka ga lagi berisik. Ditambah, mas Yanuar kan memperlakukan mereka kaya teman sendiri, jadi ya mereka suka. Memang sulit mas menaikkan prestasi secara instan. Namun yang penting, mereka paham dengan apa yang saya jelaskan dan apa yang Mas Yanuar jelaskan juga.

(Alhamdulillah, they turned to be more enthusiastic and controlled. Also, I could feel that the classroom was no longer noisy. The way you delivered the material was also interesting, treating them like a friend. You have to be patient cause a change cannot happen instantly. However, the point is they got your explanation).

However, the technique was effective to raise the students' motivation. Paired with new friends, the students turned to be more serious in the learning process. In addition, I made use of various texts which certainly got them interested. Such an action had also multiplied their curiosity upon the material. It was recorded in the next interview.

6th Interview: Wednesday, 13th of November 2013.

<i>R : Apa kamu paham materi tadi (Did you got the point delivered just now?)</i>
<i>Sy : Yang News item Mas? Lumayan sih mas. (About news item? just a little bit I think.)</i>
<i>R : Kalo paham, coba apa generic structurenya? (Ok, what's the generic structure?)</i>
<i>Sy : Newsworthy event, background events, trus, sources kan Mas?? (newsworthy event, background events, and sources aren't they?)</i>
<i>R : Sipp, maksudnya masing-masing apa tu? (Well done, please tell me the detail.)</i>
<i>Sy : Newsworthy itu topik berita, Background itu latar belakang kejadian, Sources itu pernyataan dari saksi ataupun pihak lain tentang kejadian itu kan Mas? (Newsworthy event is the topic of the news, Background event is all explanation related to the occurrence, Sources is including statements uttered by the witnesses or the other related parties, right?.)</i>

Based on the interview above, I could see that they had caught what was delivered in class, in particular about the generic structure of news item text. Obviously to understand what was taught by the teacher, the students had initially to enjoy the learning process. It was I could observe during the sessions of peer tutoring. The number of students who usually were sleepy and lackadaisical were decreasing gradually. Also, most students looked very spirited to act as both tutors and tutees. It can be seen from the interview below.

7th Interview: Wednesday, 6th of November 2013 .

<i>R : Gimana, tadi susah gak materinya? (Did you find it hard to cooperate with your friends?)</i>
<i>Ro: Tidak ko mas, asik banget tadi kegiatannya, jadi serasa kaya guru yang ngajarin muridnya gitu mas. (No, I didn't sir. It was so enjoyable to do the activity. Feels like a real teacher)</i>
<i>R : Iya ya? Apa sih yang tadi kalian bahas? (OK, I see, what did you discuss?)</i>
<i>Ro: Tentang penanda tiap bagian dari news item mas. (It was about the signs of news item parts)</i>

R: <i>Apa yang tadi mas ajarin itu ya? Sudah paham belum? (I'd taught it right? Was it clear enough?)</i>
Ro: <i>Jelas sekali mas. ada newsworthy event, background events, and sources kan Mas? (Absolutely sir. They were newsworthy event, background events, and sources, weren't they?)</i>
R: <i>Itu bisa, pinter, coba mana sourcenya? (that's good, now tell me where the source is??)</i>
Ro: <i>Ini dia Mas, penandanya biasanya ada di akhir paragraph dan ada kata "stated" dan "said", Iya kan?. (here it is sir, it appears in the end of paragraph and there were words like "stated" and "said", isn't it?)</i>
R: <i>Mantaap, pertahankan dan tingkatkan ya,ok? (Awesome, keep on studying, ok??)</i>

Peer tutoring could also enable the students to generate their ideas about news item text. The interview below has explained so.

8h Interview: Wednesday, 6th of November 2013.

R: <i>Tambah paham atau tidak de? (Did you see the point better?)</i>
I: <i>Iya mas, asyik. Tadi sudah diterangin trus kita diskusi lagi, tambah faham jadinya. (Yes I did sir. It felt so enjoyable to discuss with friends.)</i>
R: <i>Iya? Sip (Are you sure? Good)</i>
R: <i>Kalo Harum bagaimana tadi? (How about you Harum?)</i>
H: <i>Ya, saya bisa, tugasnya juga terasa mudah, (Yes I did. The tasks looked easier I think.)</i>
R: <i>Kenapa bisa? (How come?)</i>
H: <i>Kan saya bisa tanya ke tutor atau teman lain atau ke Mas Yanuar, (Since I could ask the tutor, my friends and even yourself)</i>

5. Summary 1

In brief, some actions carried out had ended successfully once the others still needed more careful preparation. The detailed explanation have been listed as follows:

a. The successful actions:

- 1) Peer tutoring was succesfully changing the noisy classroom into the better one. The students who used to behave disruptively and provoke some uncontrolled condition gradually turned silent and easy to handle.
- 2) Peer tutoring managed to help few hyperactive students to decrease their uncontrolled behaviors. At the very beginning, they looked little reluctant to

cooperate with their friends. Gradually, their hesitation vanished, turning to more positive situation. They learned to work in team and the longer, the better they were communicating each other.

3) Through both BKOF and MOT stages, I offered them some various issues to analyze. Seemingly, the students exactly dealt with no difficulty at all. They were easily predicting, arguing, and making statements to these issues. Then, I started to explain the generic structure of the texts. Given some exercises to do, they could identify the generic structure and discussed with their friends as expected. Once they had difficulties, the tutors were always ready to light upon the solution together. In other words, the interaction between members in every groups was developing. Generally, the students had comprehended the generic structure of news item text.

b. The unsuccessful actions

1) A few students included in the group of low achievers still had difficulty in comprehending the material delivered due to poor vocabulary mastery.

C. Report of Cycle 2

1. Planning 2

The result of Cycle 1 was the base to formulate what Cycle 2 would be. The English teacher and the researcher concluded that there were some aspects to improve. Some successful actions in the first cycle were maintained while the unsuccessful actions were revised.

The only problem unsolved was that a few students still had some difficulty in comprehending the texts, some new words in particular. They were

always left behind once the others had advanced one step ahead. The teacher and I therefore discussed the problem and tried to get the solution. The breakthrough was to be taken were by giving them question and answer session (BKOF and MOT stages), and increasing the exercises related to the problem e.g word-guessing, word-matching (JCOT stage). By taking these actions, we desired to both help the lower students elevate their vocabulary command and reinforce the upper students' present ability.

In Cycle 2, we basically employed similar activities taken in the previous cycle as follows:

- a) Implementing peer tutoring in exploring and comprehending news item text (BKOF and MOT stages).
- b) Implementing peer tutoring in joint construction activities (JCOT stage).
- c) Employing the result of peer tutoring in defining and identifying news item texts individually (ICOT stage).

The implementations of the three actions were on Friday, November 15th 2013 and Wednesday, November 20th 2013.

2. Action and Observation 2

a) Implementing Peer Tutoring in Exploring and Comprehending News Item Text (BKOF and MOT stages).

As the beginning, I offered the students the texts used in the last meeting entitled 'Radio, Pay-TV to Resume 24-Hour Broadcast' and 'Seven Killed in Accident on Jalan Sultan' to discuss. I asked the students to read and work on it again with their new mates. The activity above was described in field note 8.

Setelah selesai berdoa. R menanyakan tentang tes kemarin. R memancing Ss dengan sebuah pertanyaan, "How was the test yesterday? Was it difficult?", Ss menjawab "Yes Sir". R sambil bertanya "How was Peer tutoring technique? Was it helpful for you to understand news item text?", Ss menjawab "Yes Sir". Setelah itu R mengatur kembali tempat duduk Ss berdasarkan hasil tes kemarin. Setelah Ss mendapat pasangan masing-masing, R kembali meminta Ss untuk saling membantu. Setelah itu, R membagikan hasil tes yang mereka kerjakan untuk dibahas. Dan pembahasan itu berlangsung sampai akhir pelajaran. R membedah semua seluk beluk dari newsworthy event, background events, and sources. R pun kembali mengingatkan Ss akan penanda dari tiap-tiap bagian. R juga memberikan vocabulary baru untuk Ss ingat. (After praying, R asked about the yesterday's test. R started by asking question, how was the test yesterday? Was it difficult?, Ss answered Yes Sir. R also asking, how was peer tutoring technique? Was it helpful for you to understand news item text?, Ss answered Yes Sir).

Once explaining, I also asked students to note any important word to help themselves in learning process. I focused a lot on some students dealing with some problem about vocabulary. Purposefully, I allocated longer time to identify what kind of constraints they usually faced, guide them through the reading texts, and give them some advice once the other students were busy reading the given texts. Then, I asked some students to read the texts aloud. Once they pronounced words incorrectly, I would repeat the right one after them. Next, I asked the students to read silently and discuss the text one more time. The activity above was described in field note 8.

Setelah semua berjalan, R kemudian memberikan kesempatan Ss untuk mengerjakan dan bertukar pikiran dengan teman sebangkunya. R dengan perlahan berkeliling dan bertanya ke tiap bangku akan kesulitan yang dihadapi. Ada Ss yang bertanya tentang kata baru, R menjelaskan. Setelah kamus dibuka dan mereka mendapat arti dari tiap kata, R kemudian membantu mereka mengartikan dan juga mengucapkan. (Then, R gave Ss chance to work and share with their tutors or tutees. While walking around and checking, R also helped Ss to finish the text. There were Ss who asked about some new words. Then, R asked them to open their dictionary. Once they have found the words, R helped them to say and give the Indonesian equivalent word.)

After the students finished reading the text, I explained the language features of news item text as explained below.

- 1). Short, telegraphic information about story captured in headline
- 2). Focusing on circumstances
- 3). Using action verbs like occur, take place etc.
- 4). Using saying verbs like state, speak etc.
- 5). Using adverbs: time, place and manner.

Then, I asked one of the students to answer the questions about the text before we discussed the answers together.

b) Implementing Peer Tutoring in Joint Construction Activities (JCOT stage).

Firstly I divided the students into some groups of two students as conducted in the initial cycle. Then, I gave each tutor the text to explain to the tutee. Once a group was stuck, the other groups could, rather than giving the answers directly, some help in comprehending the material. This activity kept continuing until the entire groups managed to identify their own mistakes. The activity above was described in field note 8.

Ss terlihat sangat antusias. Ss saling membantu satu sama lain. Ada yang hanya diskusi antar teman sebangku namun ada pula yang berdiskusi dengan kelompok yang lain. R mendekati kelompok yang berdiskusi secara intern (Vandy dan Veny) dan bertanya apakah mereka sudah paham dan ternyata mereka sudah paham akan kesalahan mereka.

R pun kemudian meminta kelompok itu untuk menjawab pertanyaan nanti. Ada pula yang berdiskusi antar kelompok, seperti yang dilakukan Fatik dan Silma. Fatik yang berada di bangku paling depan menengok dan selalu menengok ke belakang, yaitu bangku Harum dan Alia. Setelah R bertanya kenapa Fatik menjawab bahwa dia dan teman sebangkunya masih ragu, oleh karena itu dia bertanya ke Alia yang lebih paham. (Ss look very happy and they helped each other. There was not only discussion between tutor and tutee but also among groups. Then R moved to Vandy and Veny's group and asking whether they understand or not and luckily they have understood. Then R offered a question that should be answered by them latter. Different way was chosen by Fatik and Silma. They talked each other even they were not a tutor neither a tutee as well. Then R asking why and Fatik said that he and his tutee did not understand yet so he asked Alia.)

Similar to the beginning stages, I strived to approach the lower students intensively and guided them through the given tasks. There were some activities in this stage, for instance word-matching in which they were encouraged to match some words to the definitions. Also, I provided them with a quiz thereby training them both to guess some words' meaning and to cooperate each other closely. It was the role of mine to explain these words anytime they were stuck and needed more directions. These activities were described in field note 8 below.

Para siswa dengan antusias menyampaikan penafsiran mereka terkait kata tertentu yang diberikan. Disini terlihat bagaimana mereka terbantu dengan teman baru mereka dalam berdiskusi. Saking asyiknya mereka berpendapat, terkadang timbul perdebatan antar beberapa grup yang mempunyai pemikiran berbeda. Disini R menjadi penengah dan memberikan penjelasan lebih jauh agar semua grup merasa puas dan tetap bersemangat. (the students looked enthusiastic to have opinion related some words given. Here it obviously seemed that they were really helped by the existence of new friend to have discussion. The more comfortable the condition, the more frequent they were arguing about their different opinions. It was the role of mine to be the mediator and to give further satisfactory explanation).

c) Employing the Result of Peer Tutoring in Defining and Identifying News Item Texts Individually (ICOT stage).

I started this stage by reviewing the previous discussion. Examining how far they got the point, I asked some students to reply to my questions then and also let the others decide if the answers were true or not. I chose some students who seemed to be sleepy during the lesson by accident. Startingly, there was a time someone had not finished answering the questions, the others were spontaneously laughing at him due to his wrong answers. Nevertheless, the eminently important point I could see was that they had reached much further comprehension of the material. The activity above was described in field note 6.

Kemudian R memulai pelajaran dengan menanyakan generic structure dari news item text dan language featuresnya kepada beberapa siswa. Mereka tampak sudah memahami materi jika dilihat dari jawaban mereka yang sudah tepat. Kemudian R melanjutkan pelajaran.

(Then R began the lesson by asking them about the generic structure and language features of news item. It looked clear that they had got the point since they could correctly answer the questions. Then R continued the lesson.)

3. Reflection 2

Having done with the activities in both Cycle 1 and Cycle 2, I attempted to reflect on the actions carried out with the teacher together. Such a discussion entailed some parties to be the main data sources. They were the observations during the process, the students' opinions, as well as the comments from the teacher.

The implementation of peer tutoring managed to improve the students' reading comprehension upon news item text. Such a fact appeared due to the flexibility of the approach. Instead of relying on the teacher, the students felt more comfortable having a lot of sessions to interact with their friends leisurely.

Moreover, the students could impressively enrich their command of vocabulary. Provided with various levels of texts, they looked much eager to look dictionary up. Whenever they got stuck, they could ask their friends and me as well. The following field note showed how the tutors and tutees were communicating.

Ada pula diantara mereka yang saling bertukar perbendaharaan kata baru. Kata itu seperti "overtake" yang artinya adalah melampaui. Kata kata lain pun peneliti tambahkan sinonimnya. Kata itu seperti "development" dengan "improvement".

(Some of them were also share new vocabularies. The new vocabularies such as overtake, which is meant melampaui in Indonesian. I also added synonymous words. The words such as development and improvement.)

The improvements mentioned above were the result of peer tutoring implementation. In brief, peer tutoring allowed two students having exactly different abilities to both interact and help each other. This study employed some data as the basis to formulating the students' seating position.

Maria & Suhartati	Harum & Anisah	Lia & Syaicha	Rofif & Yoga
Arif & Fatik	Rahmi & Veni	Silma & Amin	Selvy & Fika
Zufar & Fajar	Eni & Mayvani	Inas & Alia	Susilo & Farhan
Arya & Nadzar	Aryo & Vandi	Afi & Galuh	Rois

Figure 3. 1st Students' Position (Before Treatment)

These data were obtained from: (1) the initial condition before treatment, and (2) the pretest result. Firstly, I still preserved the original seating arrangement of the class as displayed above. Secondly, I employed their pretest data as the guide. The activity above was described in field note 5.

Setelah R mengambil alih kelas, R kemudian meminta Ss untuk mengerjakan soal yang ada. Sambil berkeliling, R juga mengecek pekerjaan mereka. Ada yang bisa namun ada juga yang masih bingung. R kemudian mulai menerangkan.
 (After R taking the class over, then R asked Ss to do the test. While walking around, R checked their work. Some Ss could answer but some other could not. Then, R started to explain news item text.)

At the time, I tried to know what the students were thinking of peer tutoring. The data was recorded on the next interview.

5th Interview: Wednesday, 6th of November 2013

R : Pernah denger peer tutoring gak? Peer tutoring itu semacam metode dalam KBM dengan menentukan cara duduk kalian. Misalnya Inas nanti dapat Farhan ato Rahmi gitu. Lha tujuannya tu biar salah satunya bisa menjadi tutor dari temannya, gimana? (Have you ever heard the term called peer tutoring? Peer tutoring is a method that determines your seating arrangement. As an example, later Inas will be sit next to Farhan or Rahmi. The aim is to give you a friend or a mate who can guide you, what do you say?)

F & Ra : Belum pernah Mas. (We have never heard about it Sir)

R : Kira-kira jika tempat duduk kalian diacak gimana ya, setuju gak? (What if I change the seating arrangement, what do you say?)

Ra : Ehm, diacak Mas, belum pernah si, tapi enak juga ko. Kita seringnya bebas. Biasanya tetap juga. (We have never done that, I think it will be fun. We often freely choose our seating)

Based on the interview data as well as the observation during the lesson, I managed to reveal some tendencies related to the students' seating position as follows:

1. They tended to prefer their best friend to the others.
2. For some of them, the front rows were the most advisable area to avoid.
3. They chose some strategic spots (as they preferred) e.g the back rows, near-wall rows, and also the corners of classroom.

Through peer tutoring, the three tendencies mentioned above would be put aside for the sake of students. As the alternative, I had arranged brand new seating pattern which resulted from the pretest data. Of course, the students could not freely prefer their close friends and choose the desired places. In deciding the pattern, I at the beginning tried to rank the students' marks from the highest to the lowest one and then matched the students whose marks were high with the lower achievers as explained then.

Maria & Susilo	Harum & Alia	Rofif & Syaicha	Arya & Yoga
Silma & Fatik	Vandi & Veni	Fika & Amin	Selvy & Zufar
Eni & Fajar	Galuh & Mayvani	Inas & Suhartati	Anisah & Farhan
Arif & Nadzar	Aryo & Lia	Afi & Rahmi	Rois

Figure 4. 2nd Students' Position (Based on Pretest Data)

1. Maria		30. Susilo
2. Alia		29. Harum
3. Amallia		28. Aryo
4. Syaicha		27. Rofif
5. Arif		26. Nadzar
6. Fajar		25. Nugraheni
7. Inas		24. Suhartati
8. Mayvani		23. Galuh
9. Arya		22. Yoga
10. Farhan Z.		21. Anisah
11. Fika		20. Amin
12. Selvy		19. Zufar
13. Silma		18. Fatiq
14. Veni		17. Vandi
15. Rahmi		16. Afi

Figure 5. Students' Rank (Based on Pretest Data Result)

After carrying both Cycle 1 and Cycle 2 out, I could see that the tutors significantly helped tutees to improve their reading comprehension. Not only did the tutors share their knowledge, they also significantly created better condition in the classroom. These conclusions actually came from the students' scores. The further information was explained then.

4. Evaluation 2

Having carried the entire activities of both Cycle 1 and Cycle 2 out, I attempted to dig up what had taken place there. It was so clear to see that the planned activities combined with peer tutoring approach in Cycle 2 had exceeded my expectation.

Certainly, there were some proofs I could lean my conclusion on. Firstly, any student I considered low achiever could answer every question given correctly and much confidently. The point of confidence became so important at the time since it was so unexpected to see how poorly they replied to my questions in Cycle 1.

Secondly, the situation during the lesson in Cycle 2 was much noiseless and conducive. Compared to the preceding Cycle, it was obviously undeniable to say that that the number of students making a noise in Cycle 2 were decreasing significantly.

Lastly, the students' ability to absorb what was meant by the texts delivered in Cycle 2 was deadly better than that of the previous one in spite of the

different level of vocabulary. Purposefully, I served some texts which contained a lot of complicated words, encouraging them to look dictionary up. It was recorded on the interview below.

15th Interview: Friday, 15th of November 2013

<i>R : Bagaimana tesnya kemarin, sudah dibahas kan? Dah tahu salahnya? (How was the test yesterday, we have learnt it together, haven't we? Did you know where your mistake was?)</i>
<i>Ve : Iya Mas. Ternyata news item tu mudah lo dah tahu trik-triknya ya Mas. Apa lagi ada tutor yang bisa bantu, teman lain juga kadang bantu Mas. Tar gak lagi deh aku bingung Mas. (Yes Sir. News item was actually easy when we know the trick. Not only the tutor, the other friends could also help me . I hope I will never get confused anymore.)</i>
<i>R : Vocabularynya bagaimana? Merasa bertambah tidak? (How about your command of vocabulary? Any improvement?)</i>
<i>Ve : Tambah sedikit-sedikit Mas. Gara-gara disuruh membawa kamus. Teman juga membantu ko Mas. (Yes it was sir. Bringing dictionary as you said was certainly helpful. In addition, I could ask my friends anytime I was lost.)</i>

It could be seen on the 16th interview as well.

16th Interview: Wednesday, 20th of November 2013

<i>R : Lho berarti kamu kurang bacanya, trus jika gitu solusinya bagaimana hayo? (It means you are not working hard, so what is the solution then?)</i>
<i>M : Baca Mas. (Reading sir)</i>
<i>R : Lah gitu. Eh kira-kira ada saran buat Mas Yanuar? (Good. Any suggestion for me?)</i>
<i>M : Apa ya, soalnya jangan susah-susah ya Mas! Hehe. (Make the task easy please.)</i>
<i>R : OK deh. Eh menurut Maria, peer tutoring bagus tidak buat kalian? (OK, what do you think of peer tutoring?)</i>
<i>M : Bagus ko Mas. Kita jadi bisa bertanya ke teman, padahal jika tanya ke guru takut. (It's good I think. It's easier for us to understand the material. We can ask our friends intensively since it's hard to ask the teacher sometimes.)</i>
<i>R : Oh gitu ya. Kira-kira ada yang kurang tidak? (Oh I see. What about negative aspects?)</i>
<i>M : Ehm, mungkin kalau kita tidak dapet teman yang cocok, jadinya kita bertanya antar pulau, gitu Mas. (Perhaps whenever getting confused with our tutor, we can ask the other group)</i>
<i>R : OK terima kasih ya. (OK, thank you)</i>

In addition, the fact that peer tutoring could improve the students' comprehension in reading was shown in interview then.

17th Interview: Wednesday, 20th of November 2013

<i>R : Kalau dengan tes yang kedua ini bagaimana Bu? (How was the test yesterday Mam?)</i>
<i>ET : Bagus, saya tahu maksud Mas Yanuar dengan memberikan bacaan dengan tema yang lebih sulit. Harapannya agar mereka lebih dalam mengerti tentang kosa kata dan news item. (Good, I know your intention while giving them some texts having more complicated words. You wish they could be accustomed to more difficult level, don't you?)</i>
<i>R : Iya Bu. (Yes Mam.)</i>
<i>ET : Ya tinggal tekun saja jika jadi guru tu Mas, harus punya metode yang bagus supaya murid tidak mudah bosan. (You have to be more diligent when you become a teacher. A teacher should have a new method or approach to avoid students boredom.)</i>
<i>R : Berdasarkan nilai, kemampuan reading mereka telah meningkat ya Bu, walau tidak terlalu tinggi peningkatannya. (Based on the assessment result, their students reading comprehensions have improved even though did not look significant.)</i>
<i>ET : Iya, ya begitu Mas. Saya lihat mereka juga antusias membaca. Karena mereka dapat guru baru dan juga itu bacannya menarik. Kosakata yang ada walau sulit Mas Yanuar coba terangkan dan artikanya secara keseluruhan, sangat membantu. (I think so. Their interest in reading was improving due to both new teacher factor and the text having good quality. I could see how hard you tried to help them.)</i>
<i>R : Iya, makasih Bu (Thank you Mam.)</i>

5. Summary 2

After carrying out both Cycle 1 and 2, the researcher could catch some changes occurring during the implementation. The further description is available in Table 3.

Table 3. The Students' Entire Improvement during The Implementation

Summary of Changes		
Initial Condition	After-Treatment Condition	
	Cycle 1	Cycle 2
1. The students rarely shared their understanding of the	1. Tutors and tutees shared their knowledge of the text and helped each	1. Both tutors and tutees looked much more enthusiastically confident

<p>texts.</p> <ol style="list-style-type: none"> 2. Some students were still afraid to ask the researcher. 3. The tension of classroom was competitively high. 4. Some students preferred asking their friends about the answers of the test directly to getting some guidance. 5. Their reading comprehension did not look satisfactory enough (it was proven from the way they retold the text). 	<p>other.</p> <ol style="list-style-type: none"> 2. Once getting confused, they initially discussed with their tutors and tutees. In that case, the researcher just became an alternative. 3. It turned to be so friendly. 4. They enthusiastically asked their friends about some guidance. 5. The tutees had reached much improvement compared to before-treatment condition. Such a conclusion was based on some facts e.g they could answer questions given and retell the text in simple sentences despite sometimes initially asking some advice from the tutors. 	<p>in playing their roles. All the tutors got more spirited to help, while the tutees, who were quite nervous and embarrassed about asking simple questions before, showed more courage to ask help.</p> <ol style="list-style-type: none"> 2. Gradually, the tutors could handle the situation and strived to reduce their reliance on the researcher. More or less, such a situation was caused by pre-reading activities given to the tutees, developing the way they learnt. 3. The condition got much warmer and friendly. Probably, despite having no friend to have fun disruptively, some students considered as trouble makers turned to be so calm and tried to follow the discussion running between the students. 4. Instead of talking to the others nervously, the students enjoyed discussing one another. 5. The tutees's capability had been improving a lot. Anytime being chosen to answer some questions, they felt free to speak and turned to be more responsible for their answers, without relying on the tutors anymore.
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D. Quantitative Data

The quantitative data resulted from the students' pretest and posttest scores. They took the pretest before the first meeting of Cycle 1 and the posttest in the last meeting of Cycle 2. The improvement the students had reached could be measured by finding the mean of each test out. The students' scores mean of the pretest was 6.26, whose the highest and lowest score in turn were 88, and 32 and they averagely got 7.21 in the post-test having 85 as the biggest, and 55 as the smallest score. It indicated that the students' scores improved during the implementation of peer tutoring.

E. The Summary of Research Findings

The actions were implemented through two cycles. There were three meetings of the first cycle and two meetings of the second one. Based on the reflections of both processes, there were some conclusive points as explained below.

- 1) Considering the mean scores of both cycles, the implementation of peer tutoring were effective to improve the students' reading comprehension.
- 2) Peer tutoring managed to change the students' disruptive behaviors. They turned to be more calm and could be easily to be controlled. Also, they showed more respect to both their friends and the researcher. For that reason,

the classroom was getting more conducive and comfortable, thereby encouraging everyone to learn joyfully.

- 3) Employing variously entitled texts could vanish the students' boredom. Rather than making fun of them, they tended to pay more attention to new discussion topics they had never seen before, thereby stimulating them to look up dictionary more frequently.
- 4) Giving more pre-reading activities had proven effective to improve the students' vocabulary command. However, it still needed more effort and time to formulate the most appropriate activities given to both lower and upper students at the same time.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, I divided the content into three points. They are conclusion, implication and suggestion. The explanation of each point is presented below.

A. Conclusions

This research is aimed to improve grade ten students' reading comprehension through peer tutoring. The researcher used action research as the method in this research. There were two cycles in this action research. To support the result, the researcher presented the data in the form of qualitative data and quantitative data. The qualitative data were presented below.

In Cycle 1, the researcher implemented some accompanied actions as follows:

- 1) Implementing peer tutoring in exploring and comprehending news item text (BKOF and MOT stages).
- 2) Implementing peer tutoring in joint construction activities (JCOT stage).
- 3) Employing the result of peer tutoring in defining and identifying news item texts individually (ICOT stage).

After implementing those actions, the researcher found that the use of peer tutoring improved the students' reading comprehension in terms of understanding the main ideas or the important information.

In Cycle 2, the researcher found that the use of peer tutoring accompanied by pre-reading activities improved the students' reading comprehension and helped some students who belonged to low achievers. Moreover, some activities like word-guessing and word-matching managed to attract the students' attention and also overcame the students' boredom.

The implementation of the action resulted in some improvements. Those improvements were related to the teaching and learning process of reading and the students as well. The detailed descriptions are presented below.

1. The improvement of the English teaching-learning processes

Before conducting the study, it was obviously visible that the students were lackadaisically contributing to the English lesson, reading-related material in particular. Having observed the entire process, I got two important conclusions upon such condition. Firstly, the teaching and learning process always ran monotonously. Then, the teacher often employed only single source to teach the students. Peer tutoring managed to change the classroom atmosphere into much better condition, thereby enabling the students to easily generate their ideas.

2. The improvement of Students

Before the actions were implemented, the students felt unmotivated to read English texts and to join the teaching and learning process. They found difficulties in comprehending texts and did not familiar with the reading strategies. However, after the actions were implemented, the students felt motivated and paid attention to the researcher. They wanted to join the teaching and learning process. The texts and activities were successful to enhance their motivation and trained the students

to develop reading strategies. In other words, the students' behavior had changed after the researcher implemented the actions. As a result, they showed improvement in their reading comprehension. The pre-test score, 6.26 had increased into 7.21 in their average post-test score..

B. Implications

The results of the research are expected to be able to give some implications to the research members. The implications of the actions are as follows.

1. The use of peer tutoring became more effective when it was combined with skimming and scanning strategy. It allowed the students to have practices in finding the main idea and detailed information.
2. The use of peer tutoring was effective to improve the students' reading comprehension and behavior, and to provide meaningful purpose of reading. This strategy implied that the English teacher should vary the reading activity and provide texts which were appropriate for the students' level.
3. The use of question and answer activity as pre-reading activity was effective to make the students more active and responsive to the researcher, enhance the interaction between the teacher and the students, and maintain the students' readiness to join the reading teaching and learning activities. The use of a question and answer activity as a pre-reading activity then implied that teacher should use pre-reading activities to help the students activate their background knowledge.

C. Suggestions

Based on both conclusion and implications explained, some suggestions could be directed toward some related parties.

1. To the students of MAN III Yogyakarta

One of many factors determining if a learning process is running as expected is students' motivation. Once learning reading in particular, students looked lackadaisical and did not respond to what the teacher was explaining quite seriously since they considered reading very boring and difficult to learn. Based on the implications above, I recommend that the students should use peer tutoring as a technique to learn English, in particular for reading.

2. To the English teacher

It is essential for the teacher to improve the quality of English teaching-learning process especially in reading activities. Therefore, the researcher suggests the teacher to avoid seeing reading as a passive and solitary activity and focus on the final test but also to the efficient language use, with emphasis on contexts, students, their needs, and interests. Thus, the emphasis is laid on verbal interactions among students, on the initiation of real-life like communication situations, on the use of the techniques, as well as the use of peer tutoring.

3. To the other researchers

The other researchers who are going to conduct the similar studies should select the type of peer tutoring properly based on the text that is being learned. Besides, the materials need to be used with appropriate activities. It is necessary to follow-up this study to get more actions to improve students' reading

comprehension in other schools. For example, it is possible for other researchers to have action research in the high school students who are expected to learn English as international language and expected to not only learn the language but also the culture. It is also possible to implement the actions of this study in vocational high schools in order to make the students are able to communicate both written and spoken form based on their fields.

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APPENDIX
A
COURSE GRID

COURSE GRID
YANUAR IRAKAS PRIHATNO (09202244030)

IMPROVING GRADE X STUDENTS' READING COMPREHENSION BY USING PEER TUTORING AT MAN III YOGYAKARTA

Standard of Competence	Basic Competence	Learning Material	Learning Activity	Indicators	Assessment	Peer Tutoring	Media
11. Understanding the meaning of written functional texts and essays in the forms of narrative, descriptive and news item texts related to surroundings to get knowledge.	11.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of narrative, descriptive and news item texts.	<ul style="list-style-type: none"> ▪ News Item texts ▪ Language Features - Short, telegraphic information about story captured in headline - Action verbs like occur, take place etc. - Saying verbs like state, speak etc. - Adverbs: time, place and manner. 	<p>BKOF</p> <ul style="list-style-type: none"> - Students are introduced to the social context of an authentic model of the text type being studied - Students explore features of the general cultural context in which the text type is used and the social purposes the text type achieves - Students explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need. - Teacher presents the context through pictures, audiovisual materials, etc. - Teacher establishes the social purpose through discussions or surveys, etc. - Teacher holds cross-cultural activities, such as comparing differences in the use of the text in two cultures - Comparing the model text with other texts of the same or a contrasting type. 	<ol style="list-style-type: none"> 1. Identifying the purpose of a news item text. 2. Identifying the generic structure of a news item text. 3. Identifying the meaning of difficult words found in a news item text. 4. Identifying the important information of a news item text. 5. Identifying the detail information of a news item text. 	<p>Technique: Written test</p> <p>Form : Multiple Choice and essays.</p> <p>Instrument: Text and questions related to the text.</p>	Peer tutoring is a condition where a student acting as a tutor, explains the work to another student acting as a tutee, asks the tutee to answer questions, tells the tutee whether his or her answers are correct, and also shares some knowledge.	LCD, Whiteboard etc.

			<p>MOT</p> <ul style="list-style-type: none">- Students investigate the structural pattern and language features of the model- Students compare the model with other examples of the same text type <p>JCOT</p> <ul style="list-style-type: none">- Students begin to contribute to the construction of whole examples of the text type by using peer tutoring.- The teacher gradually reduces the contribution to text construction, as the students move closer to being able to control text type independently. <p>ICOT</p> <ul style="list-style-type: none">- Students work independently with the text.- Learner performances are used for achievement assessment.				
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APPENDIX
B
LESSON PLANS

LESSON PLAN

School	: MAN III Yogyakarta
Subject	: English
Class/Semester	: X / 1
Skill	: Reading
Text Type	: News Item Text
Time Allocation	: 1 x 45 minutes

I. Standard of Competence

11. Understanding the meaning of written functional texts and essays in the forms of narrative, descriptive and **news item** texts related to surroundings to get knowledge.

II. Basic Competency

11.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of narrative, descriptive and **news item** texts.

III. Indicators

1. Identifying the purpose of a news item text.
2. Identifying the generic structure of a news item text.
3. Identifying the meaning of difficult words found in a news item text.
4. Identifying the important information of a news item text.
5. Identifying the detail information of a news item text.

IV. Learning Objective

At the end of the lesson, the students are able to respond news item texts accurately that deals with linguistic and non-linguistic information.

V. Lesson Materials

Available on the attachments.

VI. Teaching Method

Genre-Based Approach

VII. Media

- a. LCD
- b. Power point presentation
- c. Teacher's made material

VIII. Teaching Learning Activities**Meeting 1**

No	Activities	Teacher talks	Students talk
A.	Opening		
1.	Pre-activity		
	a. The teacher greets the students	<i>"Good morning class."</i>	<i>"Good morning Sir."</i>
	b. The teacher asks student's condition	<i>"How are you today?"</i>	<i>"I'm fine thank you, and you?"</i>
	c. The teacher checks students' attendance	<i>"I'm fine, thank you."</i> <i>"Who's absent today?"</i>	
2.	Apperception	<i>"Have you ever watched the recent news on TV?", "What are they about?" "Which one do you like the most among them?"</i>	Students respond to the questions given.
B.	Main Activities		
	1. Building Knowledge of the Field (BKOF)	<ul style="list-style-type: none"> - The teacher guides the students to do brainstorming based on the picture. - The teacher lets the students predict what they are going to read. - The teacher monitors and helps the students if there are difficulties. 	<ul style="list-style-type: none"> - The students do brainstorming based on the picture given. - The students predict what they are going to read.
	2. Modelling of the Field (MOT)	<ul style="list-style-type: none"> - The teacher gives the students a news item text - The teacher asks the students to find the difficult words in 	<ul style="list-style-type: none"> - The students find the difficult words in the text.

		<p>the text.</p> <ul style="list-style-type: none"> - The teacher guides the students to find the topic, main idea, and detail information of the text. - The teacher explains the language focus of the text. - The teacher divides the students into some groups of two (the application of peer tutoring) 	<ul style="list-style-type: none"> - The students find the topic, main idea, and detail information of the text.
	3. Joint Construction of the Text (JCOT)	<ul style="list-style-type: none"> - The teacher gives the students another news item text. - The teacher asks the students to discuss the text in pair. - The teacher asks the students to answer the questions in pair. - The teacher monitors and helps the students if there are difficulties. 	<ul style="list-style-type: none"> - The students discuss the text in pair. - The students answer the questions in pair.
	4. Independent Construction of the Text (ICOT)	<ul style="list-style-type: none"> - The teacher asks every student to reread the text. - The teacher asks the students individually to answer the multiple choice questions. 	<ul style="list-style-type: none"> - The student reread the text. - The students answer the multiple choice questions individually.
C.	<p>Closing</p> <p>a. The teacher gives questions to students about the materials that have been learned.</p> <p>b. The teacher reviews the lesson.</p> <p>c. The teacher ends the class.</p>	<p><i>“What have we learned today?”</i></p> <p><i>“In the lesson today, we learned how to make sense texts related to events of the day which are considered newsworthy or important to know.”</i></p> <p><i>“Okay, the time is up. Have a nice day and see you.”</i></p>	<ul style="list-style-type: none"> - The students answer teacher’s question. - See you.

IX. Sources

- Achmad Dody, A. Sugeng, and Effendi. (2008). *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- <http://www.englishindo.com/2012/03/news-item-text-penjelasan-contoh.html>

X. Assessment

The assessment is done during the teaching and learning process.

- a. Technique : Written test
- b. Form : Multiple Choice and essays.
- c. Instrument : Text and questions related to the text.

Criteria	Score
True	1
False	0

Yogyakarta, November ... 2013

Supervisor Teacher

The Student

Ami Zainal, S.Pd
NIP.

Yanuar Irakas Prihatno
NIM. 09202244030

LESSON PLAN

School	: MAN III Yogyakarta
Subject	: English
Class/Semester	: X / 1
Skill	: Reading
Text Type	: News Item Text
Time Allocation	: 2 x 45 minutes (two meetings)

I. Standard of Competence

11. Understanding the meaning of written functional texts and essays in the forms of narrative, descriptive and **news item** texts related to surroundings to get knowledge.

II. Basic Competency

11.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of narrative, descriptive and **news item** texts.

III. Indicators

1. Identifying the purpose of a news item text.
2. Identifying the generic structure of a news item text.
3. Identifying the meaning of difficult words found in a news item text.
4. Identifying the important information of a news item text.
5. Identifying the detail information of a news item text.

IV. Learning Objective

At the end of the lesson, the students are able to respond news item texts accurately that deals with linguistic and non-linguistic information.

V. Lesson Materials

Available on the attachments.

VI. Teaching Method

Genre-Based Approach

VII. Media

- a. LCD
- b. Power point presentation
- c. Teacher's made material

VIII. Teaching Learning Activities

Meeting 2

No	Activities	Teacher talks	Students talk
A.	Opening		
1.	Pre-activity		
	d. The teacher greets the students	<i>"Good morning class."</i>	<i>"Good morning Sir."</i>
	e. The teacher asks student's condition	<i>"How are you today?"</i>	<i>"I'm fine thank you, and you?"</i>
	f. The teacher checks students' attendance	<i>"I'm fine, thank you."</i> <i>"Who's absent today?"</i>	
2.	Apperception	<i>"Have you ever watched the recent news on TV?", "What are they about?" "Which one do you like the most among them?"</i>	Students respond to the questions given.
B.	Main Activities		
	5. Building Knowledge of the Field (BKOF)	<ul style="list-style-type: none"> - The teacher guides the students to do brainstorming based on the picture. - The teacher lets the students predict what they are going to read. - The teacher monitors and helps the students if there are difficulties. 	<ul style="list-style-type: none"> - The students do brainstorming based on the picture given. - The students predict what they are going to read.
	6. Modelling of the Field (MOT)	<ul style="list-style-type: none"> - The teacher gives the students a news item text - The teacher asks the students to find the difficult words in the text. 	<ul style="list-style-type: none"> - The students find the difficult words in the text. - The students find the

		<ul style="list-style-type: none"> - The teacher guides the students to find the topic, main idea, and detail information of the text. - The teacher explains the language focus of the text. - The teacher divides the students into some groups of two (the application of peer tutoring) 	topic, main idea, and detail information of the text.
	7. Joint Construction of the Text (JCOT)	<ul style="list-style-type: none"> - The teacher gives the students another news item text. - The teacher asks the students to discuss the text in pair. - The teacher asks the students to answer the questions in pair. - The teacher monitors and helps the students if there are difficulties. 	<ul style="list-style-type: none"> - The students discuss the text in pair. - The students answer the questions in pair.
	8. Independent Construction of the Text (ICOT)	<ul style="list-style-type: none"> - The teacher asks every student to reread the text. - The teacher asks the students individually to answer the multiple choice questions. 	<ul style="list-style-type: none"> - The student reread the text. - The students answer the multiple choice questions individually.
C.	<p>Closing</p> <p>d. The teacher gives questions to students about the materials that have been learned.</p> <p>e. The teacher reviews the lesson.</p> <p>f. The teacher ends the class.</p>	<p><i>“What have we learned today?”</i></p> <p><i>“In the lesson today, we learned how to make sense texts related to events of the day which are considered newsworthy or important to know.”</i></p> <p><i>“Okay, the time is up. Have a nice day and see you.”</i></p>	<ul style="list-style-type: none"> - The students answer teacher’s question. - See you.

Meeting 3

No	Activities	Teacher talks	Students talk
A.	Opening		
1.	Pre-activity a. The teacher greets the students b. The teacher asks student's condition c. The teacher checks students' attendance	<i>"Good morning class."</i> <i>"How are you today?"</i> <i>"I'm fine, thank you."</i> <i>"Who's absent today?"</i>	<i>"Good morning Sir."</i> <i>"I'm fine thank you, and you?"</i>
2.	Apperception	<i>"Do you still remember what we have learned in the last meeting?"</i> <i>Can you explain what is a news item text?</i>	Students respond to the questions given.
B.	Main Activities		
	1. Building Knowledge of the Field (BKOF)	<ul style="list-style-type: none"> - The teacher guides the students to recall the material by using some pictures. - The teacher monitors and helps the students if there are difficulties. - The teacher divides the students into some groups of two (the application of peer tutoring) 	<ul style="list-style-type: none"> - The students do brainstorming based on the picture given. - The students predict what they are going to read.
	2. Modelling of the Field (MOT)	<ul style="list-style-type: none"> - The teacher gives the students a news item text. - The teacher asks the students to find the difficult words in the text. - The teacher guides the students to find the topic, main idea, and detail information of the text. - The teacher explains the language focus of the text. 	<ul style="list-style-type: none"> - The students find the difficult words in the text. - The students find the topic, main idea, and detail information of the text.

	3. Joint Construction of the Text (JCOT)	<ul style="list-style-type: none"> - The teacher gives the students another news item text. - The teacher asks the students to discuss the text in pair. - The teacher asks the students to answer the questions in pair. - The teacher monitors and helps the students if there are difficulties. 	<ul style="list-style-type: none"> - The students discuss the text in pair. - The students answer the questions in pair.
	4. Independent Construction of the Text (ICOT)	<ul style="list-style-type: none"> - The teacher asks the students individually to answer the multiple choice questions. 	<ul style="list-style-type: none"> - The students answer the multiple choice questions individually.
C.	Closing a. The teacher gives questions to students about the materials that have been learned. b. The teacher reviews the lesson. c. The teacher ends the class.	<p><i>“What have we learned today?”</i></p> <p><i>“In the lesson today, we learned once again how to make sense texts related to events of the day which are considered newsworthy or important to know.”</i></p> <p><i>“Okay, the time is up. Have a nice day and see you.”</i></p>	<ul style="list-style-type: none"> - The students answer teacher’s question. - See you.

IX. Sources

- Achmad Dody, A. Sugeng, and Effendi. (2008). *Developing English Competencies for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- <http://www.englishindo.com/2012/03/news-item-text-penjelasan-contoh.html>

X. Assessment

The assessment is done during the teaching and learning process.

- a. Technique : Written test
- b. Form : Multiple Choice and essays.
- c. Instrument : Text and questions related to the text.

Criteria	Score
True	1
False	0

Yogyakarta, November ... 2013

Supervisor Teacher

The Student

Ami Zainal, S.Pd

NIP.

Yanuar Irakas Prihatno

NIM. 09202244030

LESSON PLAN

School	: MAN III Yogyakarta
Subject	: English
Class/Semester	: X / 1
Skill	: Reading
Text Type	: News Item Text
Time Allocation	: 2 x 45 minutes (two meetings)

I. Standard of Competence

11. Understanding the meaning of written functional texts and essays in the forms of narrative, descriptive and **news item** texts related to surroundings to get knowledge.

II. Basic Competency

11.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of narrative, descriptive and **news item** texts.

III. Indicators

1. Identifying the purpose of a news item text.
2. Identifying the generic structure of a news item text.
3. Identifying the meaning of difficult words found in a news item text.
4. Identifying the important information of a news item text.
5. Identifying the detail information of a news item text.

IV. Learning Objective

At the end of the lesson, the students are able to respond a news item text accurately that deals with linguistic and non-linguistic information.

V. Lesson Materials

Available on the attachments.

VI. Teaching Method

Genre-Based Approach

VII. Media

- a. LCD
- b. Power point presentation
- c. Teacher's made material

VIII. Teaching Learning Activities

Meeting 4

No	Activities	Teacher talks	Students talk
A.	Opening		
1.	Pre-activity <ol style="list-style-type: none">a. The teacher greets the studentsb. The teacher asks student's conditionc. The teacher checks students' attendance	<p><i>"Good morning class."</i></p> <p><i>"How are you today?"</i></p> <p><i>"I'm fine, thank you."</i></p> <p><i>"Who's absent today?"</i></p>	<p><i>"Good morning Sir."</i></p> <p><i>"I'm fine thank you, and you?"</i></p>
2.	Apperception	<p><i>"Have you ever watched the recent news on TV?", "What are they about?" "Which one do you like the most among them?"</i></p>	Students respond to the questions given.
B.	Main Activities		
1.	Building Knowledge of the Field (BKOF)	<ul style="list-style-type: none">- The teacher guides the students to do brainstorming based on the picture.- The teacher lets the students predict what they are going to read.- The teacher monitors and helps the students if there are difficulties.	<ul style="list-style-type: none">- The students do brainstorming based on the picture given.- The students predict what they are going to read.
2.	Modelling of the Field (MOT)	<ul style="list-style-type: none">- The teacher gives the students a news item text- The teacher asks the students to find the difficult words in the text.	<ul style="list-style-type: none">- The students find the difficult words in the text.- The students find the

		<ul style="list-style-type: none"> - The teacher guides the students to find the topic, main idea, and detail information of the text. - The teacher explains the language focus of the text. - The teacher divides the students into some groups of two (the application of peer tutoring) 	topic, main idea, and detail information of the text.
	3. Joint Construction of the Text (JCOT)	<ul style="list-style-type: none"> - The teacher gives the students another news item text. - The teacher asks the students to discuss the text in pair. - The teacher asks the students to answer the questions in pair. - The teacher monitors and helps the students if there are difficulties. 	<ul style="list-style-type: none"> - The students discuss the text in pair. - The students answer the questions in pair.
	4. Independent Construction of the Text (ICOT)	<ul style="list-style-type: none"> - The teacher asks every student to reread the text. - The teacher asks the students individually to answer the multiple choice questions. 	<ul style="list-style-type: none"> - The student reread the text. - The students answer the multiple choice questions individually.
C.	<p>Closing</p> <p>a. The teacher gives questions to students about the materials that have been learned.</p> <p>b. The teacher reviews the lesson.</p> <p>c. The teacher tells the student about the test for the next meeting.</p>	<p><i>“What have we learned today?”</i></p> <p><i>“In the lesson today, we learned how to make sense texts related to events of the day which are considered newsworthy or important to know.”</i></p> <p><i>“Pay attention please. There will be a test in the next meeting, so study hard at home”</i></p>	<ul style="list-style-type: none"> - The students answer teacher’s question.

	d. The teacher ends the class.	<i>“Okay, have a nice day, see you.”</i>	- See you.
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Meeting 5

No	Activities	Teacher talks	Students talk
A.	Opening		
1.	Pre-activity		
	a. The teacher greets the students	<i>“Good morning class.”</i>	<i>“Good morning Sir.”</i>
	b. The teacher asks student’s condition	<i>“How are you today?”</i> <i>“I’m fine, thank you.”</i>	<i>“I’m fine thank you, and you?”</i>
	c. The teacher checks students’ attendance	<i>“Who’s absent today?”</i>	
2.	Apperception	<i>”Do you still remember what we have learned in the last meeting?”</i> <i>Can you explain what is a news item text?</i>	Students respond to the questions given.
B.	Main Activities		
	1. Building Knowledge of the Field (BKOF)	<ul style="list-style-type: none"> - The teacher guides the students to recall the material by using some pictures. - The teacher monitors and helps the students if there are difficulties. - The teacher divides the students into some groups of two (the application of peer tutoring) 	<ul style="list-style-type: none"> - The students do brainstorming based on the picture given. - The students predict what they are going to read.
	2. Modelling of the Field (MOT)	<ul style="list-style-type: none"> - The teacher gives the students a news item text. - The teacher asks the students to find the difficult words in the text. - The teacher guides the students to find the topic, main idea, and detail information of the text. 	<ul style="list-style-type: none"> - The students find the difficult words in the text. - The students find the topic, main idea, and detail information of the text.

X. Assessment

The assessment is done during the teaching and learning process.

- d. Technique : Written test
- e. Form : Multiple Choice and essays.
- f. Instrument : Text and questions related to the text.

Criteria	Score
True	1
False	0

Yogyakarta, November ... 2013

Supervisor Teacher

The Student

Ami Zainal, S.Pd
NIP.

Yanuar Irakas Prihatno
NIM. 09202244030

Teaching and Learning Materials

Meeting 2

- **Activity 1 (BKOF)**

Pictures from powerpoint presentation.

- **Activity 2 (MOT)**

Read the following text.

Seven Killed in Accident on Jalan Sultan

newsworthy event

Seven people were killed in a collision between a bus, a car and a truck at 10:35 p.m. on Jalan Sultan last night.

background event

The dead were all passengers in the car. Police believe the car may have been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car may not have been using his lights, as the truck driver said he did not see the car approaching.

source

The police said the car should not have been trying to pass the bus, since overtaking is not allowed on Jalan Sultan. In addition, the police reported that the car—a small Japanese car—should not have been carrying more than five people. The names of the victims are not yet known.

Taken from *www.thejakartapost.com*

News Item Texts

- i. Social function / goal of news item text: inform readers about events of the day which are considered newsworthy or important.
- ii. A news item text is a text which is grouped into the text genre of narration. The main function of narration is is telling stories or informing about events in chronological order. The order in the narration can be based of time, place and the events them selves.
- iii. Generic Structures:
 1. Newsworthy event(s)
 2. Elaboration (background, participant, time, place)
 3. Source

iv. Language Features

1. Short, telegraphic information about story captured in headline
2. Focusing on circumstances
3. Using action verbs like occur, take place etc.
4. Using saying verbs like state, speak etc.
5. Using adverbs: time, place and manner.

• **Activity 3. Read the text and answer the following questions in pair. (JCOT)**

Bridge breaks in Central Java, killing 5 people and injuring 29 others

A footbridge packed with tourists broke at a mountainous resort on Java Island Wednesday, killing five people and injuring 29 after they plunged into a rocky riverbed, police and tourist officials said. The victims were evacuated to three nearby hospitals, said Surono, an employee at the Baturaden resort in Central Java province, adding that they fell more than 20 meters (yards) after one of the steel cables holding the small bridge snapped. Local police chief Emron Putra Agung said five people were killed and 29 injured. The accident occurred as the country enjoys a weeklong holiday marking the end of the Islamic month Ramadan, when people traditionally flock to holiday sites. Baturaden, located 300 kilometers (190 miles) east of the capital Jakarta, is one of the most popular resorts on the slopes of Mount Slamet (3,428 meters, 11,246 feet), Java's second-highest peak.

Source: thejakartapost.com/news/2009/11/10/bridge-breaks-in-Central-Java-killing-5-people-and-injuring-29-others.html

The Questions:

1. What is the text about?
2. Where did it exactly take place?
3. What was the cause of the disaster?
4. How many people were injured and died?
5. Where were the injured victims taken care then?

• **Activity 4. Read the text again and answer the following questions individually. (ICOT)**

1. The text tells us about
 - a. the evacuation of the victims.

- b. the tourist resort in Central Java.
 - c. the killing of five visitors in Baturaden.
 - d. the accident on the broken bridge in Baturaden.
 - e. the popular tourist resort in Central Java.
2. Some local tourist were killed and injured in Baturaden when
- a. they were swimming in the river.
 - b. they were enjoying the landscape on the small bridge.
 - c. they were in the riverbed.
 - d. they were climbing Mount Slamet, Central Java.
 - e. they were swinging on the small bridge over the rocky river.
3. The footbridge in Baturaden broke because
- a. it couldn't afford supporting overload.
 - b. it had been too old to walk on.
 - c. it had not been used for long time.
 - d. it lied on the slope of Mount Slamet.
 - e. it was used to evacuate the victims.
4. Which of the following statement is NOT TRUE according to the text?
- a. The broken footbridge killed five visitors.
 - b. The accident happened at the end of Ramadhan.
 - c. The victims were left behind without relief.
 - d. The visitors were killed because of falling into a rocky riverbed.
 - e. The bridge broke because of one of the broken steel cables.
5. killing five people and injuring 29 after they plunged into a rocky riverbed.
What is the similar meaning of the words "plunged into"?
- a. fell back d. fell on
 - b. fell away e. fell down
 - c. fell off
6. Who explained the chronology of the accident?
- a. an employee of the police station d. the manager of the resort
 - b. Surono e. one of the victims
 - c. Emron Putra Agung
7. "The victims were evacuated to three nearby hospitals...". What is the antonym of the underlined word?
- a. Small d. Far
 - b. Good e. Close
 - c. Sophisticated

8. “...when people traditionally *flock* to holiday sites”. What is the synonym of the italicized word?
- a. Come together c. Go ahead e. Have fun
b. Celebrate d. Turn right
9. Baturaden,... , is one of the most popular resorts on the slopes of Mount Slamet. What is the meaning of the underlined word?
- a. Liked d. Placid
b. Entertaining e. Best
c. Exciting
10. Who explained the number of the victims?
- a. one of the victims d. the manager of the resort
b. Surono e. one of the witnesses
c. Emron Putra Agung

Meeting 3

- **Activity 1 (BKOF)**
Pictures from powerpoint presentation.
- **Activity 2 (MOT)**
Read the following text. Then, answer the questions.

Lapindo Case

Lapindo Brantas Inc. is dumping contaminated water from the Sidoarjo mudflow disaster directly into the Porong River without treating it first as promised, witnesses claim.

The company has denied it has dumped untreated water into the river.

Witnesses claimed they had seen water from retaining ponds being channeled directly into the river.

The two pipes were connected to the river from one of the ponds near Pejarakan Jabon village. Three pumps have also been installed to distribute water from the pond to the river.

A TV journalist, Medi, said the pipes were set up in Thursday by soldiers from the Kepanjen battalion in Malang. Of the two pipes, only one was operating Friday, he said.

State Minister of Environment Rachmat Witoelar earlier said the water must not be dumped into seas or rivers without being treated.

The ministry earlier said the mud was non-toxic and safe, despite a study published in a government magazine that said the mud contained a number of dangerous chemicals.

Questions:

1. What problem is described in the first paragraph?
2. Why did the people disapprove the action taken by the company?
3. Who said that the mud released contained dangerous chemicals?
4. How should the company react to the criticism?
5. What do you think of the Minister's statement in the last paragraph?
6. What was reported by Medi?
7. Where were the ponds located?
8. How many pipes were established by the batallion?

• **Activity 3 (JCOT)**

Read the text and answer the following questions in pair.

RADIO, PAY-TV TO RESUME 24-HOUR BROADCASTS

The government has revised a controversial decree cutting back the airtime for broadcasters to allow radio and pay-TV stations to resume broadcasting 24 hours a day.

The Ministry of Information and Communications issued Decree No. 11/2005 last month obliging all broadcast stations to go off the air from 1 a.m. to 5 a.m., in a bid to save energy amid soaring oil prices that have greatly inflated the government fuel subsidy.

The decree has drawn strong criticism from a number of different parties, with critics calling the decree government intervention in the public's freedom and right to information.

The Questions:

1. What is the text about?
2. What was the cause of the problem?
3. Why did the government issue such a regulation?
4. What was the argument proposed by the people rejecting it?
5. In your opinion, which side was true? Mention some reasons.

The Answer Key

Meeting 2

• **Activity 3.**

Read the text and answer the following questions in pair.

1. An accident Bridge breaks in Central Java, killing 5 people and injuring 29 others
2. Baturaden
3. Since one of the steel cables holding the small bridge snapped due to the overweight capacity
4. There were five people killed and 29 injured Where were the injured victims taken care then?
5. The victims were evacuated to three nearby hospitals

- **Activity 4.**

Read the text again and answer the following questions individually.

- | | |
|------|-------|
| 1. D | 6. B |
| 2. E | 7. D |
| 3. A | 8. A |
| 4. C | 9. A |
| 5. E | 10. C |

Meeting 3

- **Activity 3**

Read the text and answer the following questions in pair.

1. The government has released a controversial decree.
2. Since it would cut back the airtime for broadcasters to allow radio and pay-TV stations to resume broadcasting 24 hours a day.
3. They had a bid to save energy amid soaring oil prices that have greatly inflated the government fuel subsidy
4. The government was considered intervening too much the public's freedom and right to information.
5. Up to the students' logical argument.

Meeting 4

- **Activity 1 (BKOF)**

Pictures from powerpoint presentation.

- **Activity 2 (MOT)**

Read the following text.

A Spy at the Ministry!

News-worthy event

background event

source

The Ministry of Defence was in turmoil yesterday after it was learnt that a secretary had been arrested and accused of spying. The secretary has been working for scientists who have secret information regarding germ warfare.

Rumours spread like wildfire and employees were instructed not to talk to the press. However, our reporter was told: "At least one hidden microphone was found in a room where top scientists meet. The discussions held in that room would obviously be of great interest to a foreign power."

News Item Texts

- v. Social function / goal of news item text: inform readers about events of the day which are considered newsworthy or important.
 - vi. A news item text is a text which is grouped into the text genre of narration. The main function of narration is is telling stories or informing about events in chronological order. The order in the narration can be based of time, place and the events them selves.
 - vii. Generic Structures:
 - 1. Newsworthy event(s)
 - 2. Elaboration (background, participant, time, place)
 - 3. Source
 - viii. Language Features
 - 1. Short, telegraphic information about story captured in headline
 - 2. Focusing on circumstances
 - 3. Using action verbs like occur, take place etc.
 - 4. Using saying verbs like state, speak etc.
 - 5. Using adverbs: time, place and manner.
- **Activity 3. Read the text and answer the following questions in pair. (JCOT)**

The soccer star David Beckham and his wife, former Spice Girl Victoria, are going to court to defend their image and marriage. The Beckhams are angry that a British tabloid newspaper printed a story that their "happy marriage" was a lie. The News of the World wrote an article saying the Beckhams are just pretending to be happily married to make more money from their "Beckham brand".

The newspaper said the marriage was really "on the rocks" because of a relationship David had with another woman. He strongly denies this. The newspaper article suggested that the Beckhams' huge income depended on their public image. It said the couple tried to convince the public that their marriage was happy to get more advertising contracts. The article also said David almost had a nervous breakdown because of arguments with his wife. A lawyer for the newspaper commented on the high profile marriage, asking: "Is it unhappy, full of rows and tensions because of David Beckham's infidelity, or is it happy? We say unhappy." The Beckhams, meanwhile, insist they are a happily married couple.

The Questions:

1. What is the text about?
2. Who is Beckham?
3. What was the cause of the problem?

4. What did the News of the World write about it?
5. What did the article say in relation to Beckham's income?

• **Activity 4. Read the text again and answer the following questions individually.**

(ICOT)

1. The text tells us about
 - a. the evacuation of the victims.
 - b. the tourist resort in Central Java.
 - c. the killing of five visitors in Baturaden.
 - d. the accident on the broken bridge in Baturaden.
 - e. the popular tourist resort in Central Java.

2. Some local tourists were killed and injured in Baturaden when
 - a. they were swimming in the river.
 - b. they were enjoying the landscape on the small bridge.
 - c. they were in the riverbed.
 - d. they were climbing Mount Slamet, Central Java.
 - e. they were swinging on the small bridge over the rocky river.

3. The footbridge in Baturaden broke because
 - a. it couldn't afford supporting overload.
 - b. it had been too old to walk on.
 - c. it had not been used for long time.
 - d. it lied on the slope of Mount Slamet.
 - e. it was used to evacuate the victims.

4. Which one of the following statements is NOT TRUE according to the text?
 - a. The broken footbridge killed five visitors.
 - b. The accident happened at the end of Ramadhan.
 - c. The victims were left behind without relief.
 - d. The visitors were killed because of falling into a rocky riverbed.
 - e. The bridge broke because of one of the broken steel cables.

5. killing five people and injuring 29 after they plunged into a rocky riverbed.
What is the similar meaning of the words "plunged into"?
 - a. fell back d. fell on
 - b. fell away e. fell down
 - c. fell off

6. Who explained the chronology of the accident?
 - a. an employee of the police station d. the manager of the resort

- b. Surono
 - c. Emron Putra Agung
 - e. one of the victims
7. “The victims were evacuated to three nearby hospitals...”. What is the antonym of the underlined word?
- a. Small
 - b. Good
 - c. Sophisticated
 - d. Far
 - e. Close
8. “...when people traditionally *flock* to holiday sites”. What is the synonym of the italicized word?
- a. Come together
 - b. Celebrate
 - c. Go ahead
 - d. Turn right
 - e. Have fun
9. Baturaden,... , is one of the most popular resorts on the slopes of Mount Slamet. What is the meaning of the underlined word?
- a. Liked
 - b. Entertaining
 - c. Exciting
 - d. Placid
 - e. Best
10. Who explained the number of the victims?
- a. one of the victims
 - b. Surono
 - c. Emron Putra Agung
 - d. the manager of the resort
 - e. one of the witnesses

Meeting 5

- **Activity 1 (BKOF)**
Pictures from powerpoint presentation.

- **Activity 2 (MOT)**
Read the following text. Then, answer the questions.

Tornado Wreaks Havoc in Semarang

Residents assess the damage after a tornado damages 150 houses in the district of Tembalang in Semarang, Central Java late on Saturday afternoon.

Three people were injured and at least five of the houses in the Sendangguwo and Tandang neighborhoods were destroyed, while many others were seriously damaged as the tornado ripped off their roofs. Thoirin aka Jayeng, 40, a resident whose house was leveled at the Sendang Asri housing complex, said the winds hit about 4 p.m.

“I saw this black wind coming and becoming pointed into a funnel. It suddenly approached and hit my house,” he said.

Tohirin’s wife, two children and mother-in law were in the kitchen at the time when the tornado known locally as “Ulur-ulur” passed over their home, destroying the guest and bedrooms.

“It was as if the wind had lifted my home up,” Thoirin said.

The disaster also destroyed the walls of four neighboring houses.

Many other homes in the area lost their roofs and residents and neighbors had started rebuilding on Sunday.

Tembalang district head Dayat said the tornado also damaged a small mosque and felled power lines and about 50 trees. His office was still collecting data on the damage, he said.

Villagers said the tornado was the worst to hit the district in living memory.

Semarang Mayor Sukawi Sutarip and his wife, Sinto Sukawi, visited the scene on Sunday, accompanied by senior officials.

“We will provide the victims with assistance immediately,” the mayoral spokesman Achyani said.

Taken from *The Jakarta Post*, December 20, 2004

Questions:

1. Who is Sukawi Sutarip?
2. How many houses were destroyed by the tornado in the Sendangguwo and Tandang neighborhoods?
3. When did the tornado hit the district?
4. Which parts of Tohirin’s house were destroyed?
5. Who rebuilt the damaged homes?

- **Activity 3 (JCOT)**

Read the text and answer the following questions in pair.

RADIO, PAY-TV TO RESUME 24-HOUR BROADCASTS

The government has revised a controversial decree cutting back the airtime for broadcasters to allow radio and pay-TV stations to resume broadcasting 24 hours a day.

The Ministry of Information and Communications issued Decree No. 11/2005 last month obliging all broadcast stations to go off the air from 1 a.m. to 5 a.m., in a bid to save energy amid soaring oil prices that have greatly inflated the government fuel subsidy.

The decree has drawn strong criticism from a number of different parties, with critics calling the decree government intervention in the public’s freedom and right to information.

The Questions:

1. What is the text about?
2. What was the cause of the problem?
3. Why did the government issue such a regulation?
4. What was the argument proposed by the people rejecting it?
5. In your opinion, which side was true? Mention some reasons.

The Answer Key

Meeting 4

• Activity 3.

Read the text and answer the following questions in pair.

1. An accident Bridge breaks in Central Java, killing 5 people and injuring 29 others
2. Baturaden
3. Since one of the steel cables holding the small bridge snapped due to the overweight capacity
4. There were five people killed and 29 injured
5. The victims were evacuated to three nearby hospitals

• Activity 4.

Read the text again and answer the following questions individually.

- | | |
|------|-------|
| 1. D | 6. B |
| 2. E | 7. D |
| 3. A | 8. A |
| 4. C | 9. A |
| 5. E | 10. C |

Meeting 2

• Activity 3

Read the text and answer the following questions in pair.

1. The government has released a controversial decree.
2. Since it would cut back the airtime for broadcasters to allow radio and pay-TV stations to resume broadcasting 24 hours a day.
3. They had a bid to save energy amid soaring oil prices that have greatly inflated the government fuel subsidy
4. The government was considered intervening too much the public's freedom and right to information.
5. Up to the students' logical argument.

APPENDIX

C

**READING COMPREHENSION
TEST AND SCORE**

Read the instructions please.

1. Say your prayer first before doing the task.
 2. Trust yourself.
 3. No cheating.
- Good Luck.

Brave Boy Found Alive After Two Days at Sea

Feeling no fear, a five-year-old boy spent two days floating at sea on a mattress in a bid to survive from the effects of the tsunami that killed thousands of people from his town and was reunited with his family on Thursday.

He cried as he rushed to his parents, older brother and younger sister at a refugee camp in Meulaboh, his hometown of 40,000 people in Aceh that was one of the hardest hit in Sunday's disaster.

Wira later calmly recounted to reporters the amazing events that brought him back to his family, a rare tale of happiness in the devastated province on the island of Sumatra that has seen nearly 80,000 people killed by the flooding.

Nursing only a gash to his left leg, Wira said he was playing with his brother and sister near his home when the waters rushed through.

According to *Antara* news agency, Wira said he held on to various floating pieces of wood while being swept away.

"I was not afraid because I am used to the sea." Wira said while massaging his wounded leg.

"As I was still holding to a door, the mattress came by so I decided to climb on it. I was not afraid, but I was cold."

Wira said he spent two days out at sea until he was found by fisherman on the look out for bodies off coast of Meulaboh. –*AFP*

1. The type of the text is ...
 - a. Spoof
 - b. Narrative
 - c. Recount
 - d. News item
 - e. Report
2. Who found the boy at the sea?
 - a. a soldier
 - b. a fisherman
 - c. his brother and sister
 - d. his parents
 - e. his family
3. What is the main idea of six paragraph?
 - a. A five-year-old boy spent two days floating at sea
 - b. He was playing with his brother and sister when water rushed through
 - c. Wira was found by fisherman
 - d. Wira was holding to a door
 - e. Wira was not afraid because he is used to the sea

Fires rage across four Australian states

MELBOURNE, Jan 22 (UPI) – Fire authorities in four Australian states are to control bushfires fanned by strong winds and searing temperatures.

The Australian reported Sunday that blazes continued to burn in South Australia, Tasmania, Western Australia and Victoria, where up to six homes have been destroyed. In South Australia, much of Adelaide is engulfed in thick smoke. The firefighters who are confronted by blast-furnace winds try to bring the flames under control.

At Robertstown in the state's mid-north, more than 2,500 acres have already burned. Another bushfire, started by lightning, charred the earth near mouth Flat on the southern side of Kangaroo Island, while Ngarkat Conservation Park, in the state's upper-southeast, is also a blaze.

A 7,500-acres fire at mount Agnew in Zeehan, in the state's west, broke containment lines Saturday afternoon, jumping a road and coming close to homes.

The most serious fires were in Victoria, where up six homes were destroyed by a fire near the town of Anakie, 36 miles west of Melbourne.

In Tasmania, falling temperatures and patchy rain brought some relief to firefighters, who continued to monitor 22 blazes across the state.

4. What is the text about?
 - a. Fires in some areas of Australia
 - b. Weather effect on fire
 - c. The effects of fires
 - d. The danger of fire
 - e. The cause of fire
5. The reporter most likely got the information from...
 - a. Visitor
 - b. Tourist
 - c. Commuters
 - d. Fire fighters
 - e. Homeless people
6. "....., while Ngarkat Conservation Park, in the state's upper-southeast, is also a blaze (Paragraph 3)
What do the underlined words mean?
 - a. Dangerous
 - b. On fire
 - c. Isolated
 - d. Covered
 - e. At risk

Tornado Wreaks Havoc in Semarang

Residents assess the damage after a tornado damages 150 houses in the district of Tembalang in Semarang, Central Java late on Saturday afternoon.

Three people were injured and at least five of the houses in the Sendangguwo and Tandang neighborhoods were destroyed, while many others were seriously damaged as the tornado ripped off their roofs. Thoirin aka Jayeng, 40, a resident whose house was leveled at the Sendang Asri housing complex, said the winds hit about 4 p.m.

"I saw this black wind coming and becoming pointed into a funnel. It suddenly approached and hit my house," he said.

Tohirin's wife, two children and mother-in law were in the kitchen at the time when the tornado known locally as "Ulur-ulur" passed over their home, destroying the guest and bedrooms.

"It was as if the wind had lifted my home up," Thoirin said.

The disaster also destroyed the walls of four neighboring houses.

Many other homes in the area lost their roofs and residents and neighbors had started rebuilding on Sunday.

Tembalang district head Dayat said the tornado also damaged a small mosque and felled power lines and about 50 trees. His office was still collecting data on the damage, he said.

Villagers said the tornado was the worst to hit the district in living memory.

Semarang Mayor Sukawi Sutarip and his wife, Sinto Sukawi, visited the scene on Sunday, accompanied by senior officials.

“We will provide the victims with assistance immediately,” the mayoral spokesman Achyani said.

Taken from *The Jakarta Post*, December 20, 2004

7. How many houses were destroyed by the tornado in the Sendangguwo and Tandang neighborhoods?
 - a. less than five houses
 - b. more than ten houses
 - c. five houses or more
 - d. exactly five houses
 - e. three houses

8. The tornado hit the district _____.
 - a. at dawn
 - b. in the morning
 - c. in the afternoon
 - d. in the evening
 - e. at midnight

9. Which parts of Tohirin’s house were destroyed?
 - a. the kitchen and guestroom
 - b. the guest rooms and the bathroom
 - c. the bedrooms and the kitchen
 - d. the guest and bedrooms
 - e. the livingroom and the bedrooms

10. Who rebuilt the damaged homes?
 - a. the residents
 - b. the residents and neighbors
 - c. the Tembalang District head
 - d. the mayor of Semarang
 - e. the mayoral spokesman

11. Who is Sukawi Sutarip?
 - a. A resident of the District of Tembalang
 - b. Tohirin’s neighbor
 - c. A victim of the disaster
 - d. a villager of Sendangguwo
 - e. The mayor of Semarang

12. Who went to see the scene of disaster on Sunday?
 - a. Sukawi Sutarip
 - b. Sukawi Sutarip and his wife
 - c. Dayat
 - d. Sukawi Sutarip, his wife and senior officials
 - e. Achyani

Man Jailed for Striking RI Maid.

SINGAPORE: A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control, news reports said on Thursday.

Muhammad Shafiq Woon Abdulah admitted in a Singapore court he physically abused the women on several occasions between June and October 2002, *The Straits Times* said.

The magistrate’s court heard that Shafiq, 31, began striking Winarti, 22, about a month after she started working for him.

He hit her on the head with the TV set’s remote control because he was unhappy with her work. On one occasion, he punched her on the back after accusing her of daydreaming.

S.S Dhillon, Shafiq’s lawyer, said his client lost his “better senses” when he saw his daughter’s face covered as she lay in bed.

He said his client thought the maid had put child in danger.

13. How long was the supervisor Jailed ?
 - a. two years
 - b. twelve years
 - c. two days
 - d. two weks
 - e. two months
14. Why was the man Jailed ?
 - a. he broke a television's remote
 - b. he struck his maid
 - c. he put the child in danger
 - d. he doesn't like Indonesian woman
 - e. he has a "better senses".
15. One of the sentence is the statement from the source of the text.
 - a. Shafiq, 31, began striking Winarti, 22.
 - b. He punched her on the back after accusing her of day dreaming
 - c. S.S. Dhilon Said "his dient lost his "better senses" when he saw his daughter's face coveret as she lay in bed
 - d. the maid had put the child in danger
 - e. a supervisor was Jailed for two months for repeatly striking his Indonesian maid.
16. What did he use to strike his Maid?
 - a. a broom
 - b. a can of milk
 - c. a television remote control
 - d. a television set
 - e. a washing machine
17. He hit her on the head.
What is the underlined word mean...?
 - a. Winarti
 - b. The magistrate's court
 - c. Shafiq's lawyer
 - d. S.S. Dhilon
 - e. Muhammad ShafiqWoon Abdullah
18. S.S Dhilon, lawyer, said is client lost his "better senses" When....
What does the underlined words mean?
 - a. rasa yang baik
 - b. indera perasa
 - c. penglihatan yang lebih baik
 - d. perasaan baik
 - e. akal sehat

JAKARTA: Seven people were killed in a collision between a bus, a car and a truck on Dipenogoro street at 10:35 p.m. last night. The dead were all the passengers of the car. The police believed the car had been trying to overtake the bus when it was struck by a truck coming from the opposite direction. The driver of the car might not be using his lights, as the truck driver said he did not see the car approaching.

The police said the car should not have tried to pass the bus, since overtaking is not allowed on Dipenogoro street. In addition, the police report that the car, a small Japanese car, should not have been carrying more than five people. If the passengers had brought their identity cards, the police would have identified the names of the victim easily.

19. The text mainly reports that there was/were...
 - a. A car accident.
 - b. Careless driver.

- c. A small Japanese car.
d. Victim of an accident.
e. The function of an identity card.
20. What was the cause of the collision?
a. The truck came from the opposite direction
b. The car carried more than five people
c. The truck driver didn't use his lights
d. The truck driver didn't see the car
e. The car tried to overtake the bus
21. "If the passengers had brought their identity cards, the police would have been easy to identify the names of the victims." (The last sentence)
The sentence above means...
a. The victims' names were not known
b. The victims were easy to be identify
c. The passengers brought their identity cars
d. The police had no difficulty in identifying the victim the victims
e. It was easy for the police to identify the victims of the accidents
22. Who said that the accident was caused by the car?
a. The police
b. The victims
c. The reporter
d. The truck driver
e. The passengers
23. Seven people were killed in a collision between a bus...(paragraph 1 line 2)
What is the synonym of the underlined word?
a. Sufferer
b. Crash
c. Recognize
d. Scene
e. Feeble
- JAMBI: A pirate leader admitted, Wednesday, that his gang had been involved in six robberies and killed two police officers.
- Itham Guntur, told police investigators that the gang consisted of six people, all formers members of ship crews. "Because we are all ex crew members, we know the major shipping lanes, such as Sunda straight and east Jambi coast very well," he said.
- Itham identified the murdered officers as Brigadier General Mulyadi from south Sumatra police and Brigadier General Kennedy from the Jakarta police.
- The pirates targeted cargo ships, fishing boats and oil tankers. **Antara**
24. According to the text, which statement is true?
a. The pirates ringleader had been accused of murderer.
b. The members of the pirates were murderers.
c. The murder happened in Jambi last week.
d. Two police officers had been involved in six robberies.
e. Itham Guntur was one of the two police officers who was involved in the robbery.
25. The pronoun "he" in the second paragraph refers to...
a. Police officer
b. Itham Guntur
c. One of the ship crews
d. Ex-crew member
e. Brigadier General Mulyadi

Read the questions carefully and choose the best answers. Good luck!

For questions no.1 - 6

JAMBI: A pirate leader admitted, Wednesday, that his gang had been involved in six robberies and killed two police officers.

Itham Guntur, told police investigators that the gang consisted of six people, all formers members of ship crews. "Because we are all ex crew members, we know the major shipping lanes, such as Sunda straight and east Jambi coast very well," he said.

Itham identified the murdered officers as Brigadier General Mulyadi from south Sumatra police and Brigadier General Kennedy from the Jakarta police.

The pirates targeted cargo ships, fishing boats and oil tankers.

1. According to the text, which statement is true?
 - a. The pirates ringleader had been accused of murderer had been accused of murderers.
 - b. The members of the pirates were murderers.
 - c. The murder happened in Jambi last week.
 - d. Two police officers had been involved in six robberies.
 - e. Itham Guntur was one of the two police officers who was involved in the robbery.
2. The pronoun "he" in the second paragraph refers to...
 - a. Police officer
 - b. Itham Guntur
 - c. One of the ship crews
 - d. Ex-crew member
 - e. Brigadier General Mulyadi
3. The communicative purpose of the text is...
 - a. To tell the reader what really happened
 - b. To explain sequence of events
 - c. To amuse the readers with problematic events
 - d. To inform the readers about newsworthy events
 - e. To describe the murderers in south Sumatra
4. A person who robs the cargo ships, fishing boats or oil tankers is called a/an...
 - a. Robbery
 - b. Police officer
 - c. Ship crew
 - d. Pirate
 - e. Ringleader
5. The type of the text is called...
 - a. Recount
 - b. Narrative
 - c. Procedure
 - d. News item
 - e. Report
6. The generic structure of the text is...
 - a. Orientation > Complication > Resolution > Re-Orientatation
 - b. Orientation > Events > Re- Orientation
 - c. General Classification > Description
 - d. Identification > Description
 - e. Newsworthy Events > Background Events > Sources

For questions no.7 - 9

Floods hit the McKenzie County

McKenzie: Yesterday afternoon flash floods created havoc in McKenzie County, falling trees, snarling traffic and affecting business. The worst hit areas, according to the police, were Lonsdale Road, Victoria Drive and upper Linken Street.

“The water levels at these roads were as high as 6 meters,” said the Public Utility Authority (PUA). A combination of heavy rain and bad timing caused the floods. The tides were exceptionally high between 1 p.m. and 3 p.m. Traffic slowed to a crawl, leaving driver and commuters stuck.

In the Lonsdale area, the sudden rise in the water caught businessmen on Owen Road and Pinedale Road off-guard. Mr. Max, who was a shop on Owen Road, told us that the water had ruined all of his merchandise. Miss Ving, a hairdresser, reported that some of her equipment and chemicals were damaged. She also had to walk barefoot as her whole shop was flooded.

“We’ve had floods before, but this is the worst,” Miss Ving said.

The PUA advises residents and shopkeepers in flood prone areas to protect their belongings. Drivers are also advised to be cautious when traveling along low-lying roads which are prone to flash floods.

7. The sentence “traffic slowed to a crawl” means the ...
- a. Vehicles were stuck in the water
 - b. Vehicles were moving slowly
 - c. People were moving slowly
 - d. Drivers were stuck in their cars
 - e. Vehicles were not moving
8. The flash floods caused shopkeepers to...
- a. Gain a profit
 - b. Lose their shops
 - c. Suffer a loss
 - d. Gain new customers
 - e. Close their shops
9. The businessmen on Owen Road and Pinedale Road...
- a. Knew the flood was coming
 - b. Did not expect the flood
 - c. Were prepared for the flood
 - d. Were protecting their shops from the flood
 - e. Did not protect their property

For questions no.10 - 12

Mafia style executioner arrested in Kuala Lumpur

NLF Malaysia: The Malaysian police have notified the Singaporean police that a suspected murderer, Tan Chor Jin, who fled to Kuala Lumpur after shooting and killing Mr. Lim Hock Soon, has been arrested.

The 39-year-old suspect, who is blind in one eye, has been dubbed the “One-eyed dragon”. It was alleged that Tan entered Mr. Lim’s apartment at Serangoon Avenue on February 15 at 7:00 a.m. when the maid opened the door to send the victim’s daughter to school. Tan forced the maid and the daughter back into their apartment. Tan then shot Mr. Lim. Tan was said to have taken

some valuables before he left the house. The wife then called the police. By the time the paramedics arrived, Mr. Lim was already dead. Some neighbors said they saw someone walking calmly along the corridor, shortly after the shooting.

Hundreds of police officers immediately surrounded the crime scene, and the police dogs were called in to search the entire apartment, unit by unit, looking for the suspect killer without any success. Within hours, the suspect's features and identity were established. The police suspected the killer might have fled to another country. They immediately contacted Interpol for help to nab the alleged murderer.

10. Who notified the Singaporean police of the arrest murderer?
- a. The Indonesian police
 - b. The Thai police
 - c. The U.S. police department
 - d. The Malaysian police
 - e. The Swiss police
11. Some neighbor saw someone walking calmly along the corridor....
- a. A few weeks after the shooting
 - b. A few minutes after the shooting
 - c. A few minutes before the shooting
 - d. A few days after the shooting
 - e. A few hours before the shooting
12. They immediately contacted Interpol for help to nab the alleged murderer.. (the last sentence). What is the **ANTONYM** of the underlined word?
- a. to kill
 - b. to search
 - c. to catch
 - d. to distinguish
 - e. to put off

For questions no.13 - 17

The soccer star David Beckham and his wife, former Spice Girl Victoria, are going to court to defend their image and marriage. The Beckhams are angry that a British tabloid newspaper printed a story that their "happy marriage" was a lie. The News of the World wrote an article saying the Beckhams are just pretending to be happily married to make more money from their "Beckham brand".

The newspaper said the marriage was really "on the rocks" because of a relationship David had with another woman. He strongly denies this. The newspaper article suggested that the Beckhams' huge income depended on their public image. It said the couple tried to convince the public that their marriage was happy to get more advertising contracts. The article also said David almost had a nervous breakdown because of arguments with his wife. A lawyer for the newspaper commented on the high profile marriage, asking: "Is it unhappy, full of rows and tensions because of David Beckham's infidelity, or is it happy? We say unhappy." The Beckhams, meanwhile, insist they are a happily married couple.

13. The Beckhams huge income is depended on their....
- a. News
 - b. Image
 - c. Contracts
 - d. Marriage
 - e. lifestyle
14. According to the newspaper, the Beckhams marriage was unhappy because of David Beckham's....
- a. affair
 - b. income
 - c. profession
 - d. public image
 - e. free kick

15. The marriage was really "on the rocks" (Paragraph 1 sentence 4)
The phrase "on the rocks" means that the Beckhams marriage is in a condition.
- | | | |
|---------|-----------|-----------|
| a. Bad | c. Strong | e. strang |
| b. Good | d. Happy | |
16. The Beckhams' huge income (Paragraph 2 sentence 1)
The word *huge* means
- | | | |
|----------|---------|----------|
| a. Large | c. Wide | e. small |
| b. High | d. Big | |
17. David almost had a nervous breakdown because of arguments with his wife (Paragraph 2 sentence 5). The word *arguments* means
- | | | |
|----------|---------------|-------------|
| a. Fight | c. Marriage | e. Exercise |
| b. Angry | d. Discussion | |

For questions no.18 - 20

A Spy at the Ministry!

The Ministry of Defence was in turmoil yesterday after it was learnt that a secretary had been arrested and accused of spying. The secretary has been working for scientists who have secret information regarding germ warfare.

Rumours spread like wildfire and employees were instructed not to talk to the press. However, our reporter was told: "At least one hidden microphone was found in a room where top scientists meet. The discussions held in that room would obviously be of great interest to a foreign power."

18. Who had been arrested based on the text?
- | | |
|---|---------------------------------------|
| a. The Minister of Defence | d. A guest of the Ministry of Defence |
| b. An employee | e. A reporter |
| c. A secretary of the Ministry of Defence | |
19. What was the proof of the spying action?
- | | |
|--------------------------|-------------|
| a. secret information | d. wildfire |
| b. one hidden microphone | e. turmoil |
| c. germ warfare | |
20. What was told to the reporter of the news?
- | |
|--|
| a. The secretary has been working for scientists |
| b. At least one hidden microphone was found in a room where top scientists meet |
| c. The Ministry of Defence was in turmoil |
| d. A secretary had been arrested and accused of spying |
| e. Rumours spread like wildfire and employees were instructed not to talk to the press |

THE STUDENTS' SCORE

No.	Name	Pretest	Posttest
1.	Alia Laksmi	80	80
2.	Amallia	80	80
3.	Amin Mar'atus S.	60	75
4.	Anisah Rafidah Ulfah	60	70
5.	Arif Sorya	72	80
6.	Arya Djodipati	68	70
7.	Aryo Bagus Ikhsan	36	65
8.	Fajar Rasyid W.	72	70
9.	Farhan Zain	68	75
10.	Fatiq Suryo S.	64	70
11.	Fika Wahyuni	68	75
12.	Galuh Andara S.D	56	70
13.	Harum Karunia Besari	36	65
14.	Inas Anisa Nur Afifah	72	75
15.	Maria Febri Ayu	88	85
16.	Mayvani Nabila Kultsum	72	70
17.	Moh Nadzar K.	48	70
18.	Nugraheni Yulia Sari	52	70
19.	Rahmi Adzillina	58	70
20.	Rofif Rozan Dihar	A	65
21.	Rois Bagus Budi S.	68	70
22.	Selvy Anggarini	68	75
23.	Silma Firadilla Rikhma	68	70
24.	Siti Afiyah	56	65
25.	Suhartati	56	80
26.	Susilo H.	32	55
27.	Syaicha Akmala	76	80
28.	Vandi Ardian Hadi	68	70
29.	Veni Rahmawati	68	70
30.	Yoga Aditya K.	60	75
31.	Zufar Abdurrahman	64	75
	Mean	62.6	72.1

APPENDIX
D
OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

1st meeting

No.	Aspects	Statements	No	Yes	
1.	Students' activities	Pre-reading			
		Paying attention to the title or picture before reading		✓	
		Making prediction about the passage might be about before reading		✓	
		Asking some questions about what the topic is about before reading	✓		
		Whilst-reading			
		Looking for the clues and trying to figure it out when finding difficult word		✓	
		Finding the main idea of each paragraph		✓	
		Post-reading			
		Writing down the information found in the text after reading a text.		✓	
		2	Teacher's role in the teaching reading comprehension	Providing an interesting materials for the students	
Developing interesting activities				✓	
Introducing the use of peer tutoring	✓				
Guiding the students in practice				✓	
Giving clear instruction in reading				✓	
Checking the students' understanding				✓	
Helping students when they find difficulties				✓	
Giving correction for the students' work by having discussion.				✓	
3	Learning materials used in reading activities	The text contains words which appropriate with the students' language proficiency level		✓	
		The text contains stimulus picture or word to help the students activate their prior knowledge		✓	

		The text is well-organized		✓
		The topic of the text is familiar to the students		✓
4	Teaching technique in teaching reading	Helping students activate their prior knowledge before reading		✓
		Helping students set a purpose of reading		✓
		Helping students overcome the vocabulary limitation		✓
		Helping students find specific and general information from the text		✓
		Helping students assess what they have learnt		✓

OBSERVATION CHECKLIST

2nd meeting

No.	Aspects	Statements	No	Yes		
1.	Students' activities	Pre-reading				
		Paying attention to the title or picture before reading		✓		
		Making prediction about the passage might be about before reading		✓		
		Asking some questions about what the topic is about before reading		✓		
		Whilst-reading				
		Looking for the clues and trying to figure it out when finding difficult word		✓		
		Finding the main idea of each paragraph		✓		
		Post-reading				
Writing down the information found in the text after reading a text.		✓				
2	Teacher's role in the teaching reading	Providing an interesting materials for the students		✓		
		Developing interesting activities		✓		

	comprehension	Introducing the use of peer tutoring		✓
		Guiding the students in practice		✓
		Giving clear instruction in reading		✓
		Checking the students' understanding		✓
		Helping students when they find difficulties		✓
		Giving correction for the students' work by having discussion.		✓
3	Learning materials used in reading activities	The text contains words which appropriate with the students' language proficiency level		✓
		The text contains stimulus picture or word to help the students activate their prior knowledge		✓
		The text is well-organized		✓
		The topic of the text is familiar to the students		✓
4	Teaching technique in teaching reading	Helping students activate their prior knowledge before reading		✓
		Helping students set a purpose of reading		✓
		Helping students overcome the vocabulary limitation		✓
		Helping students find specific and general information from the text		✓
		Helping students assess what they have learnt		✓

OBSERVATION CHECKLIST

3th meeting

No.	Aspects	Statements	No	Yes	
1.	Students' activities	Pre-reading			
		Paying attention to the title or picture before reading		✓	
		Making prediction about the passage might be about before reading		✓	
		Asking some questions about what the topic is about before reading		✓	
		Whilst-reading			
		Looking for the clues and trying to figure it out when finding difficult word		✓	
		Finding the main idea of each paragraph		✓	
		Post-reading			
Writing down the information found in the text after reading a text.		✓			
2	Teacher's role in the teaching reading comprehension	Providing an interesting materials for the students		✓	
		Developing interesting activities		✓	
		Introducing the use of peer tutoring		✓	
		Guiding the students in practice		✓	
		Giving clear instruction in reading		✓	
		Checking the students' understanding		✓	
		Helping students when they find difficulties		✓	
		Giving correction for the students' work by having discussion.		✓	
3	Learning materials used	The text contains words which appropriate with the students' language proficiency level		✓	

	in reading activities	The text contains stimulus picture or word to help the students activate their prior knowledge	✓	
		The text is well-organized		✓
		The topic of the text is familiar to the students		✓
4	Teaching technique in teaching reading	Helping students activate their prior knowledge before reading		✓
		Helping students set a purpose of reading		✓
		Helping students overcome the vocabulary limitation		✓
		Helping students find specific and general information from the text		✓
		Helping students assess what they have learnt		✓

OBSERVATION CHECKLIST

4th meeting

No.	Aspects	Statements	No	Yes		
1.	Students' activities	Pre-reading				
		Paying attention to the title or picture before reading		✓		
		Making prediction about the passage might be about before reading		✓		
		Asking some questions about what the topic is about before reading		✓		
		Whilst-reading				
		Looking for the clues and trying to figure it out when finding difficult word		✓		
		Finding the main idea of each paragraph		✓		
		Post-reading				
Writing down the information found in the text after reading a text.		✓				

2	Teacher's role in the teaching reading comprehension	Providing an interesting materials for the students		✓
		Developing interesting activities		✓
		Introducing the use of peer tutoring		✓
		Guiding the students in practice		✓
		Giving clear instruction in reading		✓
		Checking the students' understanding		✓
		Helping students when they find difficulties		✓
		Giving correction for the students' work by having discussion.		✓
3	Learning materials used in reading activities	The text contains words which appropriate with the students' language proficiency level		✓
		The text contains stimulus picture or word to help the students activate their prior knowledge		✓
		The text is well-organized		✓
		The topic of the text is familiar to the students		✓
4	Teaching technique in teaching reading	Helping students activate their prior knowledge before reading		✓
		Helping students set a purpose of reading		✓
		Helping students overcome the vocabulary limitation		✓
		Helping students find specific and general information from the text		✓
		Helping students assess what they have learnt		✓

OBSERVATION CHECKLIST

5th meeting

No.	Aspects	Statements	No	Yes		
1.	Students' activities	Pre-reading				
		Paying attention to the title or picture before reading		✓		
		Making prediction about the passage might be about before reading		✓		
		Asking some questions about what the topic is about before reading		✓		
		Whilst-reading				
		Looking for the clues and trying to figure it out when finding difficult word		✓		
		Finding the main idea of each paragraph		✓		
		Post-reading				
Writing down the information found in the text after reading a text.		✓				
2	Teacher's role in the teaching reading comprehension	Providing an interesting materials for the students		✓		
		Developing interesting activities		✓		
		Introducing the use of peer tutoring		✓		
		Guiding the students in practice		✓		
		Giving clear instruction in reading		✓		
		Checking the students' understanding		✓		
		Helping students when they find difficulties		✓		
		Giving correction for the students' work by having discussion.		✓		
3	Learning materials used in reading activities	The text contains words which appropriate with the students' language proficiency level		✓		
		The text contains stimulus picture or word to help the students activate their prior knowledge	✓			

		The text is well-organized		✓
		The topic of the text is familiar to the students		✓
4	Teaching technique in teaching reading	Helping students activate their prior knowledge before reading		✓
		Helping students set a purpose of reading		✓
		Helping students overcome the vocabulary limitation		✓
		Helping students find specific and general information from the text		✓
		Helping students assess what they have learnt		✓

APPENDIX
E
INTERVIEW GUIDELINE

PRELIMINARY INTERVIEW GUIDELINE

A. Teacher

1. Bagaimana pembelajaran *reading* di kelas?
2. Apakah kemampuan membaca siswa sudah memenuhi harapan?
3. Apakah kesulitan siswa dalam memahami teks Bahasa Inggris?
4. Teknik membaca apa yang sudah diterapkan untuk membantu pemahaman siswa?
5. Apakah siswa sudah menerapkan teknik tersebut dalam kegiatan *reading* dikelas?
6. Apakah teknik yang diajarkan dirasa sudah membantu siswa dalam memahami bacaan?
7. Apakah Ibu menggali pemahaman siswa setelah kegiatan *reading*?
8. Apakah Ibu memberikan kesempatan kepada siswa jika menemui kesulitan dalam memahami bacaan?
9. Apakah siswa bertukar pendapat mengenai pemahaman mereka terhadap bacaan?
10. Apa yang Ibu ketahui tentang *peer tutoring*?
11. Pernahkah Ibu menggunakan *peer tutoring* dalam mengajarkan *reading*?

B. Students

1. Bagaimana pembelajaran *reading* di kelas?
2. Bagaimana teknik guru dalam mengajarkan *reading* teks Bahasa Inggris?
3. Apakah kesulitan yang Anda rasakan dalam memahami teks Bahasa Inggris?
4. Strategi membaca apa yang telah diajarkan oleh guru?
5. Apakah strategi tersebut sering Anda gunakan dalam kegiatan membaca teks Bahasa Inggris baik di dalam maupun di luar kelas?
6. Apakah strategi tersebut dirasa sudah membantu pemahaman Anda dalam membaca teks Bahasa Inggris?
7. Apakah guru mengecek pemahaman Anda setelah kegiatan membaca?
8. Apakah Anda bertanya kepada guru jika menemui kesulitan dalam memahami teks Bahasa Inggris?
9. Apakah guru memfasilitasi Anda untuk bertukar pendapat dengan siswa lain tentang pemahaman Anda terhadap bacaan?

AFTER ACTION INTERVIEW GUIDELINE

A. Teacher

Setelah implementasi *peer tutoring* dalam pengajaran teks-teks Bahasa Inggris,

1. Bagaimana menurut Ibu untuk penggunaan strategi ini dalam pembelajaran?
2. Bagaimana menurut Ibu mengenai pemaksimalan *background knowledge* dalam pembelajaran *reading*?
3. Apakah menurut Ibu *peer tutoring* yang dibuat membantu pengajar dalam memandu siswa memahami teks?
4. Apakah menurut Ibu *peer tutoring* yang dibuat oleh siswa membantu mereka dalam mengingat detail informasi penting dalam teks?
5. Bagaimana menurut Ibu mengenai kegiatan diskusi kelompok untuk mengecek pemahaman siswa?
6. Apakah teknik ini dapat diterapkan untuk mengajarkan *reading* dalam pembelajaran selanjutnya?
7. Apakah yang Ibu harapkan dari pembelajaran *reading* berikutnya?

B. Students

1. Setelah mengikuti pembelajaran *reading* menggunakan *peer tutoring*, bagaimana pendapat Anda tentang teknik ini?
2. Apakah menurut Anda teknik ini membantu dalam memahami teks Bahasa Inggris?
3. Apakah *peer tutoring* yang dibuat membantu Anda dalam memahami teks?
4. Apakah *peer tutoring* tersebut juga membantu Anda dalam mengingat informasi penting dalam teks?
5. Apakah diskusi kelompok membantu dalam memahami teks Bahasa Inggris?
6. Apakah menurut Anda teknik ini dapat diterapkan untuk pembelajaran *reading* berikutnya?
7. Apakah yang Anda harapkan dari pembelajaran *reading* berikutnya?

APPENDIX
F
FIELD NOTE

FIELD NOTES

Field Note 1

Friday, October 18th 2013

Co: Coordinator T1: Teacher 1

ET: English Teacher

TU: Petugas Tata usaha

R: Researcher

R menanyakan kepada TU, kalo R ingin menemui bapak kepala sekolah. Petugas TU menanyakan surat izin dari pihak universitas tentang izin observasi. Petugas menyuruh R untuk menunggu sebentar. Setelah menunggu beberapa menit, R dipertemukan dengan Bapak Suwandi selaku Koordinator Humas. Beliau menanyakan apa maksud kedatangan R. R menjelaskan maksud kedatangannya disekolah.

R : Selamat pagi pak, saya mau bertemu dengan bapak kepala sekolah.

TU : Ada keperluan apa ya mas?

R : Saya mahasiswa dari UNY, ingin melakukan penelitian untuk mengambil data skripsi disini, dan saya sudah membawa surat izin.

TU : Oh,. Yang mengurus penelitian disini adalah Pak Suwandi mas. Mohon tunggu sebentar ya. Boleh saya lihat surat izinnya?

R : Oh, ini, silahkan pak.

TU : Tunggu bentar ya mas?

R : O ya pak, terima kasih.

TU : Ni mas, Pak Suwandi sudah ada di lobi, silakan langsung ditemui saja,.

R : O ya pak, terima kasih ...

Setelah R mendapatkan surat izin dari TU, R langsung menemui Bapak Suwandi.

Di ruang lobi sekolah....

R : Assalamualaikum, selamat siang pak.

Co : Wa'alaikumsalam, selamat siang, ada keperluan apa ya mas?

R : Saya Yanuar pak, mahasiswa UNY, yang meminta izin observasi disini, dan apabila bapak mengizinkan, saya juga akan melakukan penelitian disini juga.

Co : Penelitian ap ya mas? Tidak mengganggu jam pelajaran yang sedang berlangsung kan?

R : penelitian yang saya ambil adalah penelitian Action Research dalam bahasa Indonesia penelitian tindakan kelas, jadi penelitian yang saya lakukan mengikuti kurikulum yang sedang berlangsung. Jadi tidak mengganggu jam pelajaran pak. Dan hasilnya akan saya pergunakan sebagai syarat skripsi.

Co : Judul penelitiannya apa ya mas?

R : “Improving Students’ Reading Comprehension by Using Peer Tutoring”, dalam bahasa sederhana skripsi saya bertujuan untuk meningkatkan kemampuan membaca atau reading para siswa namun dengan menggunakan Peer Tutoring, yaitu pengaturan tempat duduk dimana siswa yang pandai akan bersebelahan dengan siswa yang kurang memahami. Diharapkan nanti siswa yang pandai bisa membantu teman sebangkunya untuk lebih memahami Bahasa Inggris.

Co : O ya ya, yang penting tidak mengganggu jam pelajaran di kelas.

R : Tidak pak, saya tetap mengikuti jadwal pelajaran dan kurikulum yang berlaku disini.

Co : Baik klo begitu, nanti mas silahkan temui saja guru bahasa inggris yang bernama Miss Ami.

R : O ya pak, terima kasih pak,

R kemudian menuju ke ruang guru untuk bertemu dengan Bu Ami Zainal Diruang guru...

R : Assalamualaikum, permisi bu, saya mau bertemu dengan Bu Ami.

T1 : O ya mas,,dari mana ini?

R : Dari UNY bu, mau melakukan oservasi dan penelitian untuk skripsi disini.

T1 :Oh,..Itu mejanya mas.

ET : Mau bertemu saya Mas?..

ET : Saya bu Ami, ada apa ya??

- R : Oh, saya Yanuar, mahasiswa dari UNY, yang akan melakukan penelitian di sekolah ini. Jika diizinkan, dan ibu juga menyetujui, saya beniat untuk mengambil data di sini.
- ET : oh bisa, dengan senang hati, judulnya apa mas?
- R :“Improving Students” Reading Comprehension by Using Peer Tutoring in English Teaching Learning Process”
- ET :oh ya, gak pa pa, silahkan. Trus aplikasi di kelas seperti apa?
- R : dalam bahasa sederhana skripsi saya bertujuan untuk meningkatkan kemampuan membaca atau reading para siswa namun dengan menggunakan Peer Tutoring, yaitu pengaturan tempat duduk dimana siswa yang pandai akan bersebelahan dengan siswa yang kurang memahami. Diharapkan nanti siswa yang pandai bisa membantu teman sebangkunya untuk lebih memahami Bahasa Inggris
- ET : ok klo begitu? Kelas X G gimana? Menurut saya kelasnya kooperatif dan ga merepotkan. Setiap hari Rabu jam ke 6 dan Jumat jam ke 4
- R : oa ya bu, buku pendamping ibu judulnya apa?
- ET : saya pake Look Ahead
- R : oh ya, saya ada buku itu bu, terimakasih banyak bu? Mohon bimbingannya.
- ET : ok ok, Good Luck ya?

Field Note 2

Wednesday, October 23rd 2013

ET: English Teacher T1: Teacher 1

R: Researcher

S(s): Student(s)

Researcher datang kesekolah pukul 07:10. Kemudian, R langsung menuju ke ruang guru.

- R : Assalamualaikum bu?
- T1 : Wa“alaikumsalam mau ketemu siapa ya mas?
- R : mau ketemu bu Ami.
- T1 : oh, bu Ami, silakan,
- ET : pagi mas?
- R : oa ya bu, pagi!

ET : mari kmeja saya aja!

R : o ya bu,

ET : gimana sudah siap untuk hari ni?

R : hari ni saya masih observasi kelas rencananya bu

ET : iya, gak pa pa.

Diperjalan menuju kelas R dan ET sambil mengobrol mengenai siswanya...

ET : maklum anak kelas 1, masih ada takutnya. Semoga mereka bisa adaptasi dengan guru yang baru .

R : o ya Bu...

Di kelas...

ET : Good Morning Everybody, how are you today?

Ss : Good Morning mam, I'm fine, and you?

ET : I'm fine too. Thank you.

ET memberitahu jika ada mahasiswa yang akan mengobservasi KBM kelas. Kemudian R dipersilahkan untuk mengenalkan diri dan setelah itu R duduk di belakang. R kemudian mengikuti jalannya pembelajaran di kelas XG selesai. ET menanyakan tentang pelajaran minggu lalu, dan menanyakan PR mereka, ada beberapa yang sudah mengerjakan namun ada juga yang belum. ET bertanya tentang News Item text, ada beberapa yg menjawab dan yang lainnya tidak memperhatikan. Kemudian ET menjelaskan lagi tentang News Item yang pernah mereka pelajari di pertemuan sebelumnya. ET kemudian menerangkan kembali tentang News Item text. Setelah diterangkan, Ss kemudian diberi satu text untuk dikerjakan secara kelompok. Setelah masing masing kelompok menyelesaikan tugasnya, masing masing kelompok diminta menulis hasil diskusinya. Selama pengerjaan Ss ribut dan mengobrol, dan berkeliling bertanya kepada Ss yang lain. Pada akhir pelajaran, ET kemudian memberikan feed back.

Field Note 3

Wednesday, October 30th 2013

ET: English Teacher

R: Researcher

S(s): Student(s)

ET mengajak R untuk masuk ke kelas. R pun segera menuju kursi paling pojok sebelah kanan dekat jendela. R mengawali pelajaran dengan salam, kemudian mengabsen. Pada saat itu SS hadir semua. Walaupun ET sudah masuk, namun masih terlihat beberapa siswa yang masih bermain dengan temanya.

Pada saat itu, ET meminta SS untuk membuka LKS mereka. Kemudian ET meminta SS untuk melihat sebuah text yang ada di dalam LKS tersebut dan kemudian ET membacanya. Setelah itu ET meminta SS untuk mengulangnya lagi. Pada saat membaca text, terlihat SS yang tidak memperhatikan, mereka ada yang mengobrol dengan temanya sendiri dan bahkan ada yang hanya diam saja karena dia tidak membawa LKS.

Setelah membaca text tersebut untuk beberapa kali, kemudian ET meminta SS untuk melihat pertanyaan yang ada di bawahnya. Mereka diminta untuk menjawab pertanyaan tersebut. Sebelumnya ET memberikan contoh, ET mengerjakan soal nomor 1.

ET terkadang harus mengulangi instruksinya berulang ulang karena masih banyak SS yang tidak mengerti dengan instruksi ET. Setelah kelihatannya SS sudah mengerti, ET pun kembali ke mejanya. Selama proses mengerjakan, SS ada yang ribut. Ada yang mengobrol dengan teman sebangku, ada yang berjalan jalan. Namun ET terlihat duduk di mejanya sambil menulis. Di samping itu juga, sesekali mereka berjalan keteman yang ada di sebelahnya untuk melihat jawabannya.

Setelah beberapa waktu, ET bertanya pada mereka apakah mereka sudah menyelesaikannya. SS menjawab "belum". Pada saat proses mengerjakan tugas itu, R mencatat semua aktivitas yang dikerjakan siswa.

Kemudian ET meminta SS untuk membahas jawabannya. Namun sebelumnya ET mengartikan dulu text tersebut dalam bahasa Indonesia. Sesekali ada SS yang membantu ET untuk menterjemahkannya, tapi ET masih tetap dominan mengartikannya. Setelah itu ET mempersilahkan SS yang mau menjawab soal soal yang ada di LKS itu. ET meminta mereka untuk menuliskannya di papan

tulis agar bisa dikoreksi secara bersama sama. Walau sudah dipersilahkan namun SS masih terlihat ragu untuk maju.

Kemudian ET memanggil mereka dengan melihat absen. Dengan cara ini mereka baru mau maju. Setelah semua pertanyaan ditulis dipapan tulis, ET mengeceknya satu demi satu. Terkadang ET meminta untuk menterjemahkan arti kalimat yang ditulis S, namun S masih banyak salahnya. Pada saat mendiskusikan jawabanyapun masih terlihat SS yang tidak memperhatikan ET didepan.

Pada saat itu hamper semua jawaban SS benar, namun mereka kurang begitu mengerti artinya. Setelah selesai mendiskusikan jawaban, ET menulis beberapa kata yang ada dalam text tersebut dan meminta Ss untu mengartikanya. Karena ada SS yang tidak membawa kamus maka mereka mengalami kesulitan, terkadang mereka meminjam punya temanya namun tidak dipinjami. Karena waktu sudah mau habis maka ET meminta SS Untuk menulis kata kata tadi dan mencoba untuk menghafalkanya pada pertemuan berikutnya.

Kemudian ET meminta mereka untuk mempelajari materi selanjutnya dan ET juga meminta Ss untuk membawa kamus pada pertemuan berikutnya.

Field Note 4

Wednesday, November 6th 2013

ET: English Teacher

R: Researcher

S(s): Student(s)

Pukul 11.00, R sudah ada diruang guru. Pukul 11.05, ET sampai disekolah. Setelah ET datang, beliau langsung membawa R menuju kekelas bahasa inggris. Sampai dikelas ET menyapa Ss, "*Good Morning...!*". Ss masih rame dan sambil menjawab "*Good Morning too*". ET menyuruh Ss untuk tenang. Meminta satu dari Ss untuk memimpin doa. Setelah berdoa, ET menjelaskan jika pelajaran bahasa Inggris akan diampu oleh R untuk beberapa waktu ke depan. ET meminta kepada Ss untuk mengikuti R dengan baik. Setelah ET mempersilahkan R mengambil alih kelas, R maju kedepan memulai dengan menanyakan kabar S. kemudian R mengabsen satu persatu Ss agar R lebih mengenal. Setelah R selesai mengabsen Ss, R mulai dengan menanyakan mengenai kabar terbaru di televisi. Mereka sangat antusias dengan topik tersebut. Kemudian R memancing Ss untuk memberikan pernyataan tentang berita yang mereka lihat. Ada yang menjawab

berita tentang koruptor, berita tentang perceraian artis dll. Setelah itu R meminta Ss untuk menerangkan tajuk beritanya apa. Setelah terkumpul semua pendapat Ss, R kemudian mempersilahkan Ss untuk menjelaskan kronologinya, dan menyebutkan siapa saja pihak yang memberi keterangan terkait kejadian tersebut. Setelah itu, R kemudian menerangkan jika apa yang Ss lakukan baru saja adalah sebuah kegiatan menulis News Item text. Kemudian R menuliskan semua tentang News Item text. Setelah selesai menerangkan tentang News Item text, R kemudian memberikan tugas kepada Ss untuk dikerjakan dengan teman sebangku Ss. Dalam tugas ini R mempersilahkan Ss untuk membuka sumber manapun. R meminta Ss untuk membuka halaman 198 pada buku Look Ahead. Bacaan itu tentang Advertisement. Saat Ss mengerjakan tugas, R berjalan mengelilingi Ss untuk bertanya tentang Peer Tutoring sekaligus membantu kesulitan mereka. Setelah R mengambil alih kelas, R kemudian meminta untuk mengerjakan soal yang ada. Sambil berkeliling, R juga mengecek pekerjaan mereka. Ada yang bisa namun ada juga yang masih bingung. R kemudian mulai menerangkan. Saat waktu pelajaran hampir usai, R meminta tugas dikumpulkan dan mempersiapkan diri untuk pembahasan esok. R juga melihat bahwa kegiatan berkelompok lebih membantu Ss untuk mengerjakan. Oleh karena itu R berencana untuk mengelompokkan Ss menjadi kelompok kecil yang terdiri dari 2 Ss.

Field Note 5

Friday, November 8th 2013

R: Researcher ET: English Teacher

S(s): Student(s)

R datang pukul 08.30 untuk mengkonsultasikan hasil Pre-test yang dengan ET. Setelah R dan ET saling mengerti, kini metode Peer Tutoring akan dicoba di kelas XG. R masuk kekelas pukul 10.00. ET mempersilahkan R untuk langsung memulai KBM. Instruksi pertama dari R kepada Ss adalah untuk mengubah susunan tempat duduk. R tidak menyebutkan jika penentuan tempat duduk ini berdasarkan nilai yang didapat R dari tugas awal yang dijadikan R sebagai Pretest. Setelah tempat duduk Ss diatur berdasarkan nilai Pre-test, R memulai KBM. Kali ini R melanjutkan membahas tugas pada buku Look Ahead halaman 198. R memulai dengan meminta pernyataan Ss tentang berita di tv. Setelah menunjuk

beberapa Ss, R kemudian meminta Ss untuk mengidentifikasi lebih jauh mengenai kronologi, pihak yang terkait. Setelah di berikan penjelasan oleh R, Ss kemudian diajak kembali ke materi awal tentang berita. Setelah itu R memberikan bacaan kedua yaitu tentang .*'Britney Spears – Lutfi Investigated for 'Drugging' Spears' and 'Lapindo'* secara bersamaan. R berharap setelah diberi pengetahuan awal tentang jenis dari teks itu, Ss akan lebih termotivasi. Kembali R mempersilahkan Ss untuk berdialog dengan teman sebangkunya dan di sini Peer Tutoring mulai dimasukkan lagi. R juga meminta Ss untuk mencoba mengerjakan.

Field Note 6

Wednesday, November 13th 2013

R: Researcher S(s): Student(s)

R masuk ke kelas pukul 11.00. Anak terlihat sudah mempersiapkan buku walaupun masih ada beberapa yang masih ramai. R membuka KBM dengan salam dan greeting, Ss menjawab dengan serentak. Stelah R memeriksa daftar hadir Ss dari jurnal kehadiran, R memulai pelajaran dengan menanyakan materi yang telah dibahas tentang Generic Structure of News Item Text. Salah satu Ss menjelaskan dengan singkat mengenai newsworthy event, background event dan source. R memberikan tugas mereka kemarin mengenai .*'Britney Spears – Lutfi Investigated for 'Drugging' Spears' and 'Lapindo'*. Dan R memberikan feed back kepada mereka tentang tugas yang telah mereka kerjakan. R menayakan kejelasan mengenai penjelasan R —Have you got the concept of News Item Text and steps to make the text? Ss menjawab —yes, I understand. R kemudian melanjutkan dengan membahas satu per satu bagian dari text .*'Britney Spears – Lutfi Investigated for 'Drugging' Spears' and 'Lapindo'*. Untuk menghidupkan suasana belajar mengajar, R memberikan sebuah permainan yaitu dengan menuliskan Generic Structure pada text *'Bridge breaks in Central Java, killing 5 people and injuring 29 others'* di depan kelas. Permainan ini berjalan dengan lancar dan Ss terlihat sangat antusias. Setelah Generic Structure pada text *'Bridge breaks in Central Java, killing 5 people and injuring 29 others'* selesai ditulis oleh Ss di depan kelas, R mngoreksi dan ternyata jawaban Ss benar. Lalu R meminta Ss untuk membuat News Item text mereka sendiri. Tiap Ss harus mempunyai judul yang berbeda walaupun topiknya hampir sama. Hai ini untuk membantu Ss

berlatih membuat News Item Text. Peer Tutoring masih tetap berjalan pada fase ini. Ss boleh saling membantu. Setelah Ss selesai, secara lisan R meminta mereka untuk membaca hasil dari konsep News Item Text mereka. R juga memberikan pengumuman bahwa akan ada tes besok tentang News Item Text.

Field Note 7

Friday, November 15th 2013

R: Researcher S(s): Student(s)

ET: English Teacher

R datang kesekolah jam 09.30. Langsung menunggu ET diruang tunggu guru di sekolah karena sedang berbicara dengan guru lain. ET langsung mempersilahkan R untuk masuk ke kelas agar waktu tidak terbuang. Tepat pukul 10.00, R masuk ke kelas XG dan sekitar 5 menit berselang ET juga masuk ke kelas. R langsung meminta Ss untuk bersiap. Setelah Ss siap, R mulai membagikan soal. Untuk menjaga ketenangan, R kadang berjalan untuk mengecek pekerjaan Ss. Saat waktu hampir selesai, R meminta Ss untuk mengumpulkan jawaban mereka.

Field Note 8

Friday, November 15th 2013

R: Researcher ET: English Teacher

S(s): Student(s)

Sekitar pukul 08.10 R datang dan bertemu dengan ET. ET langsung mempersilahkan R untuk melanjutkan. Kemudian, R masuk kekelas pukul 10.00. Ss sudah siap menerima pelajaran. R mengucapkan greeting "*Good Morning Class*", S menjawab dengan tidak serempak, kemudian R mengulanginya lagi dengan "*Are you ready?*", ada beberapa yang menjawab "*Yes*" tapi ada juga yang menjawab "*No*". R mengulanginya lagi, "*Are you ready?*", dan semua S menjawab "*Yes*". R langsung mengulang kembali greetingnya "*Good Morning Class*", "*How are you today?*". S semua menjawab "*I'm fine and you?*". R menjawab "*I'm fine too*". Kemudian R meminta untuk memulai pelajaran dengan menanyakan generic structure dari News Item text dan language featurenya. Jawaban yang terdengar samar. Dan R kembali mengingatkan tentang itu. Setelah selesai berdoa. R menanyakan tentang tes kemarin. R memancing Ss dengan sebuah pertanyaan, "*How was the test yesterday? Was it difficult?*", Ss menjawab "*Yes Sir*". R sambil bertanya "*How was Peer Tutoring? Was it helping you?*", Ss

menjawab “*Yes Sir*”. Setelah itu R mengatur kembali tempat duduk Ss berdasarkan hasil tes kemarin. Setelah Ss mendapat pasangan masing-masing, R kembali meminta Ss untuk saling membantu. Setelah itu, R membagikan hasil tes yang mereka kerjakan untuk dibahas. Dan pembahasan itu berlangsung sampai akhir pelajaran. R membedah sema seluk beluk dari newsworthy event, background event dan source. R pun kembali mengingatkan Ss akan penanda da tiap-tiap bagian. R juga memberikan vocabulary baru untuk Ss ingat. Setelah semua berjalan, R kemudian memberikan Ss untuk mengerjakan dan sharing dengan teman sebangkunya. R dengan perlahan berkeliling dan bertanya ke tiap bangku akan kesulitan yang dihadapi. Ada Ss yang bertanya akan kata baru, R memancing SS untuk membuka Kamus. Setelah kamus dibuka dan mereka mendapat arti dari tiap kata, R kemudian membantu mereka mengartikan. Ss terlihat sangat antusias. Ss saling membantu satu sama lain. Ada yang hanya diskusi antar teman sebangku namun ada pula yang berdiskusi dengan kelompok yang lain. R mendekati kelompok yang berdiskusi secara intern dan bertanya apakah mereka sudah paham dan ternyata mereka sudah paham akan kesalahan mereka. R pun kemudian memancing kelompok itu untuk menjawab pertanyaan nanti. Ada pula yang berdiskusi antar kelompok, seperti yang dilakukan Nisrina dan Dedy. Dedy yang berada di bangku paling depan menengok dan selalu menengok ke belakang, yaitu bangku Nisrina dan Wening. Setelah R bertanya kenapa, Dedy menjawab bahwa dia dan teman sebangkunya masih ragu, oleh karena itu dia bertanya ke Nisrina yang lebih paham. Ada pula diantara mereka yang saling bertukar perbendaharaan kata. Kata itu seperti “*agriculture*” yang artinya adalah pertanian. Kata kata lain pun peneliti tambahkan sinonimnya. Kata itu seperti “*development*” dengan “*improvement*”. Setelah dirasa cukup, R kemudian membagikan sebuah text baru unruk dikerjakan secara individu. Kembali R meminta Ss untuk mempelajari tentang News Item text karena besok akan ada tes lagi.

Field Note 9**Wednesday, November 20th 2013****R: Researcher****ET: English Teacher****S(s): Student(s)**

R datang kesekolah pukul 10: 30, R langsung menunggu ET di ruang guru, setelah menunggu R dan ET berbincang-bincang sedikit. R menyampaikan terima kasih yang dalam atas kesempatan yang diberikan ET untuk mengajar di kelas XG. ET menjawab dengan gembira dan juga berterimakasih atas metode yang diterapkan oleh R. ET mengapresiasi positive untuk metode Peer Tutoring dan kelak akan mencoba mempraktekkannya. Sambil menunggu bel pergantian pelajara berbunyi, R da ET berjalan menuju ruang kelas. Di kelas Ss sudah bersiap untuk tes. Setelah memberi salam dan berdoa, R langsung membagikan soal ujian. Untuk menjaga ketenangan, R kadang berjalan untuk mengecek pekerjaan Ss. Saat waktu hampir selesai, R meminta Ss untuk mengumpulkan jawaban mereka

APPENDIX
G
INTERVIEW TRANSCRIPT

Interview Transcripts

Interview 1

Monday, 4th of November 2013.

R : Researcher

KP : Kepala Sekolah

- R : Pelajaran Bahasa Inggris di MAN III Yogyakarta sepertinya menjadi momok ya Pak bagi para siswa? Menurut bapak pembelajaran Bahasa Inggris disekolah ini bagaimana Pak Harto?
- KP : Ya seperti ini Mas keadaannya, input mereka memang rendah, iya ada beberapa yang kemampuan Bahasa Inggrisnya lebih dan Alhamdulillah para guru terkait juga cukup berkompeten dalam bidangnya.
- R : Oh ya, saya paham Pak. Bagaimana dengan kondisi sarana pendukung. Kemarin saya sempat berkeliling dan saya melihat bahwa sarana lab bahasa kurnag mendukung ya Pak?
- KP : Oh iya, memang seperti itu keadaannya. Ruang lab yang baru sedang dalam proses pembangunan, itu gedung yang di selatan kelak akan menjadi lab bahasa.
- R : Oh begitu ya Pak, semoga cepat selesai. Mengenai input yang sedang-sedang saja tadi, apakah ada prestasi yangt bisa mengharumkan MAN ini?
- KP : Target kami ingin mengangkat kemampuan Bahasa Inggris mereka. Ya kami adakan pembelajaran seopomal mungkin dan mengenai prestasi saya yakin kelak akan datang.
- R : Oh ya, terima kasih Pak. Dari Bapak pribadi mungkin ada nasehat bagi saya?
- KP : Oh, ya tetap semangat saja. Skripsi sebenarnya tidak sesulit yang Anda bayangkan sebelumnya, yang terpenting adalah bagaimana Anda menyikapinya. Anda harus rajin. Sekarang Mas Yanuar langsung saja menghadap guru yang bersangkutan, silahkan, saya mengizinkan
- R : Terima Kasih Pak. Saya permisi.
Lalu saya menuju ruang guru,.
- ET : Mau bertemu saya Mas?..
- ET : o saya miss Ami, ada apa ya??
- R : Oh, saya Yanuar, mahasiswa dari UNY, yang akan melakukan penelitian di sekolah ini. Jika diizinkan, dan bapak juga menyetujui, saya beniat untuk mengambil data di sini.
- ET : ; oh bisa, dengan sennag hati, judulnya ap mas?
- R : —Improving Students' Reading Comprehension by Using Peer Tutoring in English Teaching Learning Process|
- ET :oh ya, gak pa pa, silahkan. Trus aplikasi di kelas seperti ap?
- R : dalam bahasa sederhana skripsi saya bertujuan untuk meningkatkan kemampuan membaca atau reading para siswa namun dengan menggunakan Peer Tutoring, yaitu pengaturan tempat duduk dimana siswa yang pandai akan bersebelahan dengan siswa yang kurang memahami. Diharapkan nanti siswa yang pandai bisa membantu teman sebangkunya untuk lebih memahami Bahasa Inggris

ET : ok klo begitu? Kelas XG gimana? Setiap hari Jumat jm ke 2 dan Sabtu jm ke 3 di ruang bahasa Inggris sana..
R : oa ya bu, buku pendamping ibu judulnya apa?
ET : saya pake look a Head
R : oh ya, saya ada buku itu bu, terimakasih banyak bu? Mohon bimbingannya.
ET : ok ok, Good Luck ya?

Interview 2

Wednesday, 30th of October 2013

R: Researcher

ET: English Teacher

ET : Ya gitu mas,. Mereka itu memang agak susah diatur,. Kelas XG mungkin yang paling nurut,. Tapi ya tetap saja ada yang jadi, apa ya, mungkin bisa disebut pembuat onarnya lah..
R : Iya bu, saya tadi liat juga sepertinya mereka susah dikendalikan. Tiap ibu menjelaskan materi pasti ada saja siswa yang memancing keributan.
ET :Ya begitulah,. Sebenarnya kelas tidak akan ribut asalkan teman-teman disekitar anak itu juga tidak merespon. Kalau mereka diam, pasti juga nanti anak yang ribut sendiri itu malu sendiri.
R : Betul bu. Memang teman sangat berpengaruh.

Interview 3

Wednesday, 30th of October 2013

R : Researcher

H : Harum, Z : Zufar

R : Hei adek, boleh ganggu bentar, mo tanya-tanya aja ko, gak pa pa?
H : Oh ya, mo tanya-tanya apa e Mas?
R : Tentang sip sip pokoknya!
H : Hehehehe, tentang apa Mas?
R : Inggris, suka gak?
H : Wualah, susah Mas, Bahasa Indonesia ja masih nol!
R : Sampai segitunya?
H : Gak juga si Mas. Aku lumayan bisa juga ko. Tapi memang sulit.
R : Oo,. Menurut kamu apa pembelajaran bahasa Inggris selama ini, terutama reading udah bagus?
H : Ya kan Miss Ami itu tadinya ngajar conversation, jadi waktu di depan ya banyak mentingin speaking. Kadang reading aja jadi ky speaking hhee.
R : Gitu ya.. ada hambatan lain gak de?
H : Ya banyak mas, terutama rasa malas itu lho mas. Klo pas reading gitu kan cm mbaca teks trus diartiin, ya mbosenin bgt mas. Basa gaulnya 'kurang nendang' gitu hhee. Jd males, trus ditambah juga kan banyak kata yang kita gak ngerti.
R : Gini mas Yan kasih solusi ya, kmu bawa kamus, trus lo bingung tanya, OK?
H : ok Mas,hehe,,

R : Makasih ya? See you on Friday ya?
H : OK Mas..
R : Hai Zufar, lagi apa ni?
Z : Hehe, lagi santai ja ni mas.
R : Bahasa Inggris menurut Zufar gimana?
Z : Tergantung materinya Mas.
R : Pilih pilih ya hhe. Tadi mas perhatiin kok teman -teman kamu pada berisik ya, ada yang tidur juga, siapa namanya.,hhe. Menurut kamu kenapa mereka gitu?
Z : Oo, Susilo itu mas,. Dia mah emang tukang tidur. Menurut saya sh mereka gitu ya karena gurunya monoton mas. Bkin bosan. Trus lagi lw masalah berisik, rata2 kan cwo tho mas, mereka y gitu. Lw udh campur bareng, ky pasar ya mas hhe,.termasuk saya.
R : Jadi kesimpulannya mereka berisik, ga merhatiin gurunya pertama gara gara mereka duduknya sama tmen yang cocok doang, trus pmbelajarannya monoton ya?
Z : Betul sekaliiii mas. Masnya pinter,.hhe piss mas.
R : Nyanta aja hhe. Ada masalah lain gak de?
Z : Itu mas, gimana caranya ngapalin vocab mas? Sya pengen lebih paham e.
R : Oh vocabnya, gini ja, baca yang rajin lha lo ketemu ma kata yang susah cari di kamus, gitu, OK!
Z : Iya, laha saya gak punya kamus ko.
R : Lho gimna e kamu tu, mo perang ko gak pake senjata, ya kalah. Besok pinjam perpustakaan ya?
Z : Hehe, OK Mas, teman sebangku saya juga bawa ko.
R : lho tapi masak mo pinjem pedang temanmu, tar dia yang kalah dong, usahain bawa ya!

Interview 4

Friday, 21st November 2013

R : Researcher

Al : Alia

R : Hi, ko a pake seragam? boleh gabung gak, gi pa ni?
Al : Lagi nunggu ganti Mas, iya habis olahraga.,
R : Ow, olahraga ma Inggris suka mana?
Al : Olahraga no Mas, Inggris susah.
R : ooh gitu ya, emang susah? Tapi ko ada yang bisa hayo!
Al : Tu yang pinter Mas, yang gak ya bingung.
R : Iya po? Mas Yan kasih tips ni, rajin baca deh, tar jadi tertarik wes ma Inggris. Lo gak kenal kan gak saying, ya gak?.
Al : Ow, reading ya?
R : Iya, suka?
Al : Mungkin lo bacaanya menarik Mas, kita juga jadi tertarik buat baca?
R : Oh ya, betul tu. Tapi tetep semangat lho ya! OK deh makasih ya
Al : You're welcome mas.

Interview 5

Wednesday, 6th of November 2013

R : Researcher F : Fatiq

R : Rahmi

R : Hai hai, lagi nggosip apa ni?

F : Yee, gak lagi Mas.

R : Ow, kirain, Mas Yan boleh tanya-tanya? Pernah denger peer tutoring gak? Peer tutoring itu semacam metode dalam KBM dengan menentukan cara duduk kalian. Misalnya Inas nanti dapat Farhan ato Rahmi gitu. Lha tujuannya tu biar salah satunya bisa menjadi tutor dari temannya, gimana?

F & Ra : Belum pernah Mas.

R : Kira-kira jika tempat duduk kalian diacak gimana ya, setuju gak?

Ra : Ehm, diacak Mas, belum pernah si, tapi enak juga ko. Kita seringnya bebas. Biasanya tetap juga.

F & Ra : lum pernah Mas.

R : Kira-kira lo tempat duduk kalian diacak gimana ya, setuju gak?

D : Ehm, diacak Mas, lum pernah si, tapi enak juga ko. Kita seringnya bebas

N : Iya juga, bosan ma yang itu aja,hehe. Coba aja Mas.

Interview 6

Wednesday, 13th of November 2013

R : Researcher

Sy : Syaicha

R : Hayo nglamun, sori nunggu lama ya?

Sy : Iya, sampe njamur ni Mas.

R : Sori deh De', Syaicha ya? Tadi bicara ma Miss Ami dulu.

Sy : Hemh, da pa Mas?

R : Mo tanya-tanya aja, dah punya pacar lum? Tar da yang cemburu lagi,haha.

Sy : Ulah, gak lagi Mas, sapa yang mau?

R : Apa kamu paham materi tadi?

Sy : Yang News item Mas? Lumayan sih mas.

R : Iya apa aja hayo generic structurenya?

Sy : Newsworthy event, background event dan source kan Mas??

R : Pinter, maksudnya masing-masing apa tu?

Sy : Newsworthy itu topik berita, Background itu latar belakang kejadian, Sources itu pernyataan dari saksi ataupun pihak lain tentang kejadian itu kan Mas?

R : We e, pinter. Tadi kamu duduk ma siapa?

Sy : Rofif Mas.

R : ok thanks ya, cukup ni, sekarang mo kemana? Pulang kan? Hati-hati ya!

Interview 7

Wednesday, 6th of November 2013

R : Researcher

Ro: Rofif

R : Gimana, tadi susah gak materinya?

Ro : Tidak ko mas, asik banget tadi kegiatannya, jadi serasa kaya guru yang ngajarin muridnya gitu mas.

R : Iya ya? Apa sih yang tadi kalian bahas?

Ro : Tentang penanda tiap bagian dari news item mas

R : Apa yang tadi mas ajarin itu ya? Sudah paham belum?

Ro : Jelas sekali mas. ada newsworthy event, background events, and sources kan Mas?

R : Itu bisa, pintar, coba mana sourcenya?

Ro: Ini dia Mas, penandanya biasanya ada di akhir paragraph dan ada kata “stated” dan “said”, Iya kan?.

R: Mantaap, pertahankan dan tingkatkan ya,ok?

Interview 8

Wednesday, 6th of November 2013

R : Researcher, I : Inas, H : Harum

R : Hi Inas, makan aja e, gimana? Sehat?

I : Laper Mas, masak gak makan lo laper.

R : Hehe, iya iya. Mas Yan temenin deh lo gitu. Gimana Inggrisimu?

I : Iya Mas, aku sulit banget belajar Inggris.

R : Tambah paham atau tidak de?

I : Iya mas, asyik. Tadi sudah diterangin trus kita diskusi lagi, tambah faham jadinya.

R : Iya? Sip

R : Kalo Harum bagaimana tadi?

H : Ya, saya bisa, tugasnya juga terasa mudah,

R : Kenapa bisa?

H : Kan saya bisa tanya ke tutor atau teman lain atau ke Mas Yanuar

Interview 9

Wednesday, 6th of November 2013

R : Researcher

Af : Afi

R : Hai Afi, bener kan?

Af : Iya Mas.

R : Bahasa inggris menurut kamu tu seperti apa?

Af : Gampang gampang susah miss.

R : Bnyak gampangnya ya?

Af : Hehe, ya gitu Mas.

R : Gimana rasanya, dong gak ma News Item text?

Af : Dong ko. newsworthy event, background event dan source tu kan?

R : Yup, pintar,bacaanya paham gak? Da kata-kata sulit?

Af : Ada beberasp tadi tapi Rahmi, teman sebangku saya membantu, ja enak deh.
R : Oh, jadi suka dengan metode pergeseran tempat duduk?
Af : Suka, kan baru Mas, kita juga jadi semangat, yang pada gak bias maksudnya.
R : Gitu ya? OK deh makasih ya. Belajar yang rajin lho!
Af : You're welcome Mas, OK deh.

Interview 10

Wednesday, 8th of November 2013

R : Researcher, Z : Zufar

R : Zufar, gimana tadi belajar bareng Selvy
Z : Enak sih mas, kita bisa saling bantu, tapi pas dia jadi tutor kadang malah bikin ga mudeng. Mungkin dia grogi ma temen baru mas.
R : Oo gitu ya, gimana menurut kamu tentang kondisi kelas? Ada efeknya gak buat kamu?
Z : Alhamdulillah ada mas, jadi lebih tenang kelasnya. Suasananya jadi kondusif, belajar pun jadi enak.

Interview 11

Wednesday, 13th of November 2013

R : Researcher, S : Silma

R : Sudah disini rupanya, lama ya, sori.
S : Gak pa pa Mas, da pa?
R : Gimana Silma, teksnya mudah dipahami kan? Mana yang kamu suka dari teks-teks yang udah kita pelajari?
S : Aku lebih suka yang kedua, yang pas ujian, habisnya menarik si Mas
R : Ooh gitu ya, sama aja tu kayaknya?
S :Iya? Eh terus aku juga dapet kata-kata baru lagi.

Interview 12

Wednesday, 13th of November 2013

R : Researcher

ET : English Teacher

R : Alhamdulillah Bu, sudah terlaksana cycle pertama, dari pengamatan anda, bagaimana metode pengajaran yang saya berikan kepada anak anak bu?
ET :Ya ya, mereka jadi lebih teratur dan antusias, lebih terkendali. Cara pengajaran Mas Yanuar juga menarik, menganggap murid adalah teman sehingga apa yang Mas Yanuar harapkan untuk lebih dekat dengan murid lumayan tercapai. Namun yang jelas, mereka paham dengan apa yang saya jelaskan dan apa yang Mas Yanuar jelaskan juga.
R : Hehe, bagaimana Bu, masih gak sempurna ya Bu?
ET : Gak ko, dah bagus, Mas Yanuar dah pernah ngajar? Pendekatannya bagus.

- R : Oh iya Bu? Mungkin karena saya masih muda ja Bu dan ingin membantu
- ET : Iya, pertahankan, tapi kadang Mas Yanuar suka terlalu dekat dengan siswa sehingga mereka kurang respect pada perintah Mas Yanuar sensiri di kelas.
- R : Iya Bu ya? Ada solusi Bu?
- ET : Gini ja, tar saya ikut membantu turun tangan menenangkan sisiwa. Tapi Mas Yanuar juga harus lebih tegas juga, ya?
- R : Iya Bu. Amin.
- ET : Lha untuk materinya slahkan, saya sudah puas dengan bacaanya, tugasnya, peer tutoringnya. Tinggal besok ujian ya? Sudah siap soalnya?
- R : Sudah Bu, ini.
- ET : Oh ya bagus. Semoga sukses ya Mas.

Interview 13

Wednesday, 13th of November 2013

R : Researcher

F : Fika

- R : Hai, Fika ya kan? Pa kabar? Punya waktu luang gak? 5 menit ja ko.
- F : Oh ya Mas, da yang bisa saya bantu?
- R : Gimana ujiannya? Mudah kan?
- F : Susahnya Mas.
- R : Bener?
- F : Iya
- R : Kok bisa? Orang yan lain dapat bagus ko. Da masalah pa? Mas Yan bantu.
- F : Teman sebagku saya Mas, gak cocok kita, lha diam aja e.
- R : Ow, jadi diskusi kalian gak berjalan normal?
- F : Iya.
- R : Ow, ya ya ya.tapi tentang meterinya bisa kan?
- F : Iya bisa ko. Tapi lo sharingnya kurang saya juga gak maksimal.
- R : Oh ya ya. Udah dua kali pertemuan Mas Yan memberikan text yang berbeda ya? Mana yang kamu suka dari dua text tersebut?
- F : Aku lebih suka yang kedua, yang pas ujian tu lho, habisnya menarik si Mas
- R : Ooh gitu y...sama aja tu kayaknya?
- F :Iya po? Eh trus aku juga dapet kata-kata baru lagi.

Interview 14

Friday, 15th of November 2013

R : Researcher

Ve : Veni

- R : Bagaimana tesnya kemarin, sudah dibahas kan? Dah tahu salahnya?
- Ve : Iya Mas. Ternyata news item tu mudah lo dah tahu trik-triknya ya Mas. Apa lagi ada tutor yang bisa bantu, teman lain juga kadang bantu Mas. Tar gak lagi deh aku bingung Mas.

R : Vocabularynya bagaimana? Merasa bertambah tidak?
Ve : Tambah sedikit-sedikit Mas. Gara-gara disuruh membawa kamus. Teman juga membantu ko Mas.

Interview 15

Wednesday, 20th of November 2013

R : Researcher, M : Maria

R : Lho berarti kamu kurang bacanya, trus jika gitu solusinya bagaimana hayo?
M : Baca Mas.
R : Lah gitu. Eh kira-kira ada saran buat Mas Yanuar?
M : Apa ya, soalnya jangan susah-susah ya Mas! Hehe.
R : OK deh. Eh menurut Maria, peer tutoring bagus tidak buat kalian
M : Bagus ko Mas. Kita jadi bisa bertanya ke teman, padahal jika tanya ke guru takut.
R : Oh gitu ya. Kira-kira ada yang kurang tidak?
M : Ehm, mungkin kalau kita tidak dapet teman yang cocok, jadinya kita bertanya antar pulau, gitu Mas.
R : OK terima kasih ya.

Interview 16

Wednesday, 20th of November 2013

R : Researcher

ET : English teacher

R : Saya rasa para siswa sudah bisa ya Bu?
ET : Iya, metode peer tutoring yang Mas Yanuar terapkan cukup membantu.
R : Iya ya Bu, Alhamdulillah.
ET : Saya coba terapkan lagi nanti.
R : Iya Bu? Wah, hehe.
ET : Ko wah, orang bagus ko.
R : Kalau dengan tes yang kedua ini bagaimana Bu?
ET : Bagus, saya tahu maksud Mas Yanuar dengan memberikan bacaan dengan tema yang lebih sulit. Harapannya agar mereka lebih dalam mengerti tentang kosa kata dan news item.
R : Iya Bu.
ET : Ya tinggal tekun saja jika jadi guru tu Mas, harus punya metode yang bagus supaya murid tidak mudah bosan.
R : Berdasarkan nilai, kemampuan reading mereka telah meningkat ya Bu, walau tidak terlalu tinggi peningkatannya.
ET : Iya, ya begitu Mas. Saya lihat mereka juga antusias membaca. Karena mereka dapat guru baru dan juga itu bacannya menarik. Kosakata yang ada walau sulit Mas Yanuar coba terangkan dan artikanya secara keseluruhan, sangat membantu.
R : Iya, makasih Bu

Interview 17

Wednesday, 20th of November 2013

R : Researcher

A : Amin

Ma : Mayvani

R : Tambah dong apa gak?

A : Iya mas, asyik. Tadi udah diterangin trus kita diskusi lagi, tambah mudeng jadinya.

R : Iya? Sip

R : Kalo Mayvani gimana tadi?

Ma : Yup, saya bisa, tugasnya juga terasa mudah,

R : Kenapa bisa?

Ma : Kan saya bisa tanya ke tutor ato tema lain ato ke Mas Yan,

APPENDIX
H
PERMIT LETTERS



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070/Reg/V/ 7688 /10 /2013

Membaca Surat : KASUBAG PENDIDIKAN FBS UNY Nomor : 1024/UN.34.12/DT/X/2013

Tanggal : 30 OKTOBER 2013 Perihal : PERMOHONAN IJIN PENELITIAN

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
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

DIJINKAN untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : YANUAR IRAKAS PRIHATNO NIP/NIM : 09202244030
Alamat : FAKULTAS BAHASA DAN SENI UNIVERSITAS NEGERI YOGYAKARTA
Judul : IMPROVING GRADE X STUDENTS READING COMPREHENSION BY USING PEER TUTORING AT MAN III YOGYAKARTA
Lokasi : KAB SLEMAN

Waktu : 30 OKTOBER 2013 s/d 29 JANUARI 2013

Dengan Ketentuan

- 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;
- Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : adbang.jogjaprovo.go.id dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di buhuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
- 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;
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 30 OKTOBER 2013

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub.
Biro Administrasi Pembangunan



Tembusan:

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- BUPATI SLEMAN C.Q BAPPEDA SLEMAN
- FAKULTAS BAHASA DAN SENI UNIVERSITAS NEGERI YOGYAKARTA
- YANG BERSANGKUTAN

Hendak Susilowati, SH.
NIP. 19551101985032003



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 3247 / 2013

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
Nomor : 070/Reg/V/7688/10/2013
Hal : Izin Penelitian
Tanggal : 30 Oktober 2013

MENGIZINKAN :

Kepada :
Nama : YANUAR IRAKAS PRIHATNO
No.Mhs/NIM/NIP/NIK : 09202244030
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
Alamat Rumah : Pogung Kidul, Sinduadi Mlati Sleman
No. Telp / HP : 089661104485
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
IMPROVING GRADE X STUDENTS READING COMPREHENSION BY
USING PEER TUTORING AT MAN III YOGYAKARTA
Lokasi : MAN III Yogyakarta
Waktu : Selama 3 bulan mulai tanggal: 30 Oktober 2013 s/d 30 Januari 2014

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

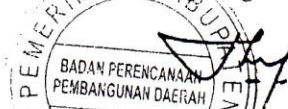
Dikeluarkan di Sleman

Pada Tanggal : 1 Nopember 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Plt. Kepala Bidang Pengendalian dan Evaluasi



DR. MUHAMAD AH WIBOWO, M.Si

Pembina

NIP 19680527 199403 1 004

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kepala Kantor Kementerian Agama Kab. Sleman
5. Kabid. Sosial Budaya Bappeda Kab. Sleman
6. Camat Mlati
7. Kepala MAN III Yogyakarta
8. Dekan Fak. Bahasa & Seni-UNY
9. Yang Bersangkutan



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 1024/UN.34.12/DT/X/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

30 Oktober 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

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

IMPROVING GRADE X STUDENTS READING COMPREHENSION BY USING PEER TUTORING AT MAN III YOGYAKARTA

Mahasiswa dimaksud adalah :

Nama : YANUAR IRAKAS PRIHATNO
NIM : 09202244030
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : November 2013
Lokasi Penelitian : MAN III Yogyakarta

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

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



Dekan
Fakultas Pendidikan Bahasa dan Seni
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APPENDIX
I
PHOTOGRAPHS

DOCUMENTATION



A student helping his friend in understanding the material



Some students looking so spirited to learn by peer tutoring



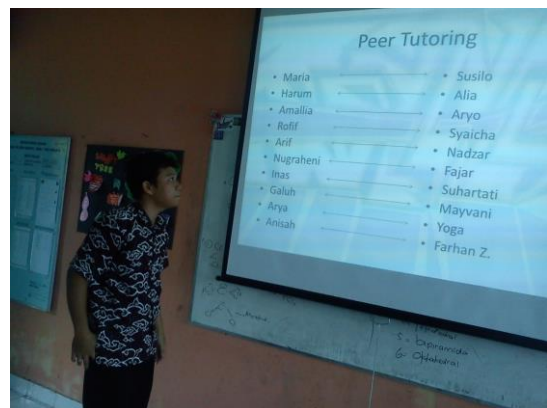
Two students paired based on peer tutoring seriously reading texts



Some students from different groups discussing the delivered material



A student acting as a tutor explaining the material to two tutees together



The researcher showing the students their new friend based on peer tutoring