

**THE USE OF AUTHENTIC TEXTS TO IMPROVE THE
READING ABILITY OF THE EIGHTH GRADE STUDENTS OF
SMP MUHAMMADIYAH KERTEK WONOSOBO**

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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APPROVAL

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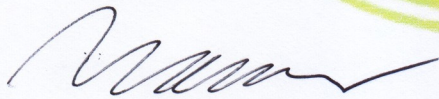
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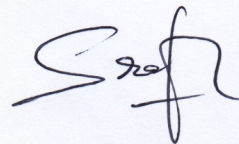
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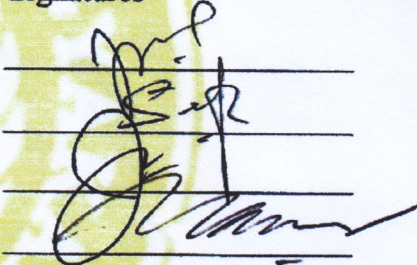
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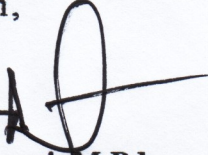
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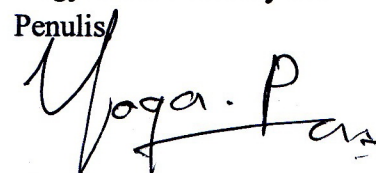
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan penulisan karya ilmiah yang lazim.

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

Yogyakarta February 2014

Penulis



Yoga Prihananto

MOTTOS

*“Barangsiapa bertakwa pada Allah, maka Allah memberikan jalan keluar kepadanya dan memberi rezeki dari arah yang tidak disangka-sangka..
Barangsiapa yang bertaqwa pada Allah, maka Allah jadikan urusannya menjadi mudah..
barangsiapa yang bertaqwa pada Allah akan dihapuskan dosa2nya dan mendapatkan pahala yang agung” (QS. Ath-Thalaq: 2, 3, 4)*

“Kemenangan yang seindah – indahnya dan sesukar – sukarnya yang boleh direbut oleh manusia ialah menundukan diri sendiri” (R.A Kartini)

DEDICATION

I dedicate my thesis to:

my beloved mother (Misriyati), my beloved father (Mundriyanto), my beloved little brother (Sukma Gamaya), my grandma (Hartini) and all big families in Wonosobo for their supports, helps and prayers for me.

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Alhamdulillahirobbil' alamin, all praise be to Allah SWT, Who has given me a life in this amazing world, and blessed me a strength to finish this thesis. And to the prophet Muhammad SAW, who has inspired me to live in Islam ways.

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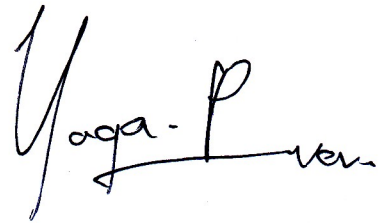
I thank my beloved mother Misriyati, my beloved father Mundriyanto, my beloved brother Sukma Gamaya, and my beloved grandma Hartini, who have given me hope, spirit, support, motivation, and prayers to accomplish the thesis. May Allah bless you all.

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my thanks to those who have important contributions to my life whose names I cannot mention one by one.

Finally, I realize that this thesis is far from being perfect. Therefore, constructive criticisms, ideas and suggestion for the betterment of this thesis are appreciated.

Yogyakarta, February 2014

A handwritten signature in black ink, appearing to read 'Yoga Prihananto', with a stylized flourish at the end.

Yoga Prihananto

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ABSTRACT

The objective of the study is to improve the reading comprehension skills of the eighth grade students of SMP Muhammadiyah Kertek, Wonosobo through the use of authentic texts. The study is attempted to solve some problems related to the students' reading comprehension skills that was categorized low.

This study is an action research study. The steps of this research were reconnaissance, planning, conducting actions and observation, and doing reflection. This study consisted of two cycles. The participants of the research were the researcher, the English teacher, and the students of class VIII B of SMP Muhammadiyah Kertek, Wonosobo. There were two forms of the data in this study. They were qualitative data and quantitative data. The qualitative data were collected through classroom observations and interviews. Meanwhile, the quantitative data were collected by means of the pre-test and the post-test. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The findings of the study showed that the use of authentic texts for teaching reading successfully improved the students' reading comprehension skills. The use of authentic texts could give the students motivation to read. They were curious to the content of the texts and then they were interested in the topic of the texts. The use of authentic texts was useful to improve the students' vocabulary mastery. They promoted a lot of new vocabulary items that the students never taught before. The authentic texts became model for the students of using English naturally for real communication. In addition, the implementation of authentic texts combined with reading strategies, reading aloud and using dictionary made the students became active in learning reading. The result of the test showed that the use of authentic texts to improve the students' reading ability was successful. The scores indicated that there were improvements from the result of the students' pre-test and post-test. The students' pre-test mean score was 46.9 and it improved to 58.5 in the post-test.

CHAPTER I

INTRODUCTION

A. Background of the study

The English teaching practices in Indonesia are controlled by the National Department of Education. The education institution gives the regulation to all English teachers in Indonesia to make the students' English competences better. To realize that vision, the education institution through the School based curriculum (2006) gives three objectives for the English teaching in junior high schools in Indonesia. The first objective is to develop the students' ability to communicate. The second objective is to develop the students' awareness of the importance of English. The last objective is to develop the students' understanding about the correlation between language and culture. Moreover, those aspects are broken down into some skills to be easier to be learned by the students of junior high schools.

The junior high school students are demanded to master some skills in English. They are listening skills, speaking skills, reading skills and writing skills. The skills contribute to the successfulness of the objectives of the English teaching in junior high school. Through the skills, the students are expected to learn English comprehensively. Among the language skills of English, reading becomes one of the skills that cannot be dismissed to achieve the English competences. Reading ability plays important roles in the English mastery. Thus, it is by having good reading skills that the students can learn English effectively and efficiently.

The implementation of teaching reading in school gives some benefits to the students. The first benefit is through reading they can gain their knowledge in English. The second is through reading they may always find some unfamiliar words that they have never taught before. It could help the students develop their vocabulary mastery. The third benefit is through reading they can understand the way English is used for real communication. The last benefit is through reading the students could actively take part in the teaching and learning process of English.

Reading is always related to texts. The texts are used as the media to teach reading. They help the students to achieve a certain competence in English. The more various the texts the better they will be. In fact, most of the materials for reading in junior high schools are only taken from textbooks and LKS (*lembar kerja siswa*). It means that the students get very limited exposure of the texts. The condition above leads the students to become bored and lazy to read. They do not have motivation to read, since the motivation to read is needed by the students to get success in the teaching and learning process of reading. Obviously, that the effect of the phenomenon is the students of SMP Muhammadiyah Kertek Wonosobo have low reading ability.

Based on the phenomenon above, authentic texts could be suitable media to improve the reading ability for the junior high schools students. First, by using the authentic texts, they will get motivation to learn English especially reading. Second, the authentic texts promote variety of themes and topics that meet the students' need

in reading. The condition may increase the students' reading interest. Nation (2009:49) states that reading is a source of learning and a source of enjoyment. Third, through the authentic texts, the students could learn new vocabulary items. The last, through the authentic texts the students will learn how to use English for real world communication.

B. Identification of the problems

Based on the observation of the study, it was found that the students' reading ability of SMP Muhammadiyah Kertek Wonosobo is low. There are some factors that cause some failures in the teaching-learning process of reading in the school. The problems are classified into some aspects. They are the problems coming from the teacher, the students and the materials for teaching reading. The following are the descriptions of the problems related to the teaching and learning process of reading in SMP Muhammadiyah Kertek Wonosobo.

The first problem is related to the teacher. The method that is used by the teacher considered teacher-centered method. The method gave some bad effects for the students that they become passive in learning process. The classroom situation is also boring, the English teacher explained all the materials and then the students did the tasks, it was always repeated for many times. There are no attractive activities to perform the students' abilities in classroom. The classroom management is also categorized not well. The researcher did not find a lot of interaction between students and their teacher. The students did not listen to the teacher' explanation and they

were lack of motivation to read. It was also found that the teacher did not become a good model for the students to always use dictionary to develop their vocabulary items.

The second problem is related to the students. The problems found can be classified into some points: (1) the students' reading aloud skills are low (2) the students' vocabulary mastery of English is low (3) the students do not apply good strategies for reading and (4) they were lack of reading interest.

The students faced some difficulties in the reading aloud skills. First they were difficult to pronounce English words correctly. Second they were difficult to read texts in a good intonation. The last, they were difficulties to apply juncture in reading. Some students read the texts without the juncture, they ignore where they have to pause, to stop and to emphasis certain words.

The students have low vocabulary mastery of English. Some students could not answer the questions in the try-out test and got bad mark because they have very little vocabulary to be used to translate the texts into Indonesian. It is impossible for the students to get the message of the texts well, when they still have low vocabulary mastery. Few students bring dictionary in English class and most of them are passively wait for the teacher' translation into Indonesian from every English texts. There is no effort from the students to develop their vocabulary items independently.

The next problem is the students do not apply good strategy to read. Based on the observation before the study, most students do not know the strategies in reading.

They just read the texts, translate into Indonesian and then try to extract the message in the text. They have difficulties to use the limited time to extract a lot of texts in every test. It is proven by some phenomenon that they are stuck in translating difficult English words and waste much time to find them. They also read every single word in a long text in order to comprehend it.

The reading interest becomes an aspect that contributes to the failure of the teaching and learning process of reading. It is proven by the students show their bad attitude in learning process of reading. Most students become lazy following the instructions to read. They give some excuses by saying that the text is very difficult to translate. They do not take part active in the reading process, many students prefer to chat when the lesson is started.

The last problem is the use of media for teaching-learning process of reading. The problems are found related to the implementation of media for reading in SMP Muhammadiyah Kertek Wonosobo. The teacher is rarely or almost never made any media for the students. The phenomenon leads to the students' boredom in the reading process. The use of various media sources could be the right choices to be implemented in teaching reading.

C. Limitation of the problem

The researcher only focused on improving the students' reading comprehension skills. He focused on the use of the authentic texts to improve the students' reading comprehension skills. The study is only implemented for the first

semester of the eighth grade students of junior high schools. And the class of VIII B is chosen for the implementation of actions in the study.

D. Formulation of the problem

Based on the identification of the problems and the limitation of the problem, the question is formulated. The research question is stated as follows:

“How can the use of the authentic texts improve the reading comprehension skills of the eighth grade students of SMP Muhammadiyah Kertek Wonosobo?”

E. Objective of the study

The objective of the study is to describe the processes of the implementation of the authentic texts to improve the reading comprehension skills of the eighth grade students of SMP Muhammadiyah Kertek Wonosobo.

F. Significance of the study

The researcher hopes that the study will have some contributions for some parties, they are:

1. English teachers

The study can be used by the English teachers to make the English teaching-learning process better, especially for improving the reading ability.

2. The 8th grade students

The study will give an interesting experience for the students to improve the reading ability.

3. The researcher

The study becomes a practice and an experience in developing his knowledge and skills in problem solving processes.

4. Other researchers

The study can be used as information for further studies in improving the students' reading comprehension ability

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Reading

Reading is one of skills in English. Through reading, a lot of knowledge may inspire the readers. Reading is not merely a boring activity for some people. It could be an enjoyable activity for everyone. Moreover, it could be an important activity for everyone. The young and the old they all need to read for different purposes. This phenomenon leads everyone having good ability in reading. Since many years ago people have learned how to read effectively and efficiently, it still up to the present. Many researchers have proposed their study about how to read effectively and efficiently. It means that reading ability can be learned by everyone including the junior high schools' students. The chapter below comprises the definition of reading, the definition of comprehension, and the definition of reading comprehension.

a. Definition of Reading

Below are the definitions of reading from experts. Reading according to Richards and Schmidt (2010:483), is the processes by which the meaning of a written text is understood. It means that the ability of the reader to catch the meaning in the passage is really determined. Other experts state that reading is the ability to make sense of written or printed symbols (Fischer, 2003:12). The readers use the symbols

to find the information from their memory to construct the interpretation from the messages.

Celce-Murcia (2001) views reading as an interactive and sociocognitive process. Reading involves a text, a reader and a social context within the activity of reading. “In reading, an individual constructs meaning through a transaction with written texts that has been created by symbols that represent language”. From the process, the reader tries to recreate the meanings intended by the writer. Spratt, Pulverness, and Williams (2005:21) explain that the text does not by itself carry meaning. To catch the message in the text the readers need to understand the language at word level, sentence level and whole texts level. The readers also bring information, knowledge, emotion, experience, and culture to the printed word.

Clarke and Silberstein in Brown (2001:299) explain that more information is contributed by the reader than by the print on the page. The readers will come to the understanding of the text when they can take the stimulus of graphic representation in text combined with concept already stored in the reader’s memories. When someone read a text, he is not simply accepting information from the text. A reader also participates in the process of building information and understanding. It can be done by matching, relating, and interacting the background knowledge that they already have to the texts (Alderson, 2000).

b. Definition of Comprehension

Comprehension is the identification of the intended meaning of written communication or spoken communication (Richards and Schmidt, 2010).

Comprehension is also associated with an active process shown by the participants. The participants have to manage all the information contained in the message; such as background knowledge and writer's purposes and speaker's purposes or intentions.

Comprehension becomes an important part that can carry readers to the understanding of the text. Mikulecky and Jeffries (1996:14) define that comprehension is part of the reader's life. It relates to the brain that always makes sense of the world. The information that comes to the brain is directly connected each other and saved in memory.

Burton (1982: 53) asserts that comprehension is the act of grasping with the mind, or taking in. He says further that comprehension is understanding in dept. it is a grasping, a taking in, of the material with which readers are required to deal. Comprehension is a special thinking process. Successful comprehension involves the reader's discovering the meaning needed to achieve the particular purposes.

c. Definition of Reading Comprehension

It is clear that all readers want to achieve the reading comprehension from the texts they read. Reading comprehension is seen as the important part in reading. Richards and Schmidt (2010) define that reading comprehension is the understanding of the meaning of written text.

To come to the reading comprehension, the readers can analyze the clues included in the text and also make use of information outside the text. Klingner, Voughn and Boardman (2007:2) argue that reading comprehension includes

coordinating a number of complex processes. The processes in reading comprehension include word reading, word, world knowledge, and fluency.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11). To come to this process it must have three components that relate each other; they are the reader, the text and the activity. The reader means all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. The text means any of printed texts and electronic texts. The last is the activity that comprises the purposes, processes, and consequences associated with the act of reading.

Richards and Schmidt (2010:483) state that there are four kinds of reading comprehension based on the purpose of reading, they are:

- Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Reading comprehension is also used by people to help their life. Through reading comprehension, people will catch their purposes in reading. Klingner, Voughn and Boardman (2007:2) state that the ultimate goal of reading is meaning, learning and pleasure. When the three purposes of reading is achieved easily by the readers. It indicates that the readers have mastered the reading comprehension skills.

2. The Micro Skills of Reading

Processing text is not a simple matter for some readers. The readers need what is called as texts processing abilities to come to the understanding. Good readers will usually use such a text processing ability to be applied in their reading automatically. The texts processing ability in this chapter is called the microskills of reading. The microskills of reading can be learned and can be practiced by everyone. The following are the micro skills of reading that can be used to gain reading comprehension skills. The microskills of reading comprises scanning, previewing and predicting, vocabulary knowledge, topics, topic of paragraphs, main ideas, pattern of organization, skimming, making inferences, and summarizing (Mikulecky and Jeffries,1996).

Scanning in reading is important. The use of scanning in reading can help the readers to save their time but still catch the purpose of the reading. Mikulecky and Jeffries (1996:16) state that scanning is a very high-speed reading. The process of scanning will go when the readers do not read all words, the reader only needs to find the words that answer the question. Brown (2001:308) adds the purpose of scanning is to extract specific information without reading the whole text. The process of

scanning is for example scanning the list of names in the telephone directory. The reader will only look for one phone number to make a call not all people's phone number.

Previewing and predicting are skills that seem to be important in reading. Many good readers will also do previewing and predicting. The process of guessing what is in the texts is really needed by the readers. Mikulecky and Jeffries (1996:35) explain that previewing before reading could help the readers to predict or make some guesses about what is in the text or book. Through such a guessing the readers will be able to process the information more quickly. Brown (2001:309) agrees that guessing in reading is really important, the process of guessing can be done through: the first is guessing the meaning of a word, the second is guessing the grammatical relationship, the third is guessing a discourse relationship, the fourth is guessing cultural references, and the last is guessing content messages.

Analyzing vocabulary is the skill that is needed by the readers. It is common for the readers to find difficult words in the texts. Bad readers will usually stop reading on those difficult words. Mikulecky and Jeffries (1996:49) give the best strategy that can be used to solve the problem by trying to guess what it means. It is assumed as effective reading because firstly it is fast, means that the readers don't need to interrupt the reading activity. Secondly, this way the readers will stay focused on the general sense of reading. The last, the readers still enjoy to read because they don't need to stop when find difficult words. Brown (2001:310) gives the techniques that can be used to analyze vocabulary:

- Look for prefixes (co-, inter-, un-, etc.).
- Look for suffixes (-tion, -tive, -ally etc.).
- Look for root that are familiar (e.g., intervening that the root ven / “to come”).
- Look for grammatical contexts.
- Look at the semantic context (topic) for clues.

Identifying the topic of text is also the skill that is important in reading. Richards and Schmidt (2010:604) define topic as what is talked about or written about. Identifying the topic makes a significant effect for the readers. Through that process the readers will automatically connect their real experiences to bring to the text, it means that the reader will easily get the message in the texts. Mikulecky and Jeffries (1996:68) state that the first step to get the understanding of the text is by looking for the topic. They say that through this way the readers are able to connect what the readers read and about recalling what the readers already know.

Identifying topic of paragraph is almost the same with the previous process above. What makes it different is when the topic inside the paragraph is extracted. Whereas the paragraph can be defined as a unit of organization of written language, which serves to indicate how the main ideas in a written text are grouped (Richards and Schmidt, 2010:418). The best way to look for the topic of paragraph is asking you yourself. This question leads the reader to activate the sense about what inside the text (Mikulecky and Jeffries, 1996:68).

Finding the main ideas in a text is really needed to get the reading comprehension of text. Main idea is what the writer wants to say about the topic in the text. Richards and Schmidt (2010:350) define main idea is the central thought or topic. The writer includes the topic and the main idea in the same text in order to express about the topic.

Understanding patterns of organization is the next skill that affects reading comprehension. Pattern of organization that exists in the text has an advantage for the reader. Mikulecky and Jeffries (1996:99) state that pattern of organization makes the reader's brain easier to understand and remember information in the text. There are four common patterns of organization of the text. The first pattern is listing, the second is sequence pattern, the third is comparison / contrast pattern, and the last is cause-effect pattern that used by the writer to show how one event is caused by another.

Skimming becomes one of skills that contribute to the success of the reading comprehension skills. Skimming can be defined as high speed reading. Technically, Brown (2001:308) mentions the process of skimming consists of quickly running one's eyes across a whole text for its gist. It means that skimming gives some advantages for the readers. Through skimming the readers are able to predict the purpose of the passage, the main topic, and the supporting ideas. According to Mikulecky and Jeffries (1996:132) skimming can be divided into three areas: the first is skimming for point of view, secondly skimming for pattern of organization, and the last is skimming for ideas.

Making inferences is also the important part in microskills of reading. Making inferences or inferring is the process of arriving at a hypothesis, idea, or judgment on the basis of other knowledge, ideas, or judgments (Richards and Schmidt, 2010:279). The process of inferring actually happens in daily lives. Inferring is a common phenomenon, it can happen not only in academic world. The example of inferring in daily lives: when a girl wants to know her friend gossiping someone else, it belongs to the process of inferring.

The last skill of reading is summarizing. It takes a big part as the indicator that the readers comprehend the text or not. Mostly bad reader will find the difficulties to summarize the whole text to their own language. Mikulecky and Jeffries (1996:167) states that summarizing is retelling of the important parts of a passage in a much shorter form. A good summary includes the main ideas and the major supporting points. It doesn't include minor details and also reader's opinion about the passage.

3. Teaching Reading

English is a foreign language in Indonesia. It means the active users of English in Indonesia are limited. The people who use English actively are they who work for the international companies or some people who work in university. Most Indonesians never use English actively for communication. They prefer to use their mother tongue languages or Indonesian to communicate each other. This phenomenon actually becomes a challenge for the English teaching in Indonesia, remembering that there are many facilities available to support the English teaching in this era.

Teaching and learning are two terms that are closely related each other. In fact, when the teacher teaches, it does not always mean that the students learn. The teacher has the obligation to care the learners, so that there is a process of learning by the students. The purpose of teaching according to Brown (2000:7) is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning.

The teacher is responsible upon the students to achieve a certain level of knowledge. He has to facilitate the students to achieve the goals in learning, he has to use creative media, and he has to use suitable teaching techniques for different conditions. Next, teaching is enabling the learners to learn. It is closely related to the students' needs in learning. The teacher has to explore and discover the students' needs in learning. Through such a discovering, the teacher is easier to make a map of the students's needs in learning. For the last, the purpose of teaching is setting the condition for learning. There are some aspects that have to be managed well before the teacher implements the teaching process. They are: goals, learning materials, topics, teachers' role, students' role, time allocation, media and tasks (Brown, 2000:7).

According to the School-Based Curriculum of 2006, the objectives of teaching English in junior high schools are as follows: The first is developing communicative competence as functional level. It comprises listening, speaking, reading, and writing. The second is making the students have awareness regarding to

the importance of English. The last is developing the understanding of the interrelation between language and culture, as well as cross-cultural understanding.

In the Indonesian curriculum of 2006, there are four levels of competences that must be mastered by the English students. The levels start from performative, functional, informational, and epistemic. Based on the School-Based curriculum of 2006 the area of teaching English in SMP is in the functional level. In this level, the students are expected to have the ability to be able communicate in everyday activities. And at the end of the study, hopefully they are able to use English for communication. They also have to master some kinds of short functional texts and monologues. The short functional texts consist of messages, memos, advertisement, notice, invitation, command, direction, prohibition, greeting cards, shopping lists, warning, etc. and the text types contains of procedure texts, descriptive texts, recount texts, narrative texts and report texts.

Based on the School-Based Curriculum of 2006 (*Peraturan Menteri No.22, 2006:308*) there are three competencies that must be implemented to attain the objective of English in SMP, especially for the 1st semester of the 8th grade students.

The first competence is the ability to understand written texts to achieve the functional level. The competence is oral reading/ reading aloud, it comprises short functional texts, descriptive texts, and recount texts. The students are going to get the competency of how to read with appropriate spelling, pressure, and intonation.

The second competence is the ability to understand various short functional texts and monologues in the form of descriptive texts and recount texts. It focuses on

the reader to respond the meaning inside the texts. The implementation of teaching the micro skills of reading can help the students master the reading comprehension skills. And the last competence is supporting competencies. It comprises linguistic competence, sociocultural competence and strategic competence.

Related to the implementation of teaching reading, there are three popular approaches of teaching reading, they are: bottom-up approach, top-down approach and interactive approach. The three approaches will be described below:

a) Bottom-up approach

Bottom-up approach is the process by which the students recognize a multiplicity of linguistic signal from the reading texts (Brown, 2001: 299). The linguistic signals are for example letters, morphemes, syllables, words, phrases, grammatical cues, discourse makes. From the linguistic signal the readers then select the signals that make some sense to find the meaning from the texts. Alderson (2000: 16) says that this view tries to see reading as a process of decoding the written symbols.

b) Top-down approach

Top-down approach is the processing in which the readers draw on their own intelligence, experience and knowledge of the world to understand a text. Alderson (2000: 17) states that top-down approach emphasizes to the importance of schemata and the reader's contribution to the text. It means that top-down processing is closely related to the reader's background knowledge that affect to the comprehension of the text. The readers in the top-down approach need the ability to predict from the

context clues of the text combined to their own background knowledge about the topic of the text.

c) Interactive approach

Interactive approach is a combination between top-down approach and bottom-up approach (Brown, 2001: 299). This process is considered as a successful method to be applied in reading. Technically, the use of interactive approach is shifting between top-down processes and then bottom-up process to extract the message of the text. Like what is said before that bottom-up approach focuses on the decoding process of the graphic symbols. Contrary, the top-down approach focuses on the reader's knowledge and experience of the world to be applied to understand the message of the text. The combination of both bottom-up approach and top-down approach is really important to comprehend the text better.

Teaching reading also needs the use of strategies to be applied in the classroom teaching. The strategies are made by teacher to make the teaching-learning process of reading successfully. The strategies can be defined as a deliberate action that readers take to establish and enhance their comprehension. They are used to make the reading instruction in classroom more effectively and efficiently. Duffy in Richards (2001:287) agrees that the reading strategy is used as plans to solve the problems encountered in constructing meaning of text.

The strategies that can be used to teach reading for the students are divided into three phases. Lems, Miller, Soro (2010:172) defines the three strategies for

reading, they are: pre-reading strategies, whilst-reading strategies and post-reading strategies. Below is the explanation of the three strategies of teaching reading.

The first phase in reading is pre-reading strategies. The pre-reading strategies are seen as the important part for the success of the teaching reading. The background knowledge from the readers becomes the main point to success the phase. Klingner, Voughn and Boardman (2007:103) state that the most effective activity is related to practice the schema theory for the students. In this phase the teacher tries to link the students' background knowledge to the text. The strategy provides the student enough background to be prepared for reading process. The pre-reading activities can lighten the students' cognitive burden while reading.

The activities that should be applied in the pre-reading phase: (1) Set a purpose for reading, (2) Motivate students to read, (3) Pre-teach key vocabulary and concepts, (4) Link students' background knowledge and experiences with reading, (5) Relates the reading with students' lives, (6) Build student knowledge of the text features.

The second is whilst-reading strategies. The whilst-reading strategies are related to active reading that leads the students connect their prior knowledge to the text. The instruction consists of reacting, questioning, arguing, evaluating, and placing a text within one's own experience. The teacher in this instruction acts as the facilitator and someone who monitor the students' activity. Klingner, Voughn and Boardman (2007:108) state that the best activity in the whilst-reading phase is monitoring the students' understanding.

Teachers can assist the students by doing the following steps: (1) encourage students to monitor their understanding while they read and to make notes of difficult words, concepts, or ideas, (2) ask students questions in order to guide and focus their reading, (3) focus students on aspects of the text that require inferences, (4) ask students to summarize the main idea of passages as they read, (5) remind students to consider predictions made prior to reading and confirm, disconfirm, or extend them, (6) give students opportunities to respond to, and elaborate on, what they've read.

The last phase in reading is post-reading strategies. The post-reading strategies are used to check the students' reading skills. The ability to summarize and synthesize are important in reading. The teacher then gives the students a set of materials to be summarized and to be synthesized. They are considered comprehend the text when they can summarize the key ideas and respond it in many ways such as writing, drawing, and discussing. Klingner, Vaughn and Boardman (2007:120) explain that the skills of summarization can demonstrate the students' ability to articulate an understanding of the texts.

The instruction can be in the form of various activities as presented below: (1) discussing the text, (2) asking students to summarize the key ideas about their reading. (3) allowing students to formulate questions about what they've read. (4) answering questions, (5) filling in forms and charts, (6) writing reading logs, (7) Completing a text, (8) listening to or reading other related materials, (9) role-playing.

4. Teaching Reading in Junior High Schools

It is stated in the School-Based Curriculum of 2006 that teaching reading becomes one of the skills that contribute to develop the students' communicative competence. Based on the standard competence of the Indonesian curriculum of 2006, teaching reading in junior high schools is focused on two major aspects of reading. They are oral reading and reading for understanding. The oral reading or reading aloud comprises some skills. They are pronunciation, intonation, and juncture. The reading comprehensions skills focus on how to make the students master the use of the microskills of reading. The microskills of reading consists of activities, they are looking for main idea and topic, scanning, skimming, previewing, making prediction, looking for pattern of organization, inferring, and summarizing.

<i>STANDAR KOMPETENSI</i>	<i>KOMPETENSI DASAR</i>
<i>Membaca</i> <i>5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.</i>	<i>Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.</i>
	<i>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.</i>

	<i>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.</i>
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Teaching reading is always related to texts. Based on the School-Based curriculum of 2006, there are two types of texts that should be taught for the *SMP* students, they are the short functional texts and the text types. The functional texts are for example greeting cards, message, advertisement, memo, notice, etc. The text types comprise descriptive text, recount text, narrative text and report text. According to the basic competence and the competence standard of the Indonesian curriculum of 2006, the text types that must be used for the first semester of the eighth grade students of *SMP* are descriptive texts and recount texts.

The next discussion is about text types used in the study. The first text type is recount text. Anderson and Anderson (1997:48) state that recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of recount text is to tell past events in chronological orders. Recount texts have two main purposes: informing and entertaining. Usually in recount texts, the writers are retelling and interpreting their experience in a series of events about their life. It can be seen from the purpose of the recount text stated before that the structure of recount texts is simply a construction of some events that recounted by the writer in an order of time of what has happened to him.

Recount texts are divided into three categories: personal recount, factual recount, and imaginative recount. Personal recount is retelling activity about the writers' life for example diary and anecdote. The next is factual recount. Here in the factual recount the writer retells the particular incident like a report of a certain occasion. The last is imaginative recount, this kind of recount is actually more like to the common recount text, but the writer uses the imaginary role to show his emotion in retelling his story in order to make the story more interesting to read.

The linguistic features in a recount: (1) proper nouns to identify those involved in the text, (2) there is descriptive words to give detail about what, who, where, when, and how, (3) Past tense to retell the events, (4) word that show the order of events.

The second text type is descriptive text. Anderson and Anderson (1997) define descriptive text is a text that describes a particular person, place or thing. Its purpose is to 'tell' about the subject by describing its features without including personal opinions. A factual description differs from an information report because it describes a specific subject rather than a general group.

Factual descriptions include the following grammatical features: (1) verbs in the present tense, (2) adjectives to describe the features of the subject, (3) topic sentence to begin paragraphs and organize the various aspects of the description.

The implementation of the study will be helped by the use of method and strategies for teaching reading. The methods for teaching reading are the

implementation of Presentation, Practice and Production (PPP) and also the Directed Reading Thinking Activity (DRTA).

The first discussion is the use of the presentation, practice, production (PPP) in the study. There are so many methods and techniques that have been proposed by many experts to make the teaching-learning of English successfully. The method is one of methods that characteristically able to set up the students to be more active in the teaching-learning process of reading. Also the goal in the study is to make the students become more active in reading. The next consideration is the students still need a model how to practice the strategies of reading. Hopefully by the use of this method the students can comprehend the texts easily.

There are three main stages in the PPP method. It comprises the presentation stage, the practice stage, and the production stage.

The first step is presentation stage. According to Richards and Schmidt (2010) presentation stage is a stage where the teacher having a chance to introduce new items to the students. And also the teacher can introduce some necessary things to be explained and demonstrated to the students. This process is considered important for the students because it is the time to stimulate the students to start to think about the new materials. Spratt, Pulverness and Williams (2005:61) assert that the introductory stage of a lesson helps the students to settle into the lesson and focus on its contents. The teacher gives the students some instructions to link their prior knowledge about certain topic in reading.

The second is the practice stage. The practice stage is the stage where the students are freely practice new information and new knowledge from the previous stage (presentation stage). The teacher uses some tasks for the students. It can be individual activities or group activities. By the use of the tasks, hopefully the teacher can make the students to achieve the competencies of reading. Richards and Schmidt (2010) explain that in the practice stage the activities move from controlled activity to less controlled activity.

And the final action is the production stage. The production stage gives the students a chance to explore their knowledge of reading. It is the time for the students to implement the strategies of reading to do the tasks. It is recommended for the teacher to make an activity as less or little control activity. The instructions that can be done in this stage are asking the students to answer the questions related to the text, asking the students to summarize the text, or asking the students to discuss a certain topic that included in the text.

The next discussion is about the implementation of the Directed-Reading Thinking Activity (DRTA) to lead the students master the reading strategies and make the activities in classroom become more enjoyable. The strategy is used by the researcher because it can make the students participate in the process of reading. It also leads the students to be the active readers. The DRTA was created in 1969 by Stauffer. Reading is the process of reconstructing meaning of the author' messages through the texts, the readers are demanded to be actively participated in the process

of reading. The active readers here mean that the readers need to connect their background knowledge to the texts they read.

Based on Richeck (1987) the strategy promotes the students to be able to predict what they are going to read and then check their predictions at the end of the process of reading. It emphasizes on some aspects of the micro skills of reading they are: activating the background knowledge, making predictions of the texts and making summary of the text. The participation of the teacher can also give the students motivation to take part in the reading process. The students are motivated to make hypothesis, to make questions, to process the information, and to evaluate the result of the reading process.

The implementation of the strategy for teaching reading is divided into three main activities. The first, the students are instructed to make prediction about the text that they are going to read. In this process, the teacher does not give the students the whole text but he only gives some pictures and the title of the text. The students are demanded to make prediction based on their prior knowledge about a certain topic in the text. In the first activity, the teacher can help the students by asking them some questions to activate their imagination about the text and their prior knowledge.

The second is the teacher give instruction to the student to read the text in some sections. They look for evidences in every section of the text in order to support and confirm their prediction in the first activity before. The teacher can help the students by setting up the condition of the classroom to make a discussion about the

text. The teacher can start the discussion by asking the students, for example: Is your prediction right?

The last is the process of evaluation of the students' reading process. The students evaluate their prediction together with the evidences from the text. in this process, the students hopefully are able to get the purpose of reading process and strengthen the reading thinking process by making a hypothesis before they read and then finding evidences during reading and evaluating the result of reading process (Richeck, 1987).

5. Authentic Texts

This sub chapter explains two important components based on the researcher's view related to the implementation of the authentic texts in the study. It will be divided into definition of authentic texts and selecting the authentic texts.

a. Definition of Authentic Text

According to Richards and Schmidt (2010) authentic texts can be defined as the texts that were not originally developed for pedagogical purposes. Authentic texts are any media that use English for real communication. The word authentic refers to the materials, not to the English. It does not necessarily mean "correct" English or English spoken by first-language speakers.

There are three types of authentic materials. The first is a listening-viewing material. The second is a thematic visual material. It is concerned only with visual or sight activities. The last is a printed material they are the materials in printed forms. Related to the study, the choice of the types of the authentic texts is only use the

printed forms. It is because the researcher concerned with improving the students' reading comprehension skills in which the students need the material only from printed materials.

It is important to know that there is the difference between the authentic texts and the non authentic texts. Tomlinson (1998: Vii) states that authentic text is a text which is not written or spoken originally for language teaching process. The non authentic texts are the texts that are written especially for pedagogic purposes. In other words, the texts have been changed, most often simplified to suit the requirements of a foreign language curriculum (Harmer in Neikova, 2005). The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught as "false-text indicators" that include:

- Perfectly formed sentences (all the time)
- A question using a grammatical structure
- Repetition of structures

Grellet (1998:8) states that the authenticity of a texts means that there is nothing changed from the original text. It includes the presentation and its lay out has to be original. It includes authentic language features such as broken sentences, hesitation, interruption and interjection (authentic listening materials) or headline vocabulary, exotic fonts and abbreviations (authentic written materials).

Gower (1995:83) gives reasons of the use of authentic materials in English teaching process: (1) Authentic materials are real materials that the students can find them easily in their daily life. This reason can be a way for the student builds their

confidence. (2) Authentic material provides examples of language as it is really used. (3) The real cultural content of many authentic materials can encourage involvement and comparison. (4) Authentic material leads them to authentic task. (5) The use of authentic materials can be so effective to help learner to be independent learners such as making prediction and guesses.

After the definition about the authentic text, it will be continued to the process of selecting the authentic texts to meet the needs of the readers and also the curriculum and the teacher. The discussion will be described below.

b. Selecting The Authentic Texts

The process of selecting the authentic texts is the important parts in this study. The selection of the texts should fulfill the condition from the curriculum of 2006. The English teacher should consider many things related to the application of the authentic text for classroom teaching. Nuttall in Berardo (2006) state the aspects that should be considered by the English teacher are suitability of the contents, exploitability, readability and presentation.

Suitability of the content means the choice of the texts should interest the students. It is assumed as the important part to attract the student attention to the text. In this case teacher takes a big role to succeed all the goals in order to achieve the students' competence. Suitability also must fulfill the requirement of the texts that meets the students' need in reading, it also for what reason the students read the texts, and the last is that the texts that can motivate the students Berardo (2006).

Exploitability of the text is the next consideration for the teacher to choose the authentic texts that will be allied in classroom teaching. Not all the texts written in English are exploitable for teaching process. Exploitability means that the texts that will be used can fulfill the purpose of teaching. It should be relevant with the standard of competence that will be reached, So that the teacher needs to choose text that can fulfill the teaching purpose.

Readability and presentation of the texts become the other requirements that should be fulfilled by the teacher, whenever the teacher wants to use authentic text. Readability of the texts refers to the structural and lexical difficulty that included in the text. Berardo (2006) emphasizes to choose the right authentic texts to assess the right level of the students. For the last point is presentation that also seen as important aspect, a more “attractive” text will appeal to the student and motivate them into reading. An “attractive” looking article is more likely to grab the reader’s attention rather than a page full of type.

The implementation of the authentic texts in classroom teaching becomes the important process in the study. The condition of the implementation of the authentic texts is in the junior high school’s students. The challenge in this study is how to treat the students of SMP Muhammadiyah Kertek Wonosobo to be able to improve their reading comprehension skill by using the authentic texts. The following sub chapter is going to discuss it.

6. Authentic Texts for Reading in SMP

Based on the Indonesian Curriculum 2006, all of the students are taught English skills in school in order to face the real world for the future. Related to the language teaching, the teacher are demanded to be able to facilitate the students to be more familiarly to the real world communication. It means that the development of the students's skills is seen as the important part to success the program from the government. To face the real world, the students are then exposed to the authentic materials. The teacher tries to simulate the real world in the classroom, so that the authentic texts are chosen by the researcher as the representation of the real world.

The use of authentic texts as the exposure of the language of the real world is going to give much benefit for the students. The condition will help them acquire an effective receptive competence in the target language (English). Wilkins (1976:79) also states that the use of authentic texts embracing both the written and spoken word, and helping to bridge the gap between classroom knowledge and students' participation in the real world events. The use of the authentic texts is also good for language teaching because they are considered interesting, engaging, culturally enlightening, relevant and motivating.

Based on Guariento and Morley (2001) the use of the authentic texts for language teaching is now considered to be one way of maintaining or increasing students' motivation for learning. They give the learners the feeling that they are learning the "real" language. That they are in touch with a living entity, the target language as it is used by the community which speaks it.

The selection of the authentic texts for teaching is become one of important parts in the study. The teacher needs to select the right texts for the right learners together with their level. For example there are two categories of learners they are post-intermediate level and lower level. For the post-intermediate learners, the teacher is easily selecting the texts because the learners considered capable to achieve the materials in order to develop their skills and develop quantity of new language. On the other hand, for the lower level the teacher needs to be carefully selecting the authentic texts based on the lexical, syntactic simplicity, content familiarity/predictability. Related to the requirements above, Widdowson (1978) believes that simplification can take place, within the convention of a given language field, while maintaining authenticity in the sense of learner response.

Richards (2001:272) explains how to choose a good text for reading, they are: (1) the text should encourage appropriate use of top down and bottom up strategies, (2) the text should offer opportunities for developing speed or fluency as well as accuracy, (3) the text should include different text types and also rhetorical genre, (4) The text should incorporate different types of reading tasks with different purposes, (5) the text should offer sufficient interaction with a topic or text to develop content or related vocabulary knowledge, (6) the text should encourage students to examine their own reading strategies.

The implementation of the authentic texts will be accomplished by the occurrence of the tasks used in the study. The definition of task is an activity which is designed to help the students to achieve a particular learning goal (Richards and

Schmidt, 2010). Related to the authentic texts above Guariento and Morley (2001) state that the “authenticity” of the texts lies not only in the “genuineness” of text, but has much to do with the notion of task. And also Ellis (1990:195) states that control over linguistic knowledge is achieved by means of performing under real operating conditions in meaning-focused language activities. It is far more better that the quality of the instruction that focus on the form combined with the learners production is seen as the important attempt for the teacher to develop the students’ skills in classroom-based second language.

The authenticity of the use of the authentic texts should be regarded by the teacher before they are promoted to the students in the classroom. The word “authenticity” here refers to the notion of task. There are four authenticities based on Guariento and Morley (2001), and the description for all of the four authenticities is below:

The first is the authenticity through a genuine purpose. There are two main points here, they are: whether the real communication takes place and whether the language used for a genuine purpose. At the end of the process the students are expected to be trained to solve the task that focus on the meaning and communication, the process is almost the same to the real world when the scale is bigger and wider. The students are having the chance to interact naturally to achieve a particular communicative goal that have some benefits to increase fluency and natural acquisition Willis (1996:18).

The second is the authenticity through real world targets. Here a task can be considered as authentic if it has a clear relationship with the real world needs. The targets task are identified following a need analysis of the tasks which the learners are preparing to undertake (Guariento and Morley, 2001). The examples are: buying a train ticket, renting an apartment, taking lecture notes, and so forth.

The next is the authenticity through classroom interaction. Breen (1985:67) argues that all of the everybody procedures, the learning tasks, types of data, and the materials to selected and worked on, the actual needs, interest, and preferred ways of working of all the people gathered in the classroom, all provide 'sufficient authentic potential for communication'. He explains more that this process of authenticity is through the process of negotiation to choose the materials for the students and making the sequence of the tasks.

The last is the authenticity through engagement. In this process, the authenticity of the task is depending on whether or not a student is engaged to the task. The notion of the authenticity through engagement is the main indicator to see the processes are successfully in language teaching. This is the fact that when the students get a genuine text it does not always meant that they are engaged to the task. Moreover, when the students get a good text based on the requirement of the authenticity of the task it still remain certain students that do not engaged to the task. Thus, the consideration for the selection of the task becomes very important in this process. The process of negotiation by the teacher himself and using the need analysis of the students give much benefit.

B. Relevant Studies

Some of the relevant studies are coming from Oktina Utami (2010), she found three improvement aspects in her study: the first is that the choice of the authentic texts should be selected correctly, the second is the authentic texts can attract students positive attitudes, the last is authentic materials can improve students' reading interest.

The relevant study is also coming from Evy Fitriana Sari (2010). She found five findings in her study: (1) authentic texts are effective to improve reading activity for the first graders, (2) various reading activities can promote the students' interest, (3) providing interesting media is needed to support the teaching reading, (4) classroom management can help the students to reduce their boredom in reading, (5) every actions has different contribution to the success of the teaching reading.

The last relevant study is coming from Deni Anggraeni (2010). She also found five significant improvement in her study: (1) by using newspaper the students are motivated to read English texts, (2) at the end of the study the students are able to identify the text types, (3) the students feel easy to understand the content of report texts and analytical exposition texts, (4) the students are able to use the strategies of effective reading comprehension, (5) newspapers can improve the students' reading skill independently.

From the relevant studies above the researcher sees that there is a significance improvement happened in each of the studies. From all them, they also use different aspects to implement the actions such as the media, the location, the subject of study,

and the goals of the study. From all references above the researcher determined to use the authentic texts to be implemented in the study for class B of the 8th grade students of SMP Muhammadiyah Kertek Wonosobo. And the goal of the study is improvement of the students' reading ability.

C. Conceptual Framework

Reading is one of the important parts in English. Reading is used as the gate for much information that influences the students. From reading, the students are expected to be good independent learners. It is also used as the media to open the students' mind that they are part of the international world. From that reason the Indonesian government sets the English for every level of education.

One of the problems, Miller, Soro related to the teaching reading in SMP Muhammadiyah Kertek, Wonosobo is about the students' reading comprehension skills. Their reading comprehension skills are categorized low. In references to the study, the failure happens from the implementation of the media in teaching reading. The teacher never uses various media in reading that it can cause the students' boredom and they got passive in learning.

The impact of the students' boredom is that they are not motivated to read. This phenomenon causes the students to have very little English exposures from the texts. Then, it continues to the low students' vocabulary mastery, while the students' vocabulary mastery is needed to get the message from the texts. It means that the students cannot extract the texts well. The last impact is that the students' reading comprehension skills is low.

The implementation of authentic texts as media in reading promotes much benefit to improve the students' reading comprehension skills. The authentic texts provide a lot of interesting texts with the interesting topic inside them. This reason can help the students to increase their motivation to read. The authentic texts also provide the students a lot of exposures of new vocabulary items. In short, their vocabulary mastery can be increased. The implementation of the authentic texts is useful to make the students more active in reading. It gives a lot of chance for the teacher to explore the students by using the authentic texts. The teacher can lead the students to practice the reading strategies (microskills of reading) through the texts. The teacher can also persuade the students to be familiar with the dictionary. The last is the authentic texts are easily found in everywhere, they are applicable for teaching reading.

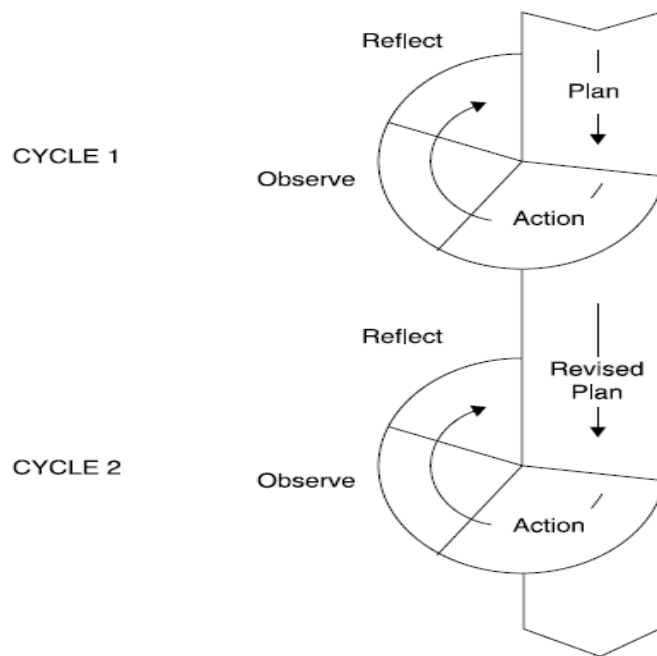
CHAPTER III

RESEARCH METHOD

A. Research design

This study is action research. John, Jody and James (2009:8) state that in action research there should be three improvements. The first is improvement of a practice, the second is improvement of the understanding of the practice by its practitioners, and the last is improvement of the situation in which the practice takes place.

In this study, at the very beginning the researcher collaborated with the English teacher and the students to identify and investigate the problem occurring in the English teaching-learning process of reading. Then the researcher and the English teacher planned solutions to solve the problems. The next was implementation of the actions in classroom. The last step was analyzing the use of authentic texts to improve the students' reading ability. Burns (1999:30) explains that the steps in action research are divided into identifying the problem, planning the solution, doing the action in the class, and reflecting the use of action done.



Cyclical AR model based on Kemmis and McTaggart (1988).

B. Setting of the study

SMP Muhammadiyah Kertek Wonosobo is located in the complex of Masjid Al-Hikmah Kertek Wonosobo. It is located right on the edge of village. On the right side of the school are farm fields and a small river. About 300 meters southern side from the school lays a traditional market. This school is about 8 km from the downtown of Wonosobo. SMP Muhammadiyah Kertek Wonosobo has 10 classes, the first and the second grade have 3 classes for each and the third grade has 4 classes, the school has a canteen, a biology laboratory, a computer room, a school principal's room, a teacher's room, a library, two teacher's lavatories, two students' lavatories, a student health center, a school cooperative office, and a kitchen. There is also a school yard for playing, doing physical education, and conducting formal ceremonies.

There are 3 English teachers who teach different classes, they are Mr. Rusdianto Herman who is responsible for the third grade, Mrs. Arti Murdawati who is responsible for the second grade and the first grade, and Mr. Sulaiman who teaches only the first grade.

C. Subjects of the study

The subjects of the study were the VIII B students of SMP Muhammadiyah Kertek Wonosobo. The class has 25 students consisting of 11 male students and 14 female students. The students are mostly from the villages around the area of the school. Some of them go to school on foot, most of them by public transportations and the rest go to school by motorcycles. The students' parents are mostly from middle-low class economic families. They are farmers, sellers in traditional market, and civil servants. Most of the students' parents graduated from junior high school and senior high school and only few of them are under graduates.

D. Research procedure

1. Reconnaissance

The reconnaissance steps were done by doing an observation about the teaching-learning process of reading in SMP Muhammadiyah Kertek Wonosobo. The steps were started by doing classroom observation, and by interviewing some students and an English teacher related to obstacles and difficulties in teaching-learning process of reading. From the result of the reconnaissance steps, it was found a lot of problems in the implementation of teaching-learning process of reading. They can be classified into some points below:

- a. The students had very little vocabulary mastery of English.
- b. The students had difficulties to translate English text into Indonesian.
- c. The students had difficulties to extract the message in the text.
- d. The students had difficulties to be interested in reading.
- e. The students did not actively participate in the teaching-learning process of reading

2. Plan

Based on the problems above, the researcher planned some solutions and actions to solve the problems. He collaborated with the English teacher to plan the solutions in order to make a clear vision and mission about teaching-learning process of reading in SMP Muhammadiyah Kertek Wonosobo.

The first plan was conducting the tests for the students. The researcher divided the tests into three steps. They are tryout tests, pre-test and post-test. The test items were made based on the syllabus for the 1st semester of the 8th grade students.

The second plan was providing the authentic texts as the media in teaching reading. The appropriateness of the authentic texts was synchronized by the syllabus of the first semester of the eighth grade students. He selected the topics of the authentic texts that could attract the students' attention.

The third plan was implementing interactive class activities. The researcher chose the interesting topics of text that taken from the authentic texts. He promoted some activities to make the students know how to use the strategies in reading I fun way. The strategies could overcome some problems happened in the preliminary

observation. The plan was to make the students take part in the teaching-learning process of reading.

The fourth plan was giving independent reading tasks. The researcher gave some tasks related to the reading comprehension skills. There were two tasks in every meeting. The first task was a collective task that the students practiced to answer the questions together with him. The second was individual task, at the end of the second task the students submitted their works. The researcher then gave some feedback and summarization of the topic. The plan was aimed to give the students a lot of practices to comprehend the texts.

The last plan was administering the post-test for the students. The test was aimed to measure the improvement happened of the students' reading comprehension skills. The result of the students' post-test was used to be compared to the result of the pre-test scores before the implementation of some actions begun.

3. Implementation and evaluation

The implementation of the actions was done in two cycles. It approximately consumed one month long study. There was an evaluation at the end of each cycle done by the researcher.

4. Reflection

Reflection was hold by the researcher in order to know the quality of the implementation with the help of the students and the English teacher. It was the way to improve the quality of the action during the study.

E. The research data

1. Types of data

There were two types of data in this study. The data were qualitative data and quantitative data. These two types of data contributed to the whole final results of the research implemented in SMP Muhammadiyah Kertek Wonosobo.

Qualitative data were the data taken from the interviews and the observation administered during the study. The data taken from the observation include the observation before implementation of action, during implementation of action, after the implementation. The interviews data included questions about teacher's instructions, students' behavior, the use of authentic texts and classroom situation. The researcher also added the data by the use of photograph.

Other data were quantitative data. The quantitative data were the data taken from the students' tests scores. The scores were coming from the pre-test and the post-test that administered before and after the implementation of the action of study. The quantitative data were analyzed in the statistic form. These data could help the researcher to know the significant of the implementation of the study clearer. Norton (2009:131) argues that quantitative analysis is useful in pedagogical action research studies.

2. Data collection techniques

To collect the data, the researcher made observation of the classroom, conducted interview and administered pre-test and post-test for the 1st semester of the 8th grade students of SMP Muhammadiyah Kertek Wonosobo.

Classroom observations were done in class VIII B of SMP Muhammadiyah Kertek Wonosobo. In this study, the researcher was helped by the English teacher to conduct the observation. He implemented the actions of the study by teaching the students and then the English teacher wrote down all the activities. The observation was focused on observing the teaching instructions, the students' behavior, the reading activity and the classroom situation. All of the data were written in the form of field note.

The interview was done to know the effectiveness of the actions. In this case, the researcher held the interview with the English teacher and the VIII B students of SMP Muhammadiyah Kertek Wonosobo about all the activities during the research process. The results of the interviews were recorded in the interview transcript.

The pre-test was administered before the researcher implemented the actions and the post-test was administered after the researcher finished the actions in two cycles of the study. The tests were used to measure the improvement of the students' reading comprehension skills by using the authentic texts. The results of data of the pre-test scores and post-test scores were collected in the tables of scores.

3. Instruments

The instruments in this study were divided into two parts. They were test instruments and non-test instrument. Test instruments were the pre-test and the post-test, and non-test instruments were classroom observations and interviews.

a) Observation guide

The observation guide was one of the instruments used in this study. It was used to take the data from some variables used by the researcher to administer the action research. The variables that mentioned before were the teacher's instruction, the students' behavior, reading activity and classroom situation.

b) Interview guide

The interview guide was used as the guideline for the researcher in issuing the questions for the English teacher and the students after the implementation of the action of the research.

c) Pre-test and Post-test

Reading comprehension of the text was used as the main objective in the research. The pre-test and the post-test were used to take the data by administering two tests. The tests were administered before the actions and after the actions. Before conducting the test, the researcher told to the students about the topic of materials included in the test (pre-test and post-test). Through this way the students were ready to handle the tests.

The researcher conducted the tryout of test instrument for 30 students of SMP Muhammadiyah Kertek Wonosobo. From the tryout, it was found that the test was categorized valid which mean that the test instrument were good enough to measure the students' reading comprehension skills. It consists of 40 items and the information is presented in the following table.

The Result of the Tryout Test

Test	Mean	Standard Deviation	Alpha	Frequency
Tryout Test	50.476	24.181	0.915	30

F. Data analysis

The data of the research which were field notes and interview transcripts were analyzed based on the qualitative data analysis. Qualitative data analysis consisted of three activities, namely data reduction, data display and conclusion drawing and verification. The first was the data reduction in which the researcher selected the data which were appropriate with the formulation of the problem. The second was the data display in which the researcher ordered and described the data in the form of narration and tables in order to make it clearer. The last part was conclusion. In this part, the researcher analyzed the data descriptions to make conclusion of the study.

The quantitative data which were taken from the reading tests were analyzed by using descriptive statistics. The descriptive statistic analysis was the mean and the standard deviation. They were aimed at providing important information of the data from the tests in order to support the result of the study. The researcher also considered the use of ideal mean and ideal standard deviation in this quantitative analysis. They were used to make the information of the data easier to understand. To compare the scores between the students' pre-test and post-test, he used the t-test. The t-test was used to know whether the improvement of the study was significant or not.

G. Validity and reliability

1. The validity of the data

Five validity criteria proposed by Anderson et al. in Burns (1999:161) can be used to maintain the validity of the research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

To fulfill the democratic validity, the teacher and the students gave the opinions, ideas, and comments about the research. The researcher conducted interviews for the English teacher and the VIII B students of SMP Muhammadiyah Kertek. Through the interview, they expressed their views, and opinions toward the actions done by the researcher.

To fulfill the outcome validity, in this case, the researcher formulated the new questions related to new problems found in classroom when the researcher tried to solve the main problems of the study. This action was done after the researcher did the reflection in the end of the class meeting.

Process validity was applied to measure how adequate the improvement of students' reading ability by using authentic texts. In this activity, he observed the students' attitudes, classroom condition, the media used in teaching, and the teaching technique. All the data taken by the researcher were in the form of field note.

To fulfill the catalytic validity the researcher observed the implementation of the actions, made the reflection of the actions done in the VIII B class, and asked questions to the English teacher and the VIII B students to know the changes they made after the actions and implementation done during the study.

The last validity was dialogic validity, in which he conducted a reflective dialogue with the English teacher as the participants of the study to give critiques and suggestions about the implementation of the research.

2. The reliability of the data

In order to ensure the reliability of the data, the researcher used different resources to get the same data. He presented the interview transcripts and the field notes, the tests scores and the photographs related to the action and the implementation of the study.

The pre-test and the post-test items were conducted based on the syllabus of the first semester of the eighth grade students of junior high school. To validate the content of the tests, the researcher made a course grid to synchronize the content of the test based on the syllabus. The fixed test items then were consulted to the consultant of the study to have the validity. Next, the tests were tried out for the eighth grade students of SMP. He used the Item and Test Analysis Program (ITEMAN) version 3.00 with the result of the scale statistic of alpha 0.915 in which the test was reliable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research is an action research study. It was conducted based on the steps as stated in the previous chapter. The purpose of the research was to improve the students' reading comprehension skills of the eighth grade students of SMP Muhammadiyah Kertek, Wonosobo. To improve the process of reading, the researcher focused on using media called as the authentic texts combined with the use of the Directed Reading Thinking Activity (DRTA) for the action of the study. The whole explanations of the research findings and discussion of Cycle 1 and Cycle 2 are presented in the following.

A. Reconnaissance

The study began with finding out the problems in SMP Muhammadiyah Kertek, Wonosobo. The researcher conducted observations on the teaching-learning process of reading. He also conducted interviews with the English teacher and the eighth grade students of the school. And after the observations and the interviews finished, then he administered a pre-test of the students' reading comprehension skills. It was found that the students' reading comprehension skills of SMP Muhammadiyah Kertek Wonosobo were still low. The result of the pre-test was presented below.

The Result of the Pre-Test Score

Test	Mean	Standard Deviation	Frequency
Pre-Test	46.9	10.3401	25

The researcher administered a pre-test to find out students' reading comprehension skills before the implementation of the actions of the study. The result of the pre-test above shows that the score of the students' reading comprehension test was low. Most students found difficult to handle the test consisted of 40 items with time allocation of 80 minutes.

To know the problems that existed in the teaching and learning process of reading of the eighth grade students of SMP Muhammadiyah Kertek, Wonosobo, the researcher administered observations and interviews on September 2012. The observation and the interviews findings were used to know the problems in the teaching and learning process of reading. The researcher then selected the problems based on priority scale that needed to be fixed immediately. The following are the process of the reconnaissance in the study.

The observation processes started from the teacher' side (Mrs. Arti Murdawati). She gave the opinion to the researcher that there were serious problems in her class.

P	<i>Apa yang sebenarnya menjadi kendalanya bu? (what are actually the problems here, ma'am?)</i>
GI	<i>Pertama, siswa disini tidak memperhatikan pelajaran, itu mas. Mereka sering membuat kegaduhan di dalam kelas pokoknya tidak kondusif untuk belajar. Kendala kedua siswa tidak menguasai vocabulary. Untuk memahami soal saja sebagian siswa sudah kesusahan mas. saya kira itu yang menjadi masalah utamanya</i> (first, the students didn't pay attention. They made some noises in class, the condition was not so good to study. Second, they had problem in vocabulary mastery. Even they were difficult just to comprehend test instruction. I think that was the core problem.) (Appendix 2, page 143)

P	<i>Kalau untuk pemahaman siswa tentang bacaan bagaimana bu? (what about the students' reading comprehension skills ma'am?)</i>
GI	<i>ya hal ini juga menjadi permasalahan mas. pengamatan saya bahwa kemampuan reading comprehension mereka juga rendah. bisa dilihat dari score tes kenaikan kelas mereka yang kurang memuaskan.</i> (that was also the problem. I observed that the students' reading comprehension skills was low. It could be seen from their test scores in the end of the semester that categorized not satisfying.) (Appendix 2, page 149)

From the field note below, the teacher tried to help the students to comprehend the text.

<i>Setelah melihat keadaan siswanya kesulitan mengartikan, selanjutnya bu Arti mendiktekan terjemahan Indonesianya kepada siswa. Sebagian besar siswa mencatat semua perkataan guru bahasa Inggris di LKS sebelah bacaanya atau diatas teks tersebut.</i> (know that the students found difficult to translate, then misses Arti help them by giving the all of Indonesian translation from the text. Most students wrote it down in
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their LKS all of the teacher' words, beside the text or upper the text)

(Appendix 1, page 121)

The researcher also made some interviews from the students' opinion toward the teaching and learning process of reading.

P	<i>Dek Belinda suka membaca teks bahasa Inggris? (Belinda, do you like reading English texts?)</i>
S	<i>Aduh gak terlalu suka mas hehe (no I don't)</i>
P	<i>Memangnya kenapa kok tidak suka? (why)</i>
S	<i>Sulit mengartikan bacaan mas. (because I found difficult to translate)</i>

(Appendix 2, page 144)

P	<i>Menurut kamu kegiatan membaca di kelas bagaimana dek? (what do you think about the reading activity in your class?)</i>
S	<i>Mmm..Gimana ya..sering membosankan mas. (much boring)</i>
P	<i>Memangnya apa yang membuatmu bosan dek? (what actually make you bored ?)</i>
S	<i>Bosennya ya karna bacaanya penuh dengan tulisan mas, dan lagi kata katanya sulit dicari. Gak ada tambahan gambar yang menarik mas. (because the text is only full of words or writing and also they are difficult words to translate. There are no interesting pictures)</i>

(Appendix 2, page 145)

P	<i>Kamu suka pelajaran membaca bahasa Inggris gak? (do you like reading in your class?)</i>
S	<i>Enggak mas. (no I don't)</i>
P	<i>Kenapa dek? (why)</i>
S	<i>Kan harus mengartikan dulu mas, males aja mas. (because I have to translate it first)</i>
P	<i>Oh gitu ya. kalau pas pelajaran membaca kamu bagaimana? (so, what you do when the lesson is reading the text?)</i>
S	<i>Ya terpaksa mengartikanya mas, kan disuruh baca sama gurunya. (I translate it, because of the teacher instruction)</i>
P	<i>Sebenarnya masalah terbesarmu di pelajaran ini apa dek? (what is your biggest problems in reading?)</i>

S	<i>mm..apa yah? Cuma apal sedikit kata bahasa Inggris mas, terus gak bisa mengartikan bacaan (difficult to remember English words and difficult to apply translation process)</i> (Appendix 2, page 148)
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P GI	<i>Menurut ibu, penyebab utama dari siswa tidak dapat mengikuti pelajaran membaca dengan baik karna apa?</i> <i>Jadi memang banyak factor yang saling berkaitan mas. pengamatan saya selama ini, hal paling mendasar adalah siswa kurang bersemangat dalam membaca. Terus siswa juga hanya menguasai sedikit sekali kosa kata. Kemudian juga memang saya akui jarang menggunakan media membaca selain dari LKS dan juga buku paket. Mungkin tiga hal ini yang menyebabkan siswa kesulitan dalam membaca.</i> (Appendix 2, page 149)
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Based on the classroom observation and the interviews on September 2012, the researcher found some problems, they are:

1. The class was teacher-centered.
2. The teacher did not use various teaching techniques.
3. The classroom was too noisy.
4. The teacher could not create an interesting activity.
5. The teacher could not manage the class well.
6. The materials for reading were not interesting.
7. The media for reading were very limited.
8. The tasks were not interesting.
9. The students were not enthusiastic in reading.

10. The students had difficulties in translating words.
11. The students were passive.
12. The students difficult to comprehend text.
13. The students did not master the microskills of reading or reading strategy.
14. The students had low motivation to read.
15. The students had little vocabulary mastery.

Based on the data from interview transcripts, field notes and the pre-test scores, then the researcher was helped by the English teacher to plan solutions to face the problems. Since the goal of the study was to improve the students' reading comprehension skills. It was impossible to solve all the problems related to the teaching and learning of English. Thus, the researcher and the English teacher selected the problems that related to the students' reading comprehension skills. The selected problems were used by the researcher to design the action plans. Those problems were:

Problems	Solutions
1. The students had little vocabulary mastery. 2. The media for reading were very limited. 3. The students did not use strategies for reading. 4. The students were passive in learning.	1. Use the Authentic texts to expose many words and make the students use dictionary. 2. Use the Authentic texts as media in teaching reading. 3. Practice the microskills of reading through interesting classroom activities. 4. Practice reading strategies and Reading Aloud activity.

The action plans would be in the following description:

The students were given the authentic texts as media for reading. The researcher chose interesting topics to attract the students' attention. The first action was the researcher got the students' attention to the texts.

The second action was the implementation of the reading strategies for the students. The strategy was aimed to acknowledge the students to the microskills of reading to achieve reading comprehension of the text. The activities promoted the students to activate background knowledge, making prediction, and confirming the prediction.

The third action was the researcher gave some tasks for reading. The tasks given by the researcher were about the reading comprehension skills practices. There would be two tasks in every meeting. The first was collective task and the second was individual task. The students works would be analyzed each meeting to know the development of their reading comprehension skills.

The last plan was the researcher pursuing the students to be more familiar with the use of dictionary. There are many students that actually had dictionary in their home, but they never use it. The use of the dictionary in reading process was useful to make the reading comprehension processes run faster.

B. Report of Cycle 1

1. Planning

The researcher and the English teacher created some plans to be implemented in the teaching and learning process of reading. The plans would be presented below:

First plan was the researcher attracted the students' attention in reading. He grew the students' participation through discussion before reading process. It was aimed to catch the students' enthusiasm in reading. Second, the researcher gave the students some interesting topics of the texts. The texts were taken from the authentic texts with little modification to make them easier to be learned by the eighth grade students. He also added some interesting pictures and photographs related to the texts. Third, he implemented various activities in order to avoid the students' boredom. The activities were used to promote the microskills of reading and the reading strategies. The Directed Reading Thinking Activity (DRTA) and the Reading Aloud activity were used to implement the action plans run well. The last plan was the researcher gave the students opportunity to practice the reading comprehension skills in each meeting.

There were three text types would be taught in the study in each cycles, Cycle 1 and also Cycle 2. They were functional texts, recount texts and descriptive texts. The first meeting would discuss the functional texts, the second meeting was descriptive texts, and the third meeting was recount texts.

2. Action and Observation

Cycle 1 was conducted in three meeting. These all three meeting was held on October 2012. Each meeting used different text types. The first meeting was about the short functional texts, the second meeting was about the descriptive texts and the

third meeting was the recount texts. The implementation of the action could be seen from the following teaching and learning process of reading.

a. First Meeting

At the first meeting, the English teacher and the researcher came into the classroom of VIII B. The English teacher acted as the observer in the implementation of the actions. The researcher opened the first meeting by greeting the students and checking the students' attendant list. The first action was the researcher made a warming up session. It was used to catch the students' attention to the researcher and the reading processes.

Untuk memperjelas apa yang dimaksud functional teks peneliti mengajak siswa berkomunikasi dengan santai. “dek kalian sudah pernah baca peringatan seperti ini belum? (no smoking area), terus sudah pernah membaca undangan pernikahan?” semua siswa menjawab “sudah pernah” kemudian peneliti menerangkan bahwa contoh tersebut adalah functional texts. Dia juga memberi contoh short functional texts yang lebih banyak kepada siswa.

The researcher explained the definition of the functional text through persuading the students to be able to communicate. “have you ever read the notification (no smoking area), have ever read the wedding invitation” then all students said “yes” the researcher explained that what the students had ever read was the functional texts. He also gave other short functional texts for the students.

(Appendix 1, page 127)

He used the authentic texts as the media to motivate the students and grow their enthusiastic in reading. Most of the students looked enthusiastic in the first steps of the implementation of the actions. He made warm conversation with the students related to the short functional texts used in the first meeting.

The next step was the researcher displayed the model of the short functional texts in the form of (invitation and short message) on the screen. The situation in the class became more quiet because most students were enjoying the models of the invitation text and the short message text.

<i>P</i>	<i>Bagaimana kesan kamu setelah belajar membaca? (what did you think of the reading processes?)</i>
<i>S</i>	<i>Asik kok mas (it was interesting)</i>
<i>P</i>	<i>Asik bagaimana maksudnya? (what did you mean?)</i>
<i>S</i>	<i>Bisa nambah semangat membaca lah mas. (it could grow my passion in reading)</i>
<i>P</i>	<i>Terus mengenai media Authentic texts yang dipakai bagaimana menurutmu? (what about the Authentic texts media that I had used)</i>
<i>S</i>	<i>Iya aku suka medianya mas. Soalnya topiknya menarik (I liked the media. The topic was interesting)</i>
<i>P</i>	<i>lha terus penggunaan gambar gambar bisa membantu kamu dalam memahami bacaan gak? (was the use of pictures help you to comprehend the text?)</i>
<i>S</i>	<i>Lumayan membantu lah mas. jadi aku bisa bayangin situasi dalam bacaan (yes, I could imagine the situation of the texts through the pictures?)</i>
(Appendix 2, page 150)	

He used the Directed Reading Thinking Activity (DRTA) to make the situation different from the usual days. The DRTA was firstly promoted in the first meeting at

that class. The students were enthusiastic to do the activity of activating background knowledge and making some predictions from the texts.

<i>P</i>	<i>Menurut kamu kegiatan membaca dengan strategi yang saya pakai bagaimana? (what do you think about the strategy in reading?)</i>
<i>S</i>	<i>Bagus mas, siswa jadi bersemangat membaca karna penasaran setelah membuat prediksi. (good, the students are enthusiastic to read because they are curious after creating some predictions)</i>
<i>(Appendix 2, page 151)</i>	

<i>P</i>	<i>Kegiatan DRTA membantu kamu mempermudah memahami bacaan gak?</i>
<i>S</i>	<i>Iya lumayan lah. Tapi pas awal awal pertemuan itu saya bingung juga.</i>
<i>P</i>	<i>Bingungnya kenapa?</i>
<i>S</i>	<i>Ya kan belum pernah mencobanya, jadi bingung</i>
<i>(Appendix 2, page 150)</i>	

<i>Siswa hanya diberi judul dari bacaan yang telah disediakan beserta gambar gambar yang bersangkutan dengan bacaan yang ditayangkan.</i> <i>Peneliti mengajak siswa berfikir dan membayangkan situasi sesuai dengan judul bacaan dan gambar. Peneliti memberi beberapa pertanyaan “coba itu gambar apa dek?”, “apakah kalian sudah pernah membaca dengan seksama?”, “kira kira apa tujuan bacaan tersebut itu dibuat?”.</i> <i>Peneliti kemudian mempersilahkan beberapa siswa untuk menuliskan prediksi dan pengetahuan mereka dari judul bacaan dan gambar gambar yang ditayangkan.</i>	
<i>(Appendix 1, page 127)</i>	

The action was followed by the explanation about the short functional texts especially invitation and short message. The explanations were about the definition of the short functional texts, the purpose of the texts, and the language features of the short functional texts.

P	<i>Menurut kamu penjelasan materi yang saya sampaikan jelas apa tidak dek?</i>
S	<i>Jelas mas</i>
P	<i>Masih ada kendala yang kamu rasakan dalam membaca tidak dek?</i>
S	<i>Iya masih susah mengartikan bacaan sama mahami isi bacaanya, itu aja paling mas</i>
<i>(Appendix 2, page 150)</i>	

During the explanation the situation of the class was so noisy. The situation was not so good for the teaching and learning process of reading. Only the girls and few boys were listened the explanation from the researcher. When the condition of the classroom became so noisy, the researcher then took some actions that make the situation be more quietly to continue the process.

Selama penjelasan dari peneliti mengenai functional texts, beberapa siswa terus membuat kegaduhan dan membuat suasana kelas menjadi tidak nyaman untuk proses belajar. Peneliti memberikan teguran kepada beberapa siswa laki-laki untuk dapat diam dan kembali memperhatikan pelajaran.

(Appendix 1, page 127)

And then the students were given some activities related to the short functional texts. The first task was the students collectively answered the questions from the first text. The researcher helped them to solve the problems in comprehending the text. Some students could give their opinions to answer the questions from the text. The last section was confirming the students' predictions that written on the board after they had comprehended the text.

Sesi latihan bersama sama telah selesai dan kegiatan yang kedua adalah bacaan “short message/ pesan singkat”. Siswa terlihat senang ketika diberikan bacaan yang kedua beserta lembar jawabnya. Mereka langsung mengerjakan soal ketika sudah mendapat bacaan.

(Appendix 1, page 128)

The condition in the classroom showed their enthusiasm in the reading process. The first task was done successfully that most of the questions were correctly answered.

The second task was little bit different with the first one. The different thing was the researcher gave the individual exercises for each students of the short functional text with 10 reading comprehension skills questions. The students were allowed to use dictionary to the task easier. The researcher submitted the students' works after they already finished. He gave some feedback on the students' works, the researcher expected that the same mistake never founded for the next meeting.

The last activity in the first meeting was the summarization of the activities and the materials. He closed the first meeting and went back to the teacher's office.

b. Second Meeting

The second meeting in Cycle 1 was still held on October 2012. The text types that used for the second meeting were the descriptive texts. The researcher began the teaching and leaning process of reading by greeting the students and also checking the attendant list. All the students came to the school at that day. The researcher had

chosen the interesting authentic texts for the VIII grade students. The researcher and the English teacher collaborated to choose the best descriptive texts for the students.

Pada pertemuan mengajar yang kedua peneliti memberikan materi yang berbeda dengan pertemuan yang pertama. Materi kali ini adalah tentang “descriptive texts”. Peneliti memberi siswa dua teks bacaan dengan judul “Facebook” dan “Borobudur: A Wonder Of Indonesian History”.

(Appendix 1, page 129)

The researcher gave the descriptive text “Facebook” for the students. The first action was the researcher showed only the title of the text. Then he gave instruction to relate the students’ prior knowledge with the title “Facebook”. The process of activating the students’ background knowledge ran well. This process was initiated by the researcher gave some questions. This process could motivate them to read, it was because all of the students participating to share their ideas. The students then were given the activity to make predictions of the descriptive text. The students’ prediction of the reading text was written on the whiteboard. It was aimed for the students could compare their prediction with the result after reading comprehension process.

P	Ok dek anissa, menurutmu materi membaca yang saya ajarkan bisa dimengerti tidak?
S	Bisa, jelas kok mas
P	Kamu masih ada kesulitan dalam membaca apa tidak?
S	Ini lho mas butuh waktu lama memahami bacaanya. Terus juga kadang

	bacaanya kepanjangan mas. kan capek juga mas (Appendix 2, page 152)
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The researcher continued to the next activity, he explained the material for the second meeting. The material was about the descriptive texts that taken from the authentic texts. The explanation was about the generic structure, tenses, the purpose of the text, and the language features of the descriptive texts. In this session the researcher instructed the students to read silently and used their dictionary to comprehend the text. However, only few students done the instruction well, other students prefer to make a talk with their friend.

<i>Kondisi kelas menjadi tidak nyaman ketika beberapa siswa bermain dan membuat kegaduhan ketika sesi penyampaian materi sedang berlangsung. Peneliti memberikan peringatan kepada siswa yang membuat kegaduhan.</i> (Appendix 1, page 130)
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To overcome that situation, the researcher then asked the students to comprehend the texts together. He helped the students to comprehend the descriptive texts. Some of the students asked to the researcher about the meaning of English words. They had dictionary on their hand but they were too lazy to find the words.

<i>Kegiatan menganalisa bacaan terus berlangsung. Banyak siswa yang mengeluh kesulitan mengartikan bacaan untuk mendapat gagasan pokok dari bacaan. “mas, banyak kata yang susah diartikan”. Peneliti menjawab “sekarang yang memiliki</i>
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kamus silahkan di cari artinya”. Sebagian kecil siswa sebenarnya memiliki kamus tetapi malas untuk mencari kata didalamnya

(Appendix 1, page 130)

When they finished comprehending the texts together with the researcher, then both the researcher and the students were confirming the students’ prediction on the warming up session. These activities lead the students to be easier to master the reading comprehension skills. This activity was never been practiced by the English teacher before.

The tasks were given in the second meeting divided into two sections, it was the same with the first meeting. The first task was the students were given a descriptive text with the title “twitter”. They did all the questions together with all students in the classroom. For the second task, the students worked individually and monitored by the researcher to answer the questions about reading comprehension of the descriptive text with the title “Borobudur”.

<i>P</i>	<i>Menurut kamu penggunaan dua bacaan di tiap pertemuan bagaimana?</i>
<i>S</i>	<i>Gak apa apa mas, bacaan pertamanya kan di kerjakan bareng bareng. Terus ya bisa buat latihan juga kok.</i>

(Appendix 2, page 152)

<i>P</i>	<i>Dari kegiatan membaca ini kamu sekarang sudah bisa mempraktekan teknik membaca apa?</i>
<i>S</i>	<i>Paling baru membuat prediksi terus membuat kesimpulan aja</i>
<i>P</i>	<i>Ok gak apa apa sudah bagus kok dek. Bacaan yang digunakan menurut kamu bagaimana dek?</i>

<i>S</i>	<i>Lumayan bagus mas</i>
<i>P</i>	<i>Kok lumayan berarti ada yang kurang sesuai ya?</i>
<i>S</i>	<i>Bacaan recount lumayan susah dipahami. Aku gak terlalu paham past tense</i>
<i>P</i>	<i>Kalau functional text sama descriptive text bagaimana?</i>
<i>S</i>	<i>Nah itu yang dah lumayan paham. Aku suka sama topiknya terus ya lumayan mudah dipahami.</i>
<i>(Appendix 2, page 153)</i>	

<i>Peneliti memberi informasi kepada siswa bahwa waktu hampir habis untuk sesi mengerjakan bacaan yang kedua. Sebagian besar siswa sudah selesai mengerjakan, peneliti berkata “bagi siswa yang sudah selesai mengerjakan silahkan hasil pekerjaan kalian dikumpulkan”. Hanya beberapa siswa yang belum selesai mengerjakan bacaan descriptive hari ini.</i>	
<i>(Appendix 1, page 130)</i>	

<i>P</i>	<i>Penggunaan media Authentic texts bisa menambah kosa kata Inggris kamu tidak dek?</i>
<i>S</i>	<i>Lumayan menambah. Jadi banyak tahu kata kata yang baru</i>
<i>P</i>	<i>Ohh gitu ya, terima kasih ya</i>
<i>S</i>	<i>Iya mas sama sama.</i>
<i>(Appendix 2, page 151)</i>	

The last action was the researcher submitted their works. He explained the answer of each questions with the evidences based on the text. He summarized the second meeting and make sure that most students understand the reading comprehension skills. The researcher closed the second meeting. He and the English teacher went to the teacher's office to discuss the next meeting.

P	<i>Menurut ibu cara saya dalam mengajar membaca bagaimana?</i>
S	<i>Saya kira sudah bagus mas. siswa menjadi lebih aktif dalam belajar. mereka juga termotivasi untuk membaca dengan teknik yang anda pakai mas. tapi memang masih ada sebagian siswa yang sepertinya tidak terpengaruh dengan hal positif tersebut. mereka seperti itu memang keadaanya, anda yang harus sabar.</i>

(Appendix 2, page 154)

c. Third Meeting

The third meeting was the last meeting in Cycle 1. The students were familiar with the researcher in the third meeting. The condition was helpful because the students showed their positive attitude toward the researcher. One benefit was when the lesson began they would not feel scared, the researcher was just like the students' partner in English. The meeting was started by greeting for the students and checking the students' attendance list.

<i>Peneliti pertama tama memberikan salam kepada siswa. Kemudian peneliti memberi perintah untuk berdoa bersama. Setelah siswa selesai kegiatan berdoa, peneliti kemudian memeriksa daftar hadir siswa dengan memanggil nama tiap tiap siswa. Peneliti kemudian menerangkan bahwa pada pertemuan ke tiga dikelas tersebut, materi yang akan disampaikan adalah tentang Recount texts. Peneliti juga menambahkan informasi bahwa teks yang akan digunakan tetap berjumlah dua bacaan dengan tema "tell me your experience". Bacaan yang pertama berjudul "vacation to London" dan bacaan yang kedua berjudul "Jack's story: My best holiday".</i> (Appendix 1, page 131)
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The materials for the third meeting were about the recount texts. They were taken from the authentic texts. Both the researcher and the English teacher discussed the

best choices of the recount texts. The best titles for the recount texts were “Vacation to London” and “Jack’s story”.

The action was begun by giving all the students the materials of the recount texts with the title “Vacation to London”. The researcher showed the recount text on the wall in order to all the students could see clearly. The first activity was the researcher gave the students some questions to stimulate them to activate their prior knowledge about their experiences in holidays.

Kegiatan selanjutnya peneliti memberikan perintah kepada siswa untuk memprediksi dan membayangkan situasi seperti pada judul bacaan tersebut. Peneliti memberikan pertanyaan pembuka “dek, kota London ada di Negara mana?”, “kalau pas berlibur biasanya kalian sendiri atau bersama keluarga?”, “menurutmu bagaimana perasaan orang yang sedang berlibur?”.

Setelah semua siswa membayangkan dan memprediksi apa isi bacaan pertama, sebagian siswa diberikan tugas untuk menuliskan prediksi mereka pada papan tulis. Pada pertemuan ke tiga ini siswa terlihat mulai terbiasa dengan kegiatan membuat prediksi dan mengutarakan pendapatnya melalui tulisanya di papan tulis

(Appendix 1, page 132)

The researcher also gave some questions to help the students to make predictions about the text. The students’ predictions were written on the board.

The researcher explained the definition of the recount text. He also explained the generic structure, the purpose of the text, and the language features. Just like the second meeting, the situation when the researcher explained the materials some of the students did not give attention to the explanation. They made some noises in

classroom. To stop the noises the researcher asked them to be more quietly when speaking. Most students found difficult to comprehend the recount text. They were still confused with the use of past tenses. They asked the researcher about the difficult words many times.

P	Kamu paham dengan materi membaca yang saya sampaikan tidak?
S	Paham mas, penyampaiannya jelas kok mas
P	Menurut kamu bacaanya menarik perhatian kamu jadi ingin membaca apa tidak?
S	Iya. Tapi ada bacaan yang kurang menarik sih mas
P	Bacaan yang seperti apa?
S	Bacaan apa itu lah lupa judulnya, pokoknya bacaan Recount mas.
P	Ohh kamu masih kesulitan dalam memahami Recount texts, kenapa?
S	Aku gak paham sama past tense mas.

(Appendix 2, page 151)

The next session was the researcher and the students comprehended the text. The students then moved to the questions below the text, each of the questions were answered correctly only few students did not pay attention in this session.

Siswa sekaligus mengerjakan latihan soal berupa reading comprehension test pada setiap bacaan yang digunakan. Banyak siswa mengeluh karna kata kerja yang digunakan adalah berbentuk past tenses dan mereka belum menguasainya. Peneliti selanjutnya menerangkan penggunaan past tenses berdasarkan bacaan tersebut

(Appendix 1, page 132)

After the session finished the researcher was confirming the students' prediction on the warming up session. They checked their prediction on the board with the real situation based on the texts. This activity was always repeated to stimulate the reader to be able to make predictions of the text.

<i>P</i>	<i>Menurut kamu cara saya dalam menyampaikan materi sudah bagus apa belum?</i>
<i>S</i>	<i>Lumayan bagus mas. mudah dimengerti terus menarik juga kegiatannya.</i>
<i>P</i>	<i>Kegiatan seperti apa yang kamu suka dari pertemuan kemarin?</i>
<i>S</i>	<i>Yang nulis nulis prediksi di papan tulis mas, beda dari biasanya.</i>
<i>(Appendix 2, page 153)</i>	

<i>P</i>	<i>menurut kamu penggunaan media authentic texts bisa menambah kosa kata tidak dek?</i>
<i>S</i>	<i>Bisa mas, jadi tau banyak kata kata yang baru</i>
<i>(Appendix 2, page 154)</i>	

From the interview above, it is obvious that the use of the Authentic Text could improve the students' vocabulary mastery. And also the strategy for teaching reading (DRTA) was also successful to make the students more active in reading.

<i>P</i>	<i>Mengenai bacaan yang saya gunakan bagaimana menurut ibu?</i>
<i>GI</i>	<i>Saya kira juga bagus mas, topiknya lumayan menarik untuk siswa dan tingkat kesulitannya juga cukupan tidak terlalu susah dan terlalu mudah. Saya lihat anda juga menggunakan media gambar yang berkaitan dengan bacaan. Itu bagus mas, karna siswa menjadi lebih tertarik dan terhibur tentunya.</i>
<i>(Appendix 2, page 155)</i>	

<i>P</i>	<i>Kalau sekarang cara kamu dalam membaca bacaan sudah menggunakan</i>
<i>S</i>	<i>strategy yang benar belum?</i>
<i>P</i>	<i>Hehe. Lagi latihan terus nih mas</i>
<i>S</i>	<i>Strategy membaca apa saja yang sudah kamu kuasai?</i>
<i>P</i>	<i>mmm..memprediksi, cari topic, scanning terus menyimpulkan bacaan, itu aja.</i>
	<i>Wah sudah lumayan bagus itu dek. Terus latihan ya.</i>
<i>(Appendix 2, page 154)</i>	

The last exercise could be an indicator for the students in comprehending the text. The last recount text had the title “Jack’s story”. It was an individual task and the researcher monitored their work to do seriously. When the time was out, the researcher submitted the students’ works to be corrected. Before the conclusion, the researcher together with the students answered the questions of Jack’s story. The researcher gave conclusion at the end of the third meeting. He said goodbye and he leaved the classroom.

Semua siswa yang sudah menerima bacaan dan lembar jawaban diperbolehkan untuk langsung mengerjakan. Ada beberapa siswa yang terlihat tidak mengerjakan soal dan hanya mencontek hasil pekerjaan teman. Beberapa siswa juga terlihat serius memahami bacaan sambil sesekali membuka kamus.

(Appendix 1, page 133)

Di akhir waktu mengajar, peneliti memberikan kesimpulan dari pertemuan ketiga membahas materi Recount texts. Peneliti juga memberikan kesempatan kepada siswa untuk bertanya tentang hal yang belum terlalu jelas dan paham. Dan seperti pertemuan pertama dan kedua tidak ada siswa yang bertanya mengenai materi tersebut.

(Appendix 1, page 133)

3. Reflection

Based on the observation and the interviews above, the researcher made a reflection of Cycle 1 of the study. The reflection was useful for the researcher to implement for better actions in Cycle 2. The reflection of the whole sections in Cycle 1 would be in the following discussions.

The first discussion was about the implementation of the authentic texts as the reading texts. The use of the authentic texts as the reading texts got much positive responses from the eighth grade students and also the English teacher. They also served a lot of interesting topics that the students would feel familiarly to read. The use of the authentic texts could attract the students' attention, so that the materials could help them to be easier to understand the reading. The indications that the students understand the reading were through their attitude in the class and the scores of each meeting with different topics.

Based on the interviews and the field notes below, it could be seen that the use of the authentic texts gave much benefits for the students and the English teacher.

P	Mengenai bacaan yang saya gunakan bagaimana menurut ibu?
GI	Saya kira juga bagus mas, topiknya lumayan menarik untuk siswa dan tingkat

<i>P</i> <i>GI</i>	<i>kesulitannya juga cukupan tidak terlalu susah dan terlalu mudah. Saya lihat anda juga menggunakan media gambar yang berkaitan dengan bacaan. Itu bagus mas, karna siswa menjadi lebih tertarik dan terhibur tentunya.</i> <i>Ohh begitu ya bu, tapi apakah dengan menggunakan Authentic texts penguasaan kosa kata siswa juga bisa meningkat?</i> <i>Ohh iya mas, saya kira ini cara yang bagus untuk meningkatkan vocabulary siswa. Mereka terbiasa dengan mencari kata kata baru dari bacaan.</i> <i>(Appendix 2, page 155)</i>
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<i>P</i> <i>S</i> <i>P</i> <i>S</i> <i>P</i> <i>S</i>	<i>Kalau bacaan yang saya pakai untuk kegiatan membacanya bagus tidak?</i> <i>Menarik topiknya mas, jadi pengen baca.</i> <i>Terlalu panjang tidak menurut kamu?</i> <i>Cukup, gak terlalu panjang.</i> <i>Ohh gitu ya...menurut kamu penggunaan media authentic texts bisa menambah kosa kata kamu tidak dek?</i> <i>Bisa mas, jadi tau banyak kata kata yang baru.</i> <i>(Appendix 2, page 154)</i>
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<i>P</i> <i>S</i>	<i>Menurut kamu bacaanya menarik perhatian kamu jadi ingin membaca apa tidak?</i> <i>Iya menarik jadi gak males membaca</i> <i>(Appendix 2, page 151)</i>
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<i>Sesi latihan bersama sama telah selesai dan kegiatan yang kedua adalah bacaan “short message/ pesan singkat”. Siswa terlihat senang ketika diberikan bacaan yang kedua beserta lembar jawabnya. Mereka langsung mengerjakan soal ketika sudah mendapat bacaan.</i> <i>(Appendix 1, page 127)</i>
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They also enjoyed the teaching and learning process of reading through the use of the authentic texts. The authentic texts motivated the students to participate in the reading process. They were attracted in the interesting topics from the texts. Then they were challenged to read the whole texts to know the information written in the interesting texts. The authentic texts were also useful to increase the students' vocabulary mastery. The use of the authentic texts gave the students opportunities to have a lot of reading practices. It meant the students were exposed to a lot of new vocabulary inside the texts. They also became creatively to use dictionary in every meeting.

<i>P</i>	<i>Terus apa yang kamu lakukan supaya kosa kata kamu bertambah?</i>
<i>S</i>	<i>Ya pake kamus mungkin mas</i>
<i>P</i>	<i>Kamu selalu bawa kamus di kelas tidak?</i>
<i>S</i>	<i>Gak mesti, berat bawanya</i>

(Appendix 2, page 152)

The second discussion was about the implementation of the Directed Reading Thinking Activity (DRTA) in the study. The strategies were useful to improve the students' reading skill. The strategies promoted the students to be the good readers, the students were trained to have reading strategies to comprehend the texts. The strategies lead the students to implement the microskills of reading for their reading processes.

<i>P</i>	<i>Untuk kegiatan membaca yang dipraktikkan di kelas bagaimana?</i>
<i>S</i>	<i>Bagus, jadi siswa tidak merasa tegang dan takut saat belajar mas</i>
<i>P</i>	<i>Kegiatan DRTA membantu kamu mempermudah memahami bacaan gak?</i>
<i>S</i>	<i>Iya lumayan lah. Tapi pas awal awal pertemuan itu saya bingung juga.</i>
<i>P</i>	<i>Bingungnya kenapa?</i>
<i>S</i>	<i>Ya kan belum pernah mencobanya, jadi bingung.</i>
<i>(Appendix 2, page 150)</i>	

<i>P</i>	<i>Menurut kamu kegiatan membaca dengan strategy yang saya pakai bagaimana?</i>
<i>S</i>	<i>Bagus mas, siswa jadi bersemangat membaca karna penasaran setelah membuat prediksi.</i>
<i>(Appendix 2, page 151)</i>	

<i>P</i>	<i>Bagaimana dengan penggunaan strategy yang saya terapkan di awal pelajaran bu?</i>
<i>GI</i>	<i>Dari yang saya amati dikelas, siswa lumayan antusias dengan kegiatan tersebut mas memang pada awal pertemuan mereka terlihat canggung dan malu malu, tapi kesininya mereka sudah mulai lancar kok, bagus bisa dilanjutkan supaya mereka terbiasa menggunakannya.</i>
<i>(Appendix 2, page 155)</i>	

<i>P</i>	<i>Kalau sekarang cara kamu dalam membaca bacaan sudah menggunakan strategy yang benar belum?</i>
<i>S</i>	<i>Hehe. Lagi latihan terus nih mas</i>
<i>P</i>	<i>Strategy membaca apa saja yang sudah kamu kuasai?</i>
<i>S</i>	<i>mmm..memprediksi, cari topic, scanning terus menyimpulkan bacaan, itu aja. Wah sudah lumayan bagus itu dek. Terus latihan ya.</i>
<i>(Appendix 2, page 154)</i>	

The students became more actively in the reading process. There are some positive results that showed by the students. The first was the students known their purposes of reading from different text types, the second was the students were trained to use their background knowledge in the reading process, the third, they practiced how to predict the content of the texts after they know the topic and the tittle. For the last was they were trained to summarize each texts. They used the summarization to confirm their predictions before they read the text. The use of the Directed Reading Thinking Activity (DRTA) helped the students to master some of the microskills of reading.

Setelah semua siswa melihat judul dan gambar yang di berikan, peneliti memerintahkan siswa untuk dapat membayangkan apa yang berkaitan dengan judul bacaan tersebut dan mengingat ingat pengalaman mereka ketika bermain "Facebook". Peneliti berkata "sekarang coba kalian bayangkan apa yang berkaitan dengan bacaan berjudul Facebook".

Peneliti memberikan beberapa pertanyaan untuk menstimulasi pengetahuan yang sudah mereka miliki untuk membuat prediksi awal tentang isi bacaan seperti.

"Facebook itu apa?, kira kira siapa yang membuatnya?, apa yang bisa kita lakukan dengan Facebook?, kapan Facebook dibuat?"

(Appendix 1, page 129)

The use of the Directed Reading Thinking Activity (DRTA) made the students enjoy the teaching and learning process of reading. These strategies enabled the researcher to use some interactive activities during the lesson. The researcher started the interaction by asking some questions about the text and the students were freely

express their feeling, their ideas and their prior knowledge about the same topic and text.

The next discussion was about the tasks for the students practicing their reading comprehension skills. For each meeting, there are two tasks of reading comprehension. The first task was a warming up task to check their readiness to face the reading comprehension exercises. This session the students were still helped by the researcher to solve their problems in reading process. They did the task together with all students, and then discussed the answer together. The second was an individual task for the students. They were not allowed to discuss each other. The result of the second task was taken as the documentary for the researcher to know the improvement of the students' reading comprehension skills.

Setelah siswa selesai mengerjakan semua pertanyaan pada bacaan pertama. Peneliti dan siswa bersama mengkonfirmasi prediksi siswa pada papan tulis untuk dibandingkan dengan setelah membaca teks secara penuh. Setelah itu peneliti dan siswa juga bersama sama menjawab pertanyaan yang disediakan.

Kegiatan selanjutnya adalah siswa diberi latihan bacaan descriptive dengan judul "Borobudur: A Wonder Of Indonesian History" siswa memiliki waktu kurang lebih 20 menit untuk menjawab pertanyaan. Sebagian siswa terlihat serius mengerjakan soal tetapi ada beberapa siswa lain yang membuat gaduh dan mengganggu konsentrasi siswa lain.

(Appendix 1, page 130)

P GI	tentang langkah langkah mengajar saya bagaimana bu? Iya penggunaan beberapa teks bacaan dalam sekali pertemuan memang bagus. Saya lihat ada dua bacaan ya. kegiatan memahami bacaan bersama sama kemudian dilanjutkan kegiatan membaca individu, bagus sekali saya
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<i>P</i>	<i>kira. Tapi memang harus hati hati mengatur waktunya agar semua kegiatan bisa berjalan lancar.</i> <i>Iya memang bu. kadang juga masih bingung mengatur pembagian waktu kegiatan siswa.</i> (Appendix 2, page 155)
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<i>P</i>	<i>Kamu masih ada kesulitan dalam membaca apa tidak?</i>
<i>S</i>	<i>Ini lho mas butuh waktu lama memahami bacaanya. Terus juga kadang bacaanya kepanjangan mas. kan capek juga mas</i>
<i>P</i>	<i>Tiap pertemuan kan ada soal soal reading comprehension kan, Bagaimana menurutmu?</i>
<i>S</i>	<i>Gak terlalu susah si sebenarnya. Kalau dah tahu strategy membaca yang diajarin jadi lumayan gampang kok mas.</i> (Appendix 2, page 152)

The following table of scores could describe the students' reading comprehension skills in Cycle 1.

The score of the first meeting

Test	Mean	Standard Deviation	Frequency
Short Message text	86.25	3.96	25

The first students' scores of short functional texts above showed that most students could comprehend the texts without any serious problems in reading. It could be seen from the mean score 86.25 with the standard deviation 3.96 which mean most students had the high scores in the short functional texts test.

The score of the second meeting

Test	Mean	Standard Deviation	Frequency
Descriptive Texts	83.54	10.26	25

The second meeting was about descriptive texts the students had the mean score of 83.54 this score was lower than the first meeting. In the second meeting the students showed that they found difficult to comprehend the texts.

The score of the third meeting

Test	Mean	Standard Deviation	Frequency
Recount Texts	83.86	12.14	25

The third table of score was the students' recount texts scores. The score of the students' recount text was higher than the second meeting in Cycle 1. The mean score was 83.86 the students stated that they found difficult to comprehend the texts with past tenses.

From the reflection, the researcher made a conclusion about the implementation of the actions of Cycle 1. The researcher found some results related to the successful and unsuccessful actions in the implementation of Cycle 1. The result of the successful and unsuccessful action would be presented below.

There were some improvements showed by the students through their attitude and the scores of the test. All of the improvements were categorized into the successful actions in Cycle 1:

- (1) The students' vocabulary mastery was improved. Although they still found difficult to use past tenses words.
- (2) The students were able to use reading strategies to comprehend the texts. At least they know how to use some skills in reading for instance activating background knowledge, making prediction, looking for topic, scanning, looking for details and summarizing.
- (3) The students were active in the process of reading. They started to use dictionary for reading.
- (4) The students could comprehend the texts faster than usual.
- (5) The students were more enthusiastic in reading. The use of the authentic texts improved the students' motivation to read.

The following presentation was the result of the unsuccessful actions found in the Cycle 1. The unsuccessful action in Cycle 1 would be revised and then fixed to be implemented in Cycle 2. Below were the unsuccessful actions from Cycle 1:

- (1) The classroom management was categorized unsuccessful. Some students still made noises in the class during the reading processes.
- (2) The time management was categorized unsuccessful in Cycle 1. Some task considered took too much for the students' activity, it lead the students to the boredom in reading.
- (3) The students did not familiarly use dictionary for reading.

C. Report of Cycle 2

1. Planning

The activities for Cycle 2 were made based on the result of the successful and unsuccessful actions of Cycle 1. The additional actions or changing actions were planned to maximize the improvement of the students' reading comprehension skills. The plans were the researcher decrease the number of tasks used in Cycle 1. He added the reading aloud strategy to engage the students to participate in reading. He also planned to maximize the use of dictionary to translate the texts. It was aimed to improve the students' vocabulary mastery.

The first plan in Cycle 2 was the researcher tried to attract the students' attention to the reading materials. He planned still to use interesting topics for each text types. He also used interesting photographs and pictures to support the texts. The researcher made conversation with the students to make the situation warmer.

The second plan was the researcher start to apply the Directed Reading Thinking Activity (DRTA). It was aimed to stimulate the students to be able to make some predictions, to activate background knowledge, and look for the topic of text. The researcher helped the students by giving them some questions related to the text.

The third plan was implementing the Reading Aloud strategy for the students. The strategy was aimed for the students could take part and be more actively in the process of reading. The session was also used for the students practiced how to translate and comprehend the texts.

The last plan was the researcher gave the students an individual task related to the reading comprehension skill mastery. There were ten reading comprehension items in the task. The students did the task and then submitted their works to the researcher. The detail of the implementation of the actions would be presented below.

2. Action and Observation

There were three meetings in Cycle 2. They all were held on November 2012. The material for the first meeting was Functional texts “advertisement”, the second meeting was Descriptive texts and the third meeting was Recount texts. The procedures of the implementation of the actions were the same with Cycle 1. The students got a task to be submitted to the researcher and then they got the scores for each meeting. The researcher was accompanied by the English teacher in the classroom. The English teacher worked as the observer and the researcher taught reading. All about the implementation of the teaching and learning process of reading was described as follows.

a. Fourth Meeting

The fourth meeting was held on November 2012. On the first meeting of Cycle 2 the researcher greeted the students and made a warm conversation to make the students feel comfortable with the teaching and learning process of reading. The researcher gave the students short functional texts (advertisements). The title of the advertisements was “Iditarod Tour Package” and “Egypt Tour Package”.

Peneliti mempersiapkan bacaan Functional text yang akan di ajarkan kepada siswa. Peneliti selanjutnya menerangkan kepada siswa bahwa materi pada hari ini adalah tentang bacaan iklan (advertisement). Pengertian dari advertisement juga disinggung dalam awal pertemuan ini.

Peneliti selanjutnya memberikan gambar gambar tentang sebuah Negara tujuan wisata. Semua siswa memperhatikan gambar yang ditayangkan kepada mereka.

Peneliti kemudian memberikan pertanyaan “kira kira ada di Negara mana tempat tempat wisata seperti ini?” siswa kemudian menjawabnya dengan benar “mesir”. Peneliti juga menanyakan kembali “negara Mesir dalam bahasa Inggris apa coba?”. Ternyata banyak siswa tidak mengetahuinya

(Appendix 1, page 134)

The researcher asked the students to look at the title of the text before they began to read the whole text. The students then were given some questions by the researcher to stimulate them to activate the prior knowledge and made some predictions about the text. Some students were given a chance to write their predictions on the board. After they finished the session of making prediction then they were given the handouts of the advertisement text.

Setelah sebagian besar siswa memahami judul bacaan tersebut, peneliti memberikan instruksi untuk membuat prediksi berdasarkan pengetahuan siswa berkaitan dengan judul bacaanya. “ayo adek adek seperti pada pertemuan sebelumnya, kita membuat prediksi awal dari judul bacaan ini”.

Siswa juga dibantu dengan pertanyaan bantuan dari peneliti seperti contoh “kita butuh biaya untuk berwisata atau tidak dek?”,siswa menjawab “butuh lah mas”. Peneliti kembali bertanya “terus kira kira isi dari iklan paket wisata itu berkaitan dengan apa saja ya?”.

(Appendix 1, page 134)

The next session was the researcher gave the definition and the purpose of the advertisement texts. The researcher gave the students chances to ask some questions related to the texts. The next activity was the implementation of reading aloud from the texts. On that day, almost a half of students brought the dictionary and the rest of them borrowed from the other classes or school library.

The researcher and the students collaborated to practice the reading aloud activity. All students were participated in the activity. It was successful to improve the students' participation in the reading process. The researcher also led the students together to translate the text by using the dictionary.

<i>P</i>	<i>Menurut kamu kegiatan Reading Aloud yang sudah kita praktikan penting apa tidak?</i>
<i>S</i>	<i>Penting lah. Kan siswa juga harus tahu cara pengucapan yang benarnya mas. Ok.berarti kamu senang dengan kegiatan reading aloud kemarin ya? Suka. jadi bersemangat lah pokonya hehe Penguasaan kosa katamu meningkat apa tidak? mmm...lumayan meningkat kok mas</i>

(Appendix 2, page 156)

Peneliti melanjutkan kegiatan dengan cara membaca nyaring (Reading Aloud). Setiap siswa mendapat giliran untuk membacakan beberapa kalimat dalam teks dan semua siswa mengartikan bersama kalimat yang dibaca menggunakan kamus. Banyak sekali siswa membaca dengan tidak benar. Peneliti sesekali memberikan contoh cara membaca dengan benar. Peneliti mengajak siswa untuk berlatih menggunakan kamus tiap kali menemui kata yang belum mereka tahu

(Appendix 1, page 134)

<i>P</i>	<i>Kalau cara membaca kamu bagaimana?</i>
<i>S</i>	<i>Hehe masih ngawur mas, kemarin sempat bisa pas menirukan bersama sama. Tapi lumayan jadi tahu cara bacanya mas.</i>
<i>P</i>	<i>Memangnya sama bu guru tidak pernah latihan membaca nyaring ya?</i>
<i>S</i>	<i>Wahh gak pernah. Paling Cuma diterangkan terus suruh mengerjakan soal di LKS.</i>
<i>P</i>	<i>Kamu suka dengan kegiatan Reading Aloud seperti kemarin?</i>
<i>S</i>	<i>Suka. Yang sering sering aja mas, asik kok.</i>
<i>(Appendix 2, page 157)</i>	

After the reading aloud session end, the students were helped by the researcher to comprehend the text. They were together confirming their predictions on the board based on the texts. The students did the process of making prediction successful, although few students were still can not make the prediction well. They comprehended the first texts successful.

There was always an individual task to measure their reading comprehension skills in every meeting. The researcher gave the handouts for the students with the title “Egypt Tour Package”. To handle the second task the students were allowed to use their dictionary but they were not allowed to cheat the other students’ work. There were still found some students made noisy and walked around in the classroom to borrow the dictionary. When the time was out, the students were instructed to submit their works to the researcher.

Peneliti memberi waktu 20 menit untuk siswa mengerjakan soal berjumlah 10 nomer

itu. Sering kali ada pertanyaan dari siswa berkait dengan kosa kata Inggris. “mas, bahasa Indonesianya (required) itu apa?”. Peneliti kemudian menawabnya “dek, coba dicari dulu di kamus pasti ada”. Kemudian siswa menuruti untuk membuka kamusnya.

Peneiti memonitor kegiatan siswa dengan berkeliling mengecek pekerjaan mereka sebelum waktu yang disediakan selesai. Ada beberapa siswa membuat gaduh saat sesi mengerjakan sedang berlangsung mereka juga sesekali berjalan ke meja teman.

(Appendix 1, page 134)

P	Gimana pengalaman belajar membaca menggunakan media Authentic texts dek?
S	Menyenangkan mas, dapat hal baru. bu guru gak pernah pakai yang seperti ini si
P	Dari media Authentic texts yang dipakai hal yang membuat kamu suka apanya?
S	Topiknya beragam terus banyak yang menarik untuk dibaca.
P	Ohh gitu. Terus kamu juga mendapat banyak kosa kata baru dari bacaan itu gak?
S	Iya, banyak yang bisa saya dapat dari tiap bacaan mas

(Appendix 2, page 159)

At the end of the session both the students and the researcher discussed the task together. Most of the students looked so satisfied with their work because they did correctly. 5 minutes before the bell ringing he summarized the whole materials for the first meeting in Cycle 2. He closed the meeting and said good bye for the students.

b. Fifth Meeting

The fifth meeting was still held on November 2012. The material was the descriptive texts. The researcher was focused on how to overcome the problems occur in Cycle 1. Based on the interviews and the observation the students still had low

vocabulary mastery, hence they could not comprehend the texts well. The next problem was the students did not master the microskills of reading. They needed to improve the ability how to make prediction, how to activate their background knowledge and how to make summarization of the texts.

The researcher led the students master the reading comprehension skills. He gave some pictures related to the title of the descriptive text entitled “Yogyakarta”. The students were asked to give their knowledge and their experience about the pictures. Moreover, he gave some questions to stimulate the students to predict the aspects that would come in the texts. And then the students wrote their prediction just like the previous meetings on the board.

Setelah kegiatan berdoa selesai, pelajaran diawali dengan berbincang dengan siswa. “siapa yang masih ingat materi descriptive texts pada pertemuan kedua?”. Semua siswa terdiam, mereka malu-malu menjawabnya. Peneliti bertanya “baiklah dek, coba sekarang sebutkan tujuan dari descriptive text?”. Kemudian baru ada siswa menjawab “memberikan informasi dan gambaran sesuai kenyataan mas”. Peneliti “iya benar”.

Peneliti menerangkan materi kali ini adalah Descriptive texts. Peneliti mulai dengan memberi siswa gambar gambar berkaitan dengan kota Jogjakarta. Kemudian semua siswa diberi instruksi untuk melihat gambar tersebut. Peneliti “baik, diambil di kota mana foto tersebut?”, siswa menjawab dengan keras dan bersama sama “kota Jogja”.

(Appendix 1, page 136)

The students showed their improvements in activating their background knowledge and how to make predictions of the texts. They did these two activities successful no matter they were right or wrong, they enjoyed it so far.

<i>P</i>	<i>Terus kamu tertarik dengan kegiatan yang saya lakukan tidak?</i>
<i>S</i>	<i>Lumayan mas. banyak yang menarik si</i>
<i>P</i>	<i>Apa itu?</i>
<i>S</i>	<i>Pakai gambar terus diskusi tanya jawab tentang bacaan yang sedang di baca, ada kegiatan membaca bersama sama juga</i>

(Appendix 2, page 158)

The lesson was started by asking questions for the students about the previous meeting of the descriptive texts. It was used to remind them to the materials. The researcher explained the notion of the descriptive texts. Including the all aspects of the descriptive texts, they were the language feature, the purpose of the texts and the generic structure. The students were ready to use the dictionary as instructed by the researcher in the last meeting of Cycle 1.

<i>P</i>	<i>Menurut kamu cara mengajar yang saya lakukan dikelasmu bagaimana?</i>
<i>S</i>	<i>Jelas terus mudah dipahami, gak terlalu galak sama siswa. Terus pakai banyak media dikelas</i>

(Appendix 2, page 158)

Kegiatan dilanjutkan dengan teknik reading aloud secara bergantian oleh siswa. Siswa dibantu oleh peneliti mencari kosa kata dari dalam bacaan. Proses reading aloud dan mengartikan bacaan berlangsung selama beberapa menit hingga beberapa kalimat dalam tiap paragraf dipahami oleh setiap siswa.

Siswa terlihat lebih sibuk dan aktif dalam memahami bacaan dan mencari kosa kata. Siswa juga terlihat lebih sering menggunakan kamus setiap menemui kosa kata yang baru di dalam bacaan

(Appendix 1, page 137)

The first activity was the students read the texts loudly for one paragraph in the text. There are many students still can not pronounce some English words correctly. After finish the reading, the researcher and the students comprehended the texts together. The process of confirming the predictions was going on, the students confirmed their predictions that written on the board with the new information of the texts. They looked enthusiastic to know the result of their prediction of the texts.

Proses belajar selanjutnya adalah siswa mengerjakan soal soal reading comprehension yang berada di bawah bacaan descriptive text tersebut. Siswa diberikan waktu selama 20 menit untuk mengerjakan tes tersebut

(Appendix 1, page 137)

The researcher then gave the students the individual task after they comprehended the descriptive text. They looked actively find unfamiliar words by using dictionary. They did the exercises faster since they used the dictionary intensively.

P	Kalau kosa katamu bertambah banyak tidak setelah membaca banyak teks?
S	Nambah dikit mas, agak susah ngapalin kata kata baru
P	Kenapa memangnya?
S	Ya kalau dah apal nanti juga langsung ilang lagi kalau gak pernah dipake.

(Appendix 1, page 158)

<i>P</i>	<i>Kalau tentang kegiatan membuat prediksi, membaca nyaring terus menggunakan kamus bagaimana menurutmu?</i>
<i>S</i>	<i>Bagus mas, bisa membuat saya cepet memahami bacaan</i>
(Appendix 2, page 160)	

The last activity was the researcher gave the individual exercises. The text was completed by 10 questions to train the students to be able to master the reading comprehension skills. After they finished the exercises, their works were submitted to the researcher. Few minutes before the time was up he summarized and he made conclusion about the second meeting in Cycle 2. He gave a lot of thank and said good bye.

c. Sixth Meeting

The third meeting of Cycle 2 discussed the recount text entitled “My Experience in Japan”. The researcher opened the meeting by giving greeting and checking the students’ attendance list. The actions were almost the same with the third meeting in the cycle 1. The researcher showed the students some pictures related to the recount text used in the meeting. The researcher gave the explanation about the recount text. It was used to remind them to the previous recount texts in Cycle 1. The explanation was about the purpose of the recount text, the language features, and the generic structure of recount texts. There were some students remembered the information about the recount text. But most students forgot the notion about the recount text.

Pelajaran diawali dengan penjelasan materi yang akan disampaikan oleh peneliti. “baik adik adik semuanya, materi pada hari ini adalah tentang recount texts, mungkin masih ada yang ingat materi ini sudah pernah dibahas pada pertemuan sebelumnya”.

(Appendix 1, page 138)

The activity to activate the students’ prior knowledge and making predictions were always done in each meeting.

Pertama tama peneliti menampilkan dan menuliskan judul bacaan recount text “My Experience in Japan”. Semua siswa diberikan perintah untuk mengartikan judul tersebut. “Ok..sekarang, coba apa arti dari judul bacaan diatas?”. Ada beberapa siswa yang menjawabnya dengan benar. Dan siswa yang lain langsung membuka kamus yang telah dibawanya. Siswa terlihat sudah mulai terbiasa mencari kosa kata yang mereka tidak tahu artinya

(Appendix 1, page 138)

The researcher then emphasized the activity to make the students improved their vocabulary mastery. He used the dictionary more intensively to comprehend the recount text in this meeting.

Setelah siswa selesai menulis prediksi, peneliti membagi kepada semua siswa bacaan recount dan lembar jawabnya. Kemudian peneliti menerangkan materi recount text secara penuh kepada siswa.

Teknik reading aloud secara bergantian dan mengartikan bacaan bersama sama juga diterapkan peneliti pada pertemuan keenam. Siswa dibantu oleh peneliti mencari kosa kata menggunakan kamus. Proses ini membuat siswa lebih aktif dalam

memahami isi bacaan. Siswa terlihat berusaha memahami isi bacaan dengan mengajukan pertanyaan kosa kata pada peneliti

(Appendix 1, page 138)

The students wrote all their prediction based on the text. The researcher gave the handouts of the recount text “My Experience in Japan”. He implemented the reading aloud strategy for the sixth meeting, the students read section by section and they were trained to comprehend the recount text. The researcher gave instruction for the students to find some unfamiliar words in the texts to be translated into Indonesian. Most students found difficult to find some words in past tenses form.

<i>P</i>	<i>Menurut ibu cara saya dalam meningkatkan penguasaan kosa kata siswa melalui penggunaan kamus dalam tiap membaca bagaimana bu?</i>
<i>S</i>	<i>Bagus mas, itu membuat siswa aktif dan mau berusaha mencari apa yang mereka butuhkan dalam bacaan. Efeknya sangat bagus untuk siswa, mereka akan dapat mengingat kata Inggris itu lebih lama mas</i>

(Appendix 2, page 160)

The researcher gave explanation about the recount text. He explained about the generic structure of recount text, the purpose of the text, and also the language features of the text. The next activity was the researcher together with the students confirming the students’ prediction. In third meeting of Cycle 2 the students were able to make prediction well, they could write various possibilities toward the content of the text.

Kemudian siswa menulis apa yang mereka sudah prediksi dan bayangkan terkait bacaan. Siswa menuangkan ide dan prediksi mereka di papan tulis secara bergantian. Semua siswa memperhatikan teman teman mereka yang sedang menulis di papan tulis. Dan banyak dari prediksi siswa yang membuat teman temanya tertawa lepas, kelas menjadi lebih ceria. Siswa terlihat sudah bisa menuangkan apa yang mereka pikirkan dengan lebih lancar.

(Appendix 1, page 138)

The students were instructed to do the reading comprehension exercises of recount text “My Experience in Japan”. The time allocation for the task was about 20 minutes. The students submitted their works after they finished the exercises.

The last activity was the researcher shared the conclusion of the recount text as the material in the meeting. He also gave a chance for the students to ask some questions about the materials. He closed the meeting and said goodbye.

3. Reflection

The reflection of Cycle 2 was made based on the interview transcripts, the observations and the scores of the students’ works. From the actions of Cycle 2, the researcher concluded that some problems existed in Cycle 1 could be handled by the use of new strategies in teaching. The students had some improvements on their reading comprehension skills. The detail of the reflection was presented as follows.

The first reflection was about the use of the authentic texts. The use of the authentic texts to improve the students’ reading comprehension was categorized successful. First of all, the authentic texts promoted the students to know a lot of new

English words. It meant that the students' vocabulary mastery improved through the use of the authentic texts. Second, the use of the authentic texts could attract the students' attention to read. The authentic texts served a lot of interesting topics to be used for the students. Third, they also improved the students' motivation to read. The following findings could be used to strengthen the statements above.

<i>P</i>	<i>Penggunaan media authentic texts dalam mengajar bagaimana bu?</i>
<i>GI</i>	<i>Saya kira sudah lumayan variatif mas, bisa membuat siswa antusias untuk mengikuti kegiatan membaca. Topiknya bagus, jadi banyak siswa jadi ingin tahu dan membacanya tanpa harus disuruh saya kira.</i>
<i>P</i>	<i>Apakah penggunaan media authentic texts juga dapat meningkatkan vocabulary bu?</i>
<i>GI</i>	<i>mmm..ya tentu mas, banyak kata bahasa Inggris yang mungkin jarang mereka temui di LKS atau buku paket. Yah ini pengalaman baru untuk mereka.</i>
<i>(Appendix 2, page 161)</i>	

<i>P</i>	<i>Bagaimana pengalaman membaca menggunakan media Authentic texts dek?</i>
<i>S</i>	<i>Menyenangkan mas, dapat hal baru. bu guru gak pernah pakai yang seperti ini si</i>
<i>P</i>	<i>Dari media Authentic texts yang dipakai hal yang membuat kamu suka apanya?</i>
<i>S</i>	<i>Topiknya beragam terus banyak yang menarik untuk dibaca.</i>
<i>P</i>	<i>Ohh gitu. Terus kamu juga mendapat banyak kosa kata baru dari bacaan itu gak?</i>
<i>S</i>	<i>Iya, banyak yang bisa saya dapat dari tiap bacaan mas</i>
<i>P</i>	<i>Tapi sering lupa gak?</i>
<i>S</i>	<i>Sering mas hehe</i>
<i>(Appendix 2, page 159)</i>	

<i>P</i>	<i>Kosa kata Inggris kamu bertambah tidak setelah membaca banyak teks dek?</i>
<i>S</i>	<i>Nambah dikit mas, agak susah ngapalin kata kata baru</i>
<i>P</i>	<i>Kenapa memangnya?</i>
<i>S</i>	<i>Ya kalau dah apal nanti juga langsung ilang lagi kalau gak pernah dipake.</i>
<i>(Appendix 2, page 158)</i>	

<i>Pertama tama peneliti menampilkan dan menuliskan judul bacaan recount text “My Experience in Japan”. Semua siswa diberikan perintah untuk mengartikan judul tersebut. “Ok..sekarang, coba apa arti dari judul bacaan diatas?”. Ada beberapa siswa yang menjawabnya dengan benar. Dan siswa yang lain langsung membuka kamus yang telah dibawanya. Siswa terlihat sudah mulai terbiasa mencari kosa kata yang mereka tidak tahu artinya</i>	
<i>(Appendix 1, page 138)</i>	

From those interview transcripts and field notes above it could be concluded that the use of the authentic texts as the media for reading gave much beneficial for both students and English teachers. The implementation of the authentic texts in Cycle 2 was successful to support the improvement of the students' reading comprehension skills.

The second reflection was about the implementation of the Directed Reading Thinking Activity (DRTA) to support the use of the authentic texts. It was successful to improve the students' reading comprehension skills. First, through the use of the (DRTA) the students became more actively in reading. They knew how to activate their prior knowledge before reading, they knew how to predict the content of text

before reading, and they could summarize the text. The reading strategies promoted different ways to teach the microskills of reading for the students. Second, through the strategies the students were able to share their ideas to the other students. Third, the strategies could decrease the students' boredom in reading.

Below were the interview transcripts and the observations from the reflection above.

<i>P</i>	<i>Mengenai strategi yang saya pakai di tiap pertemuan effective tidak menurut ibu?</i>
<i>GI</i>	<i>Menurut ibu sih bagus sekali mas, jadi memang harus menggunakan banyak cara untuk melatih siswa agar dapat membaca dengan strategy yang benar. Kemampuan membaca mereka juga meningkat kalau saya lihat. Terus siswa juga menjadi tidak bosan dengan kegiatan membaca.</i>
<i>(Appendix 2, page 161)</i>	

<i>P</i>	<i>Kalau tentang kegiatan membuat prediksi, membaca nyaring terus menggunakan kamus bagaimana menurutmu?</i>
<i>S</i>	<i>Bagus mas, bisa membuat saya cepet memahami bacaan</i>
<i>(Appendix 2, page 160)</i>	

<i>P</i>	<i>Terus kamu tertarik dengan kegiatan yang saya lakukan tidak?</i>
<i>S</i>	<i>Lumayan mas. banyak yang menarik si</i>
<i>P</i>	<i>Apa itu?</i>
<i>S</i>	<i>Pakai gambar terus diskusi tanya jawab tentang bacaan yang sedang di baca, ada kegiatan membaca bersama sama juga</i>
	<i>Kamu suka kegiatan seperti itu ya. kamu sudah bisa mempraktikan kemampuan membaca apa saja dek?</i>
<i>P</i>	
<i>S</i>	<i>Apa ya, ohh membuat prediksi, terus mencari detail dalam bacaan, mencari</i>

	<i>topic bacaan itu seingat saya</i> (Appendix 2, page 158)
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<i>Peneliti kemudian menampilkan gambar/foto berkaitan dengan bacaan “my experience in Japan”. Peneliti mengajak siswa untuk dapat membayangkan situasi yang dialami oleh penulis melalui gambar dan judul yang terkait. Siswa terlihat antusias dengan kegiatan membuat prediksi berdasarkan judul dan gambar yang ditampilkan peneliti. Sesekali siswa tertawa karna mendengar pendapat teman lain tentang bacaan tersebut.</i> <i>Kemudian siswa menulis apa yang mereka sudah prediksi dan bayangkan terkait bacaan. Siswa menuangkan ide dan prediksi mereka di papan tulis secara bergantian. Semua siswa memperhatikan teman teman mereka yang sedang menulis di papan tulis. Dan banyak dari prediksi siswa yang membuat teman temanya tertawa lepas, kelas menjadi lebih ceria. Siswa terlihat sudah bisa menuangkan apa yang mereka pikirkan dengan lebih lancar.</i> (Appendix 1, page 138)

From the interviews and the observations of the Directed Reading Thinking Activity (DRTA) above, it could be concluded that the action was successful.

The third reflection was the implementation of the Reading Aloud activities. The implementation of the Reading Aloud activity was aimed to answer the problems in Cycle 1. It was used to engage the students to be able to participate actively in the reading processes. It was also used by the researcher to avoid the boredom in reading processes. The process of the Reading Aloud was done successful in Cycle 2. The students could actively take part in the activity. Most students enjoyed the process of

pronouncing a lot of words. The class also could be controlled easily by the researcher, most students were easily following the researcher' instruction.

<i>P</i>	<i>Menurut kamu kegiatan Reading Aloud yang sudah kita praktikan penting apa tidak?</i>
<i>S</i>	<i>Penting lah. Kan siswa juga harus tahu cara pengucapan yang benarnya mas.</i>
<i>P</i>	<i>Ok.berarti kamu senang dengan kegiatan reading aloud kemarin ya?</i>
<i>S</i>	<i>Suka. jadi bersemangat lah pokonya hehe</i>

(Appendix 2, page 140)

The last reflection was about the use of dictionary for reading proses. The use of dictionary in Cycle 2 was firstly caused by the problem that the students were not familiarly to use it. The students always asked the researcher and English teacher the meaning of English words into Indonesian. The result of the action was successful to make the students became familiarly to find words in dictionary. They knew the beneficial of the use of dictionary in reading processes.

<i>P</i>	<i>Apakah cara saya dalam meningkatkan kemampuan siswa menguasai kosa kata sudah benar bu?</i>
<i>GI</i>	<i>Dari pengamatan saya si itu effective mas. Siswa anda dengan senang hati melakukan instruksi untuk membuka kamus ketika menemui kata yang susah tersebut secara bersama sama. Bagus mas, itu membuat siswa aktif dan mau berusaha mencari apa yang mereka butuhkan dalam bacaan. Efeknya sangat bagus untuk siswa, mereka akan dapat mengingat kata Inggris itu lebih lama mas.</i>

(Appendix 2, page 161)

The following were the result of the quantitative data gathered from the whole actions in Cycle 2. The detail of the data could be seen below

The score of the first meeting of the Cycle 2

Test	Mean	Standard Deviation	Frequency
Advertisement texts	88	4.08	25

The score of the second meeting of the Cycle 2

Test	Mean	Standard Deviation	Frequency
Descriptive texts	86.2	6.65	25

The score of the third meeting of the Cycle 2

Test	Mean	Standard Deviation	Frequency
Recount texts	85.2	10.45	25

The researcher made a summary of Cycle 2. The researcher found some results related to the successful and unsuccessful actions in the implementation of Cycle 2. The result of the successful and unsuccessful action would be presented below.

There were improvements showed by the students in Cycle 2. All the improvements were categorized into the successful actions:

- (1) Most students could participate in the reading processes. The use of the Reading Aloud activity improved their participation in reading.
- (2) The students' vocabulary master was improved. They were familiarly to use dictionary to comprehend the texts.

- (3) The students' reading skills were improved. They used the reading strategies to comprehend the texts.
- (4) The situation during the reading processes was controllable.
- (5) The students' motivation in reading was improved.
- (6) The students could comprehend the texts correctly.

The following presentation was the result of the unsuccessful actions in Cycle 2.

Below was the unsuccessful action found in Cycle 2:

- (1) Some students still made noises in the class during the reading processes.
- Some students also still cheat other students' works.

D. General Finding and Discussion

This sub chapter consists of the result of qualitative data and quantitative data. The qualitative data were taken from the result of the observation and the interviews in two cycles of the study. The second data was quantitative data. The data were in the form of scores that would be arranged into some table of scores. The findings of the study would be presented as follows:

1. Cycle 1

- a. The students' vocabulary mastery was improved. Although they still found difficult to use past tenses words.
- b. The students were able to use reading strategies to comprehend the texts. At least they know how to use some skills in reading for instance activating background knowledge, making prediction, looking for topic, scanning, looking for details and summarizing.

- c. The students were active in the process of reading. They started to use dictionary for reading.
- d. The students could comprehend the texts faster than usually.
- e. The students were more enthusiastic in reading. The use of the authentic texts improved the students' motivation to read.
- f. The classroom management was categorized unsuccessful. Some students still made noises in the class during the reading processes.
- g. The time management was categorized unsuccessful in Cycle 1. Some task considered took too much for the students' activity, it lead the students to the boredom in reading.
- h. The students did not familiarly use dictionary for reading.

2. Cycle 2

- a. Most students could participate in the reading processes. The use of the Reading Aloud activity improved their participation in reading.
- b. The students' vocabulary master was improved. They were familiarly to use dictionary to comprehend the texts.
- c. The students' reading comprehension skills were improved. They used the reading strategies to comprehend the texts.
- d. The situation during the reading processes was controllable.
- e. The students' motivation in reading was improved.
- f. The students could comprehend the texts correctly.

g. Some students still made noises in the class during the reading processes.

Some students also still cheat other students' works.

The improvements of the students' reading comprehension skills by the use of the authentic texts are described as follows.

The Result of the Whole Actions in the Study

Preliminary Condition	Cycle 1	Cycle 2
The students had low reading comprehension skills.	The students could use minimally three reading comprehension skills.	The students could use the reading comprehension skills faster day by day.
The students did not participate in the reading process. they were passive in the reading process	Some students participated in the reading processes.	Most students participated in the reading processes.
The students were not motivated to read.	Some students were motivated to read the text and they enjoyed the text.	Most students were motivated to read the text and they enjoyed the text.
The students were not able to share their ideas to the other.	The students started to practice sharing their ideas to discuss the reading text.	The students were fluently able to share ideas and discuss the reading text.
The activities for reading were monotonous.	The activities were varied	The activities were varied
Many students were	Some students were able	The students could handle

difficult to comprehend the text.	to handle the reading comprehension tests with few mistakes.	the reading comprehension tests successfully in each meeting.
The students had low vocabulary mastery.	Some students were able to increase their vocabulary mastery.	Many students were able to increase their vocabulary mastery.
The materials for the reading comprehension were limited.	The use of the authentic texts gave variation of the materials for reading.	The authentic texts could provide a lot of materials for reading.
Most students did not use dictionary.	Some students used the dictionary to find unfamiliar words.	All students were familiarly to use the dictionary to find unfamiliar words.

The second data were the quantitative data. They were taken from the tasks in every meeting of Cycle 1 and Cycle 2. They were also taken from the pre-test scores and the post-test scores. The students showed their improvement in their reading comprehension skills. For the detail information, it could be seen from the result of the quantitative data below.

The Result of the Short Functional Texts

Short Functional Text	Cycle 1	Cycle 2
Mean score	86.25	88
Standard Deviation	3.96	4.08

Frequency	25	25
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The Result of the Descriptive Texts

Descriptive Texts	Cycle 1	Cycle 2
Mean score	83.54	86.2
Standard Deviation	10.26	6.65
Frequency	25	25

The Result of the Recount Texts

Recount Texts	Cycle 1	Cycle 2
Mean score	83.86	85.2
Standard Deviation	12.14	10.45
Frequency	25	25

The Result of Pre-Test and Post-Test

Test	Pre-Test	Post-Test
Mean score	46.9	58.5
Standard Deviation	10.34	12.60
Frequency	25	25

The tables of scores above showed that there were improvements from the students' scores in each meeting. The improvements of the scores were also showed by the pre-test scores compared from the post-test scores.

There were three text types in the study they were functional texts, descriptive texts, and recount texts. The reading comprehension scores for the functional texts were increased. The mean score in Cycle 1 was 86.25 and in Cycle 2 was 88. The table score of the Descriptive texts also showed improvements Cycle 1 was 83.54 to 86.2 in the Cycle 2. The last was the recount texts scores, The mean score in Cycle 1 was 83.86 became 85.2 in Cycle 2. The result of the students' reading scores improvements for the pre-test and post-test would be analyzed by the use of t-test.

The researcher used the t-test analysis to know that the results were significantly increased. The t-test used the students' scores to calculate the probability value (p value). The result was p value 0.00. It meant that the result of the test was lower than the significant level ($0.00 < 0.05$). The result of the t-test showed significant differences between the scores of the pre-test and the post-test. Thus, it could be concluded that the use of the authentic texts could improve the students' reading comprehension skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the finding of the study, it was found some improvements from the students' reading comprehension skills. The study is categorized successful based on the result of the findings. The implementation of the authentic texts for reading gives benefits to help the students to improve their reading ability. The improvements are showed by the result from the pre-test and post-test scores and also their attitude toward the learning processes of reading. The following are the details from the process of the improvements of the students' reading comprehension skills.

The first, the authentic texts are believed to give the students motivation to read. The authentic texts provided a lot of texts with the interesting topics inside them. The interesting topics stimulated the students to be sincerely participating to the reading process. The students wanted to read without any insist from the teacher, they were courage to read the texts. This positive condition gave much advantage for the teacher to give instructions for the students to extract the message from the texts.

The second, the authentic texts could improve the students' vocabulary mastery. The authentic texts gave much exposure for the students to the new vocabulary items. The new vocabulary items in the texts then were analyzed together to come to the understanding. The students used the dictionary in every meeting in the study in order

to practice how to translate English texts. This way the students became the active learners in reading. As the result, the students can extract the message from the texts faster than usual.

The third, the implementation of the authentic texts were successful to promote the students to be participated in the teaching-learning process of reading. The process of implementing the authentic texts in the study was helped by some supporting activities to seize a certain goals in reading. The activities were practicing the reading strategies, practicing reading aloud, and using the dictionary.

The reading strategies that applied in the study were aimed for the students to achieve the microskills of reading. The researcher then applied the Directed Reading Thinking Activity (DRTA) to make the reading class more fun and meaningful. The use of the authentic texts was also supported by the reading aloud activity. It was aimed to control the classroom situation during the reading. The last activity, the researcher led the students to be intensively use the dictionary to solve every problems happened in reading. They were all successful to support the use of the authentic texts as the media in teaching reading in the study. Day by day, the students enjoyed the reading process. They could solve the comprehension tasks correctly and even faster. The reading class was not boring anymore. And the students' reading comprehension skills was improved.

B. Implications

The implementation of the authentic texts gave positive effects on the students' reading comprehension skills. It was because the use of the authentic texts gave some

benefits for the students. First, the use of the authentic texts could grow the students' motivation in reading. They served a lot of interesting topics based on the students' need. Second, they could improve the students' vocabulary mastery. Third, they were media for teaching that applicable and easy to use by everyone. The positive effect was it could decrease the number of English teachers that only use (LKS and the hand book) for their teaching. The use of the authentic texts is supposed to be applied for the teaching reading in junior high school immediately.

C. Suggestions

The researcher proposes some suggestions for the English teachers, the students, and other researchers. The suggestions can be seen from the following statements.

1. For the English Teachers

The use of authentic texts is effective to improve the students' reading comprehension skills. In reference to the result of the study, it can motivate the students to read. And it can make the students more active in the process of reading. The English teachers can use the authentic texts for teaching in different English skills.

2. For the Students

The reading strategy skills can be used by the students to help them to comprehend any texts for different purposes. The students can improve their reading skills by reading a lot of texts and read every day.

3. For Other Researchers

The study only deals with a little part of problems occurred in the reading comprehension processes. This study may help them by giving references before they conduct the same study in reading skills.

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APPENDICES

Appendix 1

Field Notes

FIELD NOTES

No : FN. 01
 Hari/ Tanggal : Sabtu, 1 September 2012
 Jam : 08.00
 Kegiatan : Meminta ijin observasi
 Tempat : Ruang Kepala Sekolah
 Responden : Bapak Kepala Sekolah SMP Muhammadiyah Kertek Wonosobo

Peneliti datang ke SMP Muhammadiyah Kertek Wonosobo dalam rangka meminta ijin observasi penelitian sebagai syarat tugas akhir skripsi.

1. Sesampainya di sekolah, peneliti kemudian meminta ijin untuk menemui kepala sekolah SMP Muhammadiyah Kertek.
2. Setelah beberapa saat menunggu kepala sekolah di ruang penerima tamu, kemudian pak Zubaidi Mustofa menemui peneliti.
3. Peneliti berjabat tangan dan memberikan salam kepada kepala sekolah. Peneliti kemudian mengutarakan tujuan dan maksud kedatangannya ke sekolah tersebut. Peneliti memberikan pengertian tentang kegiatan yang sedang dilakukan di kampus dan meminta izin observasi mengenai proses pembelajaran membaca (reading) yang diterapkan oleh guru bahasa Inggris di SMP Muhammadiyah Kertek Wonosobo.
4. Kepala sekolah menyambut baik niat dari kegiatan yang akan diadakan. Beliau memberikan sedikit informasi bahwa sebenarnya beliau pribadi sangat senang apabila sekolah tersebut bisa digunakan sebagai tempat penelitian mahasiswa karna secara langsung maupun tidak langsung bisa meningkatkan kualitas pembelajaran untuk para siswanya.
5. Kepala sekolah memberikan informasi tentang keadaan SMP, dia memberi informasi tentang siswa, guru dan fasilitas yang dimiliki sekolah untuk proses belajar mengajar khususnya Bahasa Inggris.
6. Kepala sekolah kemudian menyarankan peneliti untuk bertemu Bu Arti Murdawati, selaku guru bahasa Inggris kelas VIII untuk mendapatkan informasi yang lebih lengkap mengenai proses pelaksanaan kegiatan.
7. Peneliti mengucapkan banyak terimakasih telah dimudahkan dalam pelaksanaan observasi yang akan dilaksanakan. Setelah selesai kemudian meminta ijin pamit untuk menemui guru bahasa Inggris, peneliti mengucapkan salam.

FIELD NOTES

No : FN. 02
 Hari/ Tanggal : Sabtu, 1 September 2012
 Jam : 09.15
 Kegiatan : Meminta ijin observasi
 Tempat : Ruang guru
 Responden : Guru bahasa Inggris kelas VIII (delapan)

Peneliti menunggu jam pelajaran bahasa Inggris kelas VIII hingga waktu istirahat pertama selesai untuk menemui guru bahasa Inggris (Bu. Arti Murdawati) di ruang tunggu tamu.

1. Setelah jam pelajaran selesai Bu Arti kembali ke ruang guru untuk istirahat.
2. Peneliti kemudian menemui bu Arti Murdawati setelah sebelumnya diberikan ijin oleh kepala sekolah. Peneliti memberikan salam kepada guru bahasa inggris.
3. Peneliti kemudian menyampaikan keperluannya bertemu dan datang ke sekolahan. Peneliti dan guru bahasa inggris berbincang bincang tentang proses belajar mengajar Bahasa Inggris di sekolah tersebut.
4. Guru bahasa inggris bertanya tentang pokok bahasan yang sedang dibuat skripsi oleh peneliti. Peneliti memberikan informasi bahwa yang menjadi bahasan adalah tentang kemampuan membaca siswa.
5. Peneliti kemudian bertanya tentang kesulitan yang dihadapi siswa dalam memahami pelajaran bahasa Inggris di kelas VIII pada khususnya. Dan bu Arti menjawab bahwa kemampuan penguasaan kosa kata siswa sangat sedikit sehingga mereka kesusahan dalam mengerjakan tes. Siswa juga kesusahan dalam memahami teks bahasa Inggris.
6. Setelah sesi tanya jawab sudah dirasa cukup dan Bu arti juga akan masuk ke kelas kembali, peneliti selanjutnya berdiskusi tentang kelas mana yang akan dipilih untuk diobservasi dan digunakan sebagai tempat penelitian. Dan kelas VIII B menjadi tempat yang disepakati oleh guru dan peneliti.
7. Terakhir Peneliti membuat janji dengan guru Bahasa Inggris untuk dapat melakukan observasi dengan ikut melihat kegiatan siswa di dalam kelas pada saat jam pelajaran bahasa Inggris.

FIELD NOTES

No : FN. 03
 Hari/ Tanggal : Senin, 3 September 2012
 Jam : 07.30
 Kegiatan : Observasi 1
 Tempat : Ruang guru dan ruang kelas VIII B
 Responden :

Pagi itu peneliti datang menemui ibu Arti Murdawati pada hari dan tanggal yang sudah dijanjikan sebelumnya. Pada waktu itu bertepatan dengan adanya kegiatan rutin hari Senin yaitu upacara bendera, peneliti menunggu sampai upacara selesai. Setelah upacara selesai peneliti menemui guru bhasa Inggris. Dia mengajukan pertanyaan tentang materi yang akan disampaikan hari tersebut. Kemudian Peneliti mengikuti guru masuk di kelas VIII B untuk memulai mengamati semua aspek dalam proses belajar mengajar bahasa Inggris.

1. Guru bersama peneliti memasuki ruang kelas VIII B, banyak siswa terlihat kebingungan dengan kedatangan peneliti di ruang kelas mereka.
2. Bu Arti mempersilahkan siswa untuk berdoa bersama sebelum pelajaran dimulai. Guru kemudian mengucapkan salam "*good morning*" kemudian siswa menjawab salam bersama sama dengan keras kemudian bu Arti melihat daftar hadir siswa dan memanggil siswa satu persatu.
3. Guru kemudian memperkenalkan peneliti kepada siswa VIII B, beliau memberikan sedikit informasi kepada siswa tentang peneliti dan kegiatan yang sedang berlangsung di kelas tersebut. Guru memberikan perintah untuk bertingkah laku seperti pada saat tidak ada peneliti di kelas tersebut.
4. Pertama kali mengawali pelajaran, guru menanyakan kepada siswa pelajaran pada pertemuan sebelumnya tentang *descriptive texts*. Sebagian siswa diam saat ditanya, tetapi ada sebagian siswa perempuan yang masih ingat dan berusaha menjawabnya.
5. Kemudian guru mulai memberi perintah kepada siswa dengan Bahasa Inggris "*Open your book page 20!*". Kemudian siswa diberikan contoh *texts descriptive* yang lain untuk dibahas.
6. Guru memberikan materi tentang *texts descriptive* pada halaman tersebut. Banyak siswa pada saat itu tidak mendengarkan penjelasan guru karna berbicara dengan teman sebangku.
7. Siswa diberikan tugas untuk membaca teks tersebut. Beberapa siswa secara bergiliran ditunjuk untuk membacakan teks dengan keras dan siswa yang lainnya menyimak.
8. Terdengar banyak sekali kesalahan dalam mengucapkan beberapa kata bahasa Inggris dalam bacaan tersebut. Lalu kemudian guru memberikan contoh bagaimana cara membaca kata yang sulit bagi siswa.

9. Materi pada saat itu adalah giving direction. Guru pada pertemuan tersebut menggambarkan penunjuk jalan di papan tulis beserta kata berupa bahasa inggris disampingnya. Sepeti contoh gambar tanda belok kiri dan disebelahnya ada kata turn left, gambar lurus diberi kata go ahead, dan ada pula segaian kata bahasa Inggris yang diartikan bersama siswa dengan cara bertanya jawab.
10. Keadaan kelas menjadi gaduh. Sebagian siswa mulai mengobrol dengan teman saat diberikan waktu untuk mengartikan teks tersebut. Guru memberi teguran kepada siswa yang membuat gaduh untuk segera mengerjakan lagi.
11. Kesempatan diberikan bagi siswa untuk bertanya dalam mengartikan dan menjawab pertanyaan yang ada di buku paket.
12. Banyak pertanyaan siswa adalah tentang arti dari kata Bahasa Inggris yang mereka belum tahu, para siswa pada saat itu sebenarnya sudah dibekali dengan kamus yang dipinjami oleh perpustakaan sekolah.
13. Kemudian guru mempersilahkan sekali lagi untuk melihat arti kata dalam kamus yang mereka bawa. Setelah sebagian siswa menemukan arti katanya kemudian guru memberikan penjelasan untuk semua siswa di kelas.
14. Beberapa menit berlalu guru bertanya kepada siswa “sudah selesai mengerjakanya?”. Ada sebagian siswa yang menjawab sudah dan sebagian yang lain menjawab hampir selesai.
15. Guru memberitahukan bahwa waktunya hampir selesai untuk mengerjakan dan secepatnya diselesaikan. Keadaan kelas semakin gaduh oleh siswa yang belum selesai mengerjakan.
16. Setelah semua siswa selesai mengerjakan, siswa diperintahkan untuk bersama membacakan terjemahan dari teks deskriptif tersebut. Tidak semua siswa berpartisipasi untuk membaca hasil kerja mereka sendiri. Ada yang memang tidak paham dan ada pula yang cuek dengan proses belajar.
17. Guru kemudian menunjuk beberapa siswa untuk menjawab soal dibawah bacaan. Tidak semua siswa mendapatkan kesempatan membacakan pekerjaanya. Kemudian guru mengoreksi hasilnya secara lisan.
18. Sebelum menutup pelajaran, guru menyimpulkan pelajaran pada hari itu. Guru menutup pelajaran dengan mengucapkan salam dan berdoa bersama.
19. Guru dan peneliti keluar kelas VIII B dan kembali ke ruang guru. Peneliti mengucapkan terima kasih dan mohon pamit untuk meninggalkan sekolah setelah sebelumnya meminta ijin untuk observasi kelas ke 2.

FIELD NOTES

No : FN. 04
 Hari/ Tanggal : Kamis, 6 September 2012
 Jam : 09.30
 Kegiatan : Observasi 2
 Tempat : Ruang guru dan ruang kelas VIII B
 Responden :

Dalam observasi kedua, peneliti menemui guru bahasa Inggris di ruang guru setelah jam istirahat pertama. Pertemuan tersebut peneliti bertanya kepada guru tentang materi yang akan disampaikan guru kepada siswa hari itu. Setelah bel masuk dibunyikan peneliti dan guru bergegas masuk ke ruang kelas VIII B.

1. Sebelum memulai pelajaran seperti biasa guru memberikan salam kepada siswa. Setelah itu guru memeriksa daftar kehadiran siswa.
2. Topik pembelajaran pada hari itu adalah tentang *functional text* berupa *short message*.
3. Guru kemudian memulainya dengan tanya jawab berkaitan dengan *short message*, keadaan kelas menjadi lebih bersemangat karna banyak siswa mengutarakan pendapatnya.
4. Kadang kadang guru berkomunikasi dengan siswa menggunakan bahasa daerah “Bahasa Jawa” untuk memudahkan memberi contoh dari topic pelajaran.
5. Kemudian guru menyuruh siswa membuka LKS “open page 32” kemudian siswa membuka LKS pada halaman tersebut. Disana ada beberapa contoh *short message* yang akan dibahas pada observasi ke 2 ini.
6. Bu arti menerapkan strategy membaca nyaring pada siswa secara bersama sama satu kelas.
7. Kemudian siswa dibimbing untuk bersama sama mengartikan isi dari tiap pesan yang ada di LKS. Dan seperti pada observasi pertama bahwa kebanyakan siswa malas untuk mencari kosa kata baru yang ada dalam bacaan.siswa juga terlihat tidak aktif dalam kegiatan mengartikan bacaan dari guru. Sebagian siswa hanya diam karna tidak tahu artinya.
8. Kemudian pada saat siswa diberikan pertanyaan oleh guru, keadaan kelas yang tadinya gaduh berubah menjadi terasa senyap seketika karna siswa takut untuk ditunjuk dan mengartikan kalimat yang ada dalam bacaan.
9. Setelah melihat keadaan siswanya kesulitan mengartikan, selanjutnya bu arti mendiktekan terjemahan Indonesianya kepada siswa. Sebagian besar siswa mencatat semua perkataan guru bahasa Inggris di LKS sebelah bacaanya atau diatas teks tersebut.

10. Tahap selanjutnya guru Inggris memberikan penjelasan lengkap seputar short message texts. tidak ada siswa bertanya mengenai penjelasan short message texts.
11. Selanjutnya dipersilahkan untuk mengerjakan latihan soal yang berada dibawahnya.
12. Pada saat guru bertanya “apakah ada pertanyaan?” kemudian tidak ada siswa yang menjawabnya. Mereka hanya berbicara pelan dengan teman sebangkunya. Ada seorang siswa pria yang menyeletuk “susah bu!” kemudian guru menjawab “dibagian mana yang susah?” siswa pria menjawab “ya ini bu, soalnya...tidak tahu arti soalnya ke bahasa Indonesia bu, susah”. Kemudian guru memberi contoh mengartikan satu soal dari pertanyaan yang tersedia.
13. Selama mengerjakan siswa terus saja gaduh di dalam kelas dengan beralasan susah dan terlalu banyak. Sebagian besar siswa tidak antusias untuk berusaha mengerti dan mencari tahu atas jawabanya soal tersebut.
14. 20 menit sebelum pelajaran usai, guru menjelaskan dan membahas materi pada hari tersebut tentang short message kepada semua siswa. Beberapa siswa sibuk mencocokkan dengan pekerjaanya dan sebagian lainya memperhatikan penjelasan guru.
15. Guru memberikan rangkuman materi kepada siswa dan memberi kesempatan kepada siswa untuk bertanya. Siswa tidak ada yang bertanya pada akhir pelajaran itu.
16. Bel pergantian jam pelajaran berbunyi dan guru memberi salam penutup. Guru dan peneliti keluar kelas menuju ruang guru. Peneliti kemudian membuat janji dengan guru untuk konsultasi pelaksanaan try out test dan pelaksanaan pre-test. Peneliti mohon izin pamit pulang.

FIELD NOTES

No : FN. 05
 Hari/ Tanggal : Sabtu, 29 September 2012
 Jam : 09.15
 Kegiatan : Konsultasi pelaksanaan try out test dan pre-test
 Tempat : Ruang guru
 Responden : Guru Inggris

Peneliti menemui guru Bahasa Inggris di kantor guru untuk berdiskusi dan berkonsultasi perihal pelaksanaan try out test dan pre-test sebagai tahap awal penelitian. Dan hal ini juga dilaksanakan peneliti dengan mempertimbangkan kenyamanan proses belajar siswa agar tidak terganggu oleh penelitian.

1. Pada hari Sabtu peneliti menemui Bu Arti Murdawati di kantor guru untuk konsultasi pelaksanaan try out tes dan Pre tes untuk siswa.
2. Peneliti memulai perbincangan dengan pokok bahasan materi yang akan diujikan dalam tes yang berupa reading comprehension test. Materi yang dibuat oleh peneliti sebelumnya telah disesuaikan dengan syllabus untuk siswa semester 1 kelas VIII. Peneliti kemudian memberikan draft RPP yang akan di pakai dan juga memberikan draft soal try out test.
3. Guru bahasa Inggris menanggapi dengan positive, dan setuju dengan rancangan kegiatan yang akan dilaksanakan dalam penelitian. Peneliti memberikan informasi mengenai penggunaan (authentic texts) sebagai media mengajar yang dipadukan dengan strategy (directed reading thinking activity) atau DRTA.
4. Peneliti kemudian menjelaskan apa yang ditanyakan oleh guru Bahasa Inggris seputar penerapan media dan strategy tersebut terhadap kemampuan membaca anak.
5. Guru memberikan masukan kepada peneliti untuk menyempurnakan RPP. Dan guru juga memberikan saran untuk menyempurnakan soal *try out test* dengan memberikan contoh bentuk-bentuk soal untuk reading kelas VIII semester I.
6. Peneliti kemudian berdiskusi dengan guru mengenai kapan bisa mulai melaksanakan *try out test*, pre-test dan dapat mulai melaksanakan penelitian yang akan memakan waktu kurang lebih satu bulan.
7. Kemudian setelah beberapa lama berbincang bincang. Peneliti dan guru sudah mendapat kesepakatan mengenai kapan dan bagaimana pelaksanaan kegiatan tersebut. Kegiatan pertama yang diadakan adalah try out test pada tanggal 4 Oktober 2012 dan disusul pengadaan Pre-tes pada tanggal 15 Oktober 2012.
8. Peneliti mengucapkan banyak terimakasih atas bantuan dan dukungan yang sudah diberikan oleh guru Bahasa Inggris dan pihak sekolah. Selanjutnya peneliti pamit untuk pulang.

FIELD NOTES

No : FN. 06
 Hari/ Tanggal : Kamis, 4 Oktober 2012
 Jam : 07.00
 Kegiatan : pelaksanaan Try out test
 Tempat : ruang kelas VIII B
 Responden : siswa kelas VIII

Peneliti masuk kelas bersama guru sesaat setelah bel berbunyi dengan membawa semua instrument yang berkaitan dengan pelaksanaan try out tes untuk siswa. Guru

memberikan informasi kepada siswa bahwa materi pelajaran Bahasa Inggris pada hari kamis tersebut digantikan dengan kegiatan try out test untuk mengukur kemampuan membaca siswa. Dan guru juga memerintahkan untuk serius dalam mengerjakannya.

1. Guru memberikan salam kepada siswa dan memeriksa daftar hadir siswa. Semua siswa terlihat bersemangat pada pagi hari tersebut. Semua siswa masuk pada hari kamis 4 Oktober.
2. Kemudian guru mempersilahkan peneliti untuk dapat langsung memulai pelaksanaan try out test reading.
3. Peneliti berdiri didepan kelas dan memberikan informasi tentang try out test yang akan segera dilaksanakan selama dua jam pelajaran (2x 40 menit).
4. Kemudian peneliti membagikan lembar soal pada tiap tiap siswa beserta lembar jawabannya.
5. Peneliti menjelaskan bahwa terdapat 40 nomer soal yang berupa pilihan ganda. Siswa diminta untuk mengerjakan secara pribadi, tidak boleh mencontek, berdiskusi, dan membuka kamus.
6. Diakhir penjelasan peneliti memberi kesempatan kepada siswa untuk menanyakan hal yang kurang dimengerti berkaitan dengan try out test. Tidak ada siswa yang bertanya dan tes langsung bisa dimulai.
7. Siswa mengerjakan tes dengan tenang dan konsentrasi, namun beberapa siswa membuat gaduh di dalam kelas. Kemudian peneliti memperingatkan siswa tersebut.
8. Waktu kurang 10 menit untuk berakhir, peneliti kemudian bertanya apakah sudah selesai atau belum dan yang sudah selesai boleh dikumpulkan di meja guru. Sebagian siswa menjawab belum dan bergegas untuk menyelesaikannya. Peneliti mengingatkan untuk mengisi kolom nama.
9. Setelah waktu berakhir untuk mengerjakan *try out test*, kemudian peneliti mengumpulkan semua pekerjaan siswa.
10. Peneliti mengucapkan terima kasih kepada siswa pada ahir waktu pelaksanaan tes.
11. Setelah bel pergantian jam berbunyi peneliti dan guru memberi salam penutup dan keluar dari ruang kelas.

FIELD NOTES

No : FN. 07
 Hari/ Tanggal : Senin, 15 Oktober 2012
 Jam : 07.00
 Kegiatan : pelaksanaan Pre-test reading comprehension skill.
 Tempat : Ruang Kelas VIII B
 Responden : siswa kelas VIII B

Setelah hampir sebelas hari berlangsungnya Try out tes, peneliti melanjutkan kegiatannya dalam melaksanakan penelitian di SMP Muhammadiyah kertek dengan menyelenggarakan Pre-test kemampuan membaca siswa. Hasil try out test yang telah dianalisa menunjukkan bahwa instrument test yang digunakan oleh peneliti bisa digunakan untuk menguji kemampuan membaca siswa.

1. Peneliti pada hari senin masuk ke dalam kelas VIII B tanpa ditemani guru karna ada keperluan lain dan tidak dapat datang ke sekolahan.
2. Pertama tama peneliti memberikan salam kepada siswa dan siswa membalas salam dengan semangat. Peneliti memeriksa daftar hadir siswa, semua siswa mengikuti pelajaran pada hari senin.
3. Peneliti kemudian membagikan lembar soal dan lembar jawaban kepada siswa. Peneliti memberika perintah untuk tidak mengerjakan soal terlebih dahulu sebelum peneliti selesai menyampaikan informasi berkaitan dengan Pre-test kemampuan membaca.
4. Peneliti memberi informasi bahwa soal yang digunakan dalam pre-test ada sebagian soal yang telah diperbaiki atau diganti dengan soal baru. Peneliti menjelaskan juga bahwa mayoritas soal adalah sama dan akan digunakan kembali pada saat Post-test diakhir penelitian.
5. Kemudian setelah selesai memberikan informasi peneliti mempersilahkan siswa yang akan bertanya. Seperti biasa tidak ada siswa bertanya mengenai soal soal tes. Setelah semua masalah menjadi jelas peneliti mempersilahkan untuk mulai mengerjakan tes dengan sungguh sungguh.
6. Siswa diberi waktu 2 x 40menit untuk menyelesaikan soal tes yang berjumlah 40 item.
7. Setelah beberapa menit siswa mulai menampilkan kebiasaan mereka ketika dikelas. Sebagian siswa mulai membuat kegaduhan dan berbicara dengan teman sebangku mereka. Peneliti memperingatkan utuk kembali tenang dan mulai mengerjakan tes kembali.
8. Sebagian siswa juga bertanya kepada peneliti mengenai beberapa kata bahasa Inggris yang mereka tidak ketahui. Peneliti pada waktu itu tidak langsung memberikan jawaban kepada siswa tetapi peneliti menggali pemahaman siswa atas bacaan yang sedang mereka baca.

9. Pada sepuluh menit akhir, peneliti memeriksa hasil pekerjaan siswa. Sebagian besar siswa sudah selesai mengerjakan seluruh soal tes.
10. Diakhir waktu beberapa menit sebelum bel berbunyi, peneliti memerintahkan siswa untuk mengumpulkan lembar soal dan lembar jawaban siswa di atas meja guru.
11. Peneliti kemudian menutup pertemuan dengan mengucapkan terima kasih. Dia juga memberikan informasi kepada siswa bahwa untuk satu bulan kedepan, siswa akan belajar bersama peneliti membahas materi kemampuan membaca.
12. Peneliti mengucapkan salam penutup dan kemudian meninggalkan ruang kelas VIII B.

FIELD NOTES

No : FN. 08
 Hari/ Tanggal : Kamis, 1 November 2012
 Jam :
 Kegiatan : Pertemuan 1 mengajar
 Tempat : Ruang Kelas VIII B
 Responden : siswa kelas VIII B

Pertemuan pertama di Cycle 1 peneliti membahas materi membaca dengan teks bacaan berupa functional teks. Peneliti masuk kedalam kelas bersama guru bahasa Inggris untuk memulai tindakan penelitian bersama siswa kelas VIII B.

1. Kegiatan tindakan penelitian yang pertama dilakukan pada jam pertama pelajaran. Setelah bel berbunyi bu guru dan peneliti bergegas masuk kelas VIII B. Pertama-tama guru bahasa Inggris membuka pelajaran dengan memberi salam kepada siswa. Dan seperti biasa pada jam pelajaran pertama diwajibkan untuk berdoa bersama kurang lebih 5 menit. Setelah itu guru memeriksa daftar hadir siswa.
2. Guru memberikan informasi kepada siswa bahwa selama kurang lebih 6 pertemuan pelajaran bahasa Inggris kedepan akan diajar oleh peneliti. Setelah guru menerangkan, dia langsung memberi kesempatan kepada peneliti untuk melaksanakan penelitian pada hari pertamanya di kelas VIII B. Guru mempersilahkan peneliti untuk melaksanakan proses belajar mengajar bahasa Inggris.
3. Kemudian peneliti bergantian dengan guru berdiri di depan siswa. Peneliti memberi salam dan menyapa siswa "good morning everybody?, how are you

today?”. Diikuti pengenalan diri dan tujuan yang akan dicapai dari pelaksanaan penelitian di kelas VIII B.

4. Peneliti menyampaikan materi pada pertemuan 1 tentang short functional texts. Sebagian siswa masih belum mengetahui secara jelas apa yang dimaksud dengan functional texts. Terbukti ketika peneliti bertanya “coba adek-adek berikan saya beberapa contoh dari Functional texts yang sudah kalian ketahui?” banyak siswa hanya diam dan ada siswa yang menjawab “tidak tahu”.
5. Untuk memperjelas apa yang dimaksud functional teks peneliti mengajak siswa berkomunikasi dengan santai. “dek kalian sudah pernah baca peringatan seperti ini belum? (no smoking area), terus sudah pernah membaca undangan pernikahan?” semua siswa menjawab “sudah pernah” kemudian peneliti menerangkan bahwa contoh tersebut adalah functional texts. Dia juga memberi contoh short functional texts yang lebih banyak kepada siswa.
6. Peneliti memanfaatkan fasilitas LCD sebagai media mengajar. Banyak siswa terlihat penasaran dengan materi pertama yang disampaikan peneliti, kebanyakan mereka melihat contoh functional teks yang sedang ditampilkan. kemudian dia menerangkan functional teks secara lebih detail.
7. Selanjutnya peneliti menyampaikan bahwa ada dua functional teks yang digunakan dalam pertemuan pertama. Mereka adalah “invitation teks” dan “short message teks”. Invitation teks digunakan sebagai latihan pertama dan dikerjakan secara bersama-sama oleh siswa dan peneliti. Dan teks yang kedua “short message” digunakan peneliti untuk mengambil nilai pada akhir pertemuan.
8. Selama penjelasan dari peneliti mengenai functional texts, beberapa siswa terus membuat kegaduhan dan membuat suasana kelas menjadi tidak nyaman untuk proses belajar. Peneliti memberikan teguran kepada beberapa siswa laki-laki untuk dapat diam dan kembali memperhatikan pelajaran.
9. Peneliti mulai menerapkan strategi membaca Directed Reading Thinking Activity (DRTA). Siswa pertama kali hanya diberi judul dari bacaan yang telah disediakan beserta gambar gambar yang bersangkutan dengan bacaan. Siswa terlihat diam memperhatikan kegiatan yang akan dimulai oleh peneliti.
10. Peneliti kemudian mengajak siswa berfikir dan membayangkan situasi sesuai dengan judul bacaan dan gambar yang ditampilkan. Peneliti memberi beberapa pertanyaan “coba itu gambar apa dek?”, “apakah kalian sudah pernah membaca dengan seksama?”, “kira kira apa tujuan bacaan tersebut itu dibuat?”.
11. Peneliti mempersilahkan beberapa siswa untuk menuliskan prediksi dan pengetahuan mereka dari judul bacaan dan gambar gambar yang terkait. Para siswa terlihat kebingungan dalam menuliskan prediksi bacaan di papan tulis. Siswa sering kali menoleh ke teman untuk meminta bantuan. Kemudian peneliti memberikan saran untuk menuliskan apa saja yang ada di fikiran

siswa. Para siswa belum pernah melakukan kegiatan membaca seperti ini sebelumnya.

12. Setelah beberapa siswa selesai menuliskan prediksi bacaan di papan tulis. Barulah peneliti membagikan hand out tentang bacaan invitation tersebut kepada semua siswa.
13. Sebagian siswa penasaran dengan judul dan gambar dari bacaan kemudian langsung membacanya. Peneliti memberikan perintah kepada siswa untuk membaca secara bersama sama dilanjutkan mengerjakan latihan soal reading comprehension.
14. Satu persatu prediksi siswa tentang bacaan tersebut dikonfirmasi oleh siswa sendiri dan dibantu peneliti.
15. Dalam mengerjakan soal secara bersama sama siswa terlihat tidak menemui kesulitan. Sebagian siswa dapat mengutarakan pendapat tentang jawaban dari tiap tiap soal. Dan sebagian yang lain terlihat masih malu malu dan sebagian kecil siswa terlihat tidak peduli dengan kegiatan tersebut.
16. Sesi latihan bersama sama telah selesai dan kegiatan yang kedua adalah bacaan “short message/ pesan singkat”. Siswa terlihat senang ketika diberikan bacaan yang kedua beserta lembar jawabnya. Mereka langsung mengerjakan soal ketika sudah mendapat bacaan.
17. Kegiatan yang kedua adalah kegiatan inti yang berfungsi mengukur tingkat pemahaman siswa terhadap materi yang disampaikan oleh peneliti di tiap-tiap pertemuan. Siswa diperbolehkan menggunakan kamus untuk mengartikan kosa kata.
18. Banyak pertanyaan yang diajukan oleh siswa kepada peneliti, kebanyakan pertanyaan tersebut berkaitan dengan masalah kosa kata. Ada beberapa siswa yang sudah memiliki kamus juga mengajukan pertanyaan tentang kosa kata.
19. Peneliti berkeliling melihat pekerjaan siswa dan sesekali memperingatkan siswa yang terus membuat kegaduhan dikelas.
20. Waktu pelajaran menunjukan tinggal beberapa menit untuk berakhir. Peneliti memberi tahu kepada siswa yang belum selesai untuk bergegas menyelesaikan tugasnya.
21. Waktu mengerjakan kemudian habis dan semua siswa diminta untuk mengumpulkan hasil pekerjaan mereka dengan rapi.
22. Disesi yang paling akhir adalah peneliti memberikan kesimpulan materi dan mengulas semua kegiatan di pertemuan pertama. Peneliti juga memberi kesempatan bagi siswa yang ingin bertanya atau belum begitu jelas dengan materi. Ternyata tidak ada satupun siswa bertanya.
23. Peneliti menutup pertemuan pertama pada Cycle 1 dengan salam. Guru bahasa Inggris dan peneliti keluar ruang kelas VIII B untuk menuju ruang guru.

FIELD NOTES

No : FN. 09
 Hari/ Tanggal : Senin, 5 November 2012
 Jam :
 Kegiatan : Pertemuan 2 mengajar
 Tempat : Ruang Kelas VIII B
 Responden : siswa VIII B

Pertemuan 2 Cycle I membahas materi reading tentang Descriptive texts. Penggunaan media Authentic texts sangat membantu peneliti di pertemuan kedua. Peneliti didampingi guru memasuki kelas VIII B setelah bel berbunyi.

1. Pada pertemuan kedua, peneliti langsung diperkenankan oleh guru bahasa Inggris untuk memulai proses belajar mengajar reading. Peneliti membuka pertemuannya dengan memberikan salam kepada siswa. Dilanjutkan dengan memeriksa daftar hadir siswa. Ada seorang siswa tidak hadir dikarenakan sakit.
2. Pada pertemuan mengajar yang kedua peneliti memberikan materi yang berbeda dengan pertemuan yang pertama. Materi kali ini adalah tentang “descriptive texts”. Peneliti memberi siswa dua teks bacaan dengan judul “Facebook” dan “Borobudur: A Wonder Of Indonesian History”.
3. Sebagai percakapan pembuka, peneliti bertanya kepada siswa “siapa diantara kalian yang suka berlibur ke tempat wisata?”, sebagian besar siswa menjawab dengan keras “saya!”. Peneliti bertanya lagi dengan siswa “ kapan terakhir kali kalian pergi berlibur, dan dimana?”. Situasi di kelas menjadi ramai karena banyak siswa menjawab secara bersama sama.
4. Peneliti selanjutnya menerangkan bahwa pertanyaan yang disebutkan diatas berkaitan dengan topic dan materi yang disampaikan pada hari itu. “ adek-adek materi pada hari ini adalah Descriptive text. Coba ada yang tahu tentang descriptive texts?” banyak siswa terdiam malu untuk menjawabnya. Mereka hanya berdiskusi dengan teman sebangkunya.
5. Peneliti menerapkan strategi yang sama seperti dalam pertemuan pertamanya. Dia menampilkan hanya judul bacaan descriptive texts “Facebook” di papan tulis. Siswa terlihat penasaran dengan judul bacaan tersebut.
6. Peneliti kemudian menayangkan gambar-gambar berkaitan dengan jejaring sosial “Facebook” dengan LCD. Selama penayangan gambar berlangsung siswa duduk tenang memperhatikan sesekali siswa mengomentari gambar tersebut.
7. Setelah semua siswa melihat judul dan gambar yang di berikan, peneliti memerintahkan siswa untuk membayangkan apa yang berkaitan dengan judul bacaan tersebut dan mengingat ingat pengalaman mereka ketika bermain “Facebook”. Peneliti berkata “sekarang coba kalian bayangkan apa yang berkaitan dengan bacaan berjudul Facebook”.

8. Peneliti memberikan pertanyaan untuk menstimulasi pengetahuan yang sudah mereka miliki untuk membuat prediksi awal tentang isi bacaan. “Facebook itu apa?, kira kira siapa yang membuatnya?, apa yang bisa kita lakukan dengan Facebook?, kapan Facebook dibuat?”.
9. Kegiatan selanjutnya adalah menuliskan prediksi siswa berdasarkan judul bacaan dan gambar di papan tulis. Tidak semua siswa mendapat kesempatan untuk mengekspresikan pendapatnya.
10. Strategi DRTA di pertemuan yang kedua sudah mulai lancar saat diterapkan di kelas VIII B. Terlihat dari antusiasme siswa untuk berpartisipasi mengutarakan pendapat melalui prediksinya di papan tulis. Sebagian siswa maju kedepan dan menulis di papan tulis tanpa diminta oleh peneliti.
11. Pada saat beberapa siswa selesai menuliskan prediksi di papan tulis. Peneliti kemudian membagikan hand out yang berupa descriptive texts “Facebook” beserta beberapa pertanyaan untuk di analisa bersama sama.
12. Setelah semua siswa mendapat hand out. Sesi ini digunakan oleh peneliti untuk menerangkan apa yang dimaksud dengan descriptive texts. Semua hal yang berkaitan dengan descriptive texts dibahas saat itu. Mulai dari language features, generic structure, tujuan penulisan descriptive texts dan kosa kata yang terkait dengan bacaan.
13. Kondisi kelas menjadi tidak nyaman ketika beberapa siswa bermain dan membuat kegaduhan ketika sesi penyampaian materi sedang berlangsung. Peneliti memberikan peringatan kepada siswa yang membuat kegaduhan.
14. Kegiatan menganalisa bacaan terus berlangsung. Banyak siswa yang mengeluh kesulitan mengartikan bacaan untuk mendapat gagasan pokok dari bacaan. “mas, banyak kata yang susah diartikan”. Peneliti menjawab “sekarang yang memiliki kamus silahkan di cari artinya”. Sebagian kecil siswa sebenarnya memiliki kamus tetapi malas untuk mencari kata didalamnya.
15. Setelah siswa selesai mengerjakan semua pertanyaan pada bacaan pertama. Peneliti dan siswa bersama mengkonfirmasi prediksi siswa pada papan tulis untuk dibandingkan dengan setelah membaca teks secara penuh. Setelah itu peneliti dan siswa juga bersama sama menjawab pertanyaan yang disediakan.
16. Kegiatan selanjutnya adalah siswa diberi latihan bacaan descriptive dengan judul “Borobudur: A Wonder Of Indonesian History” siswa memiliki waktu kurang lebih 20 menit untuk menjawab pertanyaan. Sebagian siswa terlihat serius mengerjakan soal tetapi ada beberapa siswa lain yang membuat gaduh dan mengganggu konsentrasi siswa lain.
17. Peneliti memperingatkan siswa bahwa waktu hampir habis untuk sesi mengerjakan bacaan yang kedua. Sebagian besar siswa sudah selesai mengerjakan, peneliti berkata “bagi siswa yang sudah selesai mengerjakan silahkan hasil pekerjaan kalian dikumpulkan”. Hanya beberapa siswa yang belum selesai mengerjakan bacaan descriptive hari ini.
18. Setelah semua hasil pekerjaan siswa dikumpulkan, peneliti kemudian memberikan kesimpulan pertemuan kedua kepada siswa.

19. Peneliti memberikan kesempatan siswa bertanya. “adek adek ada pertanyaan mengenai hal yang kurang jelas di pertemuan kedua ini?”. Seperti biasa siswa menjawabnya “tidak ada”.
20. Setelah terdengar bel berbunyi peneliti menutup pertemuan kedua dan memberikan salam penutup dan meninggalkan kelas.

FIELD NOTES

No : FN. 10
 Hari/ Tanggal : Jumat, 9 November 2012
 Jam :
 Kegiatan : Pertemuan 3 mengajar
 Tempat : Ruang Kelas VIII B
 Responden : siswa VIII B

Pada pertemuan 3 Cycle I peneliti membahas materi membaca berupa Recount texts. Peneliti menunggu jam pelajaran dimulai di ruang guru sebelum bel masuk berbunyi. Setelah itu peneliti bersama guru masuk kelas dengan semua perlengkapan mengajar yang telah disediakan.

1. Seperti pada saat pertemuan ke dua, guru mempersilahkan peneliti langsung memberikan pelajaran bahasa Inggris kepada siswa. Guru mengambil tempat duduk di kursi belakang sambil mengawasi kegiatan belajar siswanya.
2. Peneliti pertama tama memberikan salam kepada siswa. Kemudian peneliti memberi perintah untuk berdoa bersama. Setelah siswa selesai kegiatan berdoa, peneliti kemudian memeriksa daftar hadir siswa dengan memanggil nama tiap tiap siswa.
3. Peneliti kemudian menerangkan bahwa pada pertemuan ke tiga dikelas tersebut, materi yang akan disampaikan adalah tentang Recount texts. Peneliti juga menambahkan informasi bahwa teks yang akan digunakan tetap berjumlah dua bacaan dengan tema “tell me your experience”. Bacaan yang pertama berjudul “vacation to London” dan bacaan yang kedua berjudul “Jack’s story: My best holiday” yang akan digunakan sebagai penilaian siswa.
4. Peneliti pertama tama memberikan judul bacaan dan gambar gambar terkait melalui tampilan di LCD dan papan tulis yang berjudul “vacation to London”. Peneliti selajutnya bertanya kepada siswa “adek adek apa arti kata dari judul diatas?”, sebagian siswa menjawab dan yang lain terlihat malu-malu untuk menjawabnya.

5. Peneliti kemudian menerangkan arti kata dari judul di papan tulis dan mengaitkan judul bacaan tersebut dengan materi membaca saat itu berupa Recount texts.
6. Kegiatan selanjutnya peneliti memberikan perintah kepada siswa untuk memprediksi dan membayangkan situasi seperti pada judul bacaan tersebut. Peneliti memberikan pertanyaan pembuka “dek, kota London ada di Negara mana?”, “kalau pas berlibur biasanya kalian sendiri atau bersama keluarga?”, “menurutmu bagaimana perasaan orang yang sedang berlibur?”.
7. Setelah semua siswa membayangkan dan memprediksi apa isi bacaan pertama, sebagian siswa diberikan tugas untuk menuliskan prediksi mereka pada papan tulis. Pada pertemuan ke tiga ini siswa terlihat mulai terbiasa dengan kegiatan membuat prediksi dan mengutarakan pendapatnya melalui tulisanya di papan tulis.
8. Beberapa siswa yang tidak mendapat kesempatan menulis prediksinya di papan tulis mulai membuat kegaduhan dan tidak memperhatikan pelajaran. Peneliti kemudian menegur siswa tersebut untuk tidak mengganggu siswa lain yang sedang belajar.
9. Kegiatan selanjutnya peneliti membagikan hand out bacaan tersebut untuk dianalisa bersama sama. Sebagian siswa langsung membacanya tanpa disuruh oleh peneliti dan sebagian yang lain sibuk dengan mengobrol dengan teman sebangku mereka.
10. Peneliti selanjutnya menerangkan bahwa bacaan yang sedang siswa baca adalah contoh dari recount text. Peneliti juga menerangkan semua hal berkaitan dengan recount text selama beberapa menit. Kegiatan dilanjutkan dengan siswa membaca teks dibantu peneliti dalam mengartikan bacaan.
11. Siswa sekaligus mengerjakan latihan soal berupa reading comprehension test pada setiap bacaan yang digunakan. Banyak siswa mengeluh karna kata kerja yang digunakan adalah berbentuk past tenses dan mereka belum menguasainya. Peneliti selanjutnya menerangkan penggunaan past tenses berdasarkan bacaan tersebut.
12. Setelah itu peneliti bersama siswa menjawab latihan soal reading comprehension. Mereka juga diajak untuk mengkonfirmasi prediksi awal sebelum membaca dan sesudah membaca. Sebagian prediksi siswa menyimpang jauh dari bacaan, tetapi secara garis besar siswa mulai dapat mengaktifkan pengetahuan mereka untuk memprediksi bacaan.
13. Peneliti memberikan kesempatan kepada siswa untuk bertanya tentang materi recount texts. Tidak ada siswa yang bertanya tentang materi tersebut.
14. Bacaan yang kedua berjudul “Jack’s story” kemudian langsung dibagikan kepada siswa beserta lembar jawabnya. Siswa dianjurkan membuka kamus untuk mengartikan bacaan dan menjawab soal yang tersedia.
15. Peneliti memberikan waktu selama 20 menit untuk menyelesaikan soal tes reading comprehension yang disediakan.

16. Semua siswa yang sudah menerima bacaan dan lembar jawaban diperbolehkan untuk langsung mengerjakan. Ada beberapa siswa yang terlihat tidak mengerjakan soal dan hanya mencontek hasil pekerjaan teman. Beberapa siswa juga terlihat serius memahami bacaan sambil sesekali membuka kamus.
17. Waktu menunjukan 15 menit sudah berlalu dan peneliti menghimbau untuk segera diselesaikan dan dikumpulkan. Keadaan kelas semakin ramai ketika itu karna banyak siswa sudah selesai mengerjakan soal bacaan. Peneliti kemudian menegur siswa yang ramai untuk tetap menjaga ketenangan kelas. peneliti kemudian memerintah untuk mengumpulkan hasil tes mereka.
18. Semua siswa sudah selesai mengerjakan tes dan mengumpulkan lembar jawabnya pada akhir 20 menit yang dijanjikan peneliti untuk mengerjakan.
19. Di akhir waktu mengajar, peneliti memberikan kesimpulan dari pertemuan ketiga membahas materi Recount texts. Peneliti juga memberikan kesempatan kepada siswa untuk bertanya tentang hal yang belum terlalu jelas dan paham. Dan seperti pertemuan pertama dan kedua tidak ada siswa yang bertanya mengenai materi tersebut.
20. Diakhir pertemuan ketiga peneliti tidak lupa mengucapkan terima kasih atas kerjasama siswa. Diakhiri dengan salam penutup dan kemudian meninggalkan ruang kelas VIII B.

FIELD NOTES

No : FN. 11
 Hari/ Tanggal : Senin, 12 November 2012
 Jam :
 Kegiatan : Pertemuan 4 mengajar
 Tempat : Ruang Kelas VIII B
 Responden : siswa VIII B

Pada pertemuan pertama di Cycle 2 peneliti memberi materi Short Functional texts. Peneliti memfokuskan kegiatan siswa untuk lebih terlibat secara aktif dalam kegiatan membaca. Sehingga semua siswa diharapkan mendapat pengalaman membaca menggunakan media authentic texts. Pelaksanaan pertemuan mengajar ke empat dapat dilihat dalam rincian dibawah ini.

1. Bersama dengan guru Inggris peneliti memasuki kelas. Peneliti dipersilahkan oleh guru Inggris langsung membuka pelajaran pada pagi itu. Peneliti mengucapkan salam dan kemudian dijawab oleh semua siswa.

2. Peneliti mempersiapkan bacaan Functional text yang akan di ajarkan kepada siswa. Peneliti selanjutnya menerangkan kepada siswa bahwa materi pada hari ini adalah tentang bacaan iklan (advertisement). Pengertian dari advertisement juga disinggung dalam awal pertemuan ini.
3. Peneliti selanjutnya memberikan gambar tentang sebuah Negara tujuan wisata. Semua siswa memperhatikan gambar yang ditayangkan kepada mereka.
4. Peneliti kemudian memberikan pertanyaan “kira kira ada di Negara mana tempat tempat wisata seperti ini?” siswa kemudian menjawabnya dengan benar “mesir”. Peneliti juga menanyakan kembali “negara Mesir dalam bahasa Inggris apa coba?”. Ternyata banyak siswa tidak mengetahuinya.
5. Kegiatan selanjutnya peneliti menampilkan judul dari bacaan yang terkait dengan gambar tempat wisata di Mesir. Judulnya “Egypt Tour Packet with Visa” peneliti kemudian memerintahkan siswa untuk mengartikan judul bacaan dengan menggunakan kamus yang telah sebelumnya dipinjam dari perpustakaan.
6. Setelah sebagian besar siswa memahami judul bacaan tersebut, peneliti memberikan instruksi untuk membuat prediksi berdasarkan pengetahuan siswa berkaitan dengan judul bacaanya. “ayo adek adek seperti pada pertemuan sebelumnya, kita membuat prediksi awal dari judul bacaan ini”.
7. Siswa juga dibantu dengan pertanyaan bantuan dari peneliti seperti contoh “kita butuh biaya untuk berwisata atau tidak dek?”,siswa menjawab “butuh lah mas”. Peneliti kembali bertanya “terus kira kira isi dari iklan paket wisata itu berkaitan dengan apa saja?”.
8. Sebagian siswa kemudian diberikan tugas untuk menuliskan prediksi awal mereka berkaitan bacaan di papan tulis. Siswa yang tidak mendapat tugas diinstruksikan untuk tidak membuat kegaduhan untuk memperlanjar proses belajar mengajar.
9. Setelah siswa selesai membuat prediksi awal di papan tulis, kemudian peneliti membagikan teks bacaan tersebut kepada siswa. “silahkan semuanya boleh dilihat dan dibaca teks advertisement nya”. Peneliti memberi waktu kepada siswa untuk membaca dengan tenang. Siswa mematuhi perintah peneliti untuk membaca dalam hati.
10. Peneliti melanjutkan kegiatan dengan cara membaca nyaring (Reading Aloud). Setiap siswa mendapat giliran untuk membacakan beberapa kalimat dalam teks dan semua siswa mengartikan bersama kalimat yang dibaca menggunakan kamus.
11. Banyak sekali siswa membaca dengan tidak benar. Peneliti sesekali memberikan contoh cara membacanya. Peneliti mengajak siswa untuk berlatih menggunakan kamus tiap kali menemui kata yang belum mereka tahu.
12. Setelah proses reading aloud dan memahami bacaan selesai, peneliti memberikan tugas untuk mengerjakan soal-soal reading comprehension di bawah bacaan tersebut. “silahkan dikerjakan soal-soal reading comprehension

dengan sungguh sungguh. Dan yang sudah selesai nanti boleh langsung dikumpulkan.”

13. Peneliti memberi waktu 20 menit untuk siswa mengerjakan soal berjumlah 10 nomer itu. Sering kali ada pertanyaan dari siswa berkait dengan kosa kata Inggris. “mas, bahasa Indonesianya (required) itu apa?”. Peneliti kemudian menawabnya “dek, coba dicari dulu di kamus pasti ada”. Kemudian siswa menuruti untuk membuka kamusnya.
14. Peneiti memonitor kegiatan siswa dengan berkeliling mengecek pekerjaan mereka sebelum waktu yang disediakan selesai. Ada beberapa siswa membuat gaduh saat sesi mengerjakan sedang berlangsung mereka juga sesekali berjalan ke meja teman.
15. Waktu menunjukan 20 menit sudah usai. Dan semua siswa sudah mengumpulkan pekerjaan mereka. Peneliti memberikan kesimpulan mengenai pokok bahasan Functional texts di pertemuan yang keempat.
16. Bel berbunyi dan peneliti mengucapkan terima kasih kepada siswa atas kerja samanya. Peneliti mengucapkan salam penutup dan meninggalkan ruang kelas.

FIELD NOTES

No : FN. 12
 Hari/ Tanggal : Jumat, 16 November 2012
 Jam :
 Kegiatan : Pertemuan 5 mengajar
 Tempat : Ruang Kelas VIII B
 Responden : siswa VIII B

Pertemuan kedua di Cycle 2 peneliti memberi materi tentang Descriptive texts. Tema pada pertemuan ke lima adalah “let’s go somewhere” tema tersebut juga dipakai dalam pertemuan mengajar yang kedua. Peneliti mengkonsultasikan materi bacaan yang akan diajarkan degan guru Inggris sesaat sebelum memasuki kelas VIII B. Pelaksanaan pertemuan mengajar ke lima dapat dilihat dalam rincian dibawah ini.

1. Peneliti berkonsultasi dengan guru Inggris mengenai RPP yang telah dirancang untuk pertemuan ke lima diruang guru SMP.
2. Peneliti dan guru Inggris memasuki kelas setelah bel pelajaran bahasa Inggris berbunyi. Guru Inggris mempersilahkan peneliti langsung menangani

pelajaran. Beliau mengambil tempat duduk pada barisan belakang siswa seperti pada pertemuan sebelumnya.

3. Peneliti memberi salam kepada siswa. Siswa menjawab salam tersebut bersama. Peneliti mempersilahkan berdoa “silahkan ketua kelas untuk memimpin doa”. Siswa berdoa dilanjutkan dengan melafalkan surat pendek alquran selama kurang lebih lima menit sebelum pelajaran dimulai.
4. Setelah kegiatan berdoa selesai, pelajaran diawali dengan berbincang dengan siswa. “siapa yang masih ingat materi descriptive texts pada pertemuan kedua?”. Semua siswa terdiam, mereka malu-malu menjawabnya. Peneliti bertanya “baiklah dek, coba sekarang sebutkan tujuan dari descriptive text?”. Kemudian baru ada siswa menjawab “memberikan informasi dan gambaran sesuai kenyataan mas”. Peneliti “iya benar”.
5. Peneliti menerangkan materi kali ini adalah Descriptive texts. Peneliti mulai dengan memberi siswa gambar gambar berkaitan dengan kota Jogjakarta. Kemudian semua siswa diberi instruksi untuk melihat gambar tersebut. Peneliti “baik, diambil di kota mana foto tersebut?”, siswa menjawab dengan keras dan bersama sama “kota Jogja”.
6. Peneliti menjelaskan bahwa bacaan mereka adalah tentang kota Jogjakarta. Peneliti bertanya “siapa yang pernah liburan ke Jogja?”. Dan hanya sebagian kecil siswa saja yang menjawabnya sudah pernah. Siswa “sering nonton di tv mas”.
7. Peneliti kemudian menuliskan judul bacaannya “Jogja-Travelers Paradise in Java”. Kemudian siswa di perintahkan untuk mengartikanya. “semuanya tolong dibuka kamusnya dan cari apa artinya”. Siswa mulai aktif mencari kata yang mereka tidak tahu. Kemudian suasana menjadi meriah ketika beberapa siswa mengartikan dan diikuti oleh siswa lainnya.
8. Kegiatan selanjutnya adalah siswa diajak bersama sama menuliskan prediksi awal dari bacaan yang belum mereka baca. Beberapa siswa menuangkan pengalaman mereka tentang kota Jogja di papan tulis secara bergantian. Peneliti membantu siswa menungkan pengalamanya dengan cara berbincang sambil meberi pertanyaan pancingan.
9. Setelah itu peneliti membagikan media membaca siswa. Setelah semua siswa memperoleh bacaanya, kemudian peneliti menerangkan pengertian, ciri ciri kebahasaan, tujuan, struktur bacaan dari descriptive text.
10. Selagi peneliti menerangkan banyak siswa membuat kegaduhan dan tidak mendengarkan penjelasan. Situasi kelas mulai terlihat tidak nyaman untuk proses belajar mengajar. Sese kali peneliti menegur dengan halus kepada siswa.
11. Kegiatan dilanjutkan dengan teknik reading aloud secara bergantian oleh siswa. Siswa dibantu oleh peneliti mencari kosa kata dari dalam bacaan. Proses reading aloud dan mengartikan bacaan berlangsung selama beberapa menit hingga beberapa kalimat dalam tiap paragraf dipahami oleh setiap siswa.

12. Siswa terlihat lebih sibuk dan aktif dalam memahami bacaan dan mencari kosa kata. Siswa juga terlihat lebih sering menggunakan kamus setiap menemui kosa kata yang baru di dalam bacaan.
13. Proses belajar selanjutnya adalah siswa mengerjakan soal soal reading comprehension yang berada di bawah bacaan descriptive text tersebut. Siswa diberikan waktu selama 20 menit untuk mengerjakan tes tersebut.
14. Seseekali peneliti memonitor kegiatan siswa dengan berjalan dan member pertanyaan. Masih ada siswa yang menanyakan beberapa kosakata kepada peneliti untuk memahami soalnya. Ada beberapa siswa yang tidak mengerjakan soal tersebut dan hanya mencontek teman sebangkunya. Ketika di Tanya dia menjawab “saya tidak bisa bahasa Inggris mas”.
15. Waktu mengerjakan menunjukkan 5 menit untuk berahir. Peneliti mempersilahkan untuk segera melengkapi jawaban dan mengingatkan untuk mengisi kolom identitas. “bagi siswa yang sudah selesai silahkan bisa dikumpulkan di meja guru”.
16. Peneliti memberikan kesimpulan pada akhir pertemuan setelah semua siswa mengumpulkan hasil pekerjaan.
17. Peneliti juga memberikan sesi tanya jawab kepada siswa mengenai hal yang berkaitan dengan descriptive teks yang mungkin siswa belum pahami. Setelah peneliti melontarkan pertanyaan “mungkin adek adek ada yang mau bertanya tentang hal yang belum dipahami?”, siswa menjawab “tidak ada mas”.
18. 2 X 40 menit waktu untuk pelajaran bahasa Inggris sudah selesai dan bel terdengar. Peneliti mengucapkan terima kasih dan memberikan salam penutup.
19. Peneliti bersama guru Inggris meninggalkan kelas VIII B.

FIELD NOTES

No : FN. 13
 Hari/ Tanggal : Senin, 19 November 2012
 Jam :
 Kegiatan : Pertemuan 6 mengajar
 Tempat : Ruang Kelas VIII B
 Responden : siswa VIII B

Materi bacaan tentang Recount texts adalah materi yang terahir dalam penelitian di SMP Muhammadiyah Kertek. Peneliti memakai tema “Tell me your experience”. Pelaksanaan pertemuan mengajar ke enam dapat dilihat dalam rangkaian peristiwa dibawah ini.

1. Peneliti membuka pelajaran dengan memberi salam kepada siswa.
2. Pelajaran diawali dengan penjelasan materi yang akan disampaikan oleh peneliti. “baik adik adik semuanya, materi pada hari ini adalah tentang recount texts, mungkin masih ada yang ingat materi ini sudah pernah dibahas pada pertemuan sebelumnya”.
3. Peneliti masih menerapkan teknik yang sama untuk mengaktifkan pengetahuan dasar siswa mengenai suatu hal. Peneliti juga terlihat berusaha membuat siswa mampu memprediksi isi bacaan dari judul bacaan sebelum memulai membaca.
4. Pertama tama peneliti menampilkan dan menuliskan judul bacaan recount text “My Experience in Japan”. Semua siswa diberikan perintah untuk mengartikan judul tersebut. “Ok..sekarang, coba apa arti dari judul bacaan diatas?”. Ada beberapa siswa yang menjawabnya dengan benar. Dan siswa yang lain langsung membuka kamus yang telah dibawanya. Siswa terlihat sudah mulai terbiasa mencari kosa kata yang mereka tidak tahu artinya.
5. Peneliti kemudian menampilkan gambar/foto berkaitan dengan bacaan “my experience in Japan”. Peneliti mengajak siswa untuk dapat membayangkan situasi yang dialami oleh penulis melalui gambar dan judul yang terkait. Siswa terlihat antusias dengan kegiatan membuat prediksi berdasarkan judul dan gambar yang ditampilkan peneliti. Sese kali siswa tertawa karna mendengar pendapat teman lain tentang bacaan tersebut.
6. Kemudian siswa menulis apa yang mereka sudah prediksi dan bayangkan terkait bacaan. Siswa menuangkan ide dan prediksi mereka di papan tulis secara bergantian. Semua siswa memperhatikan teman teman mereka yang sedang menulis di papan tulis. Dan banyak dari prediksi siswa yang membuat teman temanya tertawa lepas, kelas menjadi lebih ceria. Siswa terlihat sudah bisa menuangkan apa yang mereka pikirkan dengan lebih lancar.
7. Setelah siswa selesai menulis, peneliti membagi kepada semua siswa bacaan recount dan lembar jawabnya. Kemudian peneliti menerangkan materi recount text secara penuh kepada siswa.
8. Teknik reading aloud secara bergantian dan mengartikan bacaan bersama sama juga diterapkan peneliti pada pertemuan keenam. Siswa dibantu oleh peneliti mencari kosa kata menggunakan kamus. Proses ini membuat siswa lebih aktif dalam memahami isi bacaan. Siswa terlihat berusaha memahami isi bacaan dengan mengajukan pertanyaan kosa kata pada peneliti.
9. Kegiatan selanjutnya adalah mengerjakan soal reading comprehension dari bacaan “my experience in Japan”. Siswa diberikan waktu selama 20 menit untuk mengerjakan soal soal tersebut.
10. Peneliti memonitor kegiatan siswa selama proses mengerjakan soal reading comprehension berlangsung.
11. Beberapa siswa membuat kegaduhan dan mengganggu siswa lainya yang sedang mengerjakan. Ada juga siswa yang sama sekali tidak mengerjakan soal

tersebut dengan alasan tidak bisa bahasa Inggris, siswa tersebut mencontek hasil pekerjaan siswa lain. Peneliti menegur siswa yang membuat kegaduhan karna sudah mengganggu konsentrasi siswa lainnya. “tolong jangan ganggu teman teman kalian yang sedang mengerjakan ya dek...”

12. Ketika waktu mengerjakan hampir selesai tidak lupa peneliti mempersilahkan untuk segera melengkapi jawaban dan melengkapi kolom identitas. “dek, waktunya tinggal tersisa 5 menit silahkan diselesaikan dengan tepat waktu”. Siswa menjawab “iya mas...”
13. Peneliti mempersilahkan siswa yang sudah menyelesaikan pekerjaan untuk mengumpulkan lembar jawabnya di meja guru. Selanjutnya semua siswa bergantian maju kedepan kelas untuk mengumpulkan lembar jawab.
14. Peneliti memberikan kesimpulan pada akhir pertemuan setelah semua siswa mengumpulkan hasil pekerjaan. Peneliti juga memberikan kesempatan siswa bertanya tentang hal yang belum dipahami dalam recount texts. Tidak ada siswa yang bertanya “tidak ada mas...”
15. Peneliti memberi tahu siswa bahwa pertemuan yang keenam ini adalah pertemuan yang terakhir dalam mengajar di kelas. Dan setelah pertemuan ini masih akan ada satu kali pertemuan terakhir yang digunakan untuk Post-test reading comprehension. Peneliti mengucapkan banyak terima kasih kepada siswa untuk kerja samanya dalam memperlanjar praktek mengajar.
16. Peneliti memberi salam penutup.

FIELD NOTES

No : FN. 14
 Hari/ Tanggal : Senin, 26 November 2012
 Jam :
 Kegiatan : pelaksanaan Post-test reading comprehension
 Tempat : Ruang Kelas VIII B
 Responden : siswa VIII B

Pelaksanaan Post-test reading comprehension dapat dilihat dalam rangkaian kejadian dibawah ini.

1. Peneliti masuk kelas VIII B dan memberi salam siswa. Siswa membalas salam dengan semangat. Peneliti memeriksa daftar hadir siswa, semua siswa mengikuti pelajaran tidak ada yang ijin tidak mengikuti pelajaran.
2. Peneliti kembali memberikan informasi bahwa hari ini siswa akan melaksanakan Post-test reading comprehension. Peneliti langsung

membagikan soal dan lembar jawab kepada semua siswa. Peneliti memberikan perintah untuk tidak mengerjakan soal terlebih dahulu sebelum penyampaian informasi berkaitan dengan segala hal tentang Post-test yang akan dilaksanakan.

3. Kemudian peneliti mempersilahkan siswa bertanya apabila ada hal yang belum jelas.
4. Siswa diberi waktu 2 x 40menit untuk menyelesaikan soal tes yang berjumlah 40 butir soal.
5. Peneliti mempersilahkan untuk dapat mengerjakan tes. Peneliti memonitor kegiatan siswa di dalam mengerjakan soal soal.
6. Setelah beberapa menit beberapa siswa bertanya kepada peneliti mengenai kosakata bahasa Inggris yang mereka tidak ketahui. Ada juga siswa yang sibuk berjalan mondar mandir di dalam kelas untuk mencontek. Peneliti kemudian memperingatkan siswa tersebut untuk kembali ketempat duduk semula.
7. Pada sepuluh menit akhir, peneliti bertanya dan memeriksa hasil pekerjaan siswa. Sebagian besar siswa sudah selesai mengerjakan tes dan sebagian kecil siswa masih sibuk melengkapi pekerjaannya.
8. Peneliti kemudian member perintah kepada siswa untuk melengkapi semua pekerjaan dan mengingatkan siswa melengkapi identitas. Peneliti mempersilahkan kepada siswa yang sudah selesai mengerjakan untuk mengumpulkan lembar soal dan lembar jawab di atas meja guru.
9. Setelah semua pekerjaan siswa terkumpul, peneliti mengucapkan terimakasih kepada semua siswa dan mengucapkan pamitan kepada siswa karna kegiatan penelitian di SMP Muhammadiyah Kertek sudah selesai.
10. Peneliti mengucapkan salam penutup dan kemudian meninggalkan ruang kelas VIII B.

Appendix 2

Interview transcripts

INTERVIEW TRANSCRIPTS

No : Interview. 01
 Hari/ Tanggal : Sabtu, 1 September 2012
 Jam : 07.30
 Kegiatan : Ijin Pelaksanaan Observasi
 Tempat : Ruang Kepala Sekolah
 Narasumber : Kepala sekolah

Peneliti = P
 Kepala Sekolah = KS

P	Assalamu'alaikum pak Zubaidi.
KS	Waalaikum salam, oh iya mas silahkan masuk. Bagaimana ada keperluan apa?
P	Iya terima kasih pak, keperluan saya datang menemui bapak untuk meminta ijin observasi dan ijin penelitian tugas akhir perkuliahan di SMP Muhammadiyah ini.
KS	Ohh jadi begitu. saya persilahkan anda melakukan observasi dan penelitian di SMP ini mas. Tapi ya mohon maklum sekolahan kami ini sangat sederhana, banyak keterbatasan lah mas anda juga sudah melihatnya sendiri kan. Apanya yang mau di teliti coba mas?
P	Banyak hal yang bisa saya teliti dari sekolahan ini berkaitan dengan proses belajar mengajar bahasa Inggrisnya pak
KS	Kalau Saya pribadi sangat senang ketika ada mahasiswa yang mau melakukan penelitian di sekolahan. Yah yang pada akhirnya akan membawa hal hal positif di kedua belah pihak, iya kan? Jadi baik pihak sekolah maupun anda akan sama sama mendapatkan keuntungan.
P	Baik pak. Terima kasih atas ijin dari sekolahnya. Ini banyak membantu saya.
KS	Penelitian anda tentang apa mas?
P	Saya sedang membuat PTK pak. Tentang upaya peningkatan kemampuan siswa dalam pelajaran membaca Inggris menggunakan media Authentic Texts.
KS	Ohh bagus itu. terus terang saja kemampuan bahasa Inggris siswa selama ini memang sangat rendah. Terima kasih kalau ada orang yang mau mengupayakan peningkatan kemampuan siswa dalam berbahasa Inggris. Jadi kapan anda akan mulai kegiatannya?
P	Insyallah kalau semua urusan lancar, bulan depan saya melakukan penelitian. Untuk beberapa hari ini saya akan observasi kegiatan belajar siswa terlebih dahulu.
KS	Baik mas. nanti supaya lebih jelasnya anda langsung saja berkonsultasi dengan Guru Inggris. kelas berapa yang akan diteliti mas?
P	Kelas VIII pak.
KS	Anda langsung saja menemui ibu Arti Murdawati. Beliau yang bertanggung

P	jawab atas semua kelas VIII di sekolahan ini. Sudah pokoknya apa yang pihak sekolahan bisa membantu insyaallah kita denagan senang hati membantu anda.
P	Baik pak, terima kasih banyak atas semuanya. Saya sekalian pamitan untuk menunggu ibu Arti Murdawati selesai mengajar.
KS	Iya sama sama mas...silahkan ditunggu. Ini sebentar lagi juga sudah pergantian jam pelajaran.
P	assalamu'alaikum.
KS	Wa'alaikum salam.

INTERVIEW TRANSRCIPTS

No : Interview. 02
 Hari/ Tanggal : Sabtu, 1 September 2012
 Jam : 09.15
 Kegiatan : Ijin Pelaksanaan Observasi
 Tempat : Ruang Guru
 Narasumber : Guru Inggris

Peneliti = P
 Guru Inggris = GI

P	Assalamu'alaikum Bu Arti.
GI	Wa'alaikum salam mas. Mari silahkan duduk dulu. Iya bagaimana, ada keperluan apa ya?
P	Ini bu, keperluan saya kemari untuk meminta ijin observasi dan penelitian yang akan saya laksanakan di kelas VIII.
GI	Ohh boleh mas silahkan saja. Pak Zubaidi, bagaimana tentang hal ini?
P	Tadi pagi saya bertemu pak Zubaidi, terus beliau mengijinkan saya melakukan observasi dan penelitian. Kemudian disuruh menemui ibi Arti langsung saja
GI	Ya asalkan Kepsek sudah mengijinkan, saya tinggal mengikuti saja. Ngomong ngomong penelitian kamu tentang apa mas?
P	Jadi penelitian saya Action Research bu. Tentang mengupayakan peningkatan kemampuan membaca siswa dengan media Authentic Texts.
GI	Oh membaca ya. ok, jadi kapan kamu mau mulai observasimu?
P	Kalau hari senin saya mulai observasinya bagaimana bu?
GI	Hari Senin sepertinya bisa mas. Kebetulan saya memang ada jadwal mengajar hari senin. kamu bisa langsung mengamati kegiatan kelas saat siswa belajar bahasa Inggris.
P	Terima kasih bu, hari Senin pagi saya kesini menemui ibu. Kalau di sekolahan ini ada kendala dalam pengajaran bahasa Inggris gak bu?

GI	Wah kalau tanya kendala banyak mas hehe. Hanya beberapa siswa saja yang menonjol dalam pelajaran Inggris di kelas saya.
P	Apa yang sebenarnya menjadi kendalanya bu?
GI	Pertama, siswa disini tidak memperhatikan pelajaran. Mereka sering membuat kegaduhan di dalam kelas pokoknya tidak kondusif untuk belajar. Kendala kedua siswa tidak menguasai vocabulary. Untuk memahami soal saja sebagian siswa kesusahan mas. saya kira itu yang menjadi masalah utamanya saya sangat terima kasih kalau anda mau membantu saya
P	Inshaallah kalau saya bisa saya akan bantu bu. untuk media pengajaran yang sering ibu pakai seperti apa?
GI	Paling saya menggunakan buku paket dengan LKS saja mas. dah sibuk ngurus anak ketika pulang sekolah mas, jadi tidak pernah membuat media mengajar.
P	Kalau mengenai kemampuan membaca siswa bagaimana bu?
GI	Yah begitu mas siswa biasanya sudah malas sebelum membaca dikarenakan banyak kosa kata baru yang mereka tidak tahu.
P	Terus bagaimana ibu manangani siswa tersebut.
GI	Saya kadang membantu mereka dengan mendiktekan bacaan ke dalam bahasa Indonesia. Karna memang tidak semua siswa memiliki kamus hal ini juga menjadi kendala dalam pelajaran membaca.
P	Ohh jadiitu kendala yang paling sering mereka hadapi ya bu, terima kasih atas informasinya bu. insyaallah hari Senin besok saya datang sambil konsultasi RPP yang saya akan gunakan.
GI	Kalau butuh informasi boleh tanya kok santai saja. Ok hari Senin saya tunggu di ruang guru.
P	Iya bu. saya sekalian pamit dulu, terma kasih atas waktunya, assalamu'alaikum
GI	Wa'alaikum salam..

INTERVIEW TRANSCRIPTS

No : Interview. 03
 Hari/ Tanggal : Senin, 3 September 2012
 Jam : 09.15 (jam istirahat)
 Kegiatan : wawancara kegiatan observasi
 Tempat : Ruang kelas VIII
 Narasumber : siswa

Peneliti = P
 Siswa = S

P	Halo selamat pagi dek, boleh tahu namanya siapa?
S	Pagi mas. Belinda
P	Boleh minta waktunya sebentar saja untuk wawancara?
S	Boleh mas.
P	Dek Belinda suka membaca teks bahasa Inggris?
S	Aduh gak terlalu suka mas hehe
P	Memangnya kenapa kok tidak suka?
S	Sulit mengartikan bacaan mas.
P	Ohh jadi menurutmu kegiatan mengartikan itu sulit ya, kalau pas pelajaran terus bagaimana dek?
S	Yah pokoknya diam aja mendengarkan gurunya mengartikan. Terpaksanya tanya teman sebelah mas hehe.
P	Memangnya tidak bawa kamus?
S	Gak punya kamus bahasa Inggris.
P	Selain mengartikan ada kesulitan lainya tidak?
S	Membaca itu membosankan mas. Masak bu guru cuma menyuruh siswa membuka buku paket diterangkan sebentar terus langsung mengerjakan soal soal. Kan bosan banget mas.
P	Ohh jadi siswa bosan dengan kegiatan membaca ya. Terus yang kamu inginkan itu kegiatan membaca seperti apa?
S	Emmm..apa yaa? bingung juga mas hehehe..ini aja, bacaanya gak perlu panjang tapi siswa dibuat paham dahulu terus mengerjakan soal. Gitu aja mas.
P	Kalau bacaan tersebut ditambah dengan gambar gambar yang berkaitan bagaimana?
S	Iya gak apa apa mas, bu guru tidak pernah pakai gambar gambar di kelas mas.
P	Ok Belinda saya kira cukup. Terima kasih atas waktunya, silahkan kalau mau jajan dulu.
S	Iya mas sama sama.

INTERVIEW TRANSCRIPTS

No : Interview. 04
 Hari/ Tanggal : Senin, 3 september 2012
 Jam : 09.15 (jam istirahat)
 Kegiatan : wawancara kegiatan observasi
 Tempat : Ruang kelas VIII
 Narasumber : siswa

Peneliti = P
 Siswa = S

P	Pagi adek.
S	Pagi mas.
P	Boleh ngobrol sebentar tidak?
S	Oh boleh kok mas.
P	Kamu namanya siapa?
S	Aku Tika.
P	Ok dek Tika, ada kesulitan dalam mengikuti pembelajaran bahasa Inggris khususnya membaca gak?
S	Itu lho mas, ngartiin bacaanya agak lama.
P	Jadi masalahmu butuh waktu lama untuk mengartikan ya. Terus apa yang kamu lakukan supaya lebih cepat memahami bacaannya?
S	Paling ya tanya tanya teman, kadang kadang juga buka kamus mas.
P	Ohh gitu ya. kalau pas ujian semester kan ada batas waktunya tu. Caramu mengatasinya bagaimana?
S	Hehehe pokoknya kalau dah menyerah ya dikira kira aja jawabanya mas.
P	Menurut kamu kegiatan membaca di kelas bagaimana dek?
S	Mmm..Gimana ya..sering membosankan mas.
P	Memangnya apa yang membuatmu bosan dek?
S	Bosennya ya karna penuh dengan tulisan mas, dan lagi kata katanya sulit dicari. Gak ada tambahan gambar yang menarik mas.
P	Menurutmu cara guru menyampaikan materi membaca bagaimana dek?
S	Mbosenin juga mas, gitu gitu aja.
P	Maksudnya gitu gitu saja bagaimana?
S	Ya gitu mas. paling buka LKS sama buku paket terus suruh mengerjakan. Selesai terus dicocokkan. Bosen lah pokoknya.
P	Ok dek Tika sudah cukup terima kasih informasinya. Rajin belajarnya ya..
S	Sama sama mas.

INTERVIEW TRANSCRIPTS

No : Interview. 05
 Hari/ Tanggal : Senin, 3 september 2012
 Jam : 09.15 (jam istirahat)
 Kegiatan : wawancara kegiatan observasi
 Tempat : Ruang kelas VIII
 Narasumber : siswa

Peneliti = P
 Siswa = S

P	Boleh ngobrol sebentar dek?
S	Iya mas ada apa.
P	Maaf ganggu ya, emm..sambil makan jajan gak papa kok dek santai saja. Namamu siapa?
S	Aku luthi mas.
P	Cuma mau ngobrol biasa santai aja. Kamu suka membaca?
S	Lumayan suka mas.
P	Bacaan seperti apa?
S	Kayak komik Naruto atau One Piece.
P	Bahasa Indonesia ya?
S	Iya memang kenapa mas?
P	Nah kalau membaca pada saat pelajaran bahasa Inggris kamu juga suka?
S	Wahh gak suka.
P	Lha memangnya kenapa?
S	Kan gak bisa bahasa Inggris mas, harus mengartikan dulu.
P	Ohh gitu ya..memangnya guru bahasa Inggris di sini tidak mengajari kamu cara mengartikan bacaan?
S	Ya diajari tapi tetep saja gak paham.
P	Kamu punya kamus?
S	Punya dirumah
P	Sering menggunakannya?
S	Jarang mas, males membawanya.
P	Baik, sekarang kira kira apa yang bisa membuat kamu menguasai bahasa Inggris dek?
S	Hehehe apa ya, gak tau juga mas. mungkin suasana kelas dibuat santai saja mas.
P	Memangnya guru kamu gak santai dalam mengajar ya?
S	Wahh galak iya mas..sedikit sedikit dimarahi, pokoknya jadi takut lah.
P	Ok baiklah kalau begitu, terima kasih ya dek luthi.
S	Ok sama sama mas.

INTERVIEW TRANSCRIPTS

No : Interview. 06
 Hari/ Tanggal : Kamis, 6 september 2012
 Jam : 09.15 (jam istirahat)
 Kegiatan : wawancara kegiatan observasi
 Tempat : Ruang kelas VIII
 Narasumber : siswa

Peneliti = P
 Siswa = S

P	Selamat pagi?, boleh minta waktunya sebentar dek? Gak sampai 5 menit kok.
S	Iya boleh, ada apa mas?
P	Ehh iya nama kamu siapa?
S	Rosy
P	Mau ngobrol seputar pelajaran membaca bahasa Inggris aja kok dek. Kamu suka pelajaran membaca bahasa Inggris?
S	Ya lumayan suka mas.
P	Apa yang membuat kamu suka dek?
S	Pas bacaanya menarik ya suka baca mas.
P	Bacaan yang menarik buat kamu seperti apa?
S	Ya misalnya bacaan tentang artis artis terkenal gitu mas hehehe.
P	Ohh jadi seperti itu ya..tapi selama ini kamu ada kendala dalam pelajaran bahasa Inggris gak?
S	Banyak lah mas...
P	Contohnya apa?
S	Susah mengartikan bacaan panjang, terus kadang kadang males gitu mas gak semangat pokoknya.
P	Gurumu sering menggunakan media mengajar selain LKS dan buku paket tidak?
S	Gak pernah. Pakainya itu itu aja mas, pengen juga ada kegiatan yang baru.
P	Baik sudah cukup dek Rosy. Terima kasih infonya ya. jangan lupa selalu belajar.
S	Iya sama sama mas.

INTERVIEW TRANSCRIPTS

No : Interview. 07
 Hari/ Tanggal : Kamis, 6 september 2012
 Jam : 09.15 (jam istirahat)
 Kegiatan : wawancara kegiatan observasi
 Tempat : Ruang kelas VIII
 Narasumber : siswa

Peneliti = P
 Siswa = S

P	Selamat pagi. Namanya siapa?
S	Dini mas.
P	Minta waktunya sebentar boleh ya?
S	Iya.
P	Kamu suka pelajaran membaca bahasa Inggris gak?
S	Enggak mas.
P	Kenapa dek?
S	Kan harus mengartikan dulu mas, males aja mas.
P	Oh gitu ya. kalau pas pelajaran membaca kamu bagaimana?
S	Ya terpaksa mengartikanya mas, kan disuruh baca sama gurunya.
P	Sebenarnya masalah terbesarmu di pelajaran ini apa dek?
S	mm..apa yah? Cuma apal sedikit kata bahasa Inggris mas, terus gak bisa mengartikan bacaan.
P	Ok, sering menggunakan kamus di kelas gak?
S	Ya kadang kadang aja, orang gurunya juga gak mewajibkan bawa kamus kok mas.
P	Terus langkah kamu agar bisa memahami bacaan bagaimana dek?
S	Ya diartikan yang saya tahu artinya saja, kalau nggak ya tanya teman atau guru.
P	Kegiatan membaca dikelas menurutmu bagaimana dek?
S	Ya gitu mas, paling mengartikan teks kemudian disuruh mengerjakan.
P	Sering tidak kamu dilatih cara membaca nyaring?
S	Jarang banget.
P	Kamu senang kalau bisa mengucapkan kata bahasa Inggris dengan benar?
S	Senang.
P	Ok dek sudah cukup. Terima kasih ya. belajar yang rajin jangan lupa.
S	Iya mas.

INTERVIEW TRANSCRIPTS

No : Interview. 08
 Hari/ Tanggal : Kamis, 6 september 2012
 Jam :
 Kegiatan : wawancara kegiatan observasi
 Tempat : Ruang guru
 Narasumber : Guru Inggris

Peneliti = P
 Guru Inggris = GI

P	Maaf bu mengganggu sebentar.
GI	Iya mari silahkan duduk. gimana mas?
P	Tadi jam istirahat saya melanjutkan wawancara dengan murid kelas VIII bu.
GI	Iya bagaimana hasilnya?
P	Hasil yang saya dapat bahwa kebanyakan siswa masih merasa kesulitan dalam mengikuti pelajaran membaca.
GI	Iya mas, jadi memang siswa saya ini mengalami kesulitan dalam membaca dan memahami isi bacaan mas.
P	Menurut ibu, penyebab utama dari siswa tidak dapat mengikuti pelajaran membaca dengan baik karna apa?
GI	Jadi memang banyak factor yang saling berkaitan mas. pengamatan saya selama ini, hal paling mendasar adalah siswa kurang bersemangat dalam membaca. Terus siswa juga hanya menguasai sedikit sekali kosa kata. Kemudian juga memang saya akui jarang menggunakan media membaca selain dari LKS dan juga buku paket. Mungkin tiga hal ini yang menyebabkan siswa kesulitan dalam membaca.
P	Kalau untuk pemahaman siswa tentang bacaan bagaimana bu?
GI	Iya hal ini juga menjadi permasalahan mas. pengamatan saya bahwa kemampuan reading comprehension mereka juga rendah. bisa dilihat dari score tes kenaikan kelas mereka yang kurang memuaskan.
P	Ohh jadi begitu ya bu. sepertinya saya memiliki tugas berat kali ini bu.hehehe
GI	Yah yang penting anda bisa sabar dan tekun menghadapi siswa siswa SMP sini mas, semoga juga mas yoga bisa membantu saya meningkatkan kemampuan membaca siswa.
P	Iya amin atas doanya bu. Saya sekalian pamit bu, terima kasih atas informasinya dan bantuanya.
GI	Iya sama sama. Nanti kalau butuh sesuatu tinggal menemu saya saja.
P	Iya bu. assalamu'alaikum
GI	Wa'alaikum salam.

INTERVIEW TRANSCRIPTS

No : Interview. 09
 Hari/ Tanggal : Sabtu, 10 November 2012
 Jam :
 Kegiatan : wawancara setelah Cycle I
 Tempat : Ruang kelas VIII
 Narasumber : Siswa

Peneliti = P
 Siswa = S

P	Selamat siang dek. Namanya siapa?
S	Iya, Marinta mas
P	Boleh ganggu sebentar ya
S	Iya mas
P	Bagaimana kesan kamu setelah belajar membaca dalam kegiatan penelitian ini dek?
S	Asik kok mas
P	Asik bagaimana maksudnya?
S	Bisa nambah semangat membaca lah mas.
P	Ya alhamdulillah kalau begitu dek. Berarti ada hal positif yang kamu dapat. Terus mengenai media Authentic texts yang dipakai bagaimana menurutmu?
S	Iya aku suka medianya mas. Soalnya topiknya menarik
P	Sukanya karna menarik ya. Terus penggunaan gambar gambar bisa membantu kamu dalam memahami bacaan gak?
S	Lumayan membantu lah mas. jadi aku bisa bayangin situasi dalam bacaan
P	Untuk kegiatan membaca yang dipraktekan di kelas bagaimana?
S	Bagus, jadi siswa tidak merasa tegang dan takut saat belajar mas.
P	Menurut kamu penjelasan materi yang saya sampaikan jelas apa tidak dek?
S	Jelas mas
P	Masih ada kendala yang kamu rasakan dalam membaca tidak dek?
S	Masih suka susah menagrtikan bacaan sama mahami isi bacaanya, itu aja paling
P	Kamu suka dengan kegiatan membuat prediksi sepertiyang kemarin itu dek?
S	Suka. Gampang terus menyenangkan juga kok.
P	Kegiatan DRTA membantu kamu mempermudah memahami bacaan gak?
S	Iya lumayan lah. Tapi pas awal awal pertemuan itu saya bingung juga.
P	Bingungnya kenapa?
S	Ya kan belum pernah mencobanya, jadi bingung.
P	Ohh iya gak papa. Yang penting kamu sudah ada upaya untuk suka membaca dek. Penggunaan media Authentic texts bisa menambah kosa kata Inggris kamu tidak dek?
S	

	Lumayan menambah. Jadi banyak tahu kata kata yang baru Ohh gitu ya, terima kasih ya Iya mas sama sama.
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INTERVIEW TRANSRCIPTS

No : Interview. 10
 Hari/ Tanggal : Sabtu, 10 November 2012
 Jam :
 Kegiatan : wawancara setelah Cycle I
 Tempat : Ruang kelas VIII
 Narasumber : Siswa

Peneliti = P
 Siswa = S

P	Hai dek, boleh wawancara sebentar ya
S	Boleh mas
P	Nama kamu siapa?
S	Rifki
P	Baik dek Rifki, ini santai aja kok cuma ingin tahu pendapat kamu. Kamu paham dengan materi membaca yang saya sampaikan tidak?
S	Paham mas, penyampaiannya jelas kok mas
P	Menurut kamu bacaanya menarik perhatian kamu jadi ingin membaca apa tidak?
S	Iya menarik jadi gak males membaca. Tapi ada bacaan yang kurang menarik sih
P	mas
S	Bacaan yang seperti apa?
P	Bacaan apa itu lah lupa judulnya, pokoknya bacaan recount mas.
S	Ohh kamu masih kesulitan dalam memahami Recount texts, kenapa?
	Aku gak paham sama past tense mas.
P	Ohh jadi itu kendalanya ya. Terus apa yang kamu lakukan agar bisa mengerjakan soalnya?
S	Yahh aku kira kira aja atau tanya teman.
P	Menurut kamu kegiatan membaca dengan strategy yang saya pakai bagaimana?
S	Bagus mas, siswa jadi bersemangat membaca karna penasaran setelah membuat prediksi.
P	Penguasaan kosa kata Inggrismu bertambah atau tidak dek?
S	Tambah mas, tapi gak terlalu banyak sih hehe sedikit demi sedikit lah
P	Terus apa yang kamu lakukan supaya kosa kata kamu bertambah?
S	Ya pake kamus mungkin mas

P	Kamu selalu bawa kamus di kelas tidak?
S	Gak mesti, berat bawanya
P	Ok sudah cukup dek. Terima kasih ya
S	Sama sama mas.

INTERVIEW TRANSCRIPTS

No : Interview. 11
 Hari/ Tanggal : Sabtu, 10 November 2012
 Jam :
 Kegiatan : wawancara setelah Cycle I
 Tempat : Ruang kelas VIII
 Narasumber : Siswa

Peneliti = P
 Siswa = S

P	Siang dek, boleh wawancara sebentar?
S	Boleh boleh mas
P	Nama kamu siapa?
S	Anissa
P	Ok dek anissa, menurutmu materi membaca yang saya ajarkan bisa dimengerti tidak?
S	Bisa, jelas kok mas
P	Kamu masih ada kesulitan dalam membaca apa tidak?
S	Ini lho mas butuh waktu lama memahami bacaanya. Terus juga kadang bacaanya kepanjangan mas. kan capek juga mas
P	Tiap pertemuan kan ada soal soal reading comprehension kan, Bagaimana menurutmu?
S	Gak terlalu susah si sebenarnya. Kalau dah tahu strategy membaca yang diajarin jadi lumayan gampang kok mas.
P	Baguslah kalau begitu dek. Terus kegiatan membuat prediksi bisa mempermudah kamu memahami bacaan tidak?
S	Iya mas, jadi saya punya bayangan dulu sebelum membaca teks itu. Ditambah lagi ada gambarnya, wah tambah jelas mas
P	Dari kegiatan membaca ini kamu sekarang sudah bisa mempraktekan teknik membaca apa?
S	Paling baru membuat prediksi terus membuat kesimpulan aja
P	Ok gak apa apa sudah bagus kok dek. Bacaan yang digunakan menurut kamu bagaimana dek?

S	Lumayan bagus mas
P	Kok lumayan berarti ada yang kurang sesuai ya?
S	Bacaan recount lumayan susah dipahami. Aku gak terlalu paham past tense
P	Kalau functional text sama descriptive text bagaimana?
S	Nah itu yang dah lumayan paham. Aku suka sama topiknya terus ya lumayan mudah dipahami.
P	Menurut kamu penggunaan dua bacaan di tiap pertemuan bagaimana?
S	Gak apa apa mas, bacaan pertamanya kan di kerjakan bareng bareng. Terus ya bisa buat latihan juga kok.
P	Baik dek saya kira sudah cukup, terima kasih waktunya ya.
S	Iya sama sama mas

INTERVIEW TRANSCRIPTS

No : Interview. 12
 Hari/ Tanggal : Sabtu, 10 November 2012
 Jam :
 Kegiatan : wawancara setelah Cycle I
 Tempat : Ruang kelas VIII
 Narasumber : Siswa

Peneliti = P
 Siswa = S

P	Halo, Nama kamu siapa?
S	Erfa mas
P	Menurut kamu cara saya dalam menyampaikan materi sudah bagus apa belum?
S	Lumayan bagus mas. mudah dimengerti terus menarik juga kegiatannya.
P	Kegiatan seperti apa yang kamu suka dari pertemuan kemarin?
S	Yang nulis nulis prediksi di papan tulis mas, beda dari biasanya.
P	Kalau bacaan yang saya pakai untuk kegiatan membacanya bagus tidak?
S	Menarik topiknyanya mas, jadi pengen baca.
P	Terlalu panjang tidak menurut kamu?
S	Cukup, gak terlalu panjang. Tapi ada sih kemarin yang agak panjang yang terakhir itu lho mas.
P	Yang mana?
S	Recount text
P	Ohh gitu ya...menurut kamu penggunaan media authentic texts bisa menambah

	kosa kata tidak dek?
S	Bisa mas, jadi tau banyak kata kata yang baru.
P	Kemarin kamu menggunakan kamus tidak?
S	Pakai tapi kadang kadang.
P	Terus pas mengartikan bacaanya bagaimana?
S	Yah kadang kadang liat kamus, terus kadang tanya teman kalau gak ya di kira kira aja.
P	Kalau sekarang cara kamu dalam membaca bacaan sudah menggunakan strategy yang benar belum?
S	Hehe. Lagi latihan terus nih mas
P	Strategy membaca apa saja yang sudah kamu kuasai?
S	mmm..memprediksi, cari topic, scanning terus menyimpulkan bacaan, itu aja.
P	Wah sudah lumayan bagus itu dek. Terus latihan ya.
	Ok saya kira sudah cukup dek, terima kasih waktunya ya.
S	Iya sama sama.

INTERVIEW TRANSRCIPTS

No : Interview. 13
 Hari/ Tanggal : Sabtu, 10 November 2012
 Jam :
 Kegiatan : wawancara setelah Cycle I
 Tempat : Ruang Guru
 Narasumber : Guru Inggris

Peneliti = P
 Guru Inggris = S

P	Assalamu'alaikum bu Arti
GI	Waalakum salam mas mari silahkan duduk, bagaimana ada yang bisa saya bantu mungkin?
P	Begini bu, mau ngobrol ngobrol sama ibu tentang penelitian yang sedang saya lakuakan
GI	Ohh iya, boleh saja silahkan
P	Menurut ibu cara saya dalam mengajar membaca bagaimana?
GI	Saya kira sudah bagus mas. siswa menjadi lebih aktif dalam belajar. mereka juga termotivasi untuk membaca dengan teknik yang anda pakai mas. tapi memang masih ada sebagian siswa yang sepertinya tidak terpengaruh dengan hal positif tersebut. mereka seperti itu memang keadaanya, anda yang harus

	sabar.
P	Iya memang seperti itu yang saya amati bu. apa yang mungkin saya lakukan untuk mengatasi mereka bu?
GI	Beri saja mereka aktifitas yang lebih mas
P	Ohh begitu ya bu, besok di Cycle 2 saya akan coba tambahkan aktifitas bu. Mengenai bacaan yang saya gunakan bagaimana menurut ibu?
GI	Saya kira juga bagus mas, topiknya lumayan menarik untuk siswa dan tingkat kesulitannya juga cukup tidak terlalu susah dan terlalu mudah. Saya lihat anda juga menggunakan media gambar yang berkaitan dengan bacaan. Itu bagus mas, karna siswa menjadi lebih tertarik dan terhibur tentunya.
P	Ohh begitu ya bu, tapi apakah dengan menggunakan Authentic texts penguasaan kosa kata siswa juga bisa meningkat?
GI	Ohh iya mas, saya kira ini cara yang bagus untuk meningkatkan vocabulary siswa. Mereka terbiasa dengan mencari kata kata baru dari bacaan.
P	Terus tentang langkah langkah mengajar saya bagaimana bu?
GI	Iya penggunaan beberapa teks bacaan dalam sekali pertemuan memang bagus. Saya lihat ada dua bacaan ya. kegiatan memahami bacaan bersama sama kemudian dilanjutkan kegiatan membaca individu, bagus sekali saya kira. Tapi memang harus hati hati mengatur waktunya agar semua kegiatan bisa berjalan lancar.
P	Iya memang bu. kadang juga masih bingung mengatur pembagian waktu kegiatan siswa. Bagaimana dengan penggunaan strategy (DRTA) yang saya terapkan di awal pelajaran bu?
GI	Dari yang saya amati dikelas, siswa lumayan antusias dengan kegiatan tersebut mas memang pada awal pertemuan mereka terlihat canggung dan malu malu, tapi kesininya mereka sudah mulai lancar kok, bagus bisa dilanjutkan supaya mereka terbiasa menggunakannya.
P	Menurut ibu, soal soal reading comprehension yang saya berikan bagaimana?
GI	Ohh iya sepuluh nomer saya kira cukup mas karna kita disini kan waktunya terbatas. Dan kalau saya lihat soal soalnya sudah bisa mencakup beberapa microskill reading yang ingin ditingkatkan mas.
P	Ini juga hasil tiap pertemuannya sudah saya lihat bu, alhamdulillah mereka mendapatkan scor lumayan tinggi.
GI	Ohh iya, terima kasih lho sudah membantu saya mengurus mereka mas.
P	Ahh nggak bu, saya yang terima kasih sudah diperkenankan melakukan penelitian disini. Bu ini saya sekalian pamitan. Terima kasih atas waktu yang diluangkan untuk wawancaranya
GI	Iya sama sama mas.

INTERVIEW TRANSCRIPTS

No : Interview. 14
 Hari/ Tanggal : Kamis, 22 November 2012
 Jam :
 Kegiatan : wawancara setelah Cycle 2
 Tempat : Ruang kelas VIII
 Narasumber : Siswa

Peneliti = P
 Siswa = S

P	Dek boleh minta waktunya sebentar?
S	Pasti wawancara ya mas
P	Iya kok tahu dek, namanya siapa?
S	Dewi mas
P	Ok dek Dewi, menurut kamu pelajaran yang sudah saya sampaikan bagaimana paham atau tidak?
S	Paham mas, materinya ternyata gampang kok
P	Bacaannya menurutmu menarik apa tidak?
S	Menarik mas, terus jadi pengen tahu isi bacaanya.
P	Menurut kamu kegiatan Reading Aloud yang sudah kita praktikan penting apa tidak?
S	Penting lah. Kan siswa juga harus tahu cara pengucapan yang benarnya mas.
P	Ok. berarti kamu senang dengan kegiatan reading aloud kemarin ya?
S	Suka. jadi bersemangat lah pokonya hehe
P	Penguasaan kosa katamu meningkat apa tidak?
S	mmm... lumayan meningkat kok mas.
P	berarti kamu sekarang lebih mudah memahami bacaan ya? kan kosa katanya dah lumayan banyak.
S	Kadang masih sulit juga sih mas
P	Terus apa yang kamu lakukan ketika merasa kesulitan?
S	Kalau sekarang buka kamus, daripada tanya teman juga gak tahu, kan mas yoga juga ngajarin suruh menggunakan kamus tiap pelajaran Inggris.
P	Kamu jadi terbiasa menggunakan kamus setelah ini gak?
S	Yah mudah mudahan terbiasa. Awalnya si terpaksa hehe
P	Cara saya mengajar selama ini bagaimana menurut kamu?
S	Enak kok ngajarnya mas, santai tapi tetep bisa memahami pelajaran terus banyak aktivitas dikelas.
P	Ok saya kira sudah cukup dek Dewi, silahkan lanjutkan kegiatan kamu. Terima kasih ya
S	Ok mas

INTERVIEW TRANSCRIPTS

No : Interview. 15
 Hari/ Tanggal : Kamis, 22 November 2012
 Jam :
 Kegiatan : wawancara setelah Cycle 2
 Tempat : Ruang kelas VIII
 Narasumber : Siswa

Peneliti = P
 Siswa = S

P	Dek dek boleh minta waktunya untuk wawancara sebentar?
S	mmm..sebentar saja tapi ya mas
P	Iya sebentar kok Nama kamu?
S	Budi
P	Mas budi masih memiliki kendala dalam memahami bacaan tidak?
S	Masih si, tapi dah lumayan ngerti cara biar cepet paham
P	Kemampuan membaca apa saja yang sudah kamu tahu dari pertemuan kemarin, mas budi?
S	Apa ya mas. paling ya buat prediksi terus menyimpulkan membedakan jenis teks bacaan itu mungkin mas
P	Kalau mencari topic pada bacaan sudah mengerti?
S	Ohh iya itu juga, masih sering salah tapi kok mas
P	Ahh gak apa apa, kamu latihan terus saja nanti pasti bisa. Kamu merasa bosan dengan kegiatan yang saya lakukan dikelas tidak?
S	Enggak kok, bagus mas. banyak kegiatan yang menyenangkan
P	Dari banyak bacaan yang saya berikan kemarin penguasaan kosa katamu bertambah tidak?
S	mmm...tambah banyak
P	Kamu mudah lupa apa tidak ni?
S	Enggak kayaknya, soalnya kemarin cari sendiri pas disuruh mas yoga buka kamus.
P	Ohh gitu. Kalau cara membaca kamu bagaimana?
S	Hehe masih ngawur mas, kemarin sempat bisa pas menirukan bersama sama. Tapi jadi tahu cara bacanya mas.
P	Memangnya sama bu guru tidak pernah latihan membaca nyaring ya?
S	Wahh gak pernah. Paling Cuma diterangkan terus suruh mengerjakan soal di LKS.
P	Kamu suka dengan kegiatan Reading Aloud seperti kemarin?

S	Suka. Yang sering sering aja mas, asik kok.
P	Ok dek budi cukup wawancaranya sampai sini. Silahkan kalau mau bermain sama teman temanmu. Terima kasih ya
S	Sip mas. sama sama.

INTERVIEW TRANSCRIPTS

No : Interview. 16
 Hari/ Tanggal : Kamis, 22 November 2012
 Jam :
 Kegiatan : wawancara setelah Cycle 2
 Tempat : Ruang kelas VIII
 Narasumber : Siswa

Peneliti = P
 Siswa = S

P	Siang dek, namanya siapa?
S	Saya Anam mas
P	Sedang apa ini dek?
S	Ini sedang istirahat habis ada ulangan terus sambil nunggu adzan dzuhur
P	Iya iya. Menurut kamu cara mengajar yang saya lakukan dikelasmu bagaimana?
S	Jelas terus mudah dipahami, gak terlalu galak sama siswa. Terus pakai banyak media dikelas
P	Terus kamu tertarik dengan kegiatan yang saya lakukan tidak?
S	Lumayan mas. banyak yang menarik si
P	Apa itu?
S	Pakai gambar terus diskusi tanya jawab tentang bacaan yang sedang di baca, ada kegiatan membaca bersama sama juga
P	Kamu suka kegiatan seperti itu ya. kamu sudah bisa mempraktikan kemampuan membaca apa saja dek?
S	Apa ya, ohh membuat prediksi, terus mencari detail dalam bacaan, mencari topic bacaan itu seingat saya
P	Wah bagus sekali. Kosa kata Inggris kamu bertambah tidak setelah membaca banyak teks dek?
S	Nambah dikit mas, agak susah ngapalin kata kata baru
P	Kenapa memangnya?
S	Ya kalau dah apal nanti juga langsung ilang lagi kalau gak pernah dipake.
P	Kamu masih ada kendala lain apa tidak?
S	Ini mas mengartikan kata yang bentuknya past tense.

P	Sulitnya karna apa?
S	Kata katanya susah diapalin jadi gak bisa cepet mahami bacaanya, buka kamus terus.
P	Nah kalau pas keluar di ujian kenaikan kelas bagaimana besok?
S	Saya kira kira aja paling mas
P	Ngomong ngomong kamu sekarang jadi terbiasa menggunakan kamus dalam membaca tidak?
S	Iya mas, soalnya dah tahu kalau gak pake kamus susah banget. Ok dek. Dah cukup. Terima kasih infonya ya Iya sama sama

INTERVIEW TRANSRCIPTS

No : Interview. 17
 Hari/ Tanggal : Kamis, 22 November 2012
 Jam :
 Kegiatan : wawancara setelah Cycle 2
 Tempat : Ruang kelas VIII
 Narasumber : Siswa

Peneliti = P
 Siswa = S

P	Boleh minta waktunya sebentar dek?
S	Iya
P	Kamu habis solat jamaah ya?
S	Iya mas
P	Eh namamu siapa?
S	Badariyah mas
P	Bagaimana pengalaman membaca menggunakan media Authentic texts dek?
S	Menyenangkan mas, dapat hal baru. bu guru gak pernah pakai yang seperti ini si
P	Dari media Authentic texts yang dipakai hal yang membuat kamu suka apanya?
S	Topiknya beragam terus banyak yang menarik untuk dibaca.
P	Ohh gitu. Terus kamu juga mendapat banyak kosa kata baru dari bacaan itu gak?
S	Iya, banyak yang bisa saya dapat dari tiap bacaan mas
P	Tapi sering lupa gak?
S	Sering mas hehe
P	Kalau tentang kegiatan membuat prediksi, membaca nyaring terus

	menggunakan kamus bagaimana menurutmu?
S	Bagus mas, bisa membuat saya cepet memahami bacaan
P	Terus apakah ada kendala lain yang masih kamu rasakan dalam membaca?
S	Mungkin masalah waktu buat memahami bacaan yang masih aga lama. Takutnya nanti pas ujian waktunya keburu habis.
P	Ohh kalau itu kamu bisa berlatih sendiri dengan sering sering baca dek, nanti pasti ketemu caranya.
S	Oh iya mas
P	Ok cukup dek. terima kasih ya. rajin belajar
S	Sama sama mas

INTERVIEW TRANSCRIPTS

No : Interview. 18
 Hari/ Tanggal : Kamis, 22 November 2012
 Jam :
 Kegiatan : wawancara setelah Cycle 2
 Tempat : Ruang Guru
 Narasumber : Guru Inggris

Peneliti = P
 Guru Inggris = GI

P	Selamat siang bu Arti
GI	Siang mas yoga. silahkan bagaimana mas pengalaman mengajarnya di sekolahan ini?
P	Wah saya dapat banyak pengalaman di sini bu, bertemu ibu Arti dan siswa VIII B. mereka menyambut baik saya bu. Saya mau wawancara dengan ibu mengenai pembelajaran yang saya lakukan di Cycle 2.
GI	Ohh iya boleh.
P	Menurut ibu dalam Cycle 2 yang telah saya lakukan bagaimana?
GI	Bagus mas. jadi memang kegiatan Reading Comprehension ini harus diulang ulang terus agar siswa paham melalui latihan.
P	Kalau mengenai strategy yang saya gunakan dalam Cycle 2 bagaimna bu?
	Iya, saya tertarik dengan kegiatan yang mengharuskan siswa menggunakan kamus. Kegiatan ini melatih siswa mandiri dalam menyelesaikan tugas. Mereka juga bisa menambah kosa kata dengan cepat.
P	Cara saya dalam mengajar siswa bagaimana bu?
GI	Sudah baik mas, ada peningkatan dari yang diterapkan di Cycle pertama.

	Mungkin karna dulu harus adaptasi dulu dengan siswa. Cara anda menangani siswa agar mereka mau aktif didalam kelas sudah baik. Seperi diajak berdiskusi tanya jawab secara terbuka, terus menggunakan teknik membaca nyaring, dan juga membiasakan siswa menggunakan kamus tiap pertemuan. Overall bagus.
P	Apakah cara saya dalam meningkatkan kemampuan siswa menguasai kosa kata sudah benar bu?
GI	Dari pengamatan saya si itu effective mas. Siswa anda dengan senang hati melakukan instruksi untuk membuka kamus ketika menemui kata yang susah tersebut secara bersama sama. Bagus mas, itu membuat siswa aktif dan mau berusaha mencari apa yang mereka butuhkan dalam bacaan. Efeknya sangat bagus untuk siswa, mereka akan dapat mengingat kata Inggris itu lebih lama mas.
P	Penggunaan media authentic texts dalam mengajar bagaimana bu?
GI	Saya kira sudah lumayan variatif mas, bisa membuat siswa antusias untuk mengikuti kegiatan membaca. Topiknya bagus, jadi banyak siswa jadi ingin tahu dan membacanya tanpa harus disuruh saya kira.
P	Apakah penggunaan media authentic texts juga dapat meningkatkan vocabulary bu?
GI	mmm..ya tentu mas, banyak kata bahasa Inggris yang mungkin jarang mereka temui di LKS atau buku paket. Yah ini pengalaman baru untuk mereka.
P	Mengenai strategi DRTA yang saya pakai di tiap pertemuan effective tidak menurut ibu?
GI	Menurut ibu sih bagus sekali mas, jadi memang harus menggunakan banyak cara untuk melatih siswa agar dapat membaca dengan strategy yang benar. Kemampuan membaca mereka juga meningkat kalau saya lihat. Terus siswa juga menjadi tidak bosan dengan kegiatan membaca.
P	Iya terimakasih atas informasinya bu, maaf hampir lupa, ini hari Senin, 26
GI	November 2012 saya akan mengadakan Post-test reading comprehension. Saya mohon ijin menggunakan mereka untuk saya berikan tes. Ohh iya silahkan mas, boleh sekali saya malah senang kalau mereka bisa mendapat pengalaman baru dalam belajar mas
P	Terima kasih atas ijinya. Maaf saya sekalian pamitan, assalamu'alaikum
GI	Wa'alaikum salam.

Appendix 3

Course Grid and Lesson Plan

SILABUS MEMBACA MENGGUNAKAN AUTHENTIC TEXTS

Sekolah : SMP Muhammadiyah Kertek Wonosobo

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Membaca

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Authentic Texts	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
1.1. Membaca nyaring bermakna teks tulis fungsional dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	• <i>Authentic texts berupa Teks fungsional pendek:</i> 1. Invitations 2. Short messages (e-mail) 3. Notice • Intonation • Pronunciation • Juncture	Siswa membaca nyaring <i>Authentic texts</i> seperti <i>invitations, short messages, notice</i> bersama dengan guru dan kemudian setiap siswa mempraktikkan secara sendiri sendiri.	Siswa dapat membaca nyaring authentic texts dengan intonasi, <i>pronunciation</i> , dan <i>juncture</i> secara benar dan tepat.	Tes lisan	Membaca nyaring	<i>Read the text aloud and clearly</i>	2 x 40 menit

Kompetensi Dasar	Authentic Texts	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
1.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.	- Teks fungsional pendek diambil dari <i>Authentic texts</i>: 1. Undangan 2. Pesan singkat (<i>e-mail</i>) 3. <i>Advertisement</i> 4. <i>Notice</i> • <i>Grammar</i> • <i>Vocabulary</i> • <i>Language features</i>	- Siswa diberi teks bacaan berupa <i>authentic texts</i> - Siswa berlatih mengaktifkan <i>background knowledge</i> mereka berkaitan dengan bacaan. - Siswa berlatih menggunakan <i>reading strategies</i> seperti: - Mencari topic bacaan - Predicting - Scanning - Skimming - Inferring - Summarizing - Siswa	- Siswa memahami makna short functional texts. - Siswa dapat membedakan jenis jenis teks seperti e-mail, undangan, notice dan iklan. - Siswa dapat menjawab pertanyaan berkaitan dengan <i>reading comprehension skills</i> dengan tepat.	Tes tertulis	Essay singkat	<i>Answer the following questions based on the texts</i>	4 x 40 menit

Kompetensi Dasar	Authentic Texts	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
		menjawab pertanyaan berkaitan dengan <i>reading comprehension skills</i> . • Siswa menggunakan kamus untuk mempermudah kegiatan membaca.					
1.3.Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks	• <i>Authentic texts</i> berbentuk <i>descriptive</i> dan <i>recount</i> • Langkah retorika dalam <i>descriptive texts</i> dan <i>recount texts</i>	• Siswa diberi authentic texts berupa bacaan <i>descriptive</i> dan <i>recount</i> . • Siswa berlatih mengaktifkan <i>background knowledge</i> dan pengalaman mereka	• Siswa memahami makna bacaan <i>descriptive</i> dan <i>recount</i> . • Siswa dapat membedakan jenis jenis <i>text types</i> (<i>descriptive</i>	Tes tulis	Essay singkat	<i>Answer the questions based on the texts</i>	4 x 40 menit

Kompetensi Dasar	Authentic Texts	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
berbentuk <i>descriptive</i> dan <i>recount</i>	- Ciri-ciri teks berupa: - Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> <i>Language features</i> dari <i>descriptive texts</i> dan <i>recount texts</i> - Grammar - Vocabulary	berkaitan dengan bacaan. - Siswa membaca authentic texts - Siswa berlatih menggunakan <i>reading strategies</i> untuk memahami bacaan seperti: - Mencari topic bacaan - Predicting - Scanning - Skimming - Inferring - Summarizing - Siswa menjawab pertanyaan tentang reading	<i>texts dan recount texts</i>) Siswa dapat menjawab pertanyaan-pertanyaan tentang <i>reading comprehension skills</i> dengan tepat.				

Kompetensi Dasar	Authentic Texts	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
		comprehension dengan menggunakan kamus.					

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: Muhammadiyah Kertek Wonosobo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar	: 5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
Jenis teks	: <i>short functional text, recount text and descriptive text</i>
Tema	:
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Membaca nyaring teks dengan *pronunciation* yang tepat
- Membaca nyaring teks dengan intonasi yang tepat
- Membaca nyaring teks dengan *juncture* yang tepat

2. Materi Pembelajaran

- Short functional teks berupa *warning*
- Teks berbentuk *descriptive*
- Teks berbentuk *recount*

3. Metode Pembelajaran:

PPP (*presentation, practice, production*)

4. Langkah-langkah Kegiatan

A. *PRESENTATION*

- Guru memberikan salam kepada siswa.
- Guru menyampaikan tema belajar untuk siswa.
- Guru memberikan penjelasan tentang materi belajar berupa teks fungsional pendek, teks deskriptif dan teks *recount*.
- Guru memberi tahu tujuan pembelajaran kepada siswa.

- Guru membuka sesi tanya jawab berkaitan dengan tema belajar dengan maksud sebagai pemanasan dan merangsang siswa untuk berfikir tentang tema tersebut.

B. PRACTICE

- ☞ Siswa menerima media pengajaran berupa *short functional text*, *descriptive text* dan *recount texts* yang diberikan oleh guru.
- ☞ Siswa mencari kosa kata bahasa Inggris didalam teks yang belum diketahui menggunakan kamus.
- ☞ Siswa berlatih "*pronunciation*" melafalkan kosa kata bahasa Inggris dibimbing oleh guru.
- ☞ Siswa menirukan contoh membaca teks dengan intonasi yang tepat dibimbing oleh guru.
- ☞ Siswa berlatih "*juncture*" dalam teks setelah sebelumnya diberikan contoh oleh guru.
- ☞ Siswa berlatih membaca teks yang diberikan dengan dibantu teman satu meja secara bergantian, (satu siswa menyimak dan satu siswa membaca).
- ☞ Siswa dibantu oleh guru apabila mengalami kesulitan dalam membaca teks.
- ☞ Beberapa siswa diberikan kesempatan untuk menunjukkan kemampuan membaca nyaring didepan kelas.

C. PRODUCTION

- Semua siswa mendapat giliran untuk menunjukan kemampuan mereka dalam membaca teks secara nyaring.
- Siswa diberi penilaian saat menunjukan penampilan membaca nyaringnya didepan teman teman mereka.
- Guru menilai kemampuan siswa pada saat membaca didepan kelas dengan pertimbangan *pronunciation*, intonasi, kejelasan, dan *juncture*.

D. KEGIATAN PENUTUP

- Sesi tanya jawab bersama siswa tentang apa yang sudah mereka pelajari hari ini.
- Siswa mendapat kesimpulan dari pembelajaran hari ini.
- Refleksi dilakukan oleh guru dan siswa tentang pembelajaran hari ini.
- Guru meminta maaf atas kesalahan dan tindakan yang mungkin kurang tepat kepada siswa.
- Salam.

5. Sumber belajar

- Bacaan berupa *text descriptive*
- Bacaan berupa *text recount*
- *Post card* dan *short message*

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
---------------------------------	------------------	------------------	-----------------

• Siswa dapat membaca teks dengan intonasi yang tepat. • Siswa dapat membaca teks dengan <i>pronunciation</i> yang tepat. • Siswa dapat membaca teks dengan <i>juncture</i> yang tepat.	Tes lisan	Membaca nyaring	1. Descriptive text 2. Recount text 3. Notice
---	-----------	-----------------	---

Pedoman penilaian

Jumlah skor maksimal keseluruhan 100

Oral language scoring rubric:

<i>Categorization</i>	<i>Rating</i>	<i>Demonstrated Competence</i>
Excellent	85-100	• Uses a variety of descriptive vocabulary and expressions • Communicate effectively, almost always responding appropriately and developing the interaction. • Uses a variety of structures with only occasional grammatical errors • Reads with little hesitation that does not interfere with communication.
Very Good	69-84	• Uses a variety of descriptive vocabulary and expressions • Communicate effectively, often responding appropriately and developing the interaction. • Uses a variety of structures with more occasional errors • Reads with some hesitation that does not interfere with communication.
Good	53-68	• Uses some descriptive vocabulary and expressions • Communicate acceptably although sometimes responding inappropriately or inadequately or developing little interaction. • Uses a variety of structures with frequent errors or uses basic structures with only occasional errors. • Reads with some hesitation that interfere with communication.
Poor	≤ 52	• Uses basic vocabulary and expressions • Communicate marginally; mostly responding inappropriately or inadequately

		• Uses basic structures with frequent errors • Reads with much hesitation that greatly interfere with communication
--	--	--

.....,2012

Mengetahui;

**Kepala Sekolah SMP Muhammadiyah Kertek
Wonosobo**

Guru Mapel Bahasa Inggris,

(ZUBAIDI MUSTOFA)

NIP /NIK :

(ARTI MURDAWATI)

NIP /NIK :

Short funtional text



(<http://www.google.co.id/imgres?q=warning>)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: MUHAMMADIYAH KERTEK WONOSOBO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar	: 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
Jenis teks	: <i>Functional texts</i>
Tema	: <i>Congratulation!</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Mengidentifikasi fungsi sosial teks undangan dan pesan singkat.
- Mengidentifikasi ciri kebahasaan teks fungsional pendek berupa undangan dan pesan singkat.
- Mengidentifikasi *main ideas*.
- Mengidentifikasi *supporting details*.
- Mengidentifikasi informasi *factual*.
- Mengidentifikasi Makna kata, frasa, dan kalimat.

2. Materi Pembelajaran

- Bacaan teks fungsional berupa undangan
- Bacaan teks fungsional berupa pesan singkat

3. Metode Pembelajaran:

PPP (*presentation, practice, production*)

4. Langkah-langkah Kegiatan

A. *PRESENTATION*

- Guru memberikan salam kepada siswa.
- Guru menyampaikan tema belajar untuk siswa.
- Guru memberi tahu tujuan pembelajaran kepada siswa.

- Guru membuka sesi tanya jawab berkaitan dengan tema belajar dengan maksud sebagai pemanasan dan merangsang siswa untuk berfikir tentang tema tersebut.
- Guru memberikan penjelasan tentang materi belajar berupa teks undangan dan pesan singkat.

B. PRACTICE

- ☞ Siswa menerima media pengajaran berupa teks undangan dan pesan singkat.
- ☞ Siswa mencari kosa kata bahasa Inggris didalam teks yang belum diketahui menggunakan kamus.
- ☞ Siswa berlatih “*pronunciation*” melafalkan kosa kata bahasa Inggris dibimbing oleh guru.
- ☞ Siswa menirukan contoh membaca teks dengan intonasi yang tepat dibimbing oleh guru.
- ☞ Siswa berlatih “*juncture*” dalam teks setelah sebelumnya diberikan contoh oleh guru.
- ☞ Siswa mengartikan teks berupa undangan dan pesan singkat yang diberikan guru dengan menggunakan kamus.
- ☞ Siswa secara bersama sama berlatih menjawab pertanyaan di setiap teks yang berupa undangan dan pesan singkat.

C. PRODUCTION

- Siswa akan diberikan satu teks bacaan berupa pesan singkat (e-mail) beserta 10 pertanyaan untuk dikerjakan secara mandiri.
- Siswa menjawab 10 pertanyaan berkaitan dengan teks bacaan berupa pesan singkat (e-mail).
- Kemampuan siswa akan dinilai dari banyaknya pertanyaan yang bisa dijawab secara benar oleh siswa.

D. KEGIATAN PENUTUP

- Sesi tanya jawab bersama siswa tentang apa yang sudah mereka pelajari hari ini.
- Siswa mendapat kesimpulan dari pembelajaran hari ini.
- Refleksi dilakukan oleh guru dan siswa tentang pembelajaran hari ini.
- Guru meminta maaf atas kesalahan dan tindakan yang mungkin kurang tepat kepada siswa.
- Salam.

5. Sumber belajar

- *Short functional text* berupa pesan singkat dan undangan
- Kamus bahasa Inggris
-

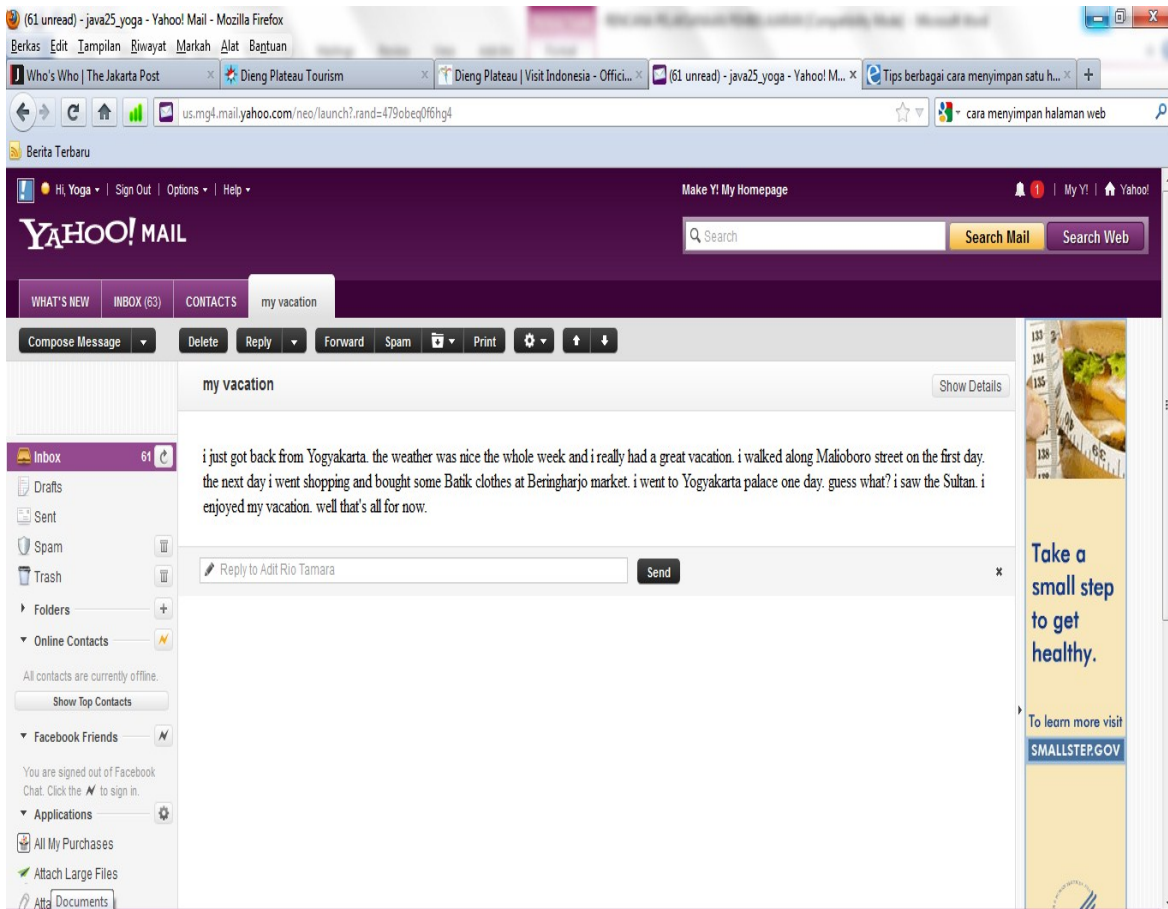
6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Siswa dapat mengidentifikasi fungsi sosial teks undangan dan pesan singkat. • Siswa dapat	Tes tertulis	Uraian	<i>Answer the following questions based on the text</i>

mengidentifikasi ciri kebahasaan teks undangan dan pesan singkat. • Siswa dapat mengidentifikasi main ideas. • Siswa dapat mengidentifikasi supporting details. • Siswa dapat mengidentifikasi informasi factual. • Siswa dapat mengidentifikasi Makna kata, frasa, dan kalimat.			
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- Pedoman Penilaian
 1. Untuk tiap nomor, tiap jawaban benar skor 1
 2. Jumlah skor maksimal =10
 3. Nilai maksimal = 10
 4. Nilai Siswa = $\frac{SkorPerolehan}{SkorMaksimal} \times 10$

• Instrumen:



(<http://us.mg4.mail.yahoo.com/neo/launch?.rand=4790beq0f6hg4>)

Questions:

1. What is the text above?
2. What does the text tell you about?
3. Who wrote the message?
4. Did he like the weather?
5. What did the writer do during the vacation?
6. How long did he spend the holiday in Yogyakarta?
7. To whom is the E-mail given...
8. The word "vacation" has the closest meaning to...
9. What did she do at the first day in Jogjakarta?
10. What can be bought in Beringharjo market?
11. How is the writer's feeling about the vacation?

.....,2012

Mengetahui;

**Kepala Sekolah SMP Muhammadiyah Kertek
Wonosobo**

Guru Mapel Bahasa Inggris,

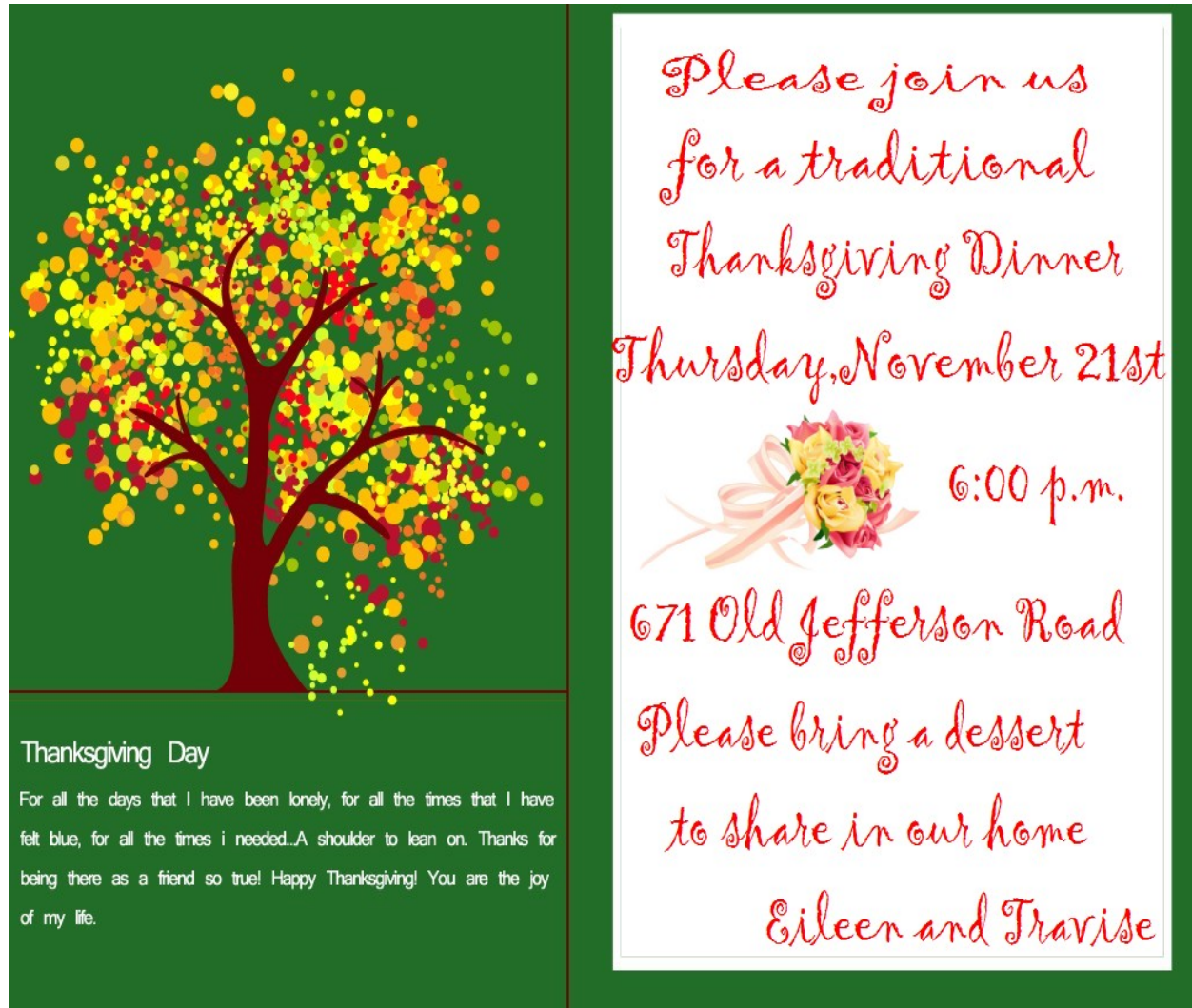
(ZUBAIDI MUSTOFA)

NIP /NIK :

(ARTI MURDAWATI)

NIP /NIK :

Short functional text invitation



(<http://www.google.co.id/imgres?q=invitation>)

Questions:

1. What does the text tell you about?
2. Who wrote the invitation?
3. What is the meaning of “dessert” in Bahasa Indonesia?
4. What is requested by Eilen and Travise when you come to their home?
5. What is Thanksgiving Day?



(<http://www.google.co.id/imgres?q=farewell+party+invitation+card>)

Questions:

1. What does the text tell you about?
2. Can you explain the meaning of the word "RSVP"?
3. Who invited you?
4. How to confirm that you are going to come...
5. Where does the party take place?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: MUHAMMADIYAH KERTEK WONOSOBO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar	: 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
Jenis teks	: <i>Functional texts</i>
Tema	: <i>What do you do for fun?</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Mengidentifikasi fungsi sosial teks *advertisement* dan *notice*.
- Mengidentifikasi ciri kebahasaan teks fungsional pendek berupa *advertisement* dan *notice*.
- Mengidentifikasi *main ideas*.
- Mengidentifikasi *supporting details*.
- Mengidentifikasi informasi *factual*.
- Mengidentifikasi Makna kata, frasa, dan kalimat.

Materi Pembelajaran

- Bacaan teks fungsional berupa *advertisement*.
- Bacaan teks fungsional berupa *notice*.

Metode Pembelajaran:

PPP (*presentation, practice, production*)

Langkah-langkah Kegiatan

A. *PRESENTATION*

- Guru memberikan salam kepada siswa.
- Guru menyampaikan tema belajar untuk siswa.
- Guru memberi tahu tujuan pembelajaran kepada siswa.

- Guru membuka sesi tanya jawab berkaitan dengan tema belajar dengan maksud sebagai pemanasan dan merangsang siswa untuk berfikir tentang tema tersebut.
- Guru memberikan penjelasan tentang materi belajar berupa teks *advertisement* dan *notice*.

B. PRACTICE

- ☞ Siswa menerima media pengajaran berupa teks *advertisement* dan *notice*.
- ☞ Siswa mencari kosa kata bahasa Inggris didalam teks yang belum diketahui dengan menggunakan kamus.
- ☞ Siswa berlatih “*pronunciation*” melafalkan kosa kata bahasa Inggris dibimbing oleh guru.
- ☞ Siswa menirukan contoh membaca teks dengan intonasi yang tepat dibimbing oleh guru.
- ☞ Siswa berlatih “*junction*” dalam teks setelah sebelumnya diberikan contoh oleh guru.
- ☞ Siswa mengartikan teks berupa *advertisement* dan *notice* yang diberikan guru dengan menggunakan kamus.
- ☞ Siswa secara bersama sama berlatih menjawab pertanyaan di setiap teks yang berupa *advertisement* dan *notice*.

C. PRODUCTION

- Siswa diberi satu teks bacaan berupa *advertisement* beserta 10 pertanyaan untuk dikerjakan secara mandiri.
- Siswa menjawab 10 pertanyaan berkaitan dengan teks bacaan *advertisement*.
- Kemampuan siswa akan dinilai dari banyaknya pertanyaan yang bisa dijawab secara benar oleh siswa.

D. KEGIATAN PENUTUP

- Sesi tanya jawab bersama siswa tentang apa yang sudah mereka pelajari hari ini.
- Siswa mendapat kesimpulan dari pembelajaran hari ini.
- Refleksi dilakukan oleh guru dan siswa tentang pembelajaran hari ini.
- Guru meminta maaf atas kesalahan dan tindakan yang mungkin kurang tepat kepada siswa.
- Salam.

Sumber belajar

- *advertisement*
- Gambar-gambar tentang *notice*

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
- Siswa dapat mengidentifikasi fungsi sosial teks <i>advertisement</i> dan <i>notice</i>. - Siswa mengidentifikasi ciri kebahasaan teks <i>advertisement</i> dan <i>notice</i>. - Siswa dapat mengidentifikasi main ideas. - Siswa dapat mengidentifikasi supporting details. - Siswa dapat mengidentifikasi informasi factual. - Siswa dapat mengidentifikasi Makna kata, frasa, dan kalimat.	Tes tertulis	Uraian	<i>Answer the following questions based on the text</i>

Instrumen:

Advertisement

EGYPT TOUR PACKAGE WITH VISA
only US\$ 360/- * per person

Package Includes:

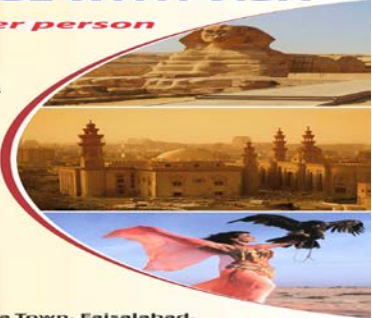
- 3 Nights in 3* Hotel on Twin Sharing Basis
- 2 Day Tours with Lunch
- Dinner at Nile Cruise with Belly Dance
- All transfer by road on A/C Coach
- All visits with professional English guide
- Egypt Tourist Visa

Documents Required for Visa:

- Original Passport
- 3 Passport Size Pictures
- Copy on National Identity Card
- Visa Request Letter
- Bank Statement of last 6 months

StarHolidays

PIA Sales Office Building, Main Susan Road, Madina Town, Faisalabad.
Tel: 041-8532000, 8728899, 8737676, Fax: 041-8541446 Mob: 0321-8668866
info@starholidaysonline.com



(www.starholidaysonline.com)

Questions:

1. What is being advertised?
2. Who published the advertisement?
3. What services are there?
4. What should you do when you are interested in the advertisement?
5. How many day tours do we get lunch?
6. What are required for the administration?
7. Where will you stay when you take the tour?
8. Where is the location of the Star Holiday's office?
9. Mention tourism places in Egypt you know...
10. What is the meaning of the word "visit" in Indonesian?

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal = 10
3. Nilai maksimal = 10
4. Nilai Siswa = $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$

.....,2012

Mengetahui;

**Kepala Sekolah SMP Muhammadiyah Kertek
Wonosobo**

Guru Mapel Bahasa Inggris,

(ZUBAIDI MUSTOFA)

NIP /NIK :

(ARTI MURDAWATI)

NIP /NIK :

Advertisement



2012 IDITAROD FINISH & NORTHERN LIGHTS TOUR PACKAGE

Everyone has to go to Nome at least once in their life... There is no place like Nome!

HIGHLIGHTS

- Experience the 2012 Iditarod race finish in Nome
- Fly to the Iditarod checkpoint of White Mountain
- Watch the Northern Lights
- Play golf of the sea ice
- Explore abandoned gold dredges
- Mush your own dog team
- See muskoxen & reindeer
- And much more!

WWW.WILDALASKATRavel.COM

Thousands of people will see the teams off in Anchorage and at the restart in Willow, but the real party is at the finish line as the teams pass under the burled arch on Nome's Front Street!

(www.wildalaskatravel.com)

Questions:

1. What does the text tell you about?
2. Who published the advertisement?
3. Mention the tour objects that will be visited...
4. Where is the location of the tour?
5. What is the meaning of "explore" in Indonesian?

Notice

(<http://www.google.co.id/imgres?q=no+entry+during+examination>)



(<http://www.flickr.com/photos/redsuz/2880034924/>)

Questions :

1. Mention where you can find that notice?
2. What should you do for the notice "no entry during examination"?
3. What should you do for the notice "icy condition"?
4. What does the word "examination" means?
5. Is there any caution "icy condition" in our country Indonesia?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: MUHAMMADIYAH KERTEK WONOSOBO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar	: 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>
Jenis teks	: monolog <i>descriptive</i>
Tema	: <i>Let's go somewhere</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Mengidentifikasi fungsi sosial teks *descriptive*.
- Mengidentifikasi ciri kebahasaan teks *descriptive*.
- Mengidentifikasi main ideas.
- Mengidentifikasi supporting details.
- Mengidentifikasi informasi factual.
- Makna kata, frasa, dan kalimat.
- Mengidentifikasi langkah-langkah retorika di dalam wacana *descriptive*.

2. Materi Pembelajaran

- Teks tulis berbentuk *descriptive*
- Langkah retorika teks *descriptive*
- Tujuan komunikatif teks *descriptive*
- Ciri kebahasaan teks *descriptive*

3. Metode Pembelajaran:

PPP (*presentation, practice, production*)

4. Langkah-langkah Kegiatan

A. PRESENTATION

- Guru memberikan salam kepada siswa.
- Guru menyampaikan tema belajar untuk siswa.
- Guru memberi tahu tujuan pembelajaran kepada siswa.
- Guru membuka sesi tanya jawab berkaitan dengan tema belajar dengan maksud sebagai pemanasan dan merangsang siswa untuk berfikir tentang tema tersebut.
- Guru memberikan penjelasan tentang materi belajar berupa teks *descriptive*.

B. PRACTICE

- ☞ Siswa menerima media pengajaran berupa teks *descriptive*.
- ☞ Siswa mencari kosa kata bahasa Inggris didalam teks yang belum diketahui dengan menggunakan kamus.
- ☞ Siswa berlatih "*pronunciation*" melafalkan kosa kata bahasa Inggris dibimbing oleh guru.
- ☞ Siswa menirukan contoh membaca teks dengan intonasi yang tepat dibimbing oleh guru.
- ☞ Siswa berlatih "*juncture*" dalam teks setelah sebelumnya diberikan contoh oleh guru.
- ☞ Siswa mengartikan teks berupa *descriptive* yang diberikan guru dengan menggunakan kamus.
- ☞ Siswa secara bersama sama berlatih menjawab pertanyaan di setiap teks *descriptive* yang diberikan sebagai media belajar.

C. PRODUCTION

- Siswa diberi satu teks bacaan berupa *descriptive text* beserta lembar kerja siswa dengan 10 pertanyaan untuk dikerjakan secara mandiri.
- Siswa secara mandiri menjawab 10 pertanyaan berkaitan dengan teks *descriptive*.
- Kemampuan siswa akan dinilai dari banyaknya pertanyaan yang bisa dijawab secara benar oleh siswa.

D. KEGIATAN PENUTUP

- Sesi tanya jawab bersama siswa tentang apa yang sudah mereka pelajari hari ini.
- Siswa mendapat kesimpulan dari pembelajaran hari ini.
- Refleksi dilakukan oleh guru dan siswa tentang pembelajaran hari ini.
- Guru meminta maaf atas kesalahan dan tindakan yang mungkin kurang tepat kepada siswa.
- Salam.

5. Sumber belajar

- Teks *descriptive*
- Kamus

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Siswa mampu menjawab pertanyaan tentang :	Tes tulis	Uraian	<i>Answer these following questions based on the texts</i>

• Main idea dalam teks • Makna gagasan • Makna tekstual dalam teks <i>descriptive</i> • Langkah retorika teks <i>descriptive dan recount</i> • Tujuan komunikatif teks <i>descriptive dan recount</i> • Ciri kebahasaan teks <i>descriptive dan recount</i>			
--	--	--	--

Instrumen:

Read the text below and answer the questions.

Borobudur : A Wonder of Indonesia History



1. The magnificent Borobudur temple is the world's biggest Buddhist monument, an ancient site widely considered to be one of the world's seven wonders. Built in the 9th century during the reign of the Syailendra dynasty, the temple's design in Gupta architecture reflects India's influence on the region.
- 4.

Located on the island of Java, the temple sits majestically on a hilltop overlooking lush green fields and distant hills. It covers an enormous area, measuring 123 x 123 meters. The monument is a marvel of design, decorated with 2,672 relief panels and 504 Buddha statues.

8. The temple has remained strong even through ten centuries of neglect. It was rediscovered in 1815, buried under volcanic ash. In the 1970's the Indonesian Government and UNESCO worked together to restore Borobudur to its former majesty. The restoration took eight years to complete and today Borobudur is one of Indonesia and the world's most valuable treasures.

14. The temple is decorated with stone carvings in bas-relief representing images from the life of Buddha. Commentators claim that this is the largest and most complete ensemble of Buddhist reliefs in the world, unsurpassed in artistic merit.

Historians suggest that the name of Borobudur comes from the Sanskrit 'Vihara Buddha Uhr' or the 'Buddhist monastery on the hill'.

18.

(<http://www.indonesia.travel/en/destination/233/borobudur>)

Questions:

1. What is the text about?
2. What is the synonym of the word "big"?
3. Where is the location of Borobudur temple?
4. What is the main idea of paragraph 3?
5. What is the meaning of Borobudur based on the text?
6. What makes Borobudur neglected for 10 centuries?
7. Why Borobudur called as Indonesia treasure?
8. Why does Borobudur have so many reliefs?
9. "It was rediscovered in 1815" the underlined word "it" (line 9) refers to...
10. "Borobudur is one of Indonesia and the world's most valuable treasures" What is the meaning of the word "valuable treasure" (line 12) in Indonesian?

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1,
2. Jumlah skor maksimal =10
3. Nilai maksimal = 10
4. Nilai Siswa = $\frac{SkorPerolehan}{SkorMaksimal} \times 10$

.....,2012

Mengetahui;

**Kepala Sekolah SMP Muhammadiyah Kertek
Wonosobo**

Guru Mapel Bahasa Inggris,

(ZUBAIDI MUSTOFA)

NIP /NIK :

(ARTI MURDAWATI)

NIP /NIK :

Teks descriptive.

Twitter



1. Twitter is an online social networking service and microblogging service that enables its users to send and read text-based messages of up to 140 characters, known as "tweets".

3. It was created in March 2006 by Jack Dorsey and launched that July. The service rapidly gained worldwide popularity, with over 500 million active users as of 2012, generating over 340 million tweets daily and handling over 1.6 billion search queries per day. Since its launch, Twitter has become one of the top 10 most visited websites on the Internet, and has been described as "the SMS of the Internet." Unregistered users can read tweets, while registered users can post tweets through the website interface, SMS, or a range of apps for mobile device.

10. Twitter Inc. is based in San Francisco, with additional servers and offices in New York City, Boston, and San Antonio.

- Twitter has been cited as an important factor in the Arab Spring and other political protest.

13. (<http://en.wikipedia.org/wiki/Twitter>)

Questions :

1. What does the text tell us about?
2. Who is Jack Dorsey?
3. What is the definition of Twitter?

4. How many active users on 2012?
5. What is the main idea of paragraph 2?

Teks descriptive

YOGYAKARTA / JOGJA - Travelers Paradise in Java, Indonesia



1. YOGYAKARTA (often also called Jogja, Yogya or Jogja) is located in middle of Java Island - Indonesia. It's enough with \$ 20 per-day, you are able to stay over, eat famous authentic delicious food, and [motorbike Rental](#) to explore the pure beaches and thousand of years old ancient temples.

6. A thousand years ago, Yogyakarta was the center of ancient Mataram Kingdom which was prosperous and high civilized. This kingdom built Borobudur Temple which was the biggest Buddhist temple in the world, 300 years before Angkor Wat in Cambodia.

11. Yogyakarta at present is a place where tradition and modern dynamics are going on together continuously. In this city, there is a palace which has hundreds of loyal servants to run the tradition, but there is also University of Gadjah Mada that is one of the leading universities in South East Asia.

At the north end of Yogyakarta, you will see Mount Merapi stands proudly almost as high as 10,000 feet. This mountain is one of the most active volcanoes in Indonesia. The trace of its malignant of the 2006 eruption can be witnessed in the Village of Kaliadem, 30 km from the city of Yogyakarta.

17. In the southern part of Yogyakarta, you will find many beaches. The most famous beach is Parangtritis with its legendary figure of *Nyi Roro Kidul* (Queen of the South), but Yogyakarta has also many natural beautiful beaches in Gunung Kidul. You can see the

19. Sadeng Beach, Siung Beach, Sundak Beach and many more.

(<http://www.yogyes.com>)

Questions:

1. What does the text tell you about?
2. What is the text above?
3. What is the main idea of paragraph 5?
4. “Yogyakarta was the center of ancient Mataram Kingdom”, the underlined word “ancient” (Line 5) in Indonesia means...
5. Why Ngayogyakarta palace called as the beauty of Java...

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: MUHAMMADIYAH KERTEK WONOSOBO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar	: 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>
Jenis teks	: monolog <i>recount</i>
Tema	: <i>tell me your experience.</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit

b. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Mengidentifikasi fungsi sosial teks *recount*.
- Mengidentifikasi ciri kebahasaan teks *recount*.
- Mengidentifikasi *main ideas*
- Mengidentifikasi *supporting details*
- Mengidentifikasi informasi *factual*
- Makna kata, frasa, dan kalimat
- Mengidentifikasi langkah-langkah retorika di dalam wacana *recount*

b. Materi Pembelajaran

- Teks tulis berbentuk *recount*
- Langkah retorika teks *recount*
- Tujuan komunikatif teks *recount*
- Ciri kebahasaan teks *recount*

c. Metode Pembelajaran:

PPP (*presentation, practice, production*)

d. Langkah-langkah Kegiatan

PRESENTATION

- Guru memberikan salam kepada siswa.
- Guru menyampaikan tema belajar untuk siswa.
- Guru memberi tahu tujuan pembelajaran kepada siswa.
- Guru membuka sesi tanya jawab berkaitan dengan tema belajar dengan maksud sebagai pemanasan dan merangsang siswa untuk berfikir tentang tema tersebut.
- Guru memberikan penjelasan tentang materi belajar berupa teks *recount* dengan tema *tell me your experience*.

PRACTICE

- ☞ Siswa menerima media pengajaran berupa teks *recount*.
- ☞ Siswa mencari kosa kata bahasa Inggris didalam teks yang belum diketahui dengan menggunakan kamus.
- ☞ Siswa berlatih "*pronunciation*" melafalkan kosa kata bahasa Inggris dibimbing oleh guru.
- ☞ Siswa menirukan contoh membaca teks dengan intonasi yang tepat dibimbing oleh guru.
- ☞ Siswa berlatih "*juncture*" dalam teks setelah sebelumnya diberikan contoh oleh guru.
- ☞ Siswa mengartikan teks berupa *recount* yang diberikan guru dengan menggunakan kamus.
- ☞ Siswa secara bersama sama berlatih menjawab pertanyaan di setiap teks *recount* yang diberikan sebagai media belajar.

PRODUCTION

- Siswa diberi satu teks bacaan berupa *recount text* beserta lembar kerja siswa dengan 10 pertanyaan untuk dikerjakan secara mandiri.
- Siswa secara mandiri menjawab 10 pertanyaan berkaitan dengan teks *recount*.
- Kemampuan siswa akan dinilai dari banyaknya pertanyaan yang bisa dijawab secara benar oleh siswa.

KEGIATAN PENUTUP

- Sesi tanya jawab bersama siswa tentang apa yang sudah mereka pelajari hari ini.
- Siswa mendapat kesimpulan dari pembelajaran hari ini.
- Refleksi dilakukan oleh guru dan siswa tentang pembelajaran hari ini.
- Guru meminta maaf atas kesalahan dan tindakan yang mungkin kurang tepat kepada siswa.
- Salam.

e. Sumber belajar

1. Teks *recount*
2. Kamus

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Siswa mampu menjawab pertanyaan tentang : • Main idea dalam teks • Makna gagasan • Makna tekstual dalam teks <i>recount</i> • Langkah retorika teks <i>recount</i> • Tujuan komunikatif teks <i>recount</i> • Ciri kebahasaan teks <i>recount</i>	Tes tulis	Uraian	Answer these questions based on the texts.

Instrument:

Read the text below and answer the questions.

Jack's story - My best holiday



Many years ago, I went to a holiday park in the south of Taiwan with some of my best friends. The park was beautiful, green and calm. There was a lot of grassland, a large forest, a vast clear lake and some holiday houses. We stayed there for many days and just enjoyed the nature and the magnificent scenery.

On the third day of our holiday, we went on a boating trip on a long and winding river. The river was deep and the current was strong. We were very excited and also nervous because we had never had any experience of this, and we couldn't control the boat. We just floated along, and the boat circled around on the water. Suddenly we ran into a current, and the boat was quickly dashed against a rock.

At the time, I didn't grip the rope well and fell into the water before anyone could reach me. I was terrified and frightened; I couldn't catch up with the boat and was quickly swept away. Unfortunately I went into a whirlpool, and even though I was making a good effort to escape, I couldn't swim out. I was tired and I thought I couldn't survive much longer in the water, but luckily I got hold of a rock and clung desperately to it.

About twenty minutes later, the guide with an assistant rowed in a boat close to the rock. They threw a rope and shouted to me, "Hang on. We'll get you out!" I tried to catch the rope many

times, but it was still too far from me. Finally the guide dove into the water and brought it to me. Then I was soon taken to the riverbank.

When I recall the matter, even now I still appreciate the guide. I believe that it was the most exciting holiday of my life.

(<http://williamclassblog2006.blogspot.com/2007/09/jack-s-story-my-best-holiday.html>)

Questions:

1. What does the text tell you about?
2. What is the text above?
3. What is the most exciting experience based on Jack's story?
4. What did they do for the third day in Taiwan?
5. What is the main idea of paragraph 2?
6. "Hang on". We'll get you out!" paragraph 4 line 16 the word "Hang on" has the meaning in Indonesia with?
7. Who took the students to the green house?
8. Where did the story take place?
9. "I couldn't survive much longer in the water". The underlined word "survive" (Line 13), has the meaning in Indonesian to...
10. Why did the boat circle around on the water?

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal =10
3. Nilai maksimal = 10
4. Nilai Siswa = $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$

.....,2012

Mengetahui;

**Kepala Sekolah SMP Muhammadiyah Kertek
Wonosobo**

Guru Mapel Bahasa Inggris,

(ZUBAIDI MUSTOFA)

NIP /NIK :

(ARTI MURDAWATI)

NIP /NIK :

Recount text

My experience in Japan!



1. I travelled to Japan in June 2008 to take part in EIL's Study Abroad program and it was one of the most unforgettable experiences of my life. I went with two friends to do a homestay and Japanese classes in Suwa.

4. On our first meeting with our new teachers we ate watermelon and chatted, and then we were collected by our host parents and brought to our new homes. I was both nervous and excited as we drove through Suwa, watching the town and all the beautiful mountains outside my window.

When we arrived at the house my host mother, Sachiko, insisted I take a bath as I was very tired and needed to relax. I did, despite the heat of the day and I enjoyed it up

9. until I was leaving the bathroom and accidentally pulled the sliding door completely out from the wall! I was very embarrassed, standing in a stranger's house with their bathroom door in my hands.

Suwa is a beautiful, quiet place and at the weekend we went to Tokyo to see Harajuku and Asakusa.

15. Our Japanese classes were really helpful, and soon the language barrier didn't seem so high after all. In class we studied Kanji and grammar at our own pace and every day we got to use what we had learned in everyday conversations.

On our last night my friend's host family took us to a fire-fly viewing and it was one of the most magical things I have ever seen. The trip did wonders for my Japanese and Japan is one of those countries where you have to live the culture in order to fully appreciate and understand it. I miss Suwa a lot and I hope to return there someday, and I'm so happy I got the opportunity to do this!

22.

(<http://www.eilireland.org/community/members/caroline-winters/blog/3/march/2009/my-experience-in-japan>)

Questions:

1. What does the text tell you about?
2. What is the main idea of paragraph 3?
3. What is the host mother's name?
4. "When we arrived at the house my host mother". The underlined word "arrived at" (line 8) has the meaning in Indonesian to...
5. Why did the host family take them to the fire-fly viewing?

Recount text

Vacation to London



1. Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.
6. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight.
9. On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.
13. The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.
18. The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

(<http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-vacation-to-london.html>)

Questions:

1. What is the text about?
2. What is the main idea of paragraph 4?
3. How many days of tour do they take?
4. “The officers were pleasant”. The underlined word “pleasant” (Line 10, Paragraph 3) has the closest meaning to...
5. How many people do belong to the vacation to London?

Appendix 4

Pre-test and Post-test

PRE-TEST and POST-TEST

READING



KELAS VIII

SEMESTER 1

SMP MUHAMMADIYAH KERTEK WONOSOBO

2012/2013

Questions 1-4 are based on the following passage.

- (1) Dear Sylvia,
- (2) How's everything? We just came back from our vacation in Peru. It was fantastic. Machu Picchu is an Inca city in the Andes Mountains. We took a bus in Aguas Calientes and arrived in Machu Picchu in the morning. We spent the day there and went to Cuzco in the evening. In Cuzco we hired a Peruvian guide, and we learned a lot about the Inca culture.
- (6) Talk to you soon,
- (8) Peter and Julie.

(Taken from Contextual Teaching and Learning *Bahasa Inggris kelas VIII edisi 4*, 2008)

1. What is the post card about?
 - a) Vacation in Machu Picchu.
 - b) Vacation in Andreas Mountains.
 - c) Vacation in Peru.
 - d) Vacation in Inca.
2. Who took the vacation in Machu Picchu?
 - a) Sylvia
 - b) Peter and Sylvia
 - c) Sylvia, Peter and Julie
 - d) Peter and Julie
3. Why did they hire a Peruvian guide in Cuzco?
 - a) Because they wanted to learn about Inca.
 - b) Because they wanted to learn about Peru.
 - c) Because they wanted to learn about culture.
 - d) Because they wanted to learn about Peruvian.
4. "We just came back from our vacation in Peru". The underlined word "vacation" (line 2) has the same meaning with...
 - a) Holiday
 - b) Picnic
 - c) Journey

d) Travel

Questions 5-7 are based on the following passage.

Dear Lisa,

Congratulations for the wining of the English debate competition. I learned about it from your Mom.

Love,

Ella

(Taken from Contextual Teaching and Learning *Bahasa Inggris kelas VIII edisi 4*, 2008)

5. What does the text tell you about?
 - a) Congratulating English debate competition.
 - b) Congratulating Ella for the winning.
 - c) Congratulating Lisa for the winning.
 - d) Celebrating the English debate competition.
6. Who has won the English debate?
 - a) Mom
 - b) Lisa and Ella
 - c) Ella's Friend
 - d) Lisa
7. From whom does Ella know the information?
 - a) Lisa's mom
 - b) Your mom
 - c) Mom's friends
 - d) Lisa's friends

Questions 8-11 are based on the following passage.

(1) A private conversation

- (2) Last week I went to the theater. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors I turned round. I looked at the man angrily. They did not pay any attention. In the end, I could not hear it. I turned round again. "I can't hear a word I said angrily." It's none of your business. The
- (7) young man said rudely, "this is a private conversation."

(Taken from *Ulangan Akhir Semester tahun pelajaran 2009/2010*)

8. What does the text tell you about?
 - a) An interesting conversation.
 - b) Experience in the theater.
 - c) Conversation in the theater.
 - d) A young man and a young woman in the theater.
9. Why did the writer say “I can’t hear a word” to the man and the woman behind him?
 - a) Because he spoke in the theater.
 - b) Because he wanted to know the conversation.
 - c) Because he could not listen to the play.
 - d) Because he interrupted the conversation.
10. What is the text above?
 - a) Spoof text
 - b) Narrative text
 - c) Descriptive text
 - d) Recount text
11. What did the young man think of this sentence “this is a private conversation” (line 7)?
 - a) Because the conversation was important.
 - b) Because he was not interested in the play.
 - c) Because he felt disturbed by the writer.
 - d) Because he didn’t want the writer to hear their conversation.

Questions 12-14 are based on the following passage.

Visit Beautiful Bali

Enjoy Bali’s beautiful beaches! Visit the art city of Ubud! Stay in Asia’s finest hotels!
Buy beautiful souvenirs! See Mount Agung!... and much more.
We’ve got it all! Come and see the art shops, the temples, and the exotic dances.
Come and try our restaurants.

Call Citra Tour, Tel. 62-31-5087062

(Taken from Contextual Teaching and Learning Bahasa Inggris *kelas VIII edisi 4*, 2008)

12. Who sent the advertisement?

- a) City of Ubud
- b) Beautiful Bali
- c) Citra Tour
- d) Visit Beautiful Bali

13. What is the advertisement about?

- a) beautiful beaches
- b) package of tour
- c) beautiful souvenirs
- d) package of holiday

14. If you are interested in the advertisement, what should you do?

- a) Call Citra Tour
- b) Visit beautiful Bali
- c) Buy ticket
- d) Come to Bali

Questions 15-18 are based on the following passage.

Twitter

(1) Twitter is an online social networking service and microblogging service that enables its users to send and read text-based messages of up to 140 characters, known as "tweets".

(4) It was created in March 2006 by Jack Dorsey and launched that July. The service rapidly gained worldwide popularity, with over 500 million active users as of 2012, generating over 340 million tweets daily and handling over 1.6 billion search queries per day.

(8) Since its launch, Twitter has become one of the top 10 most visited websites on the Internet, and has been described as "the SMS of the Internet." Unregistered users can read tweets, while registered users can post tweets through the website interface, SMS, or a range of apps for mobile device.

(12) Twitter Inc. is based in San Francisco, with additional servers and offices in New York City, Boston, and San Antonio.

(<http://en.wikipedia.org/wiki/Twitter>)

15. What is meant by the word “tweet” (line 3)?
- Send and read messages of 140 characters.
 - Social networking service and microblogging service.
 - The online social networking service.
 - The website interface.
16. “It was created in March 2006 by Jack Dorsey”. The underlined word “it” (line 4) refers to...
- Tweet
 - Social networking
 - Twitter
 - Internet
17. Why Twitter described as “the SMS of the internet” (line 9)?
- Because twitter has become one of the top 10 most visited websites.
 - Because twitter has over 320 million tweets daily.
 - Because twitter has worldwide popularity.
 - Because twitter has registered users and unregistered users.

Questions 18-20 are based on the following passage.

- (1) To: Brad Pitt
- (2) Hi, friends, I would like to invite you to my birthday Party.
Place: Hotel Novotel
- Day/Date: Saturday, the 15th November 2008
- Time: 7.00 p.m.
- Be there and enjoy the fun in my 17th Birthday Party
- See you!
- (8) (Nicole)

18. What is the text above?
- announcement
 - notice

- c) advertisement
- d) invitation

19. "I would like to invite you to my birthday Party." The underlined word "invite" (Line 2) has the similar meaning in Indonesian to...
- a) *mengajak*
 - b) *mengumumkan*
 - c) *mengundang*
 - d) *memberi tahu*

Questions 21-23 are based on the following passage.

- (1) I went to Rahman' house yesterday to do homework, I went there with Dodi. After
 (2) finishing the homework, Rahman made rujak. Rahman likes spicy food, so he made it very spicy.
 Actually, I am not used to eating spicy food, but yesterday I could not restrain myself from eating
 it. The rujak was very tasty, although it was spicy. I ate it too much. The next morning I got
 (5) stomachache and I could not go to school.

(Taken from *Ulangan Akhir Semester ganjil tahun pelajaran 2008/2009*)

20. What does the text tell you about?
- a) The Rahman's house
 - b) The writer's bad experience
 - c) The writer's activities
 - d) The spicy *Rujak*
21. Where did the writer go yesterday?
- a) to Rahman's house
 - b) to Dodi's house
 - c) to Rahman's neighbor
 - d) to Rujak seller
22. "Rahman likes spicy food". The underlined word "spicy" (Line 2), has the same meaning with...
- a) salty
 - b) bitter
 - c) sour
 - d) hot
23. Why the writer could not go to school the next morning?
- a) Because he did the homework.
 - b) Because he came to Rahman's house.
 - c) Because he got stomachache.

- d) Because he ate spicy *Rujak*.

Questions 24-27 are based on the following passage.

BRAZIL

- (1) Does anybody know anything about Brazil? Yes, the football team is one of the best in
(2) the world. It has great players like Ronaldo, Ronaldinho, and Adriano. Now let me tell you more about Brazil. You know, Brazil is the largest country in South America. And.. it's also the fifth largest country in world. Does anybody know where Brazil is? Yes, it's located in the eastern part of South America.

- Now what about the people? They are friendly, outgoing, and they also like to have fun. They're fun-loving people. Well...if you've heard about samba, then you must know that the samba dance is from Brazil. The people love to sing and dance the samba. Oh...yes...they also love to sunbathe... lying on the beach..er..to have their skin tanned...I mean, to make their skin
(10) darker.

(Taken from Contextual Teaching and Learning *Bahasa Inggris kelas VIII edisi 4*, 2008)

24. What does the text tell you about?
- The people of Brazil
 - The country of Brazil
 - The dance of Brazil
 - The Brazil football team
25. Which of the following statements is **not** true about Brazil?
- Brazil football team is the best in the world.
 - Brazil is the fifth largest country in the world.
 - Samba dance is the dance from Brazil.
 - The country of Brazil is located in South America.
26. "It has great players like Ronaldo, Ronaldinho, and Adriano". The underlined word "it" (Line 2, paragraph 1) refers to...
- the country of Brazil
 - the people of Brazil
 - the football team of Brazil
 - the black people of Brazil
27. Why do the Brazilians like sunbathing?
- Because they have a lot of beaches.
 - Because they like to have the skin darker.

- c) Because they are friendly and outgoing.
- d) Because they like to have fun.

Questions 28-30 are based on the following passage.

Memo Mom, I borrowed your clutch bag the one with black suede color and two side pocket. I don't have any bag. I need it for Bima's birthday party tonight. Thank you very much Putri

(Source: *Ulangan Akhir Semester ganjil tahun pelajaran 2008/2009*)

28. Why did Putri borrow mom's bag?

- a) Because she loved the color of the bag.
- b) Because she want to go the party.
- c) Because she didn't have bag.
- d) Because she loved mom's bag.

29. To whom is the memo given?

- a) Mom
- b) Bima
- c) Putri's mom
- d) Bima's mom

Questions 31-34 are based on the following passage.

Vacation to London

- (1) Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked two weeks tour. This includes travel and accommodation.

- (6) On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

- (9) The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, (11) they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

- (14) The two weeks in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

(<http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-vacation-to-london.html>)

30. What is the text above?

- a) Narrative text
- b) Descriptive text
- c) Explanation text
- d) Recount text

31. What do they think about the hotel?

- a) They love the food and the drink.
- b) They get embarrassing experience.
- c) They get satisfied facilities.
- d) They feel bored on the hotel

32. How long will they spend the days in London?

- a) Eleven days tour

- b) Twelve days tour
- c) Thirteen days tour
- d) Fourteen days tour

33. “The officers were pleasant”. The underlined word “pleasant” (Line 6, Paragraph 2) in Indonesian means...

- a) *menyenangkan*
- b) *cekatan*
- c) *memuaskan*
- d) *tertib*

34. Which of the following statements is **false** based on the text?

- a) Mr. Richard’s family consists of Mr. Richard, Mrs. Richard and two sons.
- b) They went to the British Embassy to get visas to enter Britain.
- c) They went to Custom and Immigration after they arrived at Heathrow airport.
- d) The hotel room had perfect view of the river.

Questions 35-36 are based on the following passage.

Queue this
side please

Examination in
progress

35. Where can you find that notice?

- a) zoo and hospital
- b) Hospital and school
- c) movie and airport
- d) ticket box and school

36. What should you do for the second notice “examination in progress”?

- a) Walk slowly and be careful.
- b) Disturb and make noise.
- c) Keep calm and be silent.
- d) Watch and wait.

Questions 37-40 are based on the following passage.

THE HAWAIIAN ISLANDS

- (1) The Hawaiian Islands are located in the middle of the Pacific Ocean, far away from any other land. There are eight islands of different sizes, and while they

differ from each other in some ways, they share many features.

- (4) They all have a tropical climate, with temperatures of about 78°F (25.6°C) in the winter and 85°F (29.4°C) in the summer.

Rain falls often, but not for long. The islands also share a natural beauty, with mountains and waterfalls, rainforests, and long beaches. Their waters are filled

- (8) with colourful fish, dolphins, and giant sea turtles.

(Source: Dit. PSMP, 2006)

37. What does the text tell you about?

- a) The island of Hawaii
- b) The tourism spots in Hawaii
- c) The beauty of Hawaii
- d) The location of Hawaii

38. “while they differ from each other in some ways...” the underlined word “they” (line 3) refers to...

- a) Hawaiians
- b) Rainforests
- c) Eight islands
- d) Beautiful islands

39. How many islands are there in Hawaii?

- a) Six
- b) Seven
- c) Eight
- d) Nine

40. What can not we see from the natural beauty there?

- a) Mountain
- b) Colorful fish
- c) Subtropical forests
- d) Long beaches

Appendix 5

Reading Scores

Try-out Test Scores

TRY OUT TEST SCORE		
No.	Nama Siswa	Nilai Try Out
1	Adik Budiono	57.5
2	Aditya Prayogo	87.5
3	Agus Dwi Putra	35
4	Adya Lutfi	37.5
5	Agum Pamungkas	40
6	Anam Al Ayubi	50
7	Andika Ajeng	40
8	Anggi Laksmana Putra	12.5
9	Annisa Nur Sakinah	35
10	Arun Andrea	37.5
11	Badariyah	75
12	Bayu Riyanto	92.5
13	Chairil Adam	70
14	Dewi Ardiyaningrum	35
15	Diki Masaid Fachrudin	37.5
16	Erfa Dini Prastiani	42.5
17	Eri Alfiah	10
18	Herlina	30
19	Khusni Fadhilatun	30
20	Lilik Haryati	95
21	Marinta Evi	42,5
22	Maulana Rizky	27,5
23	Nur Khafidhoh	55
24	Rifki Ulfa safitri	50
25	Rosy Arista	40
26	Sugeng Pngestu	92.5
27	Tika	60
28	Tulus pastiono	62,5
29	Wahyu Setia Budi	55
30	Yuliana	97.5
MEAN		54.13043478
SD		26.0420191

Pre-test Scores

PRE TEST SCORE		
NO	NAMA	SCORE
1	Adik Budiono	45
2	Adya Luthi	50
3	Agum Pamungkas	45
4	Agus Dwi Putra	42.5
5	Anam al Ayubi	45
6	Andika Ajeng	45
7	Anggi Laksamana	32.5
8	Anisa Nur	35
9	Arun Andrea	40
10	Badariyah	70
11	Bayu pramana	47.5
12	Dewi Ardiyaningrum	30
13	Diki Masaid	40
14	Ervan Dini	55
15	Herlina	42.5
16	Khusni Fadhillatun	42.5
17	Marinta Eri	45
18	Maulana Rizky	40
19	Nur Khofidoh	55
20	Rifki Ulfa Safitri	57.5
21	Rosy Arista	42.5
22	Slamet Sutrisno	37.5
23	Tika	55
24	Tulus Pastiono	65
25	Wahyu Setia Budi	67.5
MEAN		47.5
SD		10.48809

Post-test Scores

POST TEST SCORE		
NO	NAMA	SCORE
1	Adik Budiono	60
2	Adya Luthi	65
3	Agum Pamungkas	57.5
4	Agus Dwi Putra	55
5	Anam al Ayubi	60
6	Andika Ajeng	55
7	Anggi Laksamana	40
8	Anisa Nur	40
9	Arun Andrea	55
10	Badariyah	80
11	Bayu pramana	57.5
12	Dewi Ardiyaningrum	35
13	Diki Masaid	47.5
14	Erva Dini	75
15	Herlina	50
16	Khusni Fadhilatun	52.5
17	Marinta Eri	55
18	Maulana Rizky	52.5
19	Nur Khofidoh	67.5
20	Rifki Ulfa Safitri	70
21	Rosy Arista	50
22	Slamet Sutrisno	50
23	Tika	72.5
24	Tulus Pastiono	80
25	Wahyu Setia Budi	80
MEAN		58.5
SD		12.60373622

Descriptive Texts Scores

DESCRIPTIVE TEXT CYCLE 1		
NO	NAMA	SCORE
1	Adik Budiono	60
2	Adya Luthi	70
3	Agum Pamungkas	75
4	Agus Dwi Putra	70
5	Anam al Ayubi	60
6	Andika Ajeng	90
7	Anggi Laksamana	85
8	Anisa Nur	95
9	Arun Andrea	80
10	Badariyah	95
11	Bayu pramana	85
12	Dewi Ardiyaningrum	80
13	Diki Masaid	90
14	Erva Dini	95
15	Herlina	95
16	Khusni Fadhilatun	90
17	Marinta Eri	90
18	Maulana Rizky	80
19	Nur Khofidoh	90
20	Rifki Ulfa Safitri	90
21	Rosy Arista	
22	Slamet Sutrisno	85
23	Tika	90
24	Tulus Pastiono	85
25	Wahyu Setia Budi	80
MEAN		83.54166667
SD		10.26593847

Descriptive Texts Scores

DESCRIPTIVE TEXT CYCLE 2		
NO	NAMA	SCORE
1	Adik Budiono	70
2	Adya Luthi	85
3	Agum Pamungkas	80
4	Agus Dwi Putra	85
5	Anam al Ayubi	70
6	Andika Ajeng	90
7	Anggi Laksamana	85
8	Anisa Nur	90
9	Arun Andrea	85
10	Badariyah	85
11	Bayu pramana	90
12	Dewi Ardiyaningrum	95
13	Diki Masaid	90
14	Erva Dini	80
15	Herlina	95
16	Khusni Fadhilatun	85
17	Marinta Eri	85
18	Maulana Rizky	80
19	Nur Khofidoh	90
20	Rifki Ulfa Safitri	85
21	Rosy Arista	85
22	Slamet Sutrisno	90
23	Tika	95
24	Tulus Pastiono	95
25	Wahyu Setia Budi	90
MEAN		86.2
SD		6.658328118

Short functional texts Scores

SCORE FUNCTIONAL TEXT CYCLE 1		
NO	NAMA	SCORE
1	Adik Budiono	80
2	Adya Luthi	85
3	Agum Pamungkas	85
4	Agus Dwi Putra	85
5	Anam al Ayubi	80
6	Andika Ajeng	90
7	Anggi Laksamana	85
8	Anisa Nur	90
9	Arun Andrea	90
10	Badariyah	85
11	Bayu pramana	80
12	Dewi Ardiyaningrum	85
13	Diki Masaid	90
14	Ervan Dini	90
15	Herlina	80
16	Khusni Fadhilatun	85
17	Marinta Eri	90
18	Maulana Rizky	90
19	Nur Khofidoh	90
20	Rifki Ulfa Safitri	85
21	Rosy Arista	
22	Slamet Santoso	80
23	Tika	90
24	Tulus Pastiono	90
25	Wahyu Setia Budi	90
MEAN		86.25
SD		3.969996167

Short functional texts Scores

SCORE FUNCTIONAL TEXT CYCLE 2		
NO	NAMA	SCORE
1	Adik Budiono	80
2	Adya Luthi	85
3	Agum Pamungkas	85
4	Agus Dwi Putra	85
5	Anam al Ayubi	85
6	Andika Ajeng	90
7	Anggi Laksamana	90
8	Anisa Nur	90
9	Arun Andrea	95
10	Badariyah	80
11	Bayu pramana	85
12	Dewi Ardiyaningrum	85
13	Diki Masaid	95
14	Erva Dini	90
15	Herlina	85
16	Khusni Fadhilatun	90
17	Marinta Eri	90
18	Maulana Rizky	90
19	Nur Khofidoh	85
20	Rifki Ulfa Safitri	90
21	Rosy Arista	95
22	Slamet Santoso	85
23	Tika	90
24	Tulus Pastiono	90
25	Wahyu Setia Budi	90
MEAN		88
SD		4.082482905

Recount texts Scores

RECOUNT TEXT CYCLE 1		
NO	NAMA	SCORE
1	Adik Budiono	60
2	Adya Luthi	
3	Agum Pamungkas	85
4	Agus Dwi Putra	80
5	Anam al Ayubi	65
6	Andika Ajeng	90
7	Anggi Laksamana	60
8	Anisa Nur	90
9	Arun Andrea	90
10	Badariyah	95
11	Bayu pramana	
12	Dewi Ardiyaningrum	90
13	Diki Masaid	85
14	Erva Dini	95
15	Herlina	90
16	Khusni Fadhilatun	90
17	Marinta Eri	90
18	Maulana Rizky	85
19	Nur Khofidoh	90
20	Rifki Ulfa Safitri	85
21	Rosy Arista	95
22	Slamet Santoso	
23	Tika	90
24	Tulus Pastiono	90
25	Wahyu Setia Budi	55
MEAN		83.86363636
SD		12.14317545

Recount texts Scores

RECOUNT TEXT CYCLE 2		
NO	NAMA	SCORE
1	Adik Budiono	65
2	Adya Luthi	75
3	Agum Pamungkas	90
4	Agus Dwi Putra	90
5	Anam al Ayubi	75
6	Andika Ajeng	90
7	Anggi Laksamana	70
8	Anisa Nur	95
9	Arun Andrea	85
10	Badariyah	95
11	Bayu pramana	70
12	Dewi Ardiyaningrum	90
13	Diki Masaid	85
14	Erva Dini	95
15	Herlina	95
16	Khusni Fadhilatun	90
17	Marinta Eri	95
18	Maulana Rizky	85
19	Nur Khofidoh	95
20	Rifki Ulfa Safitri	85
21	Rosy Arista	95
22	Slamet Santoso	70
23	Tika	90
24	Tulus Pastiono	95
25	Wahyu Setia Budi	65
MEAN		85.2
SD		10.4562581

T-Test

[DataSet0]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
post	25	58.500	12.6037	2.5207

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
post	23.207	24	.000	58.5000	53.297	63.703

T-Test

[DataSet0]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
pre	25	46.900	10.3401	2.0680

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre	22.679	24	.000	46.9000	42.632	51.168

No	Nama	Result	
		Pre – test	Post – test
1	Adik Budiyo	50	65
2	Adya Luthi	45	57.5
3	Agung Pamungkas	42.5	55
4	Agus Dwi Putra	45	60
5	Anam Al Ayubi	45	55
6	Andika Ajeng	32.5	40
7	Anggi Laksmna Putra	35	40
8	Annisa Nur Shakinah	40	55
9	Arun Andrea	45	60
10	Badariyah	70	80
11	Bayu Permana	47.5	57.5
12	Dewi Ardianingrum	30	35
13	Diki Masaid Farudin	40	47.5
14	Erfa Dini Prastiani	55	75
15	Herlina	42.5	50
16	Khusni Fadhilatun	42.5	52.5
17	Marinta Evi	45	55
18	Maulana Riski	40	52.5
19	Nur Khafidhoh	55	67.5
20	Rifki Ulfa Safitri	57.5	70
21	Rosy Arista	42.5	50
22	Slamet Sutisno	37.5	50
23	Tika	55	72.5
24	Tulus Pastiyono	65	80
25	Wahyu Setya Budi	67.5	80
	Mean	46,9	58,5

	Max Score	70	80
	Min Score	30	35
	Standar Deviation	10.3401	12.6037

Appendix 6

Students' Works

Nama : Tulus Partono
Kelas : VIII B
Tanggal : senin, 5 november 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive Text
2. Large (weigh)
3. Located on the island of Java
4. Borobudur At a Java, and Buddha dynasty
5. Buddhist monastery on the hill
6. because buried under volcanic ash.
7. Because Borobudur to its former majesty the restoration took 14 years complete and today Borobudur is one of Indonesia
8. because claim that this is the largest and most complete ensemble of
9. Borobudur temple
10. Harta berharga

Nama : Adine Bardiono
 Kelas : VIII B
 Tanggal : Senin 5 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. DESCRIPTIVE TEXT
2. Very Big
3. The island of Java
4. The temple has remained strong even through ten centuries of neglect. In the 1970's the Indonesian Government and UNESCO worked together to restore Borobudur to its former majesty.
5. ~~temple is the world's biggest Buddhist monument and ancient site~~
~~temple is the world's biggest Buddhist monument and ancient site~~
~~temple is the world's biggest Buddhist monument and ancient site~~
6. temple is the world's biggest Buddhist monument and ancient site
widely considered to be one of the world's seven wonders
Because volcano erupt
7. Because Borobudur
8. ~~Because~~ Because Borobudur Beautiful and various collection Be
9. The table
10. Peninggalan harta karun / ~~by~~ ~~bersejarah~~ peninggalan be

Nama : Agus Dwi Putra
Kelas : VIII B
Tanggal : Senin 5 November 2015

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive text
2. large
3. Island of Java
4. It was rediscovered in 1815 burned under volcano in the 1920s the Indonesian government and UN worked to restore Borobudur
5. Buddhist monastery on the Hill
6. Because volcano erupt
7. Because Borobudur
8. Because Borobudur Beautiful
9. The table
10. Deningalan hartakara

Nama : Adya Luffy
 Kelas : VIII B
 Tanggal : Senin, 5 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive text
2. Large
3. Island of Java
4. ~~The temple has remained strong even through ten centuries of~~
~~the 1940's the UN Government and UNESCO worked to restore Borobudur~~
 The temple has remained strong even through ten centuries of
5. Buddhist monastery on the hill
6. Because Vacano lerapi
7. Because Borobudur
8. Because Borobudur Beautiful and Unique collection Beautiful
9. The table
10. Peringgihan harta karun / program berharga

Nama : ~~Herlinga~~

Kelas : VIII B

Tanggal : Senin, 5 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive text

2. Large

3. of Java

4. In the 1970's the Indonesia government ^{and UNESCO} ~~rediscovered~~ worked together to restore borobudur

5. Historians suggest that the name of borobudur comes from the Sans 'Vihara Buddha Ulu' or the 'Buddhist Monastery on the hill'

6. Because the volcano

7. Because together to restore borobudur to its former majesty the 19th century emperor in today Indonesia

8. Because the temple is decorated with stone carvings in bas relief representing images from the life of ^{buddha} ~~the Buddha~~

9. the temple

10. ~~berharga~~ peninggalan berharga

Nama : Slamet - S
Kelas : VIII 2
Tanggal : Senin, 5 November - 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive text
2. ~~Time big~~ large (wigh)
3. Located ~~on~~ on the island of Java
4. Borobudur at Ajawa, and build a dynasty
5. Buddhist monastery on the hill
6. Because buried under ~~to~~ volcanic ash
7. Because claim that this is the largest and most complete en
of buddhist
8. Because borobudur to it's former majesty the recreation to
light gears to complete and today borobudur is one of indor
9. Borobudur temple
10. Harko borobura

Nama : Bayu Permana
 Kelas : 8a
 Tanggal : Senin 5 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. DESCRIPTIVE TEXT

2. large

3. The island of Java

4. The temple has remained strong even through ten centuries of neglect in the 1970's the Indonesian Government and UNESCO worked together to restore Borobudur to its former Majesty the Resto Rial to restore Borobudur to its former Buddhist Monastery on the hill

6. karena adanya letusan gunung berapi sehingga candi borobudur tertutupi abu Vulkanik dan tidak nampak seperti candi. Paksi Mrip Gunung pasir < because buried under Volcanic
8. Because claim that this is the largest and most complete ensemble of Buddhist
7. Because Borobudur to its former majesty the restoration too eight years to complete and today Borobudur is or of Indonesia
9. Borobudur temple
10. Harta berharga

Nama : Arun Ondrea
Kelas : VIII B.
Tanggal : Senin, 5 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. DESCRIPTIVE TEXT.
2. LARGE (WISH)
3. ISLAND OF JAVA
4. BOROBUDUR AT A JAVA , AND BUILD A DYNASTY.
5. BUDDHIST MONASTERY ON THE HILL .
6. BECAUSE BURIED UNDER VOLCANIC ASH.
7. TODAY BOROBUDUR IS ONE OF INDONESIA
8. BECAUSE CLAIM THAT IS THE LARGEST AND MOST COMPLETE ENSEMBLE
9. BOROBUDUR TEMPLE
10. HARTA BERTAKWA

Nama : Anggi Laksmana Putra
Kelas : VIII B
Tanggal : Senin, 05 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive Text
2. ~~Wide~~ High
3. Located on the Island of Java
4. In the 1970s the Indonesian Government and UNESCO worked together to Res Borobudur to its former majesty
5. Buddhist monastery on the hill
6. ~~Scenes~~ The temple has remained strong even through ten centuries of neglect rediscovered in 1815, buried under volcanic ash.
7. The restoration took eight years to complete and today Borobudur is one Indonesia and the world's most valuable treasures.
8. The temple is decorated with stone carvings in bas-relief representing images the life of Buddha
9. Borobudur Temple
10. Hartakurun Berhanga

Nama : Maulana Rizky I.

Kelas : VIII Bne

Tanggal : Senin 5 November 2012.

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive Text

2. * large & weighty.

3. Located on the Island of Java.

4. Borobudur At a Java, and Build dimasty

5. Buddhist monastery on the hill.

6. Because buried under volcanic ash

7. To day borobudur is one of Indonesia.

8. the life of Buddha. < Because claim is the largest and most complete ensemble of Buddha.

9. Borobudur Temple.

10. Hartakarun berharga / harta berharga.

Nama : Wahyu Setia budi
Kelas : VIII A
Tanggal : Senin. 5 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive Text
2. wide
3. located on the island of Java
4. borobudur at a Java . and build dimasty
5. buddhist monastery on the hill
6. because buried under volcanic ash
7. Today borobudur
8. the life of budda
9. borobudur temple
10. harta berharga

Nama : RIFKI UFLA SAFITRI.
Kelas : VIII^B
Tanggal : Senin 5 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive text .
2. large
3. Island of ~~Java~~ Java .
4. It was rediscovered in 1815- buried under volcanic ash in the 1970's the Indonesian government and UNESCO worked to restore Borobudur
5. Buddhist monastery on the hill.
6. Buried under volcanic ash .
7. The restoration took eight years to complete and today Borobudur is one of Indonesia's and the world's most valuable treasures
8. Bas relief representing images from the life of Buddha .
9. The temple
10. Peninggalan berharga
karya kuno

Nama : KHusni Fadhilatun
 Kelas : VIII B
 Tanggal : senin 5 november 2012

CYCLE I.

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive text
2. Large
3. Island of Java
4. it was rediscovered in 1815 buried under volcanic ash in the 1970's the Indonesia Government and UNESCO worked to restore Borobudur.
5. Buddhist monastery the hill
6. buried under volcanic ash
7. the restoration took eight years to complete and today Borobudur is one of Indonesia and the world's most valuable treasures.
8. bas-relief representing images from the life of Buddha.
9. the temple
10. Peninggalan Berharga
Harta Karun

Nama : ANDIKA Ajeng. Mardiyanti

Kelas : VIII B

Tanggal : Senin 5 november 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive Text

2. large

3. the island of java

4. It was rediscovered in 1815 buried under volcanic ash. In the 19th Indonesian Government and UNESCO worked together to restore BUDUR

5. 'Vihara Buddha Ubi' or the Buddhist monastery on the hill

6. buried under volcanic ash

7. because the restoration took eight years to complete and to Borobudur is one of Indonesian and the world's most valuable treasures.

8. bas-relief representing images from the life of Buddha

9. Temple

10. peninggalan sejarah x/ ~~bersejarah~~ berharga

Nama : DIKI MASSAID E.
 Kelas : VIII^b
 Tanggal : Senin 5 nov 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive Text
2. Large
3. Island of Java
4. It was rediscovered in 1815 buried under volcanic ash in the Indonesian Government and UNESCO worked together to restore Borobudur
5. Vihara Buddha Ulu' or the Buddhist ~~on the hill~~ monastery on the hill
6. Buried under volcanic ash
7. The restoration took eight years to ~~be~~ complete and to Borobudur is one of Indonesian and the world's most valuable treasures
8. bas-relief representing images from the life of Buddha
9. Temple
10. Peninggalan Sejarah XI berharga

Nama : Marinta evi ul.
Kelas : VIII B
Tanggal : Senin, 5 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. DESCRIPTIVE TEXT
2. Large
3. the island of Java
4. It was rediscovered in 1815 buried under volcanic ash. In the 1970's the Indonesian government and UNESCO worked together to restore Borobudur.
5. Historians suggest that name of Borobudur comes from the Sanskrit Vihara Buddha Ulu'at the Buddhist monastery on the hill
6. buried under volcanic ash
7. Because the restoration took eight years to complete and today Borobudur is one of Indonesia and the world's most valuable tre
8. bas-relief representing images from the life of Buddha.
9. Temple
10. Peninggalan sejarah yg berharga

Nama : TIKA
Kelas : VIII^B
Tanggal : Senin, 05. November. 2012.

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive Text
2. Large.
3. the island of Java.
- 4.
- 5.
6. buried under volcanic ash.
7. because restoration took eight years to complete and today Borobudur of Indonesia and the world's most valuable treasures.
8. because bas-relief representing images from the life of Buddha.
9. the temple
10. peninggalan sejarah yg berharga.

Nama : Nur Khafidhoh
 Kelas : VIII A
 Tanggal : senin 5 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive text
2. Large
3. the island of java
4. it was rediscovered in 1815 buried under volcanic ash. in the the Indonesian Government and UNESCO worked together to restore Borobudur
5. Vihara buddha uhr' or the Buddhist monastery on the hill
6. buried under volcanic ash
7. because the restoration took eight years to complete and today borobudur is one of indonesian and the world's most ~~valua~~ valuable treasures
8. bas-relief representing images from the life of ~~be~~ buddha
9. Temple
10. Peninggalan sejarah yg berharga

Nama : ERFA DIWI PRASTIAWI

Kelas : VIII B

Tanggal : Senin, 5 Nov 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. DESCRIPTIVE TEXT

2. ~~very~~ LARGE

3. on the island of java.

4. ~~in the~~ The Temple was rediscovered in 1815, buried ~~at~~ under volcanic ash - in the 1970's the Indonesian Government & UNESCO worked together to restore Borobudur.

5. ~~the~~ the name of Borobudur comes from the Sanskrit "VIHARA BUDDHA Ulu" or the ('Buddhist monas'

(6.) on the hill.)

↳ Because The temple buried under volcanic ash.

7. Because the located on the island of java.

8. Because in the bas-relieve representing images from the life of Buddha.

9. The temple.

10. Peninggalan berharga

Harfa Karun.

Nama : ANNISA NUR SAKINAH
 Kelas : VIII B
 Tanggal : SENIN 5 NOVEMBER 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. DESCRIPTIVE TEXT
2. LARGE
3. LOCATED ON THE ISLAND JAVA
4. ~~IT WAS~~ IT WAS REDISCOVERED IN 1815, BURIED UNDER VOLCANIC ASH
 IN THE 1970'S THE INDONESIAN GOVERNMENT AND UNESCO WORK
 TOGETHER TO RESTORE BOROBUDUR
5. THE NAME OF BOROBUDUR COMES FROM THE SANSKRIT
 VIHARA BUDHA UHR OR THE (BUDDHIST MONASTERY ON THE
 HILL)
6. BECAUSE OF THE TEMPLE BURIED UNDER VOLCANIC ASH
7. BECAUSE THE LOCATED ON THE ISLAND OF JAVA
8. BECAUSE IN THE BAS-RELIEF REPRESENTING IMAGES
 THE LIFE OF BUDDHA
9. THE TEMPLE
10. PENINGGALAN BERTARAF
 HARTA KARUN

Nama : Dewi Ardiyaningrum
 Kelas : VIII B
 Tanggal : Senin 5 November 2012.

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive text
2. large
3. of Java
4. In the 1970's the Indonesian Government and UNESCO worked together to restore Borobudur.
5. Historians suggest that the name of Borobudur comes from the Sanskrit 'Ulu' or the 'Buddhist monastery' ~~on the hill~~ on the hill.
6. Because the mountain merapi to explode
7. because poison to come in UNESCO.
8. Because ~~bas-relief representing images from~~ decorated white stone carvings in bas-relief representing images from the life of Buddha.
9. The temple ~~has~~
10. harta benda berharga

Nama : Agum Pamungkas
Kelas : VIII B
Tanggal : Senin 5 November 2012

CYCLE I

LEMBAR JAWAB DESCRIPTIVE TEXT

1. Descriptive text
2. Large
3. Island of Java
- 4.
5. Buddhist monastery on the hill
6. Buried under volcanic ash.
- 7.
8. bas relief representing images from the life of buddha
9. the temple
10. peninggalan berharga
harta karun

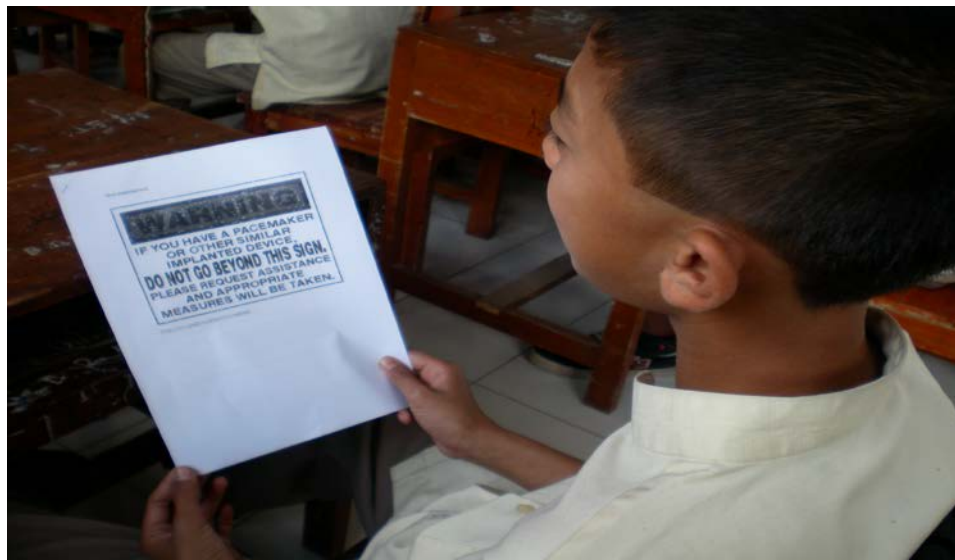
Appendix 7

Documentations

DOCUMENTATIONS



The Office of SMP Muhammadiyah Kertek Wonosobo



The Student Read The Authentic Text



Classroom Situation When The Teacher Gives Explanation



All Students Watch The Slides Seriously



All Students Do The Tasks Seriously



The Researcher Together With The whole Member of Class VIII B

Appendix 8

Permit Letters



MUHAMMADIYAH
MAJLIS PENDIDIKAN DASAR DAN MENENGAH
SMP MUHAMMADIYAH KERTEK
Alamat : Komplek Masjid Al-Hikmah Kertek

SURAT KETERANGAN
NO : 002/103.07/SMP.52/KS/I/2014

Yang bertanda tangan dibawah ini, kepala sekolah SMP Muhammadiyah 4 Kertek Wonosobo menerangkan bahwa mahasiswa Universitas Negeri Yogyakarta sebagai berikut:

Nama : Yoga Prihananto
NIM : 07202244104
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Telah mengadakan penelitian di SMP Muhammadiyah 4 Kertek Wonosobo yang berlokasi di kecamatan Kertek kabupaten Wonosobo pada tanggal 1 September 2012 s.d. 26 November 2012 dengan judul penelitian: *The use of Authentic Texts to Improve The Reading Ability of The Eighth Grade Students of SMP Muhammadiyah Kertek Wonosobo.*

Demikian surat keterangan ini kami agar dipergunakan sebagaimana mestinya.

Wonosobo, 06 Januari 2014

Kepala Sekolah

Zubairi Mustofa

