

**IMPROVING THE CLASSROOM MANAGEMENT TO SUPPORT
THE TEACHING LEARNING PROCESS OF ENGLISH
BY IMPLEMENTING VARIOUS TECHNIQUES IN PAIR-WORK
FOR THE 10TH GRADE STUDENTS
OF SMA MUHAMMADIYAH PONJONG GUNUNGKIDUL
IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

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



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YOGYAKARTA STATE UNIVERSITY**

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**Improving the Classroom Management
to Support the Teaching Learning Process of English
by Implementing Various Techniques in Pair-Work
for the 10th Grade Students of SMA Muhammadiyah Ponjong Gunungkidul
in the Academic Year of 2012/2013**

A Thesis



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A Thesis



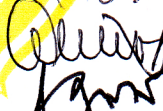

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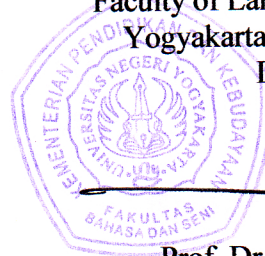
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

Yogyakarta, Januari 2014

Penulis



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DEDICATION

This thesis is fully dedicated to:
My beloved father, Agus Trimulyono
and
My super mother, Dartik Kamiati

MOTTOS

If better is possible, good is not enough.

Success is not always what you see.

ACKNOWLEDGEMENTS

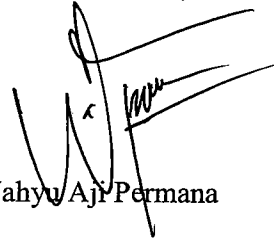
Alhamdulillahirrobbilalamin, all praises be to Allah, the Most Gracious and the Most Merciful that I could finally finish writing this thesis. My high appreciation and gratitude are addressed to my consultants, Dr. Agus Widyantoro, M.Pd. and Lusi Nurhayati, M.App.Ling. who have given me valuable support, encouragement and suggestions in the process of writing this thesis. Thank you for making this moment happened. My gratitude also goes to Jamilah, M.Pd. and Dr.Margana, M.Hum.,M.A. for all of the supports and encouragement.

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, January 2014

A handwritten signature in black ink, consisting of stylized, overlapping letters and lines, positioned above the printed name.

Wahyu Aji Permana

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Abstract

This research is aimed at improving the classroom management to support the teaching learning process of English for 10th grade students of SMA Muhammadiyah Ponjong in the academic year of 2012/2013 by implementing various techniques in pair-work.

The research was carried out through action research that consisted of two cycles. Each cycle consisted of three meetings. The steps of the study were planning, actions, observations, and reflections. The actions were conducted in May 2013. The data were obtained from the observation during the implementation of the actions and interview to the English teacher and the X grade students' of SMA Muhammadiyah Ponjong. The data were in the forms of field notes, observation checklist, interview transcript, and photographs. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity. To get the trustworthiness, the researcher used a triangulation technique. It was done by gathering data from different points of view, including the students' and the teacher's.

The results of the research show that there is improvement of the classroom management in the teaching learning process of English through the use of various techniques in pair-work. The students interacted independently. They could work well with new partners. The students actively joined the discussion in the class. The students were more easily to control by the teacher. The teaching learning process was more conducive. The research findings were also supported by the result of means of the students' English scores that improved from 40.30 in Cycle I to 55.61 in Cycle II.

CHAPTER I INTRODUCTION

A. Background of the Problem

Together with the methods, the techniques, and the topics, the way teacher manages the classroom influences the teaching learning process. The teacher should manage the class well to make the students following the instructional tasks and not misbehaving. Successful teachers are often very effective managers of the classroom environment. They create a positive learning community where students are actively involved in their own learning and the management of the classroom.

The classroom management is one of many factors which affects the teaching learning process. The main role a teacher as a class manager is to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. There are some areas of responsibility for the classroom management. The first is selecting a philosophical model of classroom management and discipline. The second is organizing the physical environment. The third is to managing the students' behavior. The fourth is to create a respectful, a supportive learning environment. The fifth is to manage and facilitate the instruction. The sixth is promoting the classroom safety and wellness. The last is to interact with colleagues, families, and others to achieve the classroom management objectives.

A successful classroom management can improve the quality of the teaching learning process. The success of the classroom management can be seen from the students. When the students focus on the instructional tasks and they will behave well and the classroom management is successful. However, the students often do something that can disturb the others during the class.

The teacher should be able to solve class management problem. In solving this problem, the teacher should be able to distinguish between off-task behavior and misbehavior. The former includes students' actions that are not focused on the instructional activities will not be considered to be disruptive or be defined as misbehavior. The off-task behavior includes daydreaming, writing notes or doodling, or not paying attention. The later includes behavior that interferes with the teaching process, interferes with the rights of others to learn, is psychologically or physically unsafe, or destroys property (Levin & Nolan, 2007). However, the classroom management is threatened by misbehavior.

In the reality, the teacher got difficulties in facing the students who misbehaved persistently. These students often disturbed the teaching and learning process. However, the teacher just blamed the students. She said that it is impossible to handle the troublemaker students because the students do the same thing in every subject. They always make troubles in the class. It happened at SMA Muhammadiyah Ponjong. It was not acceptable. If the teacher wants to succeed the teaching learning process, he/she should be able to manage the classroom well and find some effective ways in dealing with misbehavior.

The reason why some students did not behave well could also be caused by the lack of cooperation between the students. The teacher could promote collaborative learning. It gives the opportunity for the students to converse with peers, present and defend ideas. Their positive interaction during the teaching learning process make them engaged. The teacher at SMA Muhammadiyah Ponjong had tried to promote the collaborative learning. She divided the students into some groups in doing the task. However, many students did not join the teaching learning process well. They just talked with their friends. Some of them were busy with their phones. They did not do their role as the members of the groups. They just waited for the answers from their friends. The teacher also got difficulties in managing the class. It might be different if the teacher used pair work. It was relatively easier to manage. It allows students to work and interact independently without the necessary guidance of the teacher. It promotes learner independence. It allows teachers time to work with one or two pairs while the other students continue working.

Based on the reasons above, the solution that the researcher offers is to implement various techniques in pair-work to help the teacher in managing the class especially in the teaching of English. It will provide situational assistance during the class sessions. Students may get off task during a lesson. If the students have partners, their partners will help to make them get in to the task. It allows the students to work and interact independently without the intensive guidance of the teacher. It recognizes the old maxim that ‘two heads are better than one’, and

it also promotes the cooperation that helps the classroom to become a more relaxed and friendly place. It is also relatively quick and easy to organize.

B. Identification of The Problem

The best way to understand classroom management is to determine why the students misbehave. The teacher cannot just blame the students if they misbehave. In some cases, the reasons are complex and personal and perhaps beyond our comprehension and control. However, some misbehavior come from common, general causes that can be anticipated. The researcher observed the classroom in the classroom to know the condition of the teaching learning process. He also tried to find why the students misbehaved during the teaching learning process. According to the observation, the researcher saw some problems that made the students misbehave in the teaching of English at the classroom. The researcher saw the causes of the problems from some aspects.

The first was from the teacher. When teaching English, the teacher did not try to build background knowledge of the students. She directly moved to the topic. It made the students difficult to understand in the topic. It affected the next part of the teaching and learning process, the students did not know well what they were going to learn. It made some of them misbehaving. The other problem was that after giving the task to the students, the teacher did not observe the students. She just sat on the chair and ignore the students who misbehaved. The way the teachers managing the class also led to misbehavior. Inappropriateness of the teacher behaviors include being overly negative, maintaining an authoritarian climate, overreacting to situations and blaming students also trigger misbehavior.

The gestures, facial expressions, and verbal expressions that are not appropriate can irritate the students.

The second aspect was from the students. The students seemed not really motivated in learning. They thought that English is not important. It was not necessary to pay attention to the teaching learning process. The students also misbehaved when they could not do the task. They were easily give up when they got problems. They preferred doing something else, such as talking with their friends, playing guitar, and texting to asking the teacher. It might be because they were not close to the teacher. The external factors of the students can also cause the students' misbehavior.

The aspects which affect the external factors were the house, parental supervision, the community, and the media they deal with. Student behavior problems might be associated with a lack of adequate clothing or housing, parental supervision and types of discipline, or home routines or by significant events such as divorce or the death of a friend or relative. Factors in the community or in the society might also contribute to student behavior problems. There had been considerable concern and debate over the effects of television on the beliefs and conduct of students. Violence on television was seen by some to influence students to be more aggressive. In this situation, the students of SMA Muhammadiyah Ponjong mostly come from village. The parents still did not supervise their sons and daughters well. It made the students free to make friends with anyone they want. The researcher could see this from some student habits,

they liked to hang out or even did not join the class and chose sitting and chatting with their friends at the canteen.

Poor behavior decisions by the students might also cause misbehavior. The students were confronted with challenges, temptations, and circumstances that will cause them to make decisions about their own behavior. Their own personalities and habits came into play here. Given all of these factors, students would sometimes make poor decisions that led to misbehavior such as chatting with their friends, playing games, texting, and sleeping. That examples of poor behavior decisions could be seen from the students' behavior in the class. When they got lost the task, they usually prefer playing to asking their friends about the task.

Some provocations by other students in the classroom might cause misbehavior. A student might be drawn into an accident of misbehavior when another student does something inappropriate. When one student misbehaved, he/she would trigger the others to do the same thing. In this case, it was seen that there were some troublemaker students in the class who sometimes caused the others to misbehave.

The third aspect was from the technique used by the teacher. She often divided the students into some groups. When the students worked in groups, many of them just depended on their members of the groups. It was just one or two people who did the task in the groups. The others just copied the answer. They misbehaved while their friends doing the task. Doing the task in groups gave them the chance to misbehave.

Those paragraphs above explained the problems that were commonly found in the tenth grade students at SMA Muhammadiyah Ponjong. Based on those problems, the researcher argued that the best way to help the teacher manage the classroom with some misbehavior students is implementing various techniques in pair work. The students' main problem was that sometimes they got lost of the task that made them confused. It would provide situational assistance during the class sessions. The students might get off task during a lesson. If the students had partners in doing the task, their partners would help to make them get in to the task. It allowed students to work and interact independently without the intensive guidance of the teacher. If the students did not get confused, the possibilities of the students to misbehave would decrease.

C. Limitation of the Problem

In this research, the researcher focused on the classroom management that is suitable for facing misbehavior students. By conducting this technique, the teacher provided situational assistance during the class sessions. The students may get off task during a lesson. If the students have partners, their partners will help to make them get into the task. It allows students to work and interact independently without the necessary guidance of the teacher. In light of this view, a research study was conducted by focusing on improving the teaching and learning process of English in SMA Muhammadiyah Ponjong by implementing various techniques in pair-work.

D. Formulation of the Problem

From the identification and limitation of the problem above, the problem is formulated as follows: How can various techniques in pair work be used to improve the classroom management to support the teaching learning process of English for the tenth grade students at SMA Muhammadiyah Ponjong.

E. Objective of the Research

The aim of the research is to know how various techniques in pair work can be used to improve the classroom management to support the teaching learning process of English for the tenth grade students at SMA Muhammadiyah Ponjong.

F. Significances of the Research Findings

There are some advantages that can be taken from this research. The practical and theoretical significance of the research are given below.

1. Practical Significance

- a. For the teachers, the result of this study will be useful as informative input for them to improve their ability in choosing appropriate techniques in managing the class.
- b. For the students of class X as the subject of the research, this research can motivate the students in improving their competence and help them to solve their problems in learning English.
- c. For the other researchers, this result may become one of the references to get information about the importance of various techniques in pair-work and to inspire those who are interested in conducting research studies using this

technique. It also will enrich and enlarge the knowledge of teaching English, especially in improving teaching learning process.

2. Theoretical Significance

Theoretically, this study provides beneficial and referential contributions in giving general knowledge of the way to improve the classroom management to support the teaching learning process through the use of various techniques in pair work.

CHAPTER II LITERATURE REVIEW

A. Classroom Management

1. The Definitions of Classroom Management

Classroom management takes an important role in the teaching and learning process. It will help the teacher to run the class well. Burden and Byrd (2010:218) state that the classroom management involves the teacher's actions to create a learning environment that encourages a positive social interaction, an active engagement in learning, and the self-motivation. In other words, the researcher can say that classroom management is any action which the teacher uses for building a good collaboration of social interaction, active engagement in learning, and motivation in the teaching and learning process.

2. The Areas of Responsibility of Classroom Management

The purpose of the teaching and learning process in the classroom is to make the students successful. An order is needed by a learning community for making students successful. Burden and Byrd (2010:218) state that the order means that students are following the actions necessary for a particular classroom event to be successful; students are focused on the instructional task and are not misbehaving. There are several areas of responsibility for the classroom management.

An effective classroom manager handles the following seven areas of responsibility (Burden, 2010):

1. Select a philosophical model of classroom management and discipline.
2. Organize the physical environment.
3. Manage student behavior.
4. Create a respectful, supportive learning environment.
5. Manage and facilitate instruction.
6. Promote classroom safety and wellness.
7. Interact with colleagues, families, and others to achieve classroom management objectives.

Certain models of classroom management have been proposed by some educators, such as teaching with love and logic, cooperative discipline, discipline with dignity, and assertive discipline. Teachers really need these theoretical models since they offer a basis for analyzing, understanding, and managing the students and the teachers' behavior. The teachers should select a philosophical model that is consistent with their beliefs. The technique which is used to manage the students' behavior should be consistent with the belief about how students learn and develop.

The instruction and the order in the classroom are affected by the way desks, tables, and other class materials are arranged. The teacher needs to organize several aspects of the physical space to create an effective learning environment. A classroom needs guidelines to promote the order and to provide a conducive learning environment. Burden and Byrd (2010:219) say that rules and procedures support teaching and learning and provide students with clear expectations and well-defined norms. Students also need to feel physically and emotionally safe before they can give full attention to the

instructional tasks. Some aspects which contribute to classroom safety and wellness, such as strategies in managing student behavior, creating a supportive classroom, and managing and facilitating instruction needs to be cope by the teacher. However, sometimes teacher needs to take actions for solving problems and conflicts that threaten classroom order and the learning environment.

B. Misbehavior

1. The Definition of Misbehavior

Burden and Byrd (2010:251) state that misbehavior is any students' behavior that is perceived by the teacher to compete with or threaten the academic actions at a particular moment. Misbehavior should be seen as an action in context and requires a considerable amount of interpretation when decisions are made about addressing it. Recognizing any intervention in the classroom is not easy. Judging about the act, the student, and the circumstances at a particular moment in the classroom is needed in making decision about intervention. Burden and Byrd (2010:252) state that the key to understanding misbehavior is to view that students do in the context of classroom structure. Not every infraction of a rule is necessarily misbehavior.

Any behavior that interferes with the teaching, interferes with the rights of others to learn is included to misbehavior. This misbehavior may show up in the classroom in a number of ways, as indicated in the following categories (Burden and Byrd,2010:252) :

1. Needles talk. Talks during instructional time about topics unrelated to the lesson or talks when should be silent.

2. Annoying others. Teases, call names, or bothers others.
3. Moving around the room. Moves around the room without permission or goes to areas that are not permitted.
4. Noncompliance. Does not do what is requested, breaks rules, argues, makes excuses, delays, does the opposite of what is asked.
5. Disruption. Talks or laughs inappropriately, hums or makes noises, gets into things, causes “accidents”.
6. Aggressive actions. Shows hostility toward others, pushes or fights, verbally abuses, is cruel to others, damages property, and steals others’ property.
7. Defiance of authority. Is hostile to comply with the teacher’s requests, talks back to the teacher.

2. The Causes of Misbehavior

Teacher should know why students misbehave if he/she wants to control the classroom. Burden and Byrd (2010:253) state that there are some general causes that can be anticipated:

1. Health factor.
Student behavior problems may be related to health factors.
2. Neurological conditions.
Some students may have a mental disorder that affects their behavior.
3. Medication or drugs.
Students who consume alcohol and drug may do some unusual behavior at school.
4. Influences from the home or society.
Students behavior problems may be associated with a lack of adequate clothing or housing, parental supervision and types of discipline, or home routines or by significant events such as divorce or the death of a friend or relative.
5. The physical environment.
The physical arrangement of the classroom, temperature, noise, and lighting may affect student behavior. Student crowding may also be involved. These factors may contribute to a student’s lack of commitment to a lesson and may lead to inattention and misbehavior.
6. Poor behavior decisions by the students.
7. Other students in the classroom.
Some misbehavior results from students being provoked by other students in the classroom.

8. Teacher factors in managing the class.
Teachers sometimes needlessly create disciplinary problems by the way they manage and conduct their classes.
9. Teacher factors concerning instruction.
Teachers make many decisions about the content and delivery instruction. Students may lose interest in a lesson if the teacher presents uninteresting lessons. When students lose interest in a lesson, they are more likely to get off task and misbehave.

C. Cooperative Learning

1. The Definitions of Cooperative Learning

Cooperative learning has been defined as small group of learners working together as a team to solve a problem, complete task, or accomplish a common goal (Knight, 2009). In the teaching and learning process, the students have to work together and interdependence in its task to achieve the learning objectives. Teacher just guides the learners to be able to express their intention.

Cooperative learning can also be defined as the technique which the learners can interact with each other and work together to maximize their own and each other's learning (Macpherson, A., 2007:12). The activities in cooperative learning are designed to make the students contribute to the task. Therefore, all the students are able to participate in the class discussion, practicing their oral speech.

Sudzina (1993) as cited in Cohen, Brody, and Sapon-Shevin (2004:3) also reports that cooperative learning is an effective way in reducing prejudice among students and in meeting the academic and social needs of students at risk for educational failure. The students are expected to gain mutual respect among students with varying talents and abilities, languages, racial, and ethnic backgrounds, since they have to work as a team.

According to Frank Lyman and Neil Davidson in Cohen, Brody, and Sapon-Shevin (2004:86), cooperative learning is one of several allied elements in an overall model designed to give every student the opportunity to respond. Cooperative learning is to be understood as a means rather than an end, and is most effective when combined with other techniques and their underlying principles.

2. The Elements of Cooperative Learning

In cooperative learning, there are several elements that must be taken into account. Johnson and Johnson as cited in Gilies, Ashman, and Terwel (2008:11) propose some basic elements of cooperative learning in teaching and learning process.

1) Positive Interdependence

The students have succeeded in structuring positive interdependence when they perceive that they “sink or swim together”. Group members must believe that each person’s effort benefits not only for himself, but all group members as well. For example, if the group success to finish the task, it is because of their effort as a team. They cannot blame a person in their group since they have to work cooperatively in doing the task.

2) Face-to-face Promotive Interaction

Promotive interaction involves individuals encouraging and facilitating each other’s efforts as they work together on the group task. They exchange ideas and teach each other how to solve problems. One of the benefits of these exchanges is an increased awareness of what other children do not

understand and this enables them to provide help that is more easily understood (Webb and Farivar 1994). If a person in a group finds some difficulties in doing the task, the other members are able to help by giving feedback when they are interacting.

3) Individual Accountability

Personal responsibility or individual accountability occurs when members accept responsibility for their part of the task and actively facilitate the work of others in the group. This ensures that no one can depend on the work of others. Even each person in the group contributes to their work; they will also be scored individually, depending on each person's ability.

4) Appropriate Use of Collaborative Skills

In cooperative learning groups, they learned to interact appropriately with each other; they felt more supported in their endeavours and were more willing to work together on their problem solving activities. By applying cooperative learning, the students are encouraged and helped to develop and practice the trust-building, the leadership, the decision-making, and the communication skills. Thus, the students will also improve the other skill in communicating with others.

5) Group Processing

This involves members determining what they have done well and what they will need to do to achieve the group's goals; in other words, giving group members the opportunity to reflect on the learning process has clear academic and social benefits. Practically, the students will talk about

their previous performance in order to reflect what they have done and what should be done in their performance. The purpose of group processing is to clarify and improve the effectiveness of the members to achieve the group's goals.

Similar to Johnson and Johnson, Kagan (1994) offers the following basic elements of cooperative learning: positive interdependence, individual accountability, equal participation, and simultaneous interaction. From the elements above, it can be concluded that the main point in this method is the interaction. As cited in Brown (2001: 165), interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Therefore, the interaction emphasizes the importance of negotiating meaning to reach a clear understanding of each other, like asking clarification and confirming of what's in your mind.

3. Advantages of Cooperative Learning

Slavin (1995: 19-66) states that there are some advantages of the use of cooperative learning. They are presented as follows.

- a. Cooperative learning methods that use group goals and individual accountability will increase students' achievement.
- b. The most psychological outcome of cooperative learning methods is their effect on students' self-esteem. Students' beliefs that they are valuable and important individuals are of critical importance for their ability to withstand the disappointments of life, to be confident decision-makers, ultimately to be happy and productive individuals.
- c. Cooperative goals create peer norms that support high achievement. Essentially, the argument is that cooperative incentives motivate students to try to get each other to do academic work and thereby gets students to feel that their classmates want them to do their best.
- d. To increase time on-task by engaging the students' attention and to increase their motivation to master academic materials.

- e. Cooperative learning increases contact between students, gives them a shared basis similarity (group membership), engages them in pleasant activities together, and has them work toward common goals.
- f. Cooperative learning increases student retention.
- g. Cooperative Learning helps students develop skills in oral communication.
- h. Cooperative learning promotes equality in the learning session by allowing every participant to assume the role of instructor.
- i. Cooperative Learning provides an opportunity for learners who may not wish to speak out in a larger group a more comfortable setting in which to voice their opinion.

Since there are many advantages of cooperative learning, teachers should consider this as one of the techniques being used in the teaching and learning process. There are also a number of different cooperative learning techniques that can be used to improve the teaching learning process. The teachers need to choose one among them and consider the goals of the teaching and learning process.

4. Types of Cooperative Learning

There are a lot of types of cooperative learning right now since it has been developed by some expertises. The followings are some types of cooperative learning based on Knight (2009).

a. Think-Pair-Share

TPS technique involves three components. First, each student is prompted to complete a task or answer a question that requires them to think. Second, each student is prompted to pair up with another student to compare, contrast or confirm the product created during the thinking phase. Students are also prompted to adjust their product based on their conversation with their learning partner. Third, students are prompted to share with the rest of the class what they

have learned during the entire activity. The complete explanation about pair work is written at point D.

b. Jigsaw

Each student, in a four to five member team, is given information for only one part of the learning activity. However, each student needs to know all information to be successful. Students work cooperatively in two different teams, their original team and an expert team. All students in the expert team seek the same information, study it, and decide how best to teach it to their peers in the original team. After this is accomplished, students return to their original teams to teach their portion of the lesson to the others in the team.

c. Value Line or Four Corners

The teacher presents an issue, topic, or question to the students. Then, the teacher assigns a value scale to each possible student response. For example, the teacher might introduce a 1-10 scale where 1=strong agreement and 10=strong disagreement. Students are then asked to form a line based on how they rank their response based on the scale. After students line up, the teacher guides a discussion about the topic. After discussion, consider having the students re-evaluate where they wish to stand in the line.

d. Round Table (also called Round Robin)

In this type, the teacher divides the class into groups and poses a question. Ask one student to write an answer on a paper and then pass paper to the person

beside him or her in the group. Every student has a turn at answering the question. The group with the most correct answers is recognized. Another way of doing Round Table is to have all student answer on paper and then have the group put all of their answers together with, again, the group with the most right answers being recognized. At the end of the activity, review answers, strategies, and ways of improvement.

D. Pair-Work

1. The Benefits and the Drawbacks of Pair-Work

In implementing pair-work, the students have to work in pairs. It is like group-work, but the member of the group is just two students. So, it is called pair-work. Harmer (2001:116) states that there are some advantages and disadvantages of using pair-work.

Advantages of pair-work:

- It dramatically increases the amount of speaking time any one student gets in the class.
- It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- It allows teachers time to work with one or two pairs while the other students continue working.
- It recognize the old maxim that ‘two heads are better than one’, and in promoting cooperation helps the classroom to become a more relaxed and friendly place. If we get the students to make decisions in pairs (such as deciding on the correct answers to questions about reading text), we allow them to share responsibility rather than having to bear the whole weight themselves.
- It is relatively quick and easy to organize.

Disadvantages of pair-work:

- Pair-work is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class.
- Students in pairs can often veer away from the point of an exercise, talking about something else completely, often in their first language.
- It is not always popular with the students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.

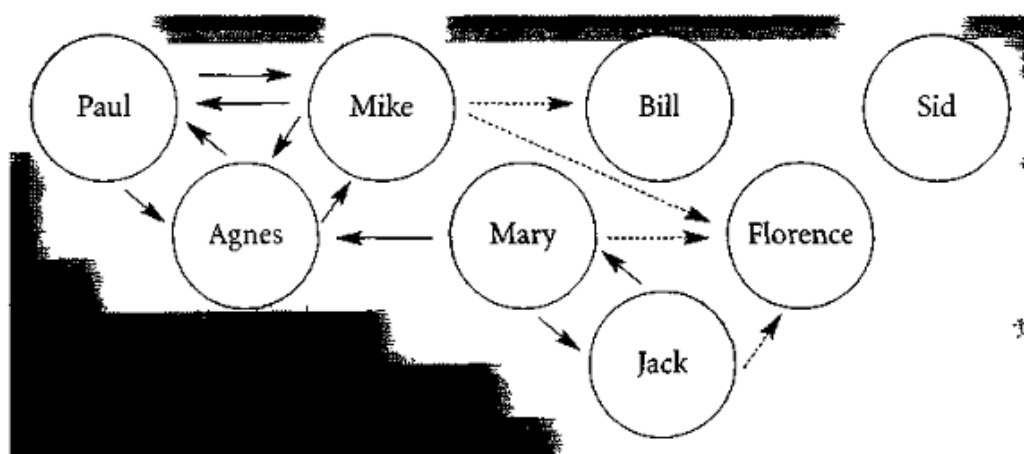
2. Creating Pairs and Groups

In implementing pair-work, each student needs to cooperate with his/her partner. It is important to use the proper technique in grouping the students. Harmer (2001:120) states that there are some principles in grouping students such as friendship, streaming, chance, and changing groups.

When we use friendship in grouping the students, it will decrease the possibility of people working with whom they find difficult or unpleasant. Before implementing this principle, the teacher should observe the students. Therefore, the teacher can see which students get on with which of their classmates and make use of the observation later. The problem is that our observations may not always be accurate, and friendship can change over time. However, we can leave it to the students, and ask them to find their pairs with whom they want to. In such situation we can be sure that members of our class will gravitate towards people they like, admire, or want to be liked by. On the other hand, this way can cause very chaotic class and may exclude less popular students altogether so that they find themselves standing on their own when the pairs or groups are formed.

Actually, there is a more informed way of grouping students. We can use a sociogram. In his book, Harmer (2001:119) explain the procedure of using sociogram in grouping students. First, students are asked to write their name on a piece of paper and then write, in order of preference, the students they like best in the class. They know that only the teacher will look at what they have written. On the other side of the piece of paper they should list the people they do not like. After that, we can use the information they have written to make sociograms like this imaginary one (.....▶ = likes, - - - -▶ = does not like):

Figure 1: **Sociogram**



From *Roles of Teachers and Learners* by T Wright (Oxford University Press)

The sociogram will allow us to make informed choices about how we should pair and group individuals. However, this technique is time consuming and fails to answer the problem of what to do with unpopular students. In the end, we should use our judgement to put them in some pair or group.

Streaming can also be used to group students. The students are divided based on their ability. It is better to mix the weaker and stronger students. In this situation, the more able students can help their less fluent or knowledgeable colleagues. The process of helping will make the strong students understand more about the language themselves. The weaker students will benefit from the help they get. If we want the students to do different tasks, it is better to create groups where all the students in that group are in the same level. This technique will give us opportunity to go to a group of weaker students and give them special help they need but which stronger students might find irksome. It allows us to give groups of stronger students more challenging tasks to perform. However, some of the value of cooperative work may be lost. The teacher can also stream the students by the basis of participation. The less participative students will find it less easy to hide behind their more talkative classmates. Streaming is a complex task because it requires constant monitoring to make sure that students are not in inappropriate groups, especially since they may change both language level and the nature of their participation as a course develops.

We can also group students by 'chance'. Using chance means that there is no special reasons of friendship, ability, or level of participation. This is the easiest technique to use in grouping students since it demands little pre-planning and stresses the cooperative nature of working together. One way of grouping students is to have students who are sitting next or near each other work in pairs or groups. A problem can occur since some students who always sit in the same place will always be in the same pairs or groups which could give boredom over a

prolonged period. Scrivener (1994b:95) states that we can organise students by using ‘wheels’ scenario. Here half of the class stand in the circle facing outwards, and the other half of the class stand in an outer circle facing inwards. The outer circle revolves in a clockwise direction and the inner circle revolves in an anti-clockwise direction. When they stop, students work with the person facing them. We can also organise groups by asking the students to count, after that the students with the same number have to be the same pairs or groups. It is interesting that modern language laboratories often have a random pairing and grouping program so that the teacher does not have to decide who should work with whom.

Even though we divide the students in groups at the beginning of an activity does not mean that they have to stay in the same groups until the end. The group may change while an activity continues, where students start by listing vocabulary and then discuss it first in pairs, then in groups of four, then in groups of eight. If we want to hold an interview activity, the students can start working in two main groups and then break into smaller groups for a role-play. If we plan a discussion, members from other groups can come and visit them to share information and take different information back to their original group. A longer sequence may start with the teacher and the whole class before moving between pairwork, individual work, and groupwork until it returns back to the whole class grouping.

Some variety factors will effect the teacher’s pairing and grouping decisions. If it is concerned about the atmosphere of the whole class and some of

the tensions in it, we may try and make friendship groups. If the activity is based on fun, we may leave our grouping to chance. On the other hand, if we have a non-homogeneous class or if we are dealing with some students who are falling behind, we may stream groups so that can help the weaker students while keeping the more advanced ones engaged in a different activity.

3. Procedures for Pair-Work and Group-Work

After deciding which students should work together, we have other matters to address too, not only before the activity starts but also during and after it. Harmer (2001:122) explains the procedures of using pair-work and group-work :

- **Before:** When we want to work together in pairs or groups we will follow the 'engage-instruct-initiate sequence'. This is because the students need to feel enthusiastic about what they are going to do. They need to understand what they are going to do, and they need to be given an idea of when they will have finished the task they are going to get involved in. Sometimes our instructions will involve a demonstration. For example when the students are going to use a new information gap activity or when we want them to use cards. On other occasions, where an activity is familiar, we may simply give them an instruction to practise language they are studying in pairs, or to use dictionaries to find specific bits of information. The success of a pair-work and groupwork task is often helped by giving students a time when the activity should

finish. This helps to give them a clear framework to work within. The important thing about instruction is that the students should understand and agree on what the task is. To check that they do we may ask them to repeat the instructions, or, in monolingual classes, to translate them into their first language.

- **During:** We have a number of options while students are working in pairs or groups. We could stand at the front or the side of the class and keep an eye on what is happening, noting who appears to be stuck or disengaged, or about to finish. In this position we can tune in to a particular pair or group from some distance away. We can then decide whether to go over and help that pair or group. We can also go round the class watching and listening to specific pairs and groups. We can stay for a while and then intervene if we think it is appropriate or necessary. We have an ideal opportunity to work with individual students whom we feel would benefit from our attention when the students are working and pairs or groups. We also have a great chance to act as observer, picking up information about students' progress.
- **After:** We have to give feedback after the students stop working in pairs or groups. We want to let them discuss what occurred during the groupwork session and add our own assessments and make corrections. Where pairwork or groupwork has formed part of a practice session, our feedback may take the form of having a few

pairs or groups demonstrate the language they have been using. We can then correct it, this procedure will give both those students and the rest of the class good information for future learning and action. Where pairs or groups have been working on a task with definite right or wrong answers, we need to ensure that they have completed it successfully. Where they have been discussing an issue or predicting the content of a reading text, we will encourage them to talk about their conclusions with us and the rest of the class. By comparing different solutions, ideas, and problems, everyone gets a greater understanding of the topic. Where students have produced a piece of work, we can give them a chance to demonstrate this to other students in the class. They can stick written material on notice boards, they can read out dialogues they have written or play audio or videotapes they have made. It is important to remember that constructive feedback on the content of the student work can greatly enhance students' future motivation.

4. Troubleshooting

We should keep an eye to the students when they are working in pairs and groups. We see how well they are doing the tasks and deciding whether or not to go over and intervene. However, Harmer (2001:124) states that we also should keep our eyes open for problems which can resolve either on the spot or in the future, they are finishing first and awkward groups.

Sometimes some of the students finish earlier than others when they are working in pairs or groups. They also show clearly that they have had enough of the activity and want to do something else. We have to be ready with this kind of situation. Saying *Okay, you can relax for a bit while the others finish* may be appropriate for tired students but can also make some students feel that they are being ignored. There is also an alternative, we can finish the task when we see the first pairs or groups finish the task. However, it might be very de-motivating for the students who have not yet finished, especially when they are nearly there and have invested some considerable effort in procedure. The best solution is that we should have a series of spare activities handy so that where a group has finished early, we can give them a short little task to complete while they are waiting. When planning groupwork it is a good idea for teachers to make a list of extras that first-finishing groups and pairs can be involved in.

On the other hand, even we have made the best judgements in making pairs and groups of the students, it is possible that some combinations of students are not ideal. Some pairs may find it impossible to concentrate on the task and instead encourage each other to talk about something else. In some conditions, we may need to change the pairs or groups. Harmer (2001 :125) states that we can separate best friend for pairwork, stream groups or reorganise them. One way of finding out about groups is simply to observe. If two or three observations of this kind reveal a continuing pattern we can take some action suggested by Harmer.

E. Conceptual Framework

The quality of the teaching learning process in the classroom affects the students' success. Therefore, the teacher should create a learning environment that encourages a positive social interaction, an active engagement in learning, and the self-motivation. However, sometimes the students do something that compete with or threaten the academic actions at a particular moment, such as talking when should be silent, bothering others, moving around the room, and laughing inappropriately. Furthermore, there should be ways used by the teacher to create a conducive teaching learning process. For an additional consideration, they should interact independently without the necessary guidance of the teacher, they have to share responsibility rather than having to bear the whole weight themselves, and they should participate well in the teaching learning process.

As has been stated in Chapter I, the tenth grade students of SMA Muhammadiyah Ponjong have a main problem which is related to the teaching learning process. This problem will be improved by using various techniques in pair-work. The various techniques in pair-work was used in some ways, as stated below.

- a. The first way is when the teacher asks the students to do a task. The teacher used one of the techniques in pairing. The students get their partners by using the technique used by the teacher.
- b. The second way is when the students have to work with their partners. They should think by themselves first, then they discuss it together.

- c. The third way is when the students discuss their task with their partners, the teacher should monitor them. He/she can work with one or two pairs while the other students continue working. The teacher is ready to help the students.
- d. The last way is when the students share their ideas in the whole class group. They should share the result of the discussion with their partners in pair-work. Pair-work is expected to help them to make decisions. It also promotes cooperation between the students.

The activities used during the teaching and learning process are as stated in previous that encourage the students to cooperate with their partners. Using pair-work helps the teacher to manage the teaching learning process. They were applied in the second semester in the academic year of 2012/2013. The materials made were a combination between what has been explained on the standard of competency, basic competence and the students' interest. Thus, the learning materials were learned by the students in easy and joyful way.

Based on the previous explanation, it is expected that the use of various techniques in pair-work helped the teacher to improve the classroom management to support the teaching learning process of English. As stated before, the implementation of the use of pair-work involved the researcher, the English teacher as collaborator, and the tenth grade students of SMA Muhammadiyah Ponjong in the academic year of 2012/2013.

CHAPTER III RESEARCH METHOD

A. Type of Research

The researcher used Action Research Design. There was one group of participants in this research. The research took place at SMA Muhammadiyah Ponjong, Gunungkidul, Yogyakarta. It had 5 classes which are divided into three grades. It had about 94 students. It is one of two senior high schools in Ponjong. Most of students came from Ponjong. However, some students were not motivated well to study because they actually do not want to continue their study. Most of students looked for a job after graduation, it was just some of them who continue their study to university. The environment was good enough to learn for the students. The school also had potential teachers.

In this case, the researcher directly used the tenth grade class because it will be more effective rather than building up a new class.

B. Participants

The data were taken from the tenth grade students at SMA Muhammadiyah Ponjong, Gunungkidul. The researcher used one group of tenth grade students. There were 33 students as participants. They were about 16 years old. They learned English as a foreign language.

C. Data Collecting Techniques

The researcher used both qualitative and quantitative data collection, the qualitative data was in the form of opinions of research's member conditions. Meanwhile, the quantitative data was in the form of scores that were

collected from pre-test and post-test. This data was collected from some techniques used. Those techniques that had been used are described as follows:

1. Observation

This technique was used to describe the subject activity in the class at a particular time. The researcher observed teaching and learning process before, during, and after the treatments in the class. The observation was aimed to gain some data about the effect of the treatment that was implemented to students. The observation technique would also provide field notes data about the whole condition during the research.

2. Documentation

Documentation was the data coming from school. The school should always record all the things related to the teaching and learning process. It was really useful for attaining continuous information that could not be reached in one shot observation. Furthermore, the researcher also made documentation of the teaching and learning process both before and during the implementation of the treatments. The result was written on the observation sheet and field notes. The researcher also used the following instrument, interview, to convince the data gained from observation.

3. Interview

The researcher used this technique to gain information from the students and the teacher about the teaching and learning process. The problems found in the teaching and learning process were covered in the interview. The researcher interviewed both teachers and students to collect

the most complete data about how they saw the problems happened in class and the effect of the classroom management technique used.

4. English pre-test and post-test

English pre-test and post-test were instruments to get information about students' English scores. English pre-test was a test which was conducted in the beginning of the treatment. It gave the information about students' English scores before the treatments. Moreover, post-test was to measure the students' English scores after the treatments. Both tests measured how the treatments affected the students' English competence.

D. Data Collecting Instruments

The researcher used several instruments in collecting the data, such as interview guidelines, observation sheets, and camera. Before and after teaching and learning process, there were interviews. It aimed to get any information related to English teaching and learning at SMA Muhammadiyah Ponjong. It involved the teacher and the students as well. At the end of the teaching and learning process, it asked the teacher and the students' feedback related to process in learning English. There were both oral and written interviews. From the interviews, there were conclusions whether cooperative learning through various techniques in pair-work could help teacher manages classroom or not. The second instrument was an observation. It was conducted during the teaching and learning process. The researcher observed the students' behaviors, motivation, and the like. In this stage, there was also an observation whether the students enjoyed the process by using pair-work activities. The last instrument

was a test. here were two tests, pre-test and post-test. Both pre- and post-test will showed the students' scores. The researcher compared the score taken within pre-test and that taken within post-test to take the conclusion.

E. Data Analysis

The data was analyzed both qualitatively and quantitatively. The interview and the observation was analyzed qualitatively. The researcher analyzed the qualitative data by following the technique of data analysis by Miles and Huberman (1994). They state that there are actually three steps in analyzing qualitative data after collecting the data; reducing, displaying, and verifying the data. After the data were collected, the researcher took the data that were really appropriate to what the researcher needs. The next step was displaying that data. After that, the researcher concluded what the data mean. The qualitative data that was analyzed coming from the observation sheet and interview transcript. From the interview the researcher got the students' data. The content was related to the student's affection within the teaching and learning process of reading. The transcript of the interview was analyzed qualitatively. In this stage, the researcher applied much discourse analysis. The observation was also analyzed qualitatively. It dealt with everything happened in the teaching and learning process in terms of qualitative data. It was based on the researcher's view to see the facts in the class.

The researcher also analyzed the quantitative data to know the tendency of students' reading scores. The researcher identified the progress of the development of students' English score due to the treatments. Furthermore,

instruments that were analyzed quantitatively were pre-test and post-test. In this case, the researcher analyzed the mean of the data. MacKay (2006: 43) states that mean is the average. Here it meant the average of students' reading scores. It was calculated by adding up all scores and dividing them by the number of students in class. It was called the empirical mean because it was gained by involving overall scores in the class. It should be above the ideal mean to define that the group of participants has a good achievement. Ideal mean can be defined as the ideal mean (score) that has to be reached by the group. It was calculated by adding up the highest score and the lowest score, and then dividing it by two. Suharto (2008: 16) states that standard deviation was to identify whether a distribution is heterogeneous or homogeneous. It was called empirical standard deviation then. It should be below the ideal standard deviation to show a positive result. Ideal standard deviation could be calculated by using this formula; $(\text{the highest score} - \text{ideal mean}) : 3$. If a distribution was homogeneous, it meant that all participants (students) here had the similar ability in learning reading through pair-work.

F. Procedure of the Research

Kemmis and McTaggart (1998) in Burns (2010: 07) had developed a simple model of the cyclical nature of the typical action research process (Figure 1). Each cycle had four steps: plan, act, observe, and reflect.

There were four phases that are used to conduct the action research:

a. Planning

In this step, the researcher analyzed and interpret the themes of the research or the study. It was something like interpreting the research data.

The researcher used the classroom data, the individual data, or the subgroup data depending on the research questions.

b. Acting

In this step, the researcher began to face with the subjects of study. In this case, the subjects were students. The purpose of this step was to solve the problem which was the low quality of the teaching learning process.

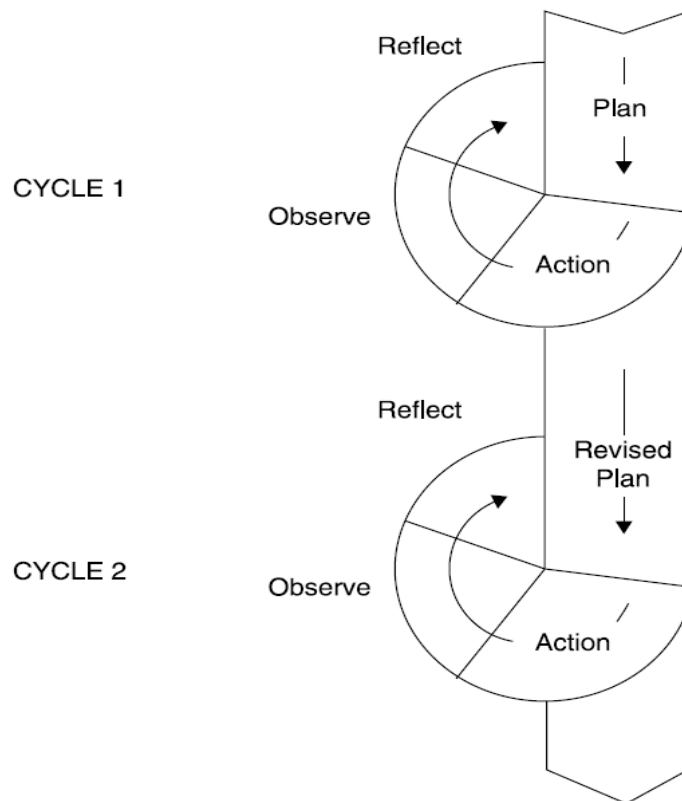
c. Observing

After acting, the researcher should elaborate the types of data, the data collecting procedure, and the instruments that were used to collect the data (observation checklist, field notes, and interview).

d. Reflecting

By doing reflecting, the researcher should evaluate the process during the research been done. The researcher observed whether the action had negative or positive effects to the teaching-learning process. The items that should be evaluated include change of the students, class, and also teacher.

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



G. Validity and Reliability of the Data

Data that were obtained from the research must be valid and reliable. To make the data valid, the researcher used five kinds of validity. The data validity of this research were based on Anderson in Burns (1999:161-162). They are explained as follows:

1. Democratic validity

Democratic validity is related to the extent in which the research is truly conducted collaboratively and includes multiple voices. To get this

validity, the researcher interviewed the students of class X and discussed with the teacher to find out the students' problem in the speaking class.

2. Outcome validity

Outcome validity is related to the notions of actions leading to outcomes that are successful within the context. The solution of the problem is not only the main goal of this research, but also the reframe of the problem into questions. To get this validity, the researcher not only solved the problem, but also formulated new questions related to the research.

3. Process validity

Process validity is closely related to the reliability and competency of the researcher itself. In achieving this validity, the researcher observed the teaching and learning process by using observation checklists and field notes, interviewed the students, and had discussions with the English teacher, and the collaborator.

4. Catalytic validity

Catalytic validity is related to the extent in which the research could allow the participants to understand the social context. To achieve this validity, the researcher asked the students and the teacher's response after the implementation of the actions.

5. Dialogic validity

To obtain dialogic validity, the researcher conducted dialogues with the English teacher as the collaborator. The discussion was related to the observation held during the teaching and learning process. Thus, the researcher got the comments about the implementation of the technique in every meeting. It was done to know the strengths and weaknesses of the action to make a better action in the next meeting. Meanwhile, the trustworthiness was obtained from the triangulation technique. According to Burns (1999: 164), the aim of triangulation is to gather multiple perspectives on the situation being studied. Burns also proposes three forms of triangulations. Those are described as follows.

1. Time triangulation

Time triangulation means that the data are collected over period of time. It was done to get a sense of what factors are involved in change processes. In this research, the researcher conducted the action from 6 May 2013 until 27 May 2013.

2. Investigator triangulation

Investigator triangulation means that more than one observer is used in the same research setting. To fulfil the investigator triangulation, the researcher invited the English teacher as the collaborator. It was done to avoid bias or subjective observations.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

The research aimed to improve the classroom management to support the teaching learning process of the tenth grade class at SMA Muhammadiyah Ponjong, Gunungkidul. The study was held according to the steps that had been prepared before. The researcher focused on implementing various techniques in pair-work to improve the classroom management to support the teaching learning process in the class. The process of the research will be presented in detail below.

A. Reconnaissance

The research started by collecting the problems in the classroom. The researcher began to observe the teaching and learning process in the classroom to know the problems occurred in the teaching learning process. To strengthen the findings, he held interviews both to the students and the teacher as well.

1. Identification of the Field Problems

The finding of the problems was based on the observations and result of interviews. The researcher did observation on 9 October 2012. The observation to identify the problems can be seen in vignette below,

The bell rang at 9 o'clock. The teacher entered the classroom. There were so many students having a chat in the classroom. **Some of them were still at the outside of the class.** The teacher walked to the table and greeted the students, "Good morning, students. How are you today?" "Fine", they answered. Some students answered, "Good, good, good". **Some of them did not answer and kept talking with their friends.** However, some students had not been in the classroom when the teacher started the class. She sat on the chair and checked the students' attendance. She asked the students where their friends who had not been in the class were, "Where are they? *Dimana mereka?*" Some students did not answer. "*Di kelas sebelumnya mereka masuk, Bu*", some of them answered. "*O..ya sudah, kita mulai saja*

pelajarannya”, said the teacher. She started teaching by asking some questions to the students. “Have you ever read a news in TV or in the newspaper?” “News, *maknyuss po, Bu*”, some of them answered. She answered, “News, *bukan maknyuss.*” **Some students laughed loudly.** It made **the classroom so noisy.** She warned them, “*Udah..udah..kita lanjutkan lagi*”. She continued explaining and gave the students the material about news item. She asked the students to read and try to understand the text. Some of them read the text seriously. However, **some of them ignored the teacher’s instruction and kept talking with their friends.** After 15 minutes, she asked some students to read the text loudly. Suddenly, some students knocked the door. She let them to join the class. She asked them, “*Dari mana kamu?*” “*Makan, Bu*”, they answered. “*Kamu itu makan og mblandhang-mblandhang, ya sudah, duduk*”, she said angrily.

The teacher asked the student to continued reading the text. However, some of them did not pay attention to their friend. **They kept talking.** They laughed so loudly. She warned them, “Silent please.” **Some of them ignored the teacher and kept talking.** “Hei, diam!” she said angrily. They stop talking and pretended to read the text. The student who read aloud the text continued reading.

The teacher took some notes while listening to the student. Sometimes she corrected some mistake in pronouncing the words. After that, she divided them into some groups. She asked them to do the task in group. “*Dengan berkelompok, diskusikan dan kerjakan pertanyaan yang ada di bawah teks.* Do you understand?” asked her. “Yes, Bu”, some of them answered. They started discussing with their friends. However, **some students at the corner played guitar and sang together.** She warned them. “*Hei, gitarannya nanti lagi lagi, sekarang kerjakan dulu pertanyaan itu*”, said her. **They stopped it and pretended to do the task.** Some of them were busy with their mobile phone. After 20 minutes, she asked them to write the answers on a piece of paper. **While the students were doing the task, some of them were walking around the class. They also had a chat with their friends.** The teacher asked them to submit their work. Then, she ended the class. “See you later”, she said.

Field notes, 9 October 2012

After conducting the observation, the researcher interviewed some students.

There was a discussion with the English teacher regarding the teaching and learning process. Based on the observation, interviews and discussion, there were several problems found during the teaching learning process. The field problems which occurred in the teaching and learning process can be seen in Table 1.

Table 1: Field problems in the English teaching learning process of X grade of SMA Muhammadiyah Ponjong Gunungkidul

No	Field Problem	Code
1	The students were less enthusiastic.	S
2	They did not work well in groups, it was just one or two students who did the task of each group.	S
3	Most of the students did not want to change partners.	S
4	The students got bored with the teacher's method.	M
5	The class was noisy.	S
6	The students had limited vocabulary.	S
7	The teacher ignored the trouble maker students.	T
8	The teacher was not strict enough.	T
9	The students were distracted by misbehaved students.	S

S: Students T: Teacher M: Method Md: Media

From the table above, it can be seen that the problems occurring in the English teaching and learning process are related to the students, teacher, and teaching method.

2. Problem Selection based on the Urgency Level

As stated in the beginning of Chapter I, the research only focused on improving the classroom management to support the teaching and learning process of English by implementing various techniques in pair-work. Therefore, after identifying the problems in the field, the researcher decided to weigh the field problems based on the urgency level. The researcher weighed the problems by having discussion with the collaborator. The urgent problems are presented in the following table.

Table 2: The most urgent problems that found in the teaching learning process at class X of SMA Muhammadiyah Ponjong Gunungkidul

No	Field Problem	Code
1	The students were less enthusiastic.	S
2	They did not work well in groups, it was just one or two students who did the task of each group.	S
3	Most of the students did not want to change partners.	S
4	The class was noisy.	S
5	The teacher ignored the trouble maker students.	T
6	The students were distracted by misbehaved students.	S

S: Students T: Teacher M: Method Md: Media

3. Problem Selection based on the Feasibility Level

The next step after weighing the problems based on the urgency level was identifying field problems based on the feasibility level. The researcher and the collaborator discussed to determine the possible problem to be solved. The researcher and the collaborator agreed to decide some problems of the teaching and learning process that were feasible to solve as presented in the following table.

Table 3: The most feasible problems that found in the teaching learning process at class X of SMA Muhammadiyah Ponjong Gunungkidul

No	Field Problem	Code
1	They did not work well in groups, it was just one or two students who did the task of each group.	S
2	Most of the students did not want to change partners.	S
3	The class was noisy.	S
4	The teacher ignored the trouble maker students.	T
5	The students were distracted by misbehaved students.	S

S: Students T: Teacher M: Method Md: Media

The problems occurred in the classroom affected the quality of the teaching learning process. The quality of the teaching learning process is one of factors which affects the result of the learning process. The result can be seen from the students' competence. To recognize the students' English competence before the action, the researcher administered a test which was generally called as the pre-test. The students had to answer 20 multiple choice questions. In this case, the students had to choose one best answer. The result showed that the students' scores were varied ranging from 5 to 60. The mean of their pre-test score was 27.58. The table below presents the mean of the students' pre-test scores.

Table 4: The Mean of the Students' English Score on Pre-Test

Mean	27.58
SD	14.09

From the result of the pre-test, the researcher found that the mean of the students' reading score in the class was 27.58. It indicated that the result did not meet the standard score of the school and the curriculum applied.

After conducting pre-test, the researcher was asked by the teacher to find the way out to the problems. The researcher then stated that he should consider the restriction of time, finance, and capability of him in conducting the research when he outlined the plans. Considering the problems in the field, the researcher proposed some plans to overcome them.

To solve the problems, the researcher proposed various techniques in pair-work. The focus was to provide more opportunity for the students to work in pairs by employing various techniques in pair-work. Working in pairs stimulated students

to think than just waiting answers from their friends when they are working in groups. When working in pairs the students got more opportunities to share their ideas. They could take the same role as their partners. When they enjoy doing the activity in pairs, they did not misbehave.

One of the problem was that the students worked with the same partner all the time. It reduce their chance to share their ideas with the other students. Working with the same partner all the time could cause boredom during the teaching learning process. When they got bored, they intended to misbehave. The researcher intended to change this situation by using various technique in pairing the students. The techniques used by the researcher were counting, wheels, competence-based, and sociogram-based. By working with different partners, there is a high possibility that they will behave well.

In the first technique, the students had to count from 1 to 16. The students who got the same number would work in pairs. The next technique was wheel. The students had to stand up in a circle. Half of them stood up in the inner of the circle facing outside, the rest had to stand up at the outside of the circle facing inside. When the teacher counted, the students inside the circle had to move to right, and the rest had to move to left. When the teacher stopped counting, the one stood in front of him/her was his/her partner. The next technique was competence-based. The students were divided into pairs based on their competence. The less competence students worked with the better competence students. The judgement whether a student belongs to the less or better competence group was based the students' score given by the teacher. The researcher also asked for the teacher's

suggestion. The last technique was using sociogram. Sociogram is a kind of diagram which shows data from the students. In the first meeting, the students wrote the partners that they like and dislike. Based on that, the researcher made sociogram and used it as a base for dividing the students. The students worked with the friends they like as shown in the sociogram.

In doing the activity, the students had to do the technique called think-pair-share. They had to think first about their ideas, then they work and discuss it in pairs, after that, they share their ideas in the big class. They had to share their result in their discussion with their partner.

Furthermore, to meet the expectation, the researcher also gave the students some techniques in reading, such as scanning and predicting. The teacher also made the students sure that they could do the task. When they thought that they could do the task, they tended to engage in the teaching learning process. The researcher discussed the plans with the teacher.

B. Report of Cycle 1

1. Planning

In the action stage, the researcher acted as a teacher, while the teacher acted as the observer. At the end of the action, the observer gave the feedback to the researcher about his performance. The researcher made lesson plans which were rooted in the syllabus and organized the related media. He considered giving two pair-work techniques to the students namely counting and wheel. To keep away the students from boredom, the researcher planned to have some videos to entertain them. He also led the students to recognize the text and to be able to answer the

question of the text. He believed that if the students were able to do the task, they would be happy to do the next task. Finally, to evaluate the teaching and learning process, the researcher planned to interview the teacher and checked the students' reading scores.

In this cycle, the researcher began to use pair-work activities. The students had to work with their partner according to the techniques used by the teacher. The students had to understand first the text in the task, then they had to discuss the answer of the questions. Each student may have different opinion, they had to discuss which one was the best answer. While the students doing the task, the teacher observed them and gave them some suggestions. The teacher made the students be able to understand the text and do the task well. He applied some techniques in reading to help the students do the task. After that, they had to share what they got from the teacher to the other pairs which needed some help. It promoted peer learning. After that, the students would discuss the task together in the whole class. The discussion occurred in this session. The researcher wanted to boost the students' participation for the teaching learning process to avoid chaotic situation.

2. Actions and Observation

The researcher administered this cycle in three meetings. It seemed so short. However, there were some considerations that had to be accomplished. The first one was that the research was conducted close to the school exam. The school was rather different from the other school. The exam was conducted one week earlier than the other schools. Another consideration was because there were so many

holidays at that time. Therefore, the researcher had only limited time to conduct the study.

Moving to the topic, the focus of the study was descriptive and news item text. The researcher prepared the materials according to the students' needs, interest, and the curriculum applied in the school. He preferred to apply text-based syllabus design in the teaching and learning process. The syllabus led the students to understand a text, and to be able to work both in pairs and individually.

The description of the actions is as follows.

a. First Meeting

The researcher conducted the first meeting on May 6th, 2013. The researcher began the class by greeting the students. After he greeted them and had a little talk with the students, he then checked the students' attendance. Before continuing the teaching-learning process, the researcher and the students made some rules for the English class. They discussed the rules together. All the students and the teacher made a deal about the rules. The researcher moved to the material. The theme was vacation. It was about the description of some public places in Indonesia. The students had a trip through the texts. Firstly, he showed some pictures of public places in Indonesia. The first picture was Borobudur. The researcher asked the students about the picture they had seen. The students answered the question enthusiastically. The next picture was Jatim Park. Most of students have not visited it. Then the researcher said that in this occasion they would have a kind of trip by reading some texts. The students are asked about what actually Jatim Park is. The students answered that it is like water boom because they saw the picture of water

boom in Jatim Park. Then the researcher said that they will know more about Jatim Park after reading the text. The last picture is Gedung Sate Bandung. The researcher asked the same question about the picture. After building students' knowledge, the researcher gave the materials to the students. It is about Borobudur. The students were asked to read the text in 5 minutes. After 5 minutes, the researcher asked the students some questions about the text. They also identify the parts of the text which are identification and description. It took about 10 minutes. Then, the researcher asked some questions that asked about specific information such as where the temple is located, when it is built, and who built the temple. The students could answer the question easily. Sometimes the class was a little bit noisy when some students made jokes in the teaching learning process. However, the teacher could handle it. The description of the situation is as follows.

The teacher asked the students to read the text. After 5 minutes, he asked the students some questions about the text. They answered the questions easily. However, the class became a little bit noisy. **Some students at the corner made a joke.** The teacher did not warn the students, **he tried to make another joke.** Then, **all students laughed.** After that, the teacher went back to the topic. The students stopped joking and they continued paying attention to the topic.

Field notes, 6 May 2013

From the Field notes above, it could be concluded that the students wanted to have some jokes in the teaching learning process. They thought that the class will be enjoyable if the teacher tells some jokes in the class. The result of the interview between the researcher and the student also reflected on the similar conclusion. The interview transcript is shown below. It will belong to the process validity.

R : What do you think when the teacher made some jokes when he taught?
Kalo pas pelajaran suka nggak kalo gurunya bercanda gitu?

S : **I like it. It made the class more enjoyable.** *Suka, biar nggak krik-krik kelasnya.*

R : **Oh, it made the class more enjoyable, isn't it?**
Oh...jadi lebih asyik belajarnya?

S : **Yes.**
Iya.

R : Do you think that it disturbed the teaching learning process?
Ganggu gak kalo bercanda gurunya?

S : No, **I think the class was more enjoyable.** The teacher looked kind.
Studying became enjoyable.
Gak, malah jadi nyaman..gurunya kelihatan ramah.Belajar lebih enak.

Interview student, 6 May 2013

After questioning session, the researcher told the students that the students just did scanning. He told the function of scanning and how to scan. Students realized that in answering some specific questions, they have to do scanning. After that, the researcher moved to the next step. He divided the students into 16 pairs. He used counting technique. The students counted from 1 to 16. The students with the same number will work together. Some students were surprised because they should work with some students that they had not worked together yet. The class turned little bit noisy because the students had to move and sit together with their pairs. The following transcript will show the students impression about the first technique in pairing.

R : What do you think when you tried to get partner in pair-work?
Gimana tadi pas cari pasangan pair-worknya?

S : **Surprising.**
Gak nyangka.

R : What do you mean by surprising? Could you work well with your partner?
Gak nyangka gimana? Cocok gak sama pasangannya?

S : **I could not predict who was my partner.** I tried to work with a new partner.
Ya kan gak tau siapa yang nomernya sama. Ya dicoba dulu.

R : Is it enjoyable? You got a new friend for sharing, didn't you?
Tapi asyik gak caranya? Dapet temen sharing baru kan...

S : **So fun, We never did it before.** I also can share to new partner.
Asyik, dulu gak pernah soalnya. Bisa sharing sama teman lain juga.

Interview student, 6 May 2013

After that, the researcher explained about the task. The students had to implement scanning in answering the questions. They have to cooperate with their partners. When the students worked in pairs, the researcher observed the students. He walked around the class and helped some students who asked some questions. The researcher explained the key in scanning, then the students tried it. Sometimes some students complained because their pairs did not help them to answer the questions. The researcher also warned some students who did not concern with the task. The researcher kept moving to observe the students. He moved from one group to another to check the students work. The classroom was relatively conducive. It was because the researcher told the students the key for doing scanning. The students looked happy after being able answering the questions. The students looked interested and motivated even some reluctant students who used to be the troublemakers. However, the time was up even the students had not finished their work yet. The description of the situation is as follows.

The teacher walked around the class observing the students. **The students looked very motivated in doing the task.** The teacher saw that most of the students had not finished their works. One of the students asked the teacher about the task. The teacher explained it to the student. He also asked the student to tell another friends how to answer the question. The bell rang, but the students had not finished their work. The teacher asked them to stop working and collect their work.

Field notes, 6 May 2013

The reason why the students could not finish their work in one meeting was because their competence is low. The teacher said that the researcher had to be patient in teaching them. They need special treatment to make them understand the material. The interview transcript is shown below. It will belong to the process validity.

R	: Mam, the students had not finished their task yet. They will continue doing it in the next meeting. <i>Bu, ini tadi murid-murid belum selesai mengerjakan tasknya. Jadi ya terpaksa diteruskan pertemuan selanjutnya.</i>
T	: It's okay. Most of the students are slow learners. They also have lack of vocabularies. Please be patient. <i>Gak papa mas, maklum ya. Memang murid di sini rata-rata pelan. vocabulary mereka juga lemah. Ya maklum, harus sabar mas.</i>
R	: I think so, mam. However, it is a challenge for the teacher. <i>Ya bu, saya lihat juga begitu. Tapi ini malah buat tantangan pengajar juga.</i>
T	: That's right, most of them are not really motivated in learning. We should be extremely patient. <i>Iya, attitude mereka juga sebagian besar kurang baik. Harus ekstra sabar,mas.</i>
Interview Teacher, 6 May 2013	

Then, the researcher asked the students to write their names and their pairs on the worksheet and submit the papers. They would continue answering the questions next week. The teacher did wrap up. The students reflected what they have learned. Most of the students were able to reflect what they have learned well. The researcher closed the class after a prayer.

From the first meeting, the researcher could say that the teaching learning process ran well. The class was conducive enough. The teacher said that the researcher could manage well the students through pair-work. The students also felt that they learned better through pair-work. The class was also more conducive. The

following transcript would show the interview between the researcher and the teacher and also the student. It will belong to the outcome validity.

R : What do you think of today's teaching and learning process?
Menurut ibu bagaimana keadaan teaching learning process hari ini?

T : **It was realtively conducive, even though there were still one or two students talking with his/her friend.**
Lumayan kondusif mas, lebih terkendali siswanya. Ya walopun 1 2 masih ngomong sendiri.

R : Yes, mam. The next meeting will be more fun. I think the students were interested in the way they find the partners.
Ya bu, besok dibuat lebih menarik lagi. Tadi siswa agaknya senang dengan cara memilih pasangannya.

T : I think so. It was a new experience for them. **Pair-work was relatively effective in improving the teaching learning process.**
Saya lihat juga begitu,mas. Ya ini pengalaman baru buat mereka. Pairing ini lumayan membantu di hari pertama.

Interview Teacher, 6 May 2013

R : Nita, what do you think about today? Was it fun?
Nita, menurut kamu gimana pelajaran hari ini? Asyik gak?

S : Hmm..**It was good.**
hmm..lumayan mas.

R : Do you think that the class was more conducive?
Dari sebelumnya, tadi kelasnya lebih kondusif gak?

S : **Yes, it was not as noisy as before.** I also could share with new parner.
kondusif..ee..gak serame biasanya mas. Bisa sharing sama temen baru juga.

R : You usually worked with a friend who sits next to you, didn't you?
Biasanya sama teman semeja og ya?

S : Yes, Sir.
Iya mas.

Interview Student, 6 May 2013

After closing the class activities, the researcher and the teacher discussed the actions and made a plan for the next action for the next meeting at the teacher's office.

b. Second Meeting

The second meeting was conducted on Monday, May 13th, 2013. The researcher led the students to continue their task about descriptive text. The researcher started the class by greeting the students and checking their attendance. After the students were ready to start the class, the researcher started to pass the materials to them. Then he asked the students to work with their last week partners. Then he asked the students to pay attention to the worksheet. The first task had been done by the students. They continued doing the next task. It was about Jatim Park. The researcher explained what the students should do with the task. After they understood, the researcher instructed them to do the task. The box below contains notes describing the class situation on that day.

The class was started at 8 o'clock. The teacher leded the prayer. He asked the students about what they had learned last week. Most of students answered surely. After that, the teacher asked the students to sit with their last week pairs, he gave the students' worksheets back to them. **The students had to continue their works.** However, the teacher reminded the students that they had to discuss the answer together with their pairs, the key words are sharing and discussing. The students started doing the task. The teacher observed the students doing their task.

Field notes, 13 May 2013

It can be stated that the students looked enthusiastic and serious in doing the task. They asked whether their work was right or not. It reflected that they actually wanted to do the task perfectly. The result of the interview between the researcher and the teacher also showed the similar conclusion. The students sometimes wanted to have more explanation from the researcher. It indicated that the students wanted to really understand the materials.

The interview was part of the process validity.

- R : Mam, **It looked that most of the students were really enthusiastic in doing the task.** Many students asked me some questions.
Bu, ini siwa terlihat lumayan antusias mengerjakan task. Banyak yang tanya ke saya.
- T : I agree with that. Please be patient. Most of them did not really understand the material.
Iya mas, ya yang sabar. Kebanyakan mereka belum begitu paham.
- R : Yes, mam. Good enthusiasm should get good treatment from the teacher.
Ya, bu. Eman-eman juga kalau mereka antusias gini dan tidak dapat tanggapan yang pas dari guru.
- T : That's right. Teacher's explanation is important.
Ya, mas..Penjelasan dari guru memang penting.
- Interview teacher, 13 May 2013

The researcher then continued to observe the students in doing their task. He was always ready if the students needed him. In this class, there was a student with a special need. According to the teacher, he usually just enters and goes outside the classroom as he wants. It was because he had just got an accident which caused a brain damage. His friends also told that he was not mentally normal. However, in this second meeting he looked very enthusiastic. He asked the researcher to check his answer. The researcher then led him to find the answer. After that, he tried to answer the question and the researcher checked his answer. He was so happy to know that his answer was correct. Surprisingly, he joined the teaching learning process until the end. The following contains the notes taken on that day reflected the situation.

When observing the class, one of the students asked the teacher about the task. His name is Frank. According to the teachers at SMA Muhammadiyah Ponjong, Frank is a student with a special need. His way of thinking is little bit different from others. **He asked the teacher whether his answer is correct or not.** The teacher prompted Frank. The teacher also gave the tips for answering the question. **The teacher tried to make Frank feels that he is treated the same as others.** After guiding Frank and his friend, the teacher asked for the students' attention.

Field notes, 13 May 2013

From the field notes, it is obvious that the researcher tried not to judge the students and he tried to make the students happy to learn English. He also led the other pairs to understand the text and answer the question. This conclusion supported by the similar conclusion based on the result of interview between the researcher and the student as presented below.

- | | |
|---|---|
| R | : What did you feel when doing the task? Did you enjoy it?
<i>Bagaimana tadi waktu mengerjakan tugas? Enak gak?</i> |
| S | : It was good. It was more conducive.
<i>Lumayan, mas. Lebih kondusif.</i> |
| R | : When you worked with you partner, you got some explanations from the teacher. What do you feel?
<i>Tadi kan waktu kerja berdua dapat bimbingan dari guru juga kan...enak gak?</i> |
| S | : It was good. I can understand well. I feel that the teacher cares about me. Sometimes the teacher just sat on her chair.
<i>hm..enak mas. Jadi lebih dong. Merasa diperhatikan juga. Iya mas, lha kadang gurunya cuma duduk di meja kok..</i> |
| R | : O.. It is better if the teacher gives some explanation.
<i>O..jadi bikin lebih enak ya kalau gurunya mau memberi penjelasan.</i> |

Interview student, 13 May 2013

The researcher moved to the other pair. He checked the students' answers. One of the students asked the researcher about how to answer the question. The researcher explained about how to do it. The researcher did not explain it in front of the class because he wanted the student to share what he or she had got to others. When the other students asked the same question, the teacher asked them to ask their friends. Sometimes the students walked and moved to ask their friends about how to do the task. The researcher just let the students do that during the teaching learning process as long as they were not noisy. They moved around for sharing ideas about the task.

However, when the researcher observed the students, there were some students at the corner that talked about something else. He warned them not to be noisy. He asked them about their works. They actually did the task, but they stopped it because they could not find the answer. It was why they did not continue doing the task. To overcome this situation, the researcher led them to answer the question. Then, they tried to answer it by themselves. They answered correctly. They looked so happy and they continued doing the task. They began to realize that learning English is not that difficult. The students who used to misbehave because they could not do the task started to behave well after they knew that they could do it. Therefore, they also tried to help the other pairs to do the task. The following contains the notes taken on that day reflected the situation.

While the researcher observing the class, some students at the corner talked about something else. They made some noise. The teacher then warned them and asked them to be quiet. The teacher went to their sit and asked them about their works. **They misbehaved because they could not answer the question.** Then, the teacher told that they had to ask him if they did not find the answer. Then, the teacher prompted them. The teacher told them that if they do not know all the vocabularies in the text, they should not worry. What they should do is finding the key words of the question and find the word in the text. The teacher led the students to find the key word. Then, he explained them how to relate the key word to the answer. The teacher also told the students to check the answer first. The misbehaved students find the answer. **They looked very happy and they were really motivated to continue doing the task.**

Field notes, 13 May 2013

The researcher moved to the next task. He asked the students to discuss the answer together. They checked the answers together. When there were different answers among the students, the researcher led the students to discuss it together. They should tell their reason in answering the question. The discussion was done until the last question. After that, the researcher asked the students to do the next

task that is about Bandung. In this task, they had to do the task individually. It took about 15 minutes. The researcher collected the worksheet. After that, the researcher did wrap up activity. Then, he ended the class with a prayer.

From the second meeting, the researcher could say that the teaching learning process ran well. Most of students joined the activity well. The teacher said that the students looked more enthusiastic than usual. The students also felt that they could enjoy the class through pair-work, it was because pair-work gave them chance to discuss the material together. They feel that the class was more conducive. The following transcript would show the interview between the researcher and the teacher and also the student. It will belong to the outcome validity.

- R : Mam, the teaching learning process ran well. The students join the teaching learning process enthusiastically. What do you think?
Bu, kelas hari ini lumayan lancar. Siswa antusias mengikuti kegiatan pembelajaran. Menurut ibu gimana?
- T : I agree. I could see the difference. **The students also wanted to discuss with their partners.**
Hmm...iya mas. Memang sudah terlihat perbedaannya. Siswa juga kelihatan mau berdiskusi dengan temannya.
- R : When I checked their work, they were not shy to ask me.
Tadi juga saya cek kerja mereka di saat kerja bu. Mereka tidak malu bertanya.
- S : Yaa..That's good. The teacher also should respond well to make the students enthusiastic.
Iya, itu bagus juga. Guru juga harus menanggapi dengan baik agar siswa tetap bersemangat.
- R : That's right, Mam. **It made them more confident and able to do the task.**
Ya, Bu. Biar mereka percaya diri dan bisa mengerjakan.

Interview teacher, 13 May 2013

- R : Kusmanto, what do you think about today's meeting?
Kusmanto, menurut kamu gimana tadi belajarnya? Enak gak?
- S : It was good. It was more conducive.
Lumayan mas, lebih kondusif.

- R : Could you discuss with your partner?
Bisa diskusi kan tadi?
- S : **Yes, I could.**
Iya mas, bisa.
- R : What did you do when you could not find the answer after discussing? Did you prefer asking or talking with your friend?
Tadi waktu gak bisa setelah diskusi apa yang kamu lakukan? Rame apa tanya guru?
- S : **Asking.**
Tanya mas.
- R : You got the explanation, right?
Brarti dapet penjelasan ya?
- S : **Yes, I understand better. I was happy because I could do the task.**
Iya. Jadi lebih paham lagi. Seneng juga jadi bisa.
- T : Okay, thanks.
Oke, makasih ya

Interview student, 13 May 2013

After closing the class activities, the researcher and the teacher discussed the actions and made a plan for the next action for the next meeting at the teacher's office.

c. Third meeting

The third meeting was conducted on Tuesday, May 14th, 2013. The researcher on that day moved to the next material about news item. The researcher started the class by greeting the students and checking the students' attendance. In this occasion, the researcher used LCD as media. He showed the pages of Jakarta Post and Kompas on the internet. The students looked very curious about what they saw on the screen. The researcher built the students' background knowledge by asking the students about the page. Most of them had not known about what they saw, they did not know about Jakarta Post. The researcher open one of the articles

in the page. The students had to read the article. The researcher asked the students about the article. They answered well. After that, the researcher open page in kompas.com. The news is almost the same, it was in Bahasa Indonesia. Then, he asked the students what kind of text that they had seen. They answered that it was news item. Then, the researcher explained the parts of the text. The students listened carefully. Surprisingly, the students said that it was the first time they saw The Jakarta Post. It showed that the materials given to them were not up to date. This conclusion supported by the similar conclusion based on the result of interview between the researcher and the student as presented below. This conclusion can therefore be said to have process validity.

R	: Have you ever read Jakarta Post? <i>Dulu sudah pernah baca Jakarta Post belum?</i>
S	: Not yet. <i>Belum, mas.</i>
R	: What do you use for studying besides book? <i>Terus belajar bahasa Inggrisnya pake apa selain buku?</i>
S	: Nope. I just use textbook. <i>Gak ada mas. Buku paket saja</i>

Interview student, 14 May 2013

After that, the researcher divided the students into pairs. He used the wheel technique. Because of the limited space in the classroom, the students did it outside the class led by the researcher. Half of them had to stand in a big circle facing inside and the rest had to stand in the inside of the big circle facing outside. The students in the inner circle had to move to right and the rest had to move to the opposite when the researcher counted. The students joined this activity happily. They enjoyed it. At the end, they got their partners. The one who they faced at the end of

the counting would be the partner. After that, they got into the class and sat with their partners.

After the students were ready to continue the class, the researcher started to pass the worksheets to them. They had to work in pairs to do the tasks on the worksheet. They should discuss and find the answer together. The researcher said that they had to use the same technique as before. However, some students were still noisy because they got unexpected partner, especially between male and female students. Then, the researcher told them that they should not worry about it. They could work with new partners and they could get new experience in working with other people. After that, the students continued doing the task. The box below contains Field notes describing the class situation on that day.

The students had to stand in a big circle. Half of them stood in the circle and the rest at the outside of the circle. The students in the circle had to face outside and the rest had to face inside the circle. The students inside the circle had to move to clock direction, and the rest had to move to the opposite when the teacher counted. The students did it happily, it was the first time they did it. **They got unexpected pairs.** After that, the students went back to the class.

Field notes, 14 May 2013

It can be stated that the students were very surprised with the partners they got. The technique used by the researcher gave them the opportunity to find new partners with an interesting way. Most of them accepted the result happily. It made them cooperate well with their partner. The result of the interview between the researcher and the teacher also showed the similar conclusion. The technique used by the researcher eliminated the gap between the students. They could get new experience and know each other by working with new people. When they could

cooperate well with others, they would respect one another and they would not misbehave because they knew that it would disturb others. The interview was the part of the process validity.

- | | |
|---|--|
| R | : What is your opinion about the wheel technique used in this meeting?
<i>Bagaimana menurut ibu teknik wheels tadi?</i> |
| T | : Wow, it was interesting . It was like playing a game.
<i>Wah..itu menarik mas. Seperti bermain game tadi.</i> |
| R | : I agree with you, Mam. They did not expected that they got different partners. They looked happy.
<i>Ya bu, tadi juga para siswa tidak menyangka dapat pasangan yang beda-beda. Mereka kelihatan senang.</i> |
| T | : Hopefully they can work with their partners so they will not misbehave in the class.
<i>Iya mas, semoga bisa bekerja sama dengan pasangannya. Agar tidak rame di kelas.</i> |
| R | : I hope so.
<i>Ya,bu.</i> |

Interview teacher, 14 May 2013

The researcher then continued to observe the students doing their task. He walked around the class and saw the students' work. Some pairs asked the researcher about the tasks. Most of them got difficulties in answering the question. They had asked their friends but they could not help them. In this task, the researcher also included materials about inferring statement. In this case, the students still got confused. After that, he explained it to the students who asked him. Then, the students tried to implement technique explained by the researcher. The researcher checked it and made sure that the students did it correctly. He asked them to share what they had got to their friends. The other students who got the same problem went to their friends who got the explanation. The atmosphere of

togetherness and peer learning was really good. The box below contains a note describing the class situation.

The teacher then walked around the class. He asked some students whether they got problem in doing the task or not. The students looked confused in concluding or inferring statement in the text. Then, **the teacher explained them how to infer it. The students looked satisfied with the explanation.** Then, the students continued their work.

Field notes, 14 May 2013

After that, the researcher continued monitoring the class. He saw that some male students at the corner talked about something else. They were little bit noisy. The researcher went to them and asked them about their work. The troublemaker students showed their work. They had done their task. Then, the researcher checked their answer. He found that some answers were still incorrect. Then, he explained to the students about some questions. He asked the students to revise their answer. The researcher explained again about the technique and the students implemented it. When they could answer the question correctly, the researcher left them and asked them not to misbehave. The box below explains the situation in the class.

The teacher paid more attention to the troublemaker students. He wanted to make them join the activity well. The teacher went to the troublemaker students and asked, “How about your work?” The students answered, “Halah, ngomong apa pak.” The teacher repeated, “How about your work?” (pointing to the worksheet). The students then got the point, “Oooo...sampun, Pak..Bener ndak ini?” The teacher checked the answer. Then the teacher explained it to the students. The students listened to him. The teacher also told some joke in explaining the task. **It made the students looked more comfortable in learning.** Then, the teacher left them and asked them to continue their work.

Field notes, 14 May 2013

From the situation above, it could be concluded that the students misbehave because they felt that they had done the task and they did not know the answer of the question. This problem could be solved by using pair-work, but the teacher

should also be ready to help the students. The interview between the researcher and the teacher also met the same conclusion. The interview belongs to process validity.

R	: Mam, some students who were noisy had done their task even though they did not do it seriously. <i>Bu, tadi beberapa siswa rame ternyata mereka sudah selese. Walaupun mungkin jawabannya ngawur.</i>
T	: You should check it. Sometimes they did not do the task seriously. <i>Ya memang harus dicek,mas. Kadang siswa juga asal mengerjakan.</i>
R	: Okay, Mam. There were still many incorrect answers when I checked their work. Then, I explained them how to correct it. It made them more enthusiastic. <i>Iya bu, tadi saya cek juga banyak yang salah. Lalu saya terangkan. Biar mereka tetap semangat mengerjakan lagi.</i>
T	: That's right. We explain, correct it, but we keep their motivation well and do not make them disappointed. <i>Betul, mas. Kita menerangkan, membenarkan tapi tetap buat mereka termotivasi dan tidak kecewa.</i>
R	: Okay, Mam. <i>Ya,bu.</i>
Interview teacher, 14 May 2013	

After that, the researcher continued observing the students. He moved around the class to check students' work. In this third meeting, the students asked the teacher more freely than before. Before that, they were shy to ask the teacher. There were some students who asked him about inferring statement. Then, the researcher gave them some explanation. They listened to the researcher's explanation carefully. Unfortunately, the time was up. The researcher asked the students to submit their work and they will continue doing the task in the next meeting. The researcher took about 2 minutes to do wrap up activity. He asked the students about what they had learned. He also told them that the next week they would have new partners using the other technique. He closed the class by saying a prayer.

From the third meeting, the researcher could say that the teaching and learning process ran well. Most of the students joined the activity well. The teacher said that the students especially the troublemaker students were easier to control than before. It made them did not disturb their friends in learning. Using pair-work gave chance to the learner to share their idea first before asking question to the teacher. It made the students more independent in learning. The following transcript would show the interview between the researcher and the teacher and also the student. It will belong to the outcome validity.

R	: The meeting ran well. What do you think? <i>Kelas hari ini lebih lancar juga. Bagaimana menurut Ibu?</i>
T	: I think so. Even the students who used to misbehave joined the teaching learning process well. <i>Saya lihat juga begitu,mas. Apalagi siswa yang biasanya rame mengikuti pelajaran dengan baik.</i>
R	: They talked with their friends for a while, but they stopped it when I warned. <i>Iya bu tadi sempet rame sebentar tapi terus saya tegur dan bisa diatasi.</i>
T	: If they join the teaching learning process well, the class will be more conducive. <i>Asalkan yang suka rame itu diam, kelasnya akan lebih kondusif mas.</i>
R	: I agree, Mam. I also tried to made all students motivated to learn. <i>Iya,Bu. Saya juga berusaha agar semua siswa tertarik untuk belajar.</i>
Interview teacher, 14 May 2013	

R	: What do you think of this meeting? <i>Bagaimana kelasnya tadi?</i>
S	: It is enjoyable. I like the wheel technique. It made the class more interesting. <i>Enak. Apalagi awalnya pake tadi yang berputar. Jadi lebih menarik.</i>
R	: O..Did you feel happy during the teaching learning process? <i>O...jadi pas belajar juga seneng ya?</i>
S	: Yes, it was like playing a game. <i>Iya. Kaya main game tadi.</i>
R	: Was the class conducive? <i>Kelasnya kondusif gak?</i>

- | | |
|---|---|
| S | : Yes. The students who used to misbehave were calm.
<i>Iya, mas. Yang biasanya rame juga diem tadi.</i> |
| R | : Was the teacher good?
<i>Gurunya enak gak?</i> |
| S | : Yes. He moved around the class to help the students who got difficulties..
<i>Enak mas, mau muter bantu siswa yang nggak bisa.</i> |

Interview student, 14 May 2013

After closing the class activities, the researcher and the teacher discussed the reflection of the first cycle and made a plan for the next action for the next meeting at the teacher's office.

3. Reflection

The researcher and the teacher had a discussion about the influence of the actions to the quality of the teaching learning process. The discussion was rooted on the observations during the actions and the interviews with the teacher and the students. It evaluated what happened in the first cycle. The reflection then would be used as a plan of the actions that would be implemented in the second cycle.

There were some comments dealing with the implementation of pair-work in the first cycle. The comments came from both the teacher and the students. The students in this case gave their feedback. They said that the class became more conducive and they felt that they learn English more easily than before. The pair-work activities eased them to learn English. They felt happy because they could share ideas with new people. It made the class not boring. The students joined the teaching learning process well. The students seemed enthusiastic in the teaching and learning process. They keenly paid attention to the researcher's explanation.

After they felt that the materials were clear, they did the activities or the tasks seriously.

The pair-work activities had helped the teacher to make a good atmosphere of the teaching learning process in reading. So far, it had at least increased the students' interest and motivation to reading. By using pair-work activities, the researcher can conclude that the students could easily be controlled. It also gave the students chances to share and discuss their ideas in reading. Before they got the pair-work activities, it was rather boring for them to listen to what the teacher said. Some students especially the troublemaker students got bored and started to disturb other students.

The students discussed the task with their partners during the teaching learning process. It allowed them to work and interact independently without the necessary guidance of the teacher. It also allowed the teacher's to monitor the students. The teacher also felt that it was relatively easy to organize.

After implementing the pair-work activities to the students, the researcher scored the last task as a post-test in Cycle 1. It was given to know the students' English competence after the actions in Cycle 1. The result showed that the students' scores were varied ranging from 25 to 60. The mean of their score was 40.30. The table below shows the mean of the students' English scores in Cycle 1.

Table 5: The Mean Score of the Students' Post-test in Cycle 1

Mean	40.30
SD	11.18

In general, the students' achievement in English was not good yet. None of the students was categorized as good. However, their achievement increased. It could be seen from the mean of the score. The mean was 40.30 and the standard deviation was 11.18. It was better than the score of the pre-test i.e. 27.58. The improvement of the teaching learning process affected the students' achievement. As stated in the interview, the students stated that they felt more comfortable in learning. The class was more conducive than before the actions. It was believed that various techniques in pair-work improved the quality teaching learning process of reading.

After the researcher conducted Cycle 1, there was a better improvement on the teaching learning process of English. In addition, the researcher analyzed the result of students' score and concluded that the students got improvement in English aspects. The class was more conducive than before. He tried to get more improvement by conducting actions in Cycle 2. It was to make the students' English competence homogenous and especially to improve the teaching learning process in the English class.

C. Report of Cycle 2

1. Planning

In Cycle 2, the researcher still used the pair-work activities to improve the teaching learning process in reading. In the previous cycle, the teaching learning process showed some improvements. The class became more conducive than before doing the action. The students were controlled more easily. The students enjoyed the teaching learning process. The researcher also had a homework related to the

reflection in Cycle 1. It was to make the troublemaker students join the teaching learning process more enthusiastically. The researcher also wanted to make the students motivated to learn. He wanted to improve the students' scores. As could be seen in Cycle 1, the students' scores improved but most of them were still below the standard. As the discussion between the teacher and the researcher, in this cycle the researcher focused on using the other techniques in pair-work. The second cycle was conducted in three meetings before the students got post-test.

2. Actions and Observation

The action in the second cycle was conducted in three meetings. The topic was news item and narrative text. The researcher tried to apply the other technique to make some variation. In this cycle, the researcher used pairing technique based on competence and sociogram. In this cycle, he used reward to all the students if they joined the activity well. The reward was watching funny videos. It was because most of the students like jokes. Funny videos could make them laugh. It made their minds fresh.

a. First Meeting

The first meeting was held on Monday, May 20th, 2013. The researcher came to the classroom. He greeted the students cheerfully. He then checked the student's attendance. In this meeting, the students had to continue doing their task about news item. However, they worked with new partners. The researcher divided the students in pairs based on competence. He used the students' scores that given by the teacher. The students looked happy to hear that because they could work with new partners. Before dividing the students into pairs, the researcher asked the

students whether they got difficulties or not in understanding the previous topic. Some students asked about inferring statements. Then, the researcher explained and gave some examples to make the students understand. After that, the researcher divided the students into pairs. He mentioned the students' names. The students did not know that they were divided based on competence. Then, the researcher asked them to sit in pairs. He gave the worksheet to them and asked them to do the next task. The researcher walked around the class to observe the students. The students looked enthusiastic in doing their tasks. Some students who got difficulties in doing the task asked the researcher about it. He explained to the students patiently. In this special situation, the researcher should be more active than usual. Even the students wanted to think together to do the task, they usually got difficulties because of their low competence. Based on the data of the pre-test and the interview between the researcher and the teacher, it was known that most of the students in this class had low English competence. This box below shows the result of the interview.

- | | |
|---|---|
| R | : Today, the students was divided based on their competence, Mam. Hopefully they can cooperate each other.
<i>Hari ini siswa dibagi pasangan berdasarkan competence, Bu. Semoga bisa saling bantu.</i> |
| T | : Okay, however you should keep active in monitoring them. It was because sometimes they could not find the answer from their discussion.
<i>Ya mas, tapi anda harus tetap aktif. Karena kadang mereka tidak bisa menemukan jawaban dari diskusi mereka.</i> |
| R | : Okay, Mam. I tried to actively monitor them so I could help them if they got difficulties.
<i>Iya bu, saya juga berusaha lebih aktif memantau kerja mereka agar lebih membantu jika mereka ada kesulitan.</i> |
| T | : Please be patient, their competence was low. You should be patient.
<i>Sabar ya mas, maklum competence mereka agak rendah. Jadi harus lebih sabar.</i> |
| R | : Yes, Mam.
<i>Ya, Bu.</i> |

Interview teacher, 20 May 2013

The researcher tried to pay attention to all the pairs. He wanted to help the students who got problem in doing the task, especially the misbehaved students. He believed that when the troublemaker students could do the task, they would not misbehave. When the researcher observed the class, one of students named Frank called him. As explained in the previous report, Frank is the students who usually gets in and gets out the class easily during the lessons. However, he showed surprising improvement. He actively asked the researcher about his work. It made the other students more motivated to do the task. The researcher explained carefully to him. He wanted to make him comfortable to learn English. He wanted to increase his confidence.

After that, the researcher continued to observe the class. He saw that the students worked well with their pairs. They discussed the answers together. The class looked more conducive than before. The following showed the situation.

The researcher moved around the class. He observed the students. One of the misbehaving students namely Frank asked him about the task. He looked very motivated. He listened the researcher's explanation carefully. The other students looked surprised with Frank's improvement. The other pairs continued doing the task. Frank's improvement made them more motivated. **The class became more conducive.** After helping Frank, the researcher continued monitoring the students.

Field notes, 20 May 2013

The students looked tired. They thought hard to do the task. The researcher told the students that they would see a funny video after the lesson. The students became motivated again. They looked so happy. The students at the corner asked the researcher about their work. It showed that they began to be motivated to learn English. The researcher checked their answer. He found some mistakes in the students' work. He asked the students to revise their answer. The researcher joined

in the students' discussion. He tried to encourage students to find the correct answer. After that, he asked all the students to stop their work and discussed the answer together. They answered the question one by one. Firstly, the researcher asked one of the students to answer the question based on their result of their discussion. Then, the whole class would discuss it together. In answering the question, the students had to provide the reason why they choose that answer. The whole class discussion ran about 20 minutes. After that, the researcher asked the students to submit their work. The researcher did wrap up activity. He asked the students about what they had learned. Then, as he told before, he played the funny video and all of the students watched it happily.

From the first meeting of the second cycle, the researcher could say that the teaching and learning process ran well. Most of the students joined the activity well. The teacher said that the students especially the troublemaker students were easier to control than before. They started to be motivated in learning English. It makes them did not disturb their friends in learning. Using pair-work based on students' competence gave more chance for the higher level students to help their friends in learning. Peer learning made the students comfortable in learning. It also promoted independent learning. The following transcript would show the interview between the researcher and the teacher and also the student. It will belong to the outcome validity.

R	: There was an improvement for today. What do you think, Mam? <i>Kelas hari ini ada improvement lagi, Bu. Bagaimana menurut Ibu?</i>
T	: I agree with you. The students who used to disturb others joined the class well. <i>Iya, mas. Siswa yang biasanya rame mau mengikuti pelajaran dengan cukup baik.</i>

- R : That's right, it made **the class more conducive because the troublemakers behaved well.**
Iya, hal ini membuat suasana kelas lebih kondusif. Karena troublemaker tidak beraksi.
- T : **If the troublemakers join the class well, the class will be more conducive.**
Asalkan yang suka rame itu diam, kelasnya pasti lebih kondusif mas.
- R : Yes, Mam. I'm so happy. It might be because I promised them to watch funny videos after the class. It was like a reward.
Iya bu, saya senang sekali. Mungkin karena tadi saya janjikan nonton video lucu juga. Jadi seperti ada reward.
- T : **Reward is good for motivating the students.**
Reward juga bagus untuk memotivasi siswa mas.

Interview teacher, 20 May 2013

- R : What do you think about today?
Bagaimana menurut kamu tadi kelasnya?
- S : That's great. **It was more conducive.** It was because the students who used to disturb joined the class well.
Enak mas, lebih kondusif. Soalnya yang biasanya rame mau nurut.
- R : When they behave well, the class was more enjoyable, wasn't it?
Kalo mereka gak rame kelasnya lebih nyaman ya?
- S : Yes.
Iya mas.
- T : What was about the pair-work activities? Was it okay?
Kalau saat pair-work tadi gimana? Enak gak?
- S : Yes. New partner. **I could share with new partner.**
Lumayan, mas. Pasangan baru, bisa sharing dengan teman baru juga.
- T : You watched funny videos. How if you watch it again in the next meeting?
O ya, tadi kan nonton video lucu, kalau pertemuan selanjutnya diputerin lagi mau?
- S : **That's great, it made our minds fresh.**
Bagus, biar fresh mas pikirannya,hehe.

Interview student, 20 May 2013

Based on the data above, it was known that the teaching learning process improved. The students enjoyed the pair-work activities. The reward given by the teacher motivated them to join the class well. After closing the class activities, the

researcher and the teacher discussed the first cycle and made a plan for the next action for the next meeting at the teacher's office.

b. Second Meeting

The second meeting was held on Tuesday, May 21st, 2013. In this meeting, the students learned about narrative text. They had to work in pairs based on the sociogram. This was the last technique used by the researcher. The researcher entered the classroom. He greeted the students warmly. He checked the students' attendance. Nobody was missing on that day. After that, the researcher asked the students about what they had learned from the previous meeting. It was done for checking students understanding. Then, he started moving to the material. He related some traditional stories to the material. It was done for making the students connected to the topic. After that, the researcher gave the students a narrative text. He asked the students to read the text in 5 minutes. Then, he asked the students about the text. The students and the researcher discussed the text together. Then, the students had to do the task on their worksheet. Before that, the researcher divided the students into pairs. He told the students that it was based on the sociogram. He made it based on the students' information. He called the students' names and their partners. They had to do the task in pairs using the same technique. They had to think individually first, then they had to discuss with their partners, after they doing the task, they should share the result in whole class group. The students did the task seriously. They looked more comfortable with their partners. It could be because they got the partners they wanted. They discussed the task enthusiastically. The researcher observed the students. He walked around the class.

Some students seemed confused, but they tried to ask the other pairs to help them.

The following contains the field notes taken on that day that reflected the teaching and learning process.

The researcher moved around the classroom. He saw that **the students looked more enthusiastic in doing the task.** It seemed because **they got the partners they wanted.** The students did the task by discussing the answer together with their partners. However, some pairs got difficulties in doing the task. The researcher tried to let the students find the answer by themselves. **The students started asking the other pairs about how to find the answer.** It was good because they usually misbehave when they get off of the task.

Field notes, 21 May 2013

From the field note above, it could be seen that the condition of the classroom was conducive. The students started to learn English seriously. The researcher kept observing the students. He asked the students about the task one by one pair. He asked the students whether they got any problem or not in doing the task. Some students asked him about finding causes. In the task, there were some question asking why something happened. It was difficult for them because they told the researcher that they never got any explanation about how to answer that kind of question. Then, he explained the students how to deal with the question. The students listen carefully. After that, the students tried to answer the question. They continued discussing the task with their pairs.

However, some boys at the corner looked confused. They started talking about the other things. The researcher came to them and asked them about their work. They said that they stopped because they got a very difficult question. The researcher then explained them and help them to think and find the answer. He explained again how to find the answer. He explained it with some jokes. He knew that the students would understand easily what he explained if they felt comfortable.

After explaining, he asked the students to try answer the question. They really needed full attention from the researcher as a teacher. After that, he moved to the other pairs. The other pairs also asked about the same problem. It showed that they were actually still confused about it. In this condition, the role of the researcher as a teacher was important. Pair-work promotes peer-learning. However, when the students did not get the solution, the teacher should help them. The students got the same problem because actually most of them had minimum vocabularies. It made them difficult to understand the text. The researcher also discussed this situation with the teacher. They met the same conclusion. He also interviewed the student about this situation. The boxes below contains the result of the interview. The interview was part of the process validity.

R	: Today the students looked enthusiastic in doing the task. What do you think? <i>Hari ini siswa terlihat lebih semangat bu mengerjakan tugasnya. Menurut ibu bagaimana?</i>
T	: I think so. It might be because the sociogram technique used today. <i>Iya mas, saya lihat juga begitu. Ini teknik sociogramnya mungkin.</i>
R	: I think so. However, sometimes they got difficulties in doing the task. <i>Sepertinya iya, Bu. Walaupun begitu ya siswa masih kadang dapat kesulitan mengerjakan soal.</i>
T	: It was normal. They have lack vocabularies. They need more guidance from the teacher. <i>Maklum, mas. Vovabulary mereka juga rendah. Jadi perlu bimbingan lebih dari guru.</i>
R	: I also tried to help them solving their problems. <i>Ya, bu. Saya juga selalu berusaha membantu mereka saat mendapat kesulitan.</i>
Interview teacher, 21 May 2013	

R	: How was the class? <i>Bagaimana tadi kelasnya?</i>
S	: It was nice, more conducive. <i>Enak mas, lebih kondusif.</i>

- R : How about your partner? Could you work with him?
Kalo soal partner pair-worknya gimana? Cocok gak?
- S : **Yes, I could.**
Cocok, mas. Udah klop.
- R : Was the discussion nice?
Brati tadi diskusinya enak ya?
- S : **Yes.**
Iya mas.
- R : Could you tell me some difficulties you got?
Tadi kesulitan pas ngerjain soal apa?
- S : Hmm..**I found some difficult words.**
Apa ya..Gak tau arti kata mas..
- T : Oh..you should read more books to improve your vovabularies.
Oh..ya, kalo itu harus sering baca biar vocabularrynya nambah.

Interview student, 21 May 2013

After that, the researcher continued observing the classroom. The time left was just 10 minutes. The students had not finished their work. They took a lot of time to do the task. Some students asked the researcher to play funny video like the previous meeting. They wanted to refresh their mind. Actually the researcher had prepared the other video before. The time was almost up, he asked the students to stop working. He did wrap up activity. In this session, the students told about what they learned in this meeting. They also told about some problems they faced in doing the task. After that, he closed the class and played the video. Then he went to the teachers' office to discuss the second meeting and made a plan for the last meeting.

c. Third Meeting

The third meeting was conducted on Monday, May 27th, 2013. This was the last meeting. At the end of the meeting, the researcher would conduct post-test. In this meeting, the researcher continued teaching the last material which was about

narrative text. The researcher started the class by greeting the students and checking the students' attendance. All students attended the class. Before moving to the lesson, he told the students that in this meeting they would have post-test. The students looked surprised but the researcher told them that they did not to be afraid. After that, the researcher moved to the lesson. He tried to recall what the students had learned at the last week meeting. Then, he gave back the students' worksheet. They had to continue doing the task in pairs.

The students looked very excited to continue their task. The researcher walked around the class to observe them. He came to the students when they needed help. However, some students at the corner looked tired. He came to them. He asked them about their work. They answered that they were tired because they thought the answer so hard but they did not find the answer. Then, the researcher tried to motivate the students by saying that they actually could answer it. He prompted the students to find the answer. The question was about the reason why something happened. The researcher found that the students got difficulties in answering this type of question because they actually did not really understand the text. It was because they were lack of vocabularies. The result of the interview between the researcher and the teacher met the same conclusion. The teacher realized that the students had lack vocabularies. It made them difficult to understand the text. The interview was believed as the process validity.

R	: The class ran well. However, the students got problem in answering cause and effect questions. <i>Hari ini lancar kelasnya. Tapi siswa mendapat kesulitan di pertanyaan tentang cause and effect.</i>
T	: They were lack of vovabularies. It was normal if they got difficulties. <i>Ya begitulah mas, vocabulary mereka juga lemah. Jadi wajar kalo</i>

kesulitan.

R : **I gave them some tips to answer the questions.**
Iya, Bu. Jadi tadi saya beri tips menjawab pertanyaan seperti itu.

T : That's good. You should give some alternatives. You should motivate them.
Iya, ya harus diberi cara lain mas. Tapi tetap dimotivasi.

R : I told them to read more diligently to improve their vocabularies. What do you think about the class?
Iya, saya juga bilang ke mereka supaya lebih rajin baca, biar vocabnya nambah. Kalau kelasnya bagaimana tadi bu?

T : It was good. **The students were controlled well.**
Tadi kelasnya kondusif kok, mas. Terkontrol dengan baik siswanya.

Interview teacher, 27 May 2013

The researcher then continued to observe the students doing their task. He tried to check the students understanding of the text. Some of them had understand about the text. Then, the researcher asked them to help their friends especially their pairs to understand the text. He wanted to promote peer learning. In the last meeting, the students were calmer. The class became more conducive. The box below contains the field note of the situation.

The students were really enthusiastic in doing the task. They did not misbehave. **The class was so conducive.** The misbehaved students also did the task well. They realized that learning English is fun and easy. They could do the task and **they were guided well by the researcher.** It made them comfortable with the teaching learning process.

Field notes, 27 May 2013

It took about 30 minutes for the students to finish their task. The researcher asked them to submit their work. After doing the task, the students had to do the post-test. However, the researcher knew that the students were tired after doing the task. He played a funny video to refresh their mind. The students were really entertained by the video. After that, the researcher gave the question sheets and the

answer sheets to the students. The students had an hour for answering the question. He told the students that they should do the test by themselves. They were not allowed to cheat. The researcher needed the authentic data from them.

The students did the post-test seriously. The researcher watched the students from the teacher's table. The condition of the class was so quiet. Most of the students finished the test in 45 minutes. After 55 minutes, the students submitted their work. The researcher played the other funny video for entertaining the students after having a test.

3. Reflection

The researcher did not find any significant problems in the second cycle. The teaching learning process in reading went better. The classroom became more conducive and the students were more motivated in joining the lessons. Cooperative learning made the students enjoyed peer learning. Especially various techniques that had been used by the researcher decreased the boredom in the classroom. The chances of getting different partners in the lessons gave the students opportunities to share their ideas to different people. It promoted peer learning which made them enjoy the teaching learning process. When they worked in pairs, they could not just wait for their friends to finish the task and copy it. They should take the role in solving problems. When they worked in pairs, their partners would help them if there were some problems. It helped the teacher to manage the classroom. They had positive responses on the technique. Based on those facts, the various techniques in pair-work was believed that they can improve the teaching learning process in reading class.

The facts that various techniques can improve the teaching learning process in reading were also supported by the transcript of the interview between the teacher and the students. The teacher as an observer said that the students were easier to control when they worked in pairs. The teacher also stated that the researcher prepared various materials that could attract the students' attention. In fact, they did not get bored easily during the teaching learning process. The researcher gave so clear instructions to the students that they could simply catch the instructions. The most significant difference is that the teaching learning process after the action was more conducive than before the action.

After giving some tasks to the students in Cycle 2, the researcher gave the post-test. The result showed that the students' scores were varied ranging from 10 to 85. The table below presents the mean of the students' scores in Cycle 2.

Table 6: The Mean Score of the Students' Post-test in Cycle 2

Mean	55.61
SD	21.57

It can be seen from the table that the students' reading score in Cycle 2 improved. This improvement occurred because the teaching learning process of the class improved too. Most of the students' scores increased. The mean of the students' reading scores in the post-test was higher than the mean of the pre-test. The mean of the post-test in cycle two was 55.61 and the standard deviation was 21.57. The mean of the pre-test was 27.58 and the standard deviation was 14.09. It means that there was a big improvement on the students score. The improvement of the teaching learning process affect the students' achievement.

After implementing the actions in Cycle 2 and the post-test, the researcher and the teacher reflected the actions. They discussed in order to evaluate the actions. From the implementation of the actions in Cycle 2 and the post-test, it was revealed that the application of cooperative learning using various techniques in pair-work improved the teaching learning process of reading. The students had more conducive class and more comfortable atmosphere in learning. It made them comfortable to learn and they got better achievement.

D. General Findings and Discussion

This section consists of qualitative and quantitative data. The qualitative data deal with the general findings of the result in each cycle, while the quantitative data present the students' reading scores. The following descriptions are the findings on the use of cooperative learning using various technique in pair-work in improving the classroom management to support the teaching learning process of English.

1. Cycle 1

a. The Successful Actions

- 1) Using media like pictures to vary the materials was helpful to attract students' interest to the materials given. They were motivated to read. They became enthusiastic when they read the text and do the task in pairs.
- 2) The pair-work activities encouraged the students to share their ideas to their partners. They actively involved in a discussion. They could share their opinions when they did the task.

- 3) Various techniques in pair-work used by the researcher could eliminate the boredom. They gave surprising partners for the students. They felt fun when they were working with their partners.
- 4) Some explanation given by the researcher help the students to solve the problems they got. It motivated them to solve the problems that they got instead of misbehaving.

b. The Unsuccessful Actions

- 1) Monitoring all students when they were working was difficult when many students needed the teacher's help in solving the problems. Sometimes some students did not take a part in discussion. It was because they could not solve the problems they got in doing the task.
- 2) Giving short explanation to the students did not really help them. Some students got difficulties in interpreting the text.

2. Cycle 2

- a. The pair-work activities allowed the students to interact independently. The students could work well with new partners. They felt free to discuss the task together.
- b. Working in pairs promoted the cooperation between the students. The students actively joined the discussion in the class. They paid attention to the task. They enjoyed the atmosphere of the class. Harmer (2001:116) states that two heads are better than one. Having partner made the students got friendly and more relaxed place to learn.

- c. Pairing the students gave the teacher more time to work with one or two pairs while the other students continued working. The students were more motivated in learning because they got guidance from the teacher. The guidance of the teacher made the students motivation increased.

The improvement of the classroom management to support the teaching learning process of English using various techniques in pair-work can be specifically described in the table below.

Table 7: The Improvement of the Action

Preliminary Condition	Cycle 1	Cycle 2
Many students were not enthusiastic in the teaching-learning process of English.	More than a half of the students were enthusiastic in the teaching-learning process of English.	The troublemaker students joined the class well. Most of the students were enthusiastic in the teaching-learning process of English.
Many students felt bored when studying English. They only used one kind book without any media provided.	The students enjoyed to study English. The teacher provided some interesting medias.	The students enjoyed to study English. They were provided by some medias to support the teaching and learning process.
Many students just copied the others' answers in doing the task.	Some students tried to share and discuss the task in pairs.	Many students were able to share and discuss the task in pairs and whole class group.
Many students moved around the class when the teaching learning process ran.	The students started to join the teaching learning process well because they could solve the problems by discussing with their friends.	All of the students joined the teaching learning process well. They could cooperate with their friends in finishing the task.

Many students preferred chatting with friends to asking the teacher when they got difficulties in learning.	Some students started to ask the teacher when they got problems even they were still hesitate. It was because the teacher was ready to help them in solving their problems.	Most of the students felt free to ask the teacher when they got problems in learning. Pair-work activities gave the teacher more time to monitor them.
Many students were hostile to comply with the teacher's instruction in the class.	Most of the students tried to do the instruction of the teacher because they started to feel that the teacher cared about them.	All of the students do the instruction given by the teacher.
Many students felt uncomfortable when learning in the classroom because some of them disturbed them when the teaching learning process ran.	Most of the students started to feel comfortable when they were learning at the class. The troublemakers started to join the class well.	Most of the students felt comfortable with the teaching learning process in the class.
Some students broke rules in the classroom such as coming late to the class, annoying others and ignoring the teacher's instruction.	The students obeyed the rules in the classroom after the teacher and the students made a deal about the rules of the class.	The students joined the teaching learning process well because the teacher also gave reward for them.

3. The Teaching Learning Process

In this part, the researcher discusses the improvement of the classroom management to support the teaching learning process of English. It will also be shown by the table of the students' mean value in Pre-test, after Cycle 1, and after Cycle 2. The teaching learning process after the action get better. The classroom was more conducive. The students could learn and cooperate well with their partner.

The boxes below shows the interview between the researcher and the students after all the actions in Cycle 1 and Cycle two have been done.

R : In doing pair-work activities, did you feel it more enjoyable or not?
e..di pair-work itu menurut kamu ..apa ya..belajarnya lebih enak atau biasa aja?

S : **It was better.**
Lebih enak.

R : Why?
lebih enak,kenapa?

S : **It was because each pair could cooperate well and share ideas.**
karena tiap kelompok itu bekerja sama saling bertukar pikiran dan ya..enak aja

R : From three techniques we used for pairing, which one was the most interesting for you?
ehm..di antara 3 cara kemarin ada cara memasangkan pair-worknya kan ada muter- muter itu, berhitung, dan memilih sendiri friendship,menurut kamu yang paling menyenangkan yang mana? Paling pas

S : **Wheel**
paling memutar

R : So, wheel was more fun, wasn't it?
yang memutar..o ya, jadi yang memutar lebih enak ya?
Eee...terus kalo menurut kamu perubahan dulu,kan kelasnya dulu gak kondusif

S : Yes
iya

R : Is there any difference before and after we used pair-work?
katanya kaya gitu..dari pair-work ini apakah ada perbedaan dari sebelumnya?

S : Yes, **pair-work encouraged the students to cooperate with the partners.** Before the action, just some students who finished the task.
ya memang ada,karena perubahan itu terjadi karena dengan adanya pair-work itu semua siswa itu bisa bekerja. Nahh sedangkan yang sebelumnya siswa itu hanya sebagian saja yang bekerja...

Interview student, 27 May 2013

R : We had learned English using pair-work. What do you think?
kita dah belajar bahasa inggris dengan pair-work atau cooperative ya..kerjasamanya juga ada,menurut kamu gimana kesannya?

S : Some partners were boring.
ya..ada yang membosankan da nada yang gak. Ya kan orangnya beda-beda,

R : Ya..we changed the partners. How about the class? Was it more conducive?
Ya..temannya ya..ganti-ganti,tapi waktu..eee..dari tingkat kondusifnya kelas itu menurut kamu gimana? Daripada sebelumnya?

S : **More conducive**
lebih tenang,

R : Okay
lebih tenang kalo itu ya

Interview student, 27 May 2013

The data showed that the teaching learning process after the action became more conducive. The students joined the class well. The techniques used in pairing were interesting for them. The techniques gave them chance to work with new partners.

In this part, the researcher also discusses the mean value as presented in Pre-test, after Cycle 1, and after Cycle 2. The table below shows the mean value of reading Pre-test, Cycle 1, and Cycle 2.

Table 8: The Mean Score of the Students' Pre-test, Cycle 1, and Cycle 2.

Score	Pre-test	After Cycle 1	After Cycle 2
Mean Score	27.58	40.30	55.61
SD	14.09	11.18	21.57

The table shows an increase of the mean of the writing score obtained by students from Pre-test, Cycle 1, Cycle 2, to Post-test. The result of the analysis of students' score in pre-test shows that the mean was 27.58, in Cycle 1 the mean was 40.30, and in Cycle 2 the mean was 55.61. This improvement occurs because of the improvement of the teaching learning process. The better teaching learning process gives more comfortable atmosphere for the students to learn.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The aim of this research is to improve the classroom management to support teaching learning process of English by implementing various techniques in pair-work. The researcher used action research as the method in this research. As stated in the discussion in the previous chapter, it can be concluded that the use of various techniques in pair-work is believed to be effective in improving the classroom management. In formulating this result, the researcher gained two kinds of data in this research. The first data were qualitative data, and summarized as follows.

From Cycle I, it was found that pair-work activities could improve the teaching learning process. It encouraged the students to share their ideas to their partners. Various techniques in pair-work used by the researcher could eliminate the boredom. They gave surprising partners for the students. Some explanation given by the researcher help the students to solve the problems they got. It motivated them to solve the problems that they got instead of misbehaving. However, monitoring all students when they were working was difficult when many students needed the teacher's help in solving the problems. Sometimes some students did not take a part in the discussion. It was because they could not solve the problems they got in doing the task. The students also got difficulties in interpreting the text. The brief explanation given by the researcher could not help them well. They were the reasons why the researcher felt that he had to continue

in implementing the various technique in pair-work and add some actions for the second cycle. From the Cycle II, it was found that the various techniques in pair-work could improve the teaching learning process. The pair-work activities allowed the students to interact independently. The students could work well with new partners. They discussed the task freely. Working in pairs promoted the cooperation between the students. The students actively joined the discussion in the class. Pairing the students gave the teacher more time to work with one or two pairs while the other students continued working. The students were more motivated in learning because they got guidance from the teacher.

In terms of quantitative data, there was an improvement on the students' achievement. It could be seen from the result of the test conducted in the end of the first and the second cycle. The mean of the students' scores improved from 40.6 to 55.61. This shows that the various techniques in pair-work was successful in improving the teaching learning process of English.

B. Implications

There were some implications due to the result of this research. The implications of the actions were described as follows.

1. The use of pair-work could increase the awareness of what other students did not understand and this enabled them provide help that was more easily to understand. If a person in a pair found some difficulties in doing the task, the partner was able to help by giving feedback.

2. Using pair-work allowed the students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
3. In this research, the use pair-work allowed the teacher's time to work with one or two pairs while the other students continued working. It made the class relatively easy to control.
4. The cooperation promoted by pair-work activities helped the classroom become more relaxed and friendly place. By sharing their ideas in doing the task, the pressure in doing the task got lower. It made them feel more comfortable in doing the task.

C. Suggestions

After conducting this research, the researcher proposes the following suggestions for the English teacher, students, and other researchers as presented below:

1. For the English teacher

It is essential for the English teacher to improve the classroom management. The classroom management takes an important role for the success of the teaching learning process. It is useful to use various techniques in pair-work in improving the teaching learning process.

2. For the students

The English teaching and learning process can run effectively if every participant involved gives positive contribution. Thus, the students as the subject in the teaching and learning process should actively

participate in the activities during the class. If they feel that English is a difficult subject to be learned, they should learn it seriously and not to ignore the lesson. They need to keep learning if they want to improve their competence.

3. For other researchers

It is suggested that the researcher who will conduct similar research can improve and explore other alternative kinds of various techniques in pair-work to improve the classroom management and also the teaching and learning process. It is also suggested that the results of this research can be used as an input in conducting another research.

A. SCHEDULE OF THE RESEARCH

No.	Stages of Activities	Time Allocated
1.	selecting data sources	May-June '12
2.	consulting title research	June-July '12
3.	writing and submitting research proposal	August-October '12
4.	consulting and revising research proposal	November-December '12
5.	writing, consulting, and revising chapter I, II, III	January – March '13
6.	preparing for collecting data	April '13
7.	collecting data	May-June '13
8.	writing, consulting, and revising chapter IV and V	June – December '13
9.	examination	January '14

FIELD NOTES

No : **FN.01**
Date : **Thursday, 7 February 2013**
Time : **07.30 a.m.**
Activity : **Asking research's permission**
Place : **Teachers' office**
Respondent : **R : Researcher**
 ET : English Teacher

The R arrived at the school at 07.30 a.m. and asked security guard's permission to see ET. Next, he asked the R to go inside the teachers' office. In the teachers' office, the R met the ET. Then, the R introduced herself to the ET. He continued the conversation about the research that would be conducted. He asked the students' problems in English lesson especially in the teaching learning process. They discussed the students' problems and the solution for about 15 minutes. Later, the R asked the permission to conduct the research in SMA Muhammadiyah Ponjong and the ET agreed. She suggested to conduct the research in grade X students because the students in that class had problems in the teaching learning process and the R agreed. The R asked ET's permission to observe the X grade class in English lesson. The ET gave the permission and asked the R to observe the teaching and learning process on 20 February 2013. She also asked the R to ask the headmaster's permission. She agreed to conduct the observation in that time and promise to ask headmaster's permission as well. Later, she thanked the ET and ask permission to go home.

No : **FN.02**
Date : **Thursday, 14 February 2013**
Time : **07.30 a.m.**
Activity : **Asking research's permission**
Place : **Headmaster's office**
Respondent : **R : Researcher**
 HM : Headmaster

The R arrived at the school at 09.00 a.m. and asked security guard's permission to see HM. She was asked to wait for a while in the lobby. Then, he asked the R to go inside the headmaster office. He met the HM and talked about the research that would be conducted. The HM kindly responded the R's proposal and gave the permission. He also asked the R to discuss it with the English teacher. The R explained that he had discussed it with ET before and had the permission from the ET to observe the teaching and learning process in English lesson. Later, the HM asked the R to provide the permit letter from the R's faculty. She agreed and promised to provide it immediately. After that, He thanked the HM and asked permission to go home.

No : FN.03.01
Date : Thursday, 20 February 2013
Time : 09.00 a.m.
Activity : Observation
Place : Classroom of X class
Respondent : R : Researcher
 ET : English Teacher

R arrived at school at 08.45 a.m. and went to teachers' office to see ET. Then ET asked the R to wait until the English lesson started. The class started at 09.00 a.m. R together with ET and went to the class at that time. In the class, the ET asked the R to introduce herself. Then ET asked R to sit at the back of the room. While observing the lesson, R took notes. The ET ended the lesson as the bell rang at 10.30 a.m and asked the R to leave the class. Then the ET and the R discussed the teaching and learning process and focused on the students' participation. They agreed that most of the students were noisy and tended to misbehave when they were asked to do the task. After doing the discussion about the problems and solution, the R asked her permission to interview some students. The ET gave the permission to do it. After that, he came to teachers' office and asked permission to go home.

No : FN.03.02
Date : Thursday, 20 February 2013
Time : 09.00 a.m.
Activity : Observation
Place : Classroom of X class
Respondent : R : Researcher
 ET : English Teacher

The bell rang at 9 o'clock. The ET entered the classroom. There were so many students having a chat in the classroom. Some of them were still at the outside of the class. The ET walked to the table and greeted the students, "Good morning, students. How are you today?" "Fine", they answered. Some students answered, "Good, good, good". Some of them did not answer and kept talking with their friends. However, some students had not been in the classroom when the ET started the class. She sat on the chair and checked the students' attendance. She asked the students where their friends who had not been in the class were, "Where are they? *Dimana mereka?*" Some students did not answer. "*Di kelas sebelumnya mereka masuk, Bu*", some of them answered. "*O..ya sudah, kita mulai saja pelajarannya*", said the ET. She started teaching by asking some questions to the students. "Have you ever read a news in TV or in the newspaper?" "News, *maknyuss po, Bu*", some of them answered. She answered, "News, *bukan maknyuss.*" Some students laughed loudly. It made the classroom so noisy. She warned them, "*Udah..udah..kita lanjutkan lagi*". She continued explaining and gave the students the material about news item. She asked the students to read and try to understand the text. Some of them read the text seriously. However, some of them ignored the ET's instruction and kept talking with their friends. After 15 minutes,

she asked some students to read the text loudly. Suddenly, some students knocked the door. She let them to join the class. She asked them, “*Dari mana kamu?*” “*Makan, Bu*”, they answered. “*Kamu itu makan og mblandhang-mblandhang, ya sudah, duduk*”, she said angrily.

The ET asked the student to continued reading the text. However, some of them did not pay attention to their friend. They kept talking. They laughed so loudly. She warned them, “Silent please.” Some of them ignored the ET and kept talking. “Hei, diam!” she said angrily. They stop talking and pretended to read the text. The student who read aloud the text continued reading. The ET took some notes while listening to the student. Sometimes she corrected some mistake in pronouncing the words. After that, she divided them into some groups. She asked them to do the task in group. “*Dengan berkelompok, diskusikan dan kerjakan pertanyaan yang ada di bawah teks. Do you understand?*”asked her. “Yes, Bu”, some of them answered. They started discussing with their friends. However, some students at the corner played guitar and sang together. She warned them. “*Hei, gitarannya nanti lagi lagi, sekarang kerjakan dulu pertanyaan itu*”, said her. They stopped it and pretended to do the task. Some of them were busy with their mobile phone. After 20 minutes, she asked them to write the answers on a piece of paper. While the students were doing the task, some of them were walking around the class. They also had a chat with their friends. The ET asked them to submit their work. Then, she ended the class. “See you later”, she said.

No : FN.04
Date : Monday, 06 May 2013
Time : 12.15 p.m.
Activity : Meeting 1 (Cycle 1)
Place : Classroom of X class
Respondent : R : Researcher
 Ss : Students

The class is started at 12.15. Ss entered the classroom and took a seat. R prepared LCD and it took about 5 minutes. R opened the class. He greet Ss and introduced himself. Before continuing the teaching-learning process, R and Ss made some rules for the English class. They discussed the rules together. All Ss and R made a deal about the rules. R moved to the material. He showed some pictures of public places in Indonesia. The first picture was Borobudur. R asked Ss about the picture they had seen. Ss answered the question enthusiastically. The next picture was Jatim Park. Most of students have not visited there. Then R said that in this occasion they would have a kind of trip by reading text. Ss are asked about what actually Jatim Park is. Ss answered that it is like water boom because they saw the picture of water boom in Jatim Park. Then R said that they will know more about Jatim Park after reading the text. The last picture is Gedung Sate Bandung. R asked the same question about the picture. After building students’ knowledge, R gave the materials to Ss. It is about Borobudur. Ss were asked to read the text in 5 minutes. After 5 minutes, R asked Ss some questions about the text. They also identify the parts of the text which are identification and description. It took about 10 minutes. Then, R asked some questions that asked about specific information

such as where the temple is located, when it is built, and who built the temple. Ss could answer the question easily. Sometimes the class was little bit noisy when some students made jokes in the teaching learning process. However, R could handle it. R told Ss that Ss just did scanning. He told the function of scanning and how to scan. Students realized that in answering some specific questions, they have to do scanning.

After that, R moved to the next step. R divided Ss into 14 pairs. He used counting technique. Ss counted from 1 to 14. Ss with the same number will work together. Some students were surprised because they should work with some students that they had not worked together yet. The class turned little bit noisy because Ss had to move and sit together with their pairs. After that, R explained about the task. Ss had to implement scanning in answering the questions. They have to cooperate with their pairs. When Ss worked in pairs, R observed Ss. He walked around the class and helped some students who asked some questions. R explained the key in scanning, then Ss tried it. Sometimes some students complained because their pairs do not help to answer the question. R also warned some students who did not concern with the task. R kept moving to observe Ss. He moved from one group to another to check Ss work. The classroom was conducive enough. It was because R told Ss the key for doing scanning. Ss looked happy after being able answering the questions. Ss looked interested and motivated even some trouble maker students. After 30 minutes, the time was up. Ss had not completed the task yet. There were 30 questions and most of students just answered 10 questions. Then, R asked Ss to write their names and their pairs on the worksheet and submit the papers. They will continue answering the questions next week. R did wrap up. Ss reflected what they have learned. Most of Ss were able to reflect what they have learned well. R close the class with a prayer. The class was finished by 13.15.

No : FN.05
Date : Monday, 13 May 2013
Time : 08.00 a.m.
Activity : Meeting 2 (Cycle 1)
Place : Classroom of X class
Respondent : R : Researcher
 Ss : Students

The class was started at 8 o'clock. R leaded the prayer. He asked Ss about what they had learned last week. Most of students answered surely. After that, R asked Ss to sit with their last week pairs, he gave Ss' worksheets back to them. Ss had to continue their works. However, Ss reminded Ss that they had to discuss the answer together with their pairs, the key words are share and discuss. Ss started doing the task. R observed Ss doing their task. When observing the class, one of Ss asked R about the task. His name is Magiyanto. According to the teachers at SMA Muhammadiyah Ponjong, Magiyanto is a special need student. His way of thinking is little bit different from others. He asked R whether his answer is correct or not. R prompted Magiyanto. R also gave the tips for answering the question. R tried to make Magiyanto feels that he is treated the same as others. After guiding

Magiyanto and his friend, R asked for Ss' attention. He wanted to explain the text. He helped Ss to understand the text. He did it because he knew that Ss had lac vocabularies and they got some difficulties in answering the question. R explained patiently. He tried to make Ss think that English is easy. Most of students stated that English is difficult and boring.

After that, Ss continued doing their tasks. R walked around the class. He asked some pairs which looked confused. He asked about what problem they got. Ss got difficulties in understanding the text. They did not know the meaning of some words, nearly half of the text. Facing this situation, R as the researcher gave some way to guess the meaning of the word in the text. He explained it to this pair. He did not explained it in front of the class because he wanted Ss to share what they had got from R. It was done to build peer learning. The two students understood what R explained. They looked really happy because they could know the meaning and find the answers. Then, R complimented Ss to make them more motivated to join the lesson. Then, R continued observing Ss. While observing, some students at the corner talked about something else. They made some noise. R then warned them and asked them to be quiet. R went to their sit and asked them about their works. They misbehaved because they could not answer the question. Then, R told that they had to ask him if they did not find the answer. Then, R prompted them. R told them that if they do not know all the vocabularies in the text, they should not worry. What they should do is finding the key words of the question and find the word in the text. R led Ss to find the key word. Then, he explained them how to relate the key word to the answer. R also told Ss to check the answer first. The misbehave students find the answer. They looked very happy and they were really motivated to continue doing the task.

Ss looked very serious in doing the task. They began to think that English is not really that difficult as they think before. However, R kept observing Ss. He explained some things that Ss could not understand even they had discussed it with their pairs. The time left was just 20 minutes. Ss stopped their works. R began to discuss the answer of the questions. The system was that one by one student would read the question and answer it. R asked for agreement to the others. If there were some differences, they discussed it together. It was done to make them more independent. The discussion worked well. Even some misbehave students join this activity well because they felt that they could answer the question. R always gave compliment to Ss for encouraging them. They discussed the answer until the last number. After that, R asked Ss about what they had learned. Then, R told Ss about what they were going to do at the next meeting. R closed the class and said good bye.

No : FN.06
Date : Tuesday, 14 May 2013
Time : 08.00 a.m.
Activity : Meeting 3 (Cycle 1)
Place : Classroom of X class
Respondent : R : Researcher
 Ss : Students

The class was started at 10 o'clock. Ss had just finished sport subject. Ss looked little bit tired. R came to the class and prepared the LCD for presentation. He used LCD to attract students' attention. After that, R started the class. The class was started by a prayer. Then, R greeted Ss, "Good morning...How are you?" Ss answered, I'm fine, and you? Teacher, "I'm fine too, thank you." After that, R asked Ss to look at the projector. He showed a web such as kompas.com, detik.com, and thejakartapost.com. Then, he asked Ss, "What do you see on the slide?" Students answered, kompas.com. Teacher, "Now take a look at this, what is this?" Students, "Jakarta Post". Then R asked Ss whether they know Jakarta Post or not. Surprisingly, that is the first time they read Jakarta post. R asked again, "What is this?"(pointing to one of article). Students, "Berita". Teacher, "what do we called it in English?" Some students answered, "News item". Then R open one of the articles. He explain the part of the text. Ss paid attention well because they were really interested with Jakarta post. This building knowledge step and modelling of the text took about 15 minutes. After that, R wanted to divide Ss into pairs. He used the wheel technique to divide them. Because of low space, R asked Ss to go outside to make the pairs.

Ss had to stand in a big circle. Half of them stood in the circle and the rest at the outside of the circle. Ss in the circle had to face outside and the rest had to face inside the circle. Ss inside the circle had to move to clock direction, and the rest had to move to the opposite when R counted. Ss did it happily, it was the first time they did it. They got unexpected pairs. After that, Ss went back to the class. It took about 3 minutes to do wheel technique. Then, R told Ss about what they had to do. It was the same like last meeting. They had to work in pairs in doing the task. They had to share and discuss it together. They had to do the same technique in answering the question and ask R if they could not solve the problem together. R gave the worksheet to Ss. Ss started doing the task. R observed Ss doing their task. Ss looked serious in doing the task. Even though some students, especially the boys dis the task with talking a lot. Talk about something else. Then R warn them. Some pairs asked R about the question, some of them also asked whether they answered it correctly or not. R gave direction.

R paid more attention to the troublemaker students. He wanted to make them join the activity well. R went to the troublemaker students and asked, "How about your work?" Ss answered, "Halah, ngomong apa pak." R repeated, "How about your work?" (pointing to the worksheet). Ss then got the point, "Oooo...sampun, Pak..Bener ndak ini?" R checked the answer. Then R explained it to Ss. Ss listened to him. R also told some joke in explaining the task. It made Ss looked more

comfortable in learning. Then, R left them and asked them to continue their work. And they had to share what they had got from R, transferring knowledge to their friends. R then walked around the class. He asked some students whether they got problem in doing the task or not. Ss looked confused in concluding or inferring statement in the text. Then, R explained them how to infer it. Ss looked satisfied with the explanation. Then, Ss continued their work. The bell rang, unfortunately Ss had not finished their work yet. Then, R asked them to bring their work home and bring it in the next meeting. R did wrap up activity for about 2 minutes. After that, he closed the class and said good bye. The class was ended at 11.30 a.m.

No : FN.07
Date : Monday, 20 May 2013
Time : 07.45 a.m.
Activity : Meeting 4 (Cycle 2)
Place : Classroom of X class
Respondent : R : Researcher
 Ss : Students

The class was started at 07.45 a.m. Ss had just joined flag ceremony. R entered the classroom and greeted Ss cheerfully. Ss looked enthusiastic to start the class. After that, R led a prayer. After praying, he checked Ss' attendance. Then, he asked Ss about the last meeting. They said that they had not finished the last week task yet. R told Ss that they had to continue doing the task. However, they worked with new partners. Ss looked happy to hear that because they could work with new partners. They were divided by R. He divided Ss based on their competence. Before dividing Ss, he asked Ss about what they did not understand about last week meeting. They said that they got difficulties in inferring statements. R explained what Ss should do in inferring statements. He explained it in about 10 minutes. He made sure that Ss understand what he explained. After that, he divided Ss into pairs. He mentioned Ss' names. Ss did not know that they were divided based on their competence. Then, he asked Ss to sit with their partners. He gave the worksheet to them and ask them to do the next task. They looked enthusiastic in doing the task. R walked around the class and observed them. Some students who got difficulties asked him about it. They actually had discussed it with their partners, but they did not find the answer. He tried to explain it carefully. He knew that he should explain more slowly because Ss had low competence. He made sure that Ss have understood his explanation by asking Ss. After that, he said that they should explain it to the others if their friends ask them. He wanted Ss to share what they had got. R continued observing Ss. The researcher moved around the class. He observed Ss. One of the misbehaving students namely Magiyanto asked him about the task. He looked very motivated. He listened the researcher's explanation carefully. The other students looked surprised with Magiyanto's improvement. The other pairs continued doing the task. Magiyanto's improvement made them more motivated. The class became more conducive. After helping Magiyanto, the researcher continued monitoring Ss. However, they looked tired. They had worked

hard in doing the task. He told Ss that they would see a funny video after the lesson. Ss became motivated again. They looked so happy. He continued observing the class. Some students at the corner asked him about their task. They asked him whether their answer was correct or not. He discussed the answer together with Ss. He tried to encourage Ss to find the correct answer. They looked so motivated with R's explanation. The time left was 25 minutes. He asked all of Ss to stop doing the task. They discussed the answer together. R asked one of Ss to answer one of the questions. He asked her to answer based on her discussion. After that, they discussed it together in the whole class group. In answering the question, Ss had to say their reason why they choose that answer. The discussion ran about 20 minutes. After that, he asked Ss to submit their worksheets. At the end, he asked Ss about what they have learned. Finally, he played the funny video for Ss.

No : FN.08
Date : Tuesday, 21 May 2013
Time : 10.00 a.m.
Activity : Meeting 5 (Cycle 2)
Place : Classroom of X class
Respondent : R : Researcher
 Ss : Students

The class was started at 10 o'clock. Ss had just joined sport subject. Ss looked tired. R came to the class and greeted them. He told them that they were allowed to drink during the teaching learning process. Ss looked happy to hear that. After that, he checked Ss' attendance. Nobody was absent. Before learning the next material, he asked them about what they had learned from the previous meeting. Ss answered happily. They could tell what they had learned well. He started to move to the today's material. It was about a narrative text. He asked some questions to Ss. They were about some traditional stories. He tried to relate Ss' background knowledge to the material. He asked about Si Kancil, Lake Toba, and also Prambanan. They looked enthusiastic in answering the questions. Then, he gave the text to them. It was about The Monkeys and The Cap Seller. He asked them to read the text in 5 minutes. All Ss read the text. They tried to understand the text. Some students asked about difficult words to him. He explained carefully to Ss. It had been 5 minutes. He asked them some questions about the text. They discussed the text together. They learned about the structure of the text. The text was interesting for Ss. However, R needed to explain more than once to make them understand. Having lack vocabularies made them difficult to understand the text. After that, he asked Ss to do the task. They had to work in pairs. R divided Ss based on the sociogram. The data was collected at the first meeting. He told Ss that it was based on the sociogram. He made it based on Ss' information. He called Ss' names and their partners. They had to do the task in pairs using the same technique. They had to think individually first, then they had to discuss with their partners, after they doing the task, they should share the result in whole class group. Ss started doing the tasks. R moved around the classroom. He saw that Ss looked more enthusiastic in doing the task. It seemed because they got the partners they wanted. Ss did the

task by discussing the answer together with their partners. However, some pairs got difficulties in doing the task. The researcher tried to let Ss find the answer by themselves. Ss started asking the other pairs about how to find the answer. It was good because they usually misbehave when they get off of the task. The researcher moved around the classroom. He saw that Ss looked more enthusiastic in doing the task. It seemed because they got the partners they wanted. Ss did the task by discussing the answer together with their partners. However, some pairs got difficulties in doing the task. The researcher tried to let Ss find the answer by themselves. Ss started asking the other pairs about how to find the answer. It was good because they usually misbehave when they get off of the task. Then, he explained Ss how to deal with the question. Ss listen carefully. After that, Ss tried to answer the question. They continued discussing the task with their partners. However, some boys at the corner looked confused. They started talking about the other things. The researcher came to them and asked them about their work. They said that they stopped because they got a very difficult question. The researcher then explained them and help them to think and find the answer. He explained again how to find the answer. He explained it with some jokes. He knew that Ss would understand easily what he explained if they felt enjoyable. After explaining, he asked Ss to try answer the question. They really needed full attention from the researcher as a teacher. After that, he moved to the other pairs. The other pairs also asked about the same problem. He tried to explain them. It seemed that this type of question difficult for them. The time left was just 10 minutes. Ss had not finished their tasks. Some students asked the researcher to play funny video like the previous meeting. They wanted to refresh their mind. Actually the researcher had prepared the other video before. The time was almost up, he asked Ss to stop working. He asked Ss about the task. He wanted Ss to share their opinion about the task. They also told about some problems they faced in doing the task. After that, he closed the class and played the funny video.

No : FN.09
Date : Monday, 27 May 2013
Time : 08.00 a.m.
Activity : Meeting 6 (Cycle 2)
Place : Classroom of X class
Respondent : R : Researcher
 Ss : Students

The class was started at 8 o'clock. R wanted to continue the last meeting material. He greeted Ss warmly. After that, he checked Ss' attendance. All students attended the class. Today's meeting, he also wanted to conduct a posttest. He told Ss that at the end of the class they should do a posttest. Ss looked surprised but R told them that they did not to be afraid. After that, R moved to the lesson. He tried to recall what Ss had learned at the last week meeting. Then, he gave back Ss' worksheet. They had to continue doing the task in pairs. They looked very excited to continue their task. R walked around the class to observe them. He came to Ss when they needed help. He observed how Ss worked with their partners. However, some students at the corner looked tired and they did not do the task. He came to

them. He asked them about their work. They answered that they were tired because they thought the answer so hard but they did not find the answer. Then, R tried to motivate Ss by saying that they actually could answer it. He prompted Ss to find the answer. The question was about the reason why something happened. R found that Ss got difficulties in answering this type of question because they actually did not really understand the text. It was because they were lack of vocabularies. He realized that Ss had lack vocabularies. It made them difficult to understand the text. He explained patiently. He wanted to make them really understand. He believed that when Ss were able to do the task, they become more motivated to learn. After that, R continued observing Ss doing their task. He tried to check Ss understanding of the text. Some of them had understand about the text. Then, R asked them to help their friends especially their pairs to understand the text. He wanted to promote peer learning. Ss were really enthusiastic in doing the task. They did not misbehave. The class was so conducive. The misbehaved students also did the task well. They realized that learning English is fun and easy. They could do the task and they were guided well by R. It made them comfortable with the teaching learning process. It took about 30 minutes for Ss to finish their task. R asked them to submit their work. After doing the task, Ss had to do the post-test. However, R knew that Ss were tired after doing the task. He played a funny video to refresh their mind. Ss were really entertained by the video. After that, R gave the question sheets and the answer sheets to Ss.

INTERVIEW GUIDELINE

No	Content	Sub-content	Theory	Question	
				For Students	For Teacher
1	Misbehavior	The cause of misbehavior	Burden and Byrd (2010:253)	<ul style="list-style-type: none"> • Menurutmu saat belajar di kelas, kamu merasa nyaman belum? • Apabila belum nyaman, apakah penyebabnya? 	<ul style="list-style-type: none"> • Menurut Anda bagaimana aktivitas belajar mengajar bahasa Inggris di kelas? • Mengapa banyak siswa yang ramai di kelas?
2	Classroom Management	The areas of responsibility	Burden and Byrd (2010:218)	<ul style="list-style-type: none"> • Apa yang guru lakukan saat ada yang ramai? 	<ul style="list-style-type: none"> • Apa yang Ibu lakukan untuk membuat kelas menjadi kondusif?
3	Cooperative Learning	The elements of cooperative learning	Gilies, Ashman, and Terwel(2008:11)	<ul style="list-style-type: none"> • Waktu bekerja dalam grup, apa semua siswa ikut berkontribusi dalam mengerjakan tugas? 	<ul style="list-style-type: none"> • Pada saat ibu menerapkan groupwork, apakah semua siswa mengikuti instruksi dengan baik?
4	Pair-work	Creating pairs	Harmer (2001:120)	<ul style="list-style-type: none"> • Apakah kamu sudah pernah belajar berpasangan di kelas? • Jika sudah, dengan siapa biasanya kamu bekerja bersama? 	<ul style="list-style-type: none"> • Apakah ibu juga menggunakan pair-work? • Jika iya, dengan cara apa Ibu membagi pasangan siswa?

INTERVIEW TRANSCRIPTS

Interview 1

Date : Friday, 3 May 2013

Time : 12.45

R : Researcher

S : Student (Noor Ari)

R : Selamat siang, eee...namanya?

S : Noor Ari

R : Noor Ari..oke noor ari, di sini akan Tanya beberapa hal tentang di kelas Bahasa Inggris ya.

Pendapatmu pertama, tentang bahasa inggris, sulit apa mudah?

S : Sulit

R : Oke, menurut ari sulit ya.. ee...karena sulit, di kelas ini waktu mengajar waktu di kelas kira2kamu dah merasakan nyaman blom di kelas

S : Belum

R : Blom, Kenapa kok gak nyaman?

S : Tidak kondusif

R : Tidak kondusif, Banyak yang rame?

S : Iya

R : Oke, ee.. nha tu kan pernah kerja klompok kan...

S : Pernah

R : Nha, biasanya yang bekerja apakah semuanya ikut berpikir atau cuma satu dua

S : Ya Cuma satu dua, semuanya gak ikut berpikir

R : Yang lainnya biasanya ngapain?

S : Ya pada bicara sendiri

R : Bicara sendiri..klo pas bekerja dua dua itu kan otomatis saling..kita berpikir bersama ya, biasanya dibaginya satu meja tu jadi 1 kelompok ato gonta ganti caranya gurunya..

S : Ya gimana ya,...

R : seingatnya...biasanya satu meja?

S : Iya, satu meja 1 klompok..

R : Ho o..o ya, oke e...seumpama ini, nanti saat kamu belajar bahasa inggris berpasangan tapi nanti akan ada banyak cara bagi kelompoknya, e bagi pasangannya..misalkan bisa dari kompetensi, kompetensi itu maksudnya kemampuannya, misalkan yang lebih bisa sama yang agak gak bisa,nanti akan saling bantu.. kira-kira itu akan efektif gak menurut kamu. Nek menurut mu

S : Tidak, kan yang satu berpikir to,gek yang satu gak..yang gak bisa itu

R : Nha, nanti seumpama pasangannya, kemarin kan masih satu meja trus.Kalo nanti pasangannya gonta,,e..ganti setiap pertemuan, hmm..kalo bersama terus bosan gak,pasangannya ituuu terus..

S : Ya bosan,

R : Oke berarti lebih milih ganti-ganti ya
 S : Iya
 R : Oke, e..brarti kalo pasangannya ganti2 nanti akan lebih
 S : Lebih enak belajarnya
 R : Oke ya udah, eee...terimakasih ya,
 S : Iya
 R : Noor Ari
 Terimakasih, sampai jumpa

Interview 2

Date : Friday, 3 May 2013

Time : 12.50

R : Researcher

S : Student (Fatma Dewasih)

R : Oke, selamat siang..namanya fatma dewasih ya?
 S2 : Iya
 R : Oke, fatma...langsung saja saya mau Tanya beberapa pertanyaan..Pendapatnya tentang pelajaran bahasa Inggris..sulit apa mudah menurut kamu?
 S2 : Mudah kalo memperhatikan
 R : Mudah kalo memperhatikan..Tapi kamu liat ee..dikelas rata-rata teman-teman memperhatikan ndak?
 S2 : Nggak
 R : Rame sendiri?
 S2 : Iya
 R : Kira-kira kenapa? Apakah karena mungkin, apa? Kurang motivasi? pertama kurang motivasi atau karena gak tau, karena gak dong, jadi malah rame..kira-kira kenapa?
 S2 : Karena, pada males memperhatikan
 R : Males memperhatikan, trus jadi gak dong, trus jadi mending rame aja?
 S2 : Iya
 R : Seperti itu..oke...belajar kelompok, waktu di pelajaran lain dah pernah kelompok? Itu rata-rata yang bekerja semuanya apa bagaimana?
 S2 : Ya Cuma satu dua, yang lainnya pada ngobrol
 R : Ada yang pada ngobrol yang lain,
 S2 : Iya
 R : Ha...ini kan juga ada cara lain kelompok ada yang besar ada yang kecil, ini ada yang berkelompok Cuma dua, jadi berpasangan, biasanya berpasangannya satu meja atau, caranya, pasangannya gonta ganti?
 S2 : Biasanya yang paling mudah ya cuma satu meja satu kelompok.
 R : Iya, seperti itu bosan gak yang seperti itu terus
 S2 : Bosan

- R : Bosen..hehehe, eee....brarti inginnya kalo ada misalkan ada pairwork seperti itu lebih enaknya gonta ganti jadi,
- S2 : Iya
- R : Bisa, pengalamannya sharingnya beda ya..
- S2 : Iya, beda-beda pikiran
- R : O..pikirannya beda..nha, kalo pairwork ini dicoba pas belajar bahasa Inggris kira-kira akan, menurut kamu akan membantu kamu dalam belajar akan membuat mungkin teman-teman e lebih terrr..apa ya, lebih terkoordinasi untuk berpikir karena dengan pasangan yang berbeda-beda , gimana menurut kamu
- S2 : Iya..
- R : Kira-kira lebih membantu gak kalo pairwork it uterus pasangannya ganti-ganti
- S2 : Iya, soalnya pasangannya kan berbeda-beda jadi bias memperoleh pikiran yang berbeda-beda..
- R : Oya, oke..jadi intinya saling bantu ya dalam belajar..oke, e.. terimakasih mungkin itu aja ya yang saya tanyakan..trimakasih atas waktunya, Selamat siang.
- S2 :Siang

Interview 3

Date : Friday, 3 May 2013

Time : 12.45

R : Researcher

ET : English Teacher

- R : Bu, menurut Anda bagaimana aktivitas belajar mengajar bahasa Inggris di kelas?.
- ET : Ya begitulah mas, banyak yang rame sendiri. Sampai repot ngurusinya.
- R : Ya bu, saya lihat juga begitu. Kira-kira kenapa ya bu mereka begitu?
- ET : Ya emang pada gak niat belajar, mas. Rame di kelas.
- R : Apa yang ibu lakukan kalau ada yang rame?
- ET : Saya peringatkan, tapi kadang saya capek lalu saya diamkan.
- R : Berarti siswa yang mau belajar terganggu ya bu?
- ET : Ya jelas, mas. Apalagi memang kompetensi mereka yang kurang. Kelas malah tidak kondusif.
- R : Saat saya observasi kan ibu pakai group work, itu siswanya tidak mengerjakan semua ya bu?
- ET : Iya, mas. Pada njagake.
- R : Dalam penelitian saya ini, saya akan menerapkan cooperative learning Dengan pair work, Bu. Memungkinkan siswa untuk lebih berpikir bersama pasangannya. Jasi tidak njagake.
- ET : Ya, bisa diterapkan, mas.
- R : Semoga proses pembelajarannya nanti berjalan lebih baik, Bu.

Interview 4**Date : Monday, 6 May 2013****Time : 13.30****R : Researcher****S : Student (Kusmanto)**

R : Selamat siang.

S : Siang.

R : Gimana menurut kamu kelasnya tadi?

S : Enak, mas.

R : Kalo pas pelajaran suka nggak kalo gurunya bercanda gitu?

S : Suka, biar nggak krik-krik kelasnya.

R : Oh...jadi lebih asyik belajarnya?

S : Iya.

R : Ganggu gak kalo bercanda gurunya?

S : Gak, malah jadi nyaman..gurunya keliatan ramah.Belajar lebih enak.

Interview 5**Date : Monday, 6 May 2013****Time : 13.40****R : Researcher****S : Student (Nita)**

R : Dek, minta waktunya sebentar ya..Mau wawancara.

S : Ya, mas.

R : Nita, menurut kamu gimana pelajaran hari ini? Asyik gak?

S : hmm..lumayan mas.

R : Dari sebelumnya, tadi kelasnya lebih kondusif gak?

S : Kondusif..ee..gak serame biasanya mas. Bisa sharing sama temen baru juga.

R : Biasanya sama teman semeja og ya?

S : Iya mas.

R : Gimana tadi pas cari pasangan pair-worknya?

S : Gak nyangka.

R : Gak nyangka gimana? Cocok gak sama pasangannya?

S : Ya kan gak tau siapa yang nomernya sama. Ya dicoba dulu.

R : Tapi asyik gak caranya? Dapet temen sharing baru kan...

S : Asyik, dulu gak pernah soalnya. Bisa sharing sama teman lain juga.

Interview 6**Date : Monday, 6 May 2013****Time : 13.45****R : Researcher****ET : English Teacher**

- R : Maaf, Bu. Setelah ini jenengan keburu pulang tidak?
 ET : Gak ada, Mas. Bagaimana?
 R : Mau Tanya-tanya sedikit, Bu.
 ET : O..ya silahkan Tanya saja.
 R : Menurut ibu bagaimana keadaan teaching learning process hari ini?
 ET : Lumayan kondusif mas, lebih terkendali siswanya. Ya walopun 1 2 masih ngomong sendiri.
 R : Ya bu, besok dibuat lebih menarik lagi. Tadi siswa agaknya senang dengan cara memilih pasangannya.
 ET : Saya lihat juga begitu,mas. Ya ini pengalaman baru buat mereka. Pairing ini lumayan membantu di hari pertama.
 R : Bu, ini tadi murid-murid belum selesai mengerjakan tasknya. Jadi ya terpaksa diteruskan pertemuan selanjutnya.
 ET : Gak papa mas, maklum ya. Memang murid di sini rata-rata pelan. vocabulary mereka juga lemah. Ya maklum, harus sabar mas.
 R : Ya bu, saya lihat juga begitu. Tapi ini malah buat tantangan pengajar juga.
 ET : Iya, attitude mereka juga sebagian besar kurang baik. Harus ekstra sabar,mas.
 R : Ya, Bu. Terimakasih nggih, Bu.
 ET : Sama-sama, Mas.

Interview 7**Date : Monday, 13 May 2013****Time : 10.15****R : Researcher****ET : English Teacher**

- R : Setelah ini ada jam mengajar tidak, Bu?
 ET : Tidak, Mas. Mau Tanya-tanya lagi ya?
 R : Iya, Bu. Tidak apa-apa?
 ET : Ya, silahkan.
 R : Bu, kelas hari ini lumayan lancar. Siswa antusias mengikuti kegiatan pembelajaran. Menurut ibu gimana?
 ET : Hmm...iya mas. Memang sudah terlihat perbedaannya. Siswa juga kelihatan mau berdiskusi dengan temannya.
 R : Tadi juga saya cek kerja mereka di saat kerja bu. Mereka tidak malu bertanya.

- ET : Iya, itu bagus juga. Guru juga harus menanggapi dengan baik agar siswa tetap bersemangat.
- R : Ya, Bu. Biar mereka percaya diri dan bias mengerjakan.
- ET : Biar merasa bisa, Mas. Tadi bagus kok.
- R : Bu, ini siswa terlihat lumayan antusias mengerjakan task. Banyak yang tanya ke saya.
- ET : Iya mas, ya yang sabar. Kebanyakan mereka belum begitu paham.
- R : Ya, bu. Eman-eman juga kalau mereka antusias gini dan tidak dapat tanggapan yang pas dari guru.
- ET : Ya, mas..Penjelasan dari guru memang penting.

Interview 8

Date : Monday, 13 May 2013

Time : 13.30

R : Researcher

S : Student (Ida)

- R : Bagaimana tadi waktu mengerjakan tugas? Enak gak?
- S : Lumayan, mas. Lebih kondusif.
- R : Tadi kan waktu kerja berdua dapat bimbingan dari guru juga kan...enak gak?
- S : Hm..enak mas. Jadi lebih dong. Merasa diperhatikan juga.
- R : Iya mas, lha kadang gurunya cuma duduk di meja kok..
- S : O..jadi bikin lebih enak ya kalau gurunya mau memberi penjelasan.

Interview 9

Date : Monday, 13 May 2013

Time : 13.35

R : Researcher

S : Student (Kusmanto)

- R : Kusmanto, menurut kamu gimana tadi belajarnya? Enak gak?
- S : Lumayan mas, lebih kondusif.
- R : Bisa diskusi kan tadi?
- S : Iya mas, bisa.
- R : Tadi waktu gak bisa setelah diskusi apa yang kamu lakukan? Rame apa tanya guru?
- S : Tanya mas.
- R : Brarti dapet penjelasan ya?
- S : Iya. Jadi lebih paham lagi. Seneng juga jadi bisa.
- R : Oke, makasih ya

Interview 10**Date : Tuesday, 14 May 2013****Time : 13.40****R : Researcher****S : Student (Miki)**

- R : Miki, tak tanya-tanya soal pelajaran tadi ya..
 S : Ya, Mas.
 R : Bagaimana kelasnya tadi?
 S : Enak. Apalagi awalnya pake tadi yang berputar. Jadi lebih menarik.
 R : O...jadi pas belajar juga seneng ya?
 S : Iya. Kaya main game tadi.
 R : Kelasnya kondusif gak?
 S : Iya, mas. Yang biasanya rame juga diem tadi.
 R : Gurunya enak gak?
 S : Enak mas, mau muter bantu siswa yang nggak bisa.
 R : Dulu sudah pernah baca Jakarta Post belum?
 S : Baru tadi, mas.
 R : Terus belajar bahasa Inggrisnya pake apa selain buku?
 S : Gak ada mas. Buku paket saja
 R : Oh..brarti sumbernya buku paket saja ya..Ya sudah, terimakasih ya..
 S : Ya, mas.

Interview 11**Date : Tuesday, 14 May 2013****Time : 13.45****R : Researcher****ET : English Teacher**

- R : Maaf, Bu. Bisa minta waktunya sebentar?
 ET : Ya, Mas. Silahkan.
 R : Bagaimana menurut ibu teknik wheels tadi?
 ET : Wah..itu menarik mas. Seperti bermain game tadi.
 R : Ya bu, tadi juga para siswa tidak menyangka dapat pasangan yang beda-beda. Mereka kelihatan senang.
 ET : Iya mas, semoga bisa bekerja sama dengan pasangannya. Agar tidak rame di kelas.
 R : Ya,bu.Kelas hari ini lebih lancar juga. Bagaimana menurut Ibu?
 T : Saya lihat juga begitu,mas. Apalagi siswa yang biasanya rame mengikuti pelajaran dengan baik.
 R : Iya bu tadi sempet rame sebentar tapi terus saya tegur dan bisa diatasi.
 T : Asalkan yang suka rame itu diam, kelasnya akan lebih kondusif mas.
 R : Iya,Bu. Saya juga berusaha agar semua siswa tertarik untuk belajar.
 ET : kalau caranya menarik pasti siswa senang.
 R : Oya,Bu, tadi beberapa siswa rame ternyata mereka sudah selese. Walaupun mungkin jawabannya ngawur.

- ET : Ya memang harus dicek,mas. Kadang siswa juga asal mengerjakan.
 R : Iya bu, tadi saya cek juga banyak yang salah. Lalu saya terangkan.
 Biar mereka tetap semangat mengerjakan lagi.
 ET : Betul, mas. Kita menerangkan, membenarkan tapi tetap buat mereka termotivasi dan tidak kecewa.
 R : Ya, Bu. Terimakasih atas waktunya,nggih.
 ET : Ya, Mas.

Interview 12

Date : Monday, 20 May 2013

Time : 07.40

R : Researcher

ET : English Teacher

- R : Selamat pagi, Bu.
 ET : Pagi, Mas.
 R : Hari ini siswa dibagi pasangan berdasarkan competence,Bu. Semoga bisa saling bantu.
 ET : Ya mas, tapi anda harus tetap aktif. Karena kadang mereka tidak bisa menemukan jawaban dari diskusi mereka.
 R : Iya bu, saya juga berusaha lebih aktif memantau kerja mereka agar lebih membantu jika mereka ada kesulitan.
 ET : Sabar ya mas, maklum competence mereka agak rendah. Jadi harus lebih sabar.
 R : Ya, Bu.

Interview 1

Date : Monday, 20 May 2013

Time : 10.15

R : Researcher

ET : English Teacher

- R : Maaf, Bu. Bisa minta waktunya untuk membahas pertemuan tadi?
 ET : Ya, Mas. Silahkan.
 R : Kelas hari ini ada improvement lagi,Bu. Bagaimana menurut Ibu?
 ET : Iya, mas. Siswa yang biasanya rame mau mengikuti pelajaran dengan cukup baik.
 R : Iya, hal ini membuat suasana kelas lebih kondusif. Karena troublemaker tidak beraksi.
 ET : Asalkan yang suka rame itu diam, kelasnya pasti lebih kondusif mas.
 R : Iya bu, saya senang sekali. Mungkin karena tadi saya janjikan nonton video lucu juga. Jadi seperti ada reward.
 ET : Reward juga bagus untuk memotivasi siwa mas.
 R : Ya, Bu. Rencana pertemuan selanjutnya akan saya beri juga. Mereka suka lihat video lucu.

ET : Ya, Mas. Bagus itu.
 R : Terimakasih nggih, Bu.
 ET : Ya, Mas.

Interview 13

Date : Monday, 20 May 2013

Time : 12.20

R : Researcher

S : Student (Miki)

R : Miki, saya minta waktunya lagi ya untuk wawancara?
 S : Ya, Mas.
 R : Bagaimana menurut kamu tadi kelasnya?
 S : Enak mas, lebih kondusif. Soalnya yang biasanya rame mau nurut.
 R : Kalo mereka gak rame kelasnya lebih nyaman ya?
 S : Iya mas.
 R : Kalau saat pairwork tadi gimana? Enak gak?
 S : Lumayan, mas. Pasangan baru, bisa sharing dengan teman baru juga.
 R : O ya, tadi kan nonton video lucu, kalau pertemuan selanjutnya diputerin lagi mau?
 S : Mau, biar fresh mas pikirannya,hehe.

Interview 14

Date : Tuesday, 21 May 2013

Time : 12.30

R : Researcher

ET : English Teacher

R : Saya mau mengganggu sebentar nggih, Bu.
 ET : Ya, Mas. Santai saja.
 R : Hari ini siswa terlihat lebih semangat bu mengerjakan tugasnya. Menurut ibu bagaimana?
 ET : Iya mas, saya lihat juga begitu. Ini teknik sociogramnya mungkin.
 R : Sepertinya iya, Bu. Walaupun begitu ya siswa masih kadang dapat kesulitan mengerjakan soal.
 ET : Maklum, mas. Vocabulary mereka juga rendah. Jadi perlu bimbingan lebih dari guru.
 R : Ya, bu. Saya juga selalu berusaha membantu mereka saat mendapat kesulitan.
 ET : Yang penting sabar menerangkannya.
 R : Ya, Bu. Terimakasih, nggih.
 ET : Nggih.

Interview 15**Date : Monday, 20 May 2013****Time : 12.40****R : Researcher****S : Student (Nita)**

R : Nita, saya minta pendapat soal kelas tadi ya?

S : Ya, Mas.

R : Bagaimana tadi kelasnya?

S : Enak mas, lebih kondusif.

R : Kalo soal partner pairworknya gimana? Cocok gak?

S : Cocok, mas. Udah klop.

R : Brati tadi diskusinya enak ya?

S : Iya mas.

R : Tadi kesulitan pas ngerjain soal apa?

S : Apa ya..Gak tau arti kata mas..

R : Oh..ya, kalo itu harus sering baca biar vocabularynya nambah.

S : hehehe, males e Mas.

R : Hahaha, ya dibiasakan aja. Ya udah, makasih ya..

S : Ya, mas. Sama-sama.

Interview 16**Date : Monday, 27 May 2013****Time : 10.20****R : Researcher****ET : English Teacher**

R : Alhamdulillah sudah pertemuan terakhir, Bu.

ET : Lega ya, Mas? hehehe

R : Hari ini lancar kelasnya. Tapi siswa mendapat kesulitan di pertanyaan tentang cause and effect.

ET : Ya begitulah mas, vocabulary mereka juga lemah. Jadi wajar kalo kesulitan.

R : Iya, Bu. Jadi tadi saya beri tips menjawab pertanyaan seperti itu.

ET : Iya, ya harus diberi cara lain mas. Tapi tetap dimotivasi.

R : Iya, saya juga bilang ke mereka supaya lebih rajin baca, biar vocabnya nambah. Kalau kelasnya bagaimana tadi bu?

ET : Tadi kelasnya kondusif kok, mas. Terkontrol dengan baik siswanya.

R : Iya, Bu..asal saat dibagi jadi berpasangan, guru tetap memonitor. Siswa jadi mudah dikontrol.

ET : Ya, Mas. Pair-worknya sangat membantu manage siswa.

R : Terimakasih atas kerjasamanya, Bu. Nanti kalau ada apa-apa lagi mungkin saya hubungi jenengan lagi.

ET : Ya, Mas. Santai saja.

Interview 17**Date : Monday, 27 May 2013****Time : 10.40****R : Researcher****S : Student (Nita)**

R : Selamat pagi,

S : Pagi

R : Dengan junita ya?

S : Iya

R : Nha junita...e...beberapa hari yang lalu kan kita sudah melaksanakan pembelajaran dengan menggunakan pairwork

S : Iya

R : nha..menurut kamu kemarin gimana kesannya?

S : Ya asyik, juga lebih efektif untuk pembelajaran.

R : e..di pairwork itu menurut kamu ..apa ya..belajarnya lebih enak atau biasa aja?

S : Lebih enak.

R : Lebih enak,kenapa?

S : Karena tiap kelompok itu bekerja sama saling bertukar pikiran dan ya..enak aja

R : Ehm..di antara 3 cara kemarin ada cara memasangkan pairworknya kan ada muter-muter itu, berhitung, dan memilih sendiri friendship,menurut kamu yang paling menyenangkan yang mana? Paling pas

S : Paling memutar

R : Yang memutar..o ya, jadi yang memutar lebih enak ya? Eee...terus kalo menurut kamu perubahan dulu,kan kelasnya dulu gak kondusif

S : Iya

R : Katanya kaya gitu..dari pairwork ini apakah ada perbedaan dari sebelumnya?

S : Ya memang ada,karena perubahan itu terjadi karena dengan adanya pair-work itu semua siswa itu bisa bekerja. Nhah sedangkan yang sebelumnya siswa itu hanya sebagian saja yang bekerja...

R : O...yaudah,mungkin itu aja ya tanyanya ya..makasih atas kerjasamanya,semoga bahasa Inggrisnya semakin meningkat.

S : Amin...

R : Makasih

S : Ya...

Interview 18**Date : Monday, 27 May 2013****Time : 10.45****R : Researcher****S : Student (Fatma)**

R : Selamat pagi

S : Pagi

R : Dengan fatma ya

S : Iya

R : Kita dah belajar bahasa inggris dengan pairwork atau cooperative ya..kerjasamanya juga ada,menurut kamu gimana kesannya?

S : Ya..ada yang membosankan da nada yang gak. Ya kan orangnya beda-beda,

R : Ya..temannya ya..ganti-ganti,tapi waktu..eee..dari tingkat kondusifnya kelas itu menurut kamu gimana? Daripada sebelumnya?

S : Lebih tenang,

R : Lebih tenang kalo itu ya

S : Iya

R : Tapi kalo pairnya kadang dapet yang sesuai kadang dapet yang gak..

S : Iya

R : E...dari 3 cara pairing kemarin, ada berhitung, roda berputar, dan friendship yang kalian nulis sendiri itu enak yang mana menurut kamu...

S : Enakan roda berputar

R : Kenapa?

S : Asyik,kan kaya game..

R : Oh...ya...asyik yak arena kaya game..ee..trus ee..brarti di sini kalo kamu belajar pake pairwork kemarin ..e..ada..apa bisa membantu pembelajaran kamu gak? Atau kualitas di kelas itu belajarnya lebih enak gak?

S : Ya lebih enak

R : Lebih enak, ada saran untuk pembelajaran bahasa inggris?

S : Lebih kreatif lagi aja..

R : Oke,lebih kreatif aja...ya udah,trimakasih ya..

S : Ya..

COURSE GRID
IMPROVING THE CLASSROOM MANAGEMENT
TO SUPPORT THE TEACHING LEARNING PROCESS OF ENGLISH
BY IMPLEMENTING VARIOUS TECHNIQUES IN PAIR-WORK
FOR 10TH GRADE STUDENTS OF SMA MUHAMMADIYAH PONJONG GUNUNGKIDUL
IN THE ACADEMIC YEAR OF 2012/2013

STANDARD COMPETENCE	BASIC COMPETENCE	LEARNING MATERIALS	LEARNING ACTIVITY	INDICATORS	ASSESSMENT	SOURCES	MEDIA
8. Understanding explicit and implicit meaning correctly and efficiently in short written functional texts which related with the closest environment and / or academic context	8.1. Identifying the explicit information of a short descriptive text. 8.2. Identifying the implicit information of a short descriptive text.	Short descriptive text about some tourism objects in Indonesia.	1. Building knowledge of field a. The teacher shows some pictures about popular places. b. The teacher asks the students about the pictures they see. c. Some students tell about some public places they have ever visited. 2. Modelling and deconstructing the text.	1. Students are able to identify specific information of the text. 2. Students are able to infer implicit context by using background knowledge. 3. Students are able to guess meaning of words by seeing the context.	Written test		Picture

			<ul style="list-style-type: none"> a. The students read the text about Borobudur Temple. b. The students and the teacher identify the structure of the text. <p>3. Join construction of text</p> <ul style="list-style-type: none"> a. The teacher prepares the task. b. The teacher explain about the text to the students. c. The students have to do the task in pairs. d. The students have to count from 1 to 14 to find partners. e. The students do the task with their partners. 				
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			<ul style="list-style-type: none"> f. The teacher observe the students. g. The students and the teacher discuss the answers in a whole class group. <p>4. Individual construction of text</p> <ul style="list-style-type: none"> a. The students read the next text and do the task individually. b. The teacher monitors the classroom. c. The students and the teacher discuss the task together. 				
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<p>8.Understanding explicit and implicit meaning correctly and efficiently in short written functional texts which related with the closest environment and / or academic context</p>	<p>8.1. Identifying the explicit information of a news item text. 8.2. Identifying the implicit information of a news item text.</p>			<ol style="list-style-type: none"> 1. Students are able to identify specific information of the text. 2. Students are able to infer implicit context by using background knowledge. 3. Students are able to guess meaning of words by seeing the context. 	<p>Written test</p>		<p>Slide show of websites</p>
<p>8.Understanding explicit and implicit meaning correctly and efficiently in short written functional texts which related with the closest environment and / or academic context</p>	<p>8.1. Identifying the explicit information of a short narrative text. 8.2. Identifying the implicit information of a short narrative text.</p>	<p>Short narrative text, such as The Monkeys and The Cap Seller, The Legend of Rawa Pening, The Old Woman and The Sparrow, Loro Jonggrang (The Legend of</p>	<p>1. Building knowledge of field a. The teacher asks about some stories they know. b. The teacher asks the students about the stories they know.</p>	<ol style="list-style-type: none"> a. Students are able to identify specific information of the text. b. Students are able to infer implicit context by using 	<p>Written test</p>		<p>Whiteboard</p>

		Prambanan Temple)	<ul style="list-style-type: none"> c. Some students tell about their background knowledge of legend or fabels. <p>2. Modelling and deconstructing the text.</p> <ul style="list-style-type: none"> a. The students read the text about The Monkeys and The Cap Seller b. The students and the teacher identify the structure of the text. <p>3. Join construction of text</p> <ul style="list-style-type: none"> a. The teacher prepares the task. b. The teacher explain about the text to the students. 	<p>background knowledge.</p> <ul style="list-style-type: none"> c. Students are able to guess meaning of words by seeing the context. 			
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			<ul style="list-style-type: none"> c. The students have to do the task in pairs. d. The students are divided into pairs based on sociogram. e. The students do the task with their partners. f. The teacher observe the students. g. The students and the teacher discuss the answers in a whole class group. <p>4. Individual construction of text</p> <ul style="list-style-type: none"> a. The students read the next text and do the task individually. 				
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			<ul style="list-style-type: none">b. The teacher monitors the classroom.c. The students and the teacher discuss the task together.				
--	--	--	---	--	--	--	--

LESSON PLAN 1

School	: <u>SMA Muhammadiyah Ponjong</u>
Grade	: X
Semester	: 2
Subject	: English
Text Type	: Descriptive text
Skill	: Reading
Time allocation	: 2 x 45 minutes

A. STANDARD OF COMPETENCE

Reading

1. Understanding explicit and implicit meaning correctly and efficiently in short written functional texts which related with the closest environment and / or academic context

B. BASIC COMPETENCE

Reading

- 1.1. Identifying the explicit information from a descriptive text.
- 1.2. Identifying the implicit information from a descriptive text.

C. LEARNING GOAL

Reading

The students are expected to be able to understand meanings in a descriptive text to communicate both with immediate environment and/or academic context.

D. LEARNING OBJECTIVES

Reading

Upon completion of the learning activities, students are able to:

1. Identify specific information.
2. Infer implicit context by using background knowledge.
3. Guess meaning of words by seeing the context.

D. MATERIALS

A GREAT TEMPLE OF BOROBUDUR



Borobudur is a great Buddhist temple.

The temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archeologists in the early 20th century.

The temple is constructed on a hill 46 m (150ft) high and consists of eight step-like stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia.

abandon	/ə' bæn.dən/	(adj)	= terbenkakai
excavate	/' ek.skə.veɪt/	(v)	= digali
adorned	/ə'dɔ: r /	(v)	= dihiasi
edifice	/' ed.i.fɪs/	(n)	= bangunan yang besar
summit	/' sʌm.ɪt/	(n)	= puncak
passage	/' pæs.ɪdʒ/	(n)	= gang/lintasan
stairway	/' steə.weɪ/	(n)	= tangga

E. METHOD**CLT****F. LEARNING ACTIVITIES**

Learning Activities	Time
<p>1. Opening</p> <ul style="list-style-type: none"> • Greeting How are you all today? • Praying • Taking the register 	5 Minutes
<p>2. Main Activity</p> <p>Building Knowledge of Field</p> <ol style="list-style-type: none"> a. Show students a picture. b. Ask students about their opinion about the picture. c. Ask students to tell their background knowledge of some public places. 	20Minutes
<p>Modeling and Deconstructing the Text</p> <ol style="list-style-type: none"> a. Students read a text about Borobudur Temple b. Identifying the text. 	15Minutes
<p>Join Constructions of Text</p> <ol style="list-style-type: none"> a. Teacher prepares information task. b. Students are asked to answer the task in pairs. 	20 Menit

<p>c. Students and teacher discuss the answer together.</p> <p>Individual Construction of Text</p> <p>a. Students are asked to read the next texts and answer the questions individually.</p> <p>b. Checking the students' works.</p> <p>3. Closing</p> <p>a. Summarizing</p> <p>b. Reflection</p> <p>c. Leave taking</p>	<p>20Minutes</p> <p>10Minutes</p>
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G. LEARNING RESOURCES

Students' handout

H. ASSESSMENT

a. Test specification

Indicators	Technique	Form	Assessment Instrument
<ul style="list-style-type: none"> Identify important information Understand the content of the text 	Written test	True-False Question Multiple choice	attached

**Instrument
Assessment Rubric**

Materi	Uraian	Skor	Jumlah Soal	Skor maksimal	Nilai
Descriptive text	True-False	1	10	10	Skor perolehan dibagi 3
	Question	1	10		
	Multiple choice	1	10		

b. Instrument

QUESTIONS. (Text I)

A. Write T if the statement is true and write F if the statement is false based on the text.

1. Borobudur temple is situated in Java Island. []
2. Borobudur temple was built in the early 20th century. []
3. The shape of each terraces of Borobudur temple is different.[]
4. All of the eight step-like stone terraces are squared. []
5. The construction of Borobudur is influenced by Angkor's culture. []

B. Answer the questions bellow.

1. What is the text about?
2. Where does the temple take place?
3. When was the temple build?
4. What is the difference between the first five terraces and the upper three?
5. What is the design of Borobudur symbolizing for?

QUESTIONS (Text 2)

A. Write T if the statement is true and write F if the statement is false based on the text.

1. Jatim Park is located at Batu province. []
2. There are 36 kinds of facilities which visitors can enjoy at Jatim Park. []
3. Galeri Nusantara is located near the pass gate. []
4. Galeri Nusantara offers some miniature of temple in East Java. []
5. The visitors can play games at Agro Park area. []

B. Answer the questions below.

1. Where is Jatim Park located?
2. How many kinds of facilities that Jatim Park offers?
3. In what area we can see customhouse of Kiai Hasan Besari Ponorogo?
4. Why is Jatim Park known as recreation place and study center?
5. Give examples of some activities that we can do at Agro Park area.

A. Choose and cross (x) the correct answer. (Text 3)

1. What is the climate of Bandung?
 - a. hot
 - b. dry
 - c. cool
 - d. cold
2. The following statements are true, except....
 - a. Bandung is a part of West Java Province
 - b. University of Padjadjaran is the best university in Indonesia
 - c. Boscha Observatory can only be found in Bandung
 - d. Bandung faces urban problems

3. “. . . of its vibrant cultural life” (last paragraph)
The underlined word has similar meaning to
- lively
 - happily
 - ugly
 - oddly
4. According to the text above, why is Bandung called Paris of Java?
- Because it has vibrant cultural life.
 - Because it has lots of universities.
 - Because it has mountainous regions.
 - Because it has plenty of clothing stores.
5. What problem does Bandung face recently?
- traffic and pollution
 - too many clothing stores
 - limited industrial centers
 - lack of forested area
6. What is the major industry in Bandung?
- wood.
 - tire.
 - textiles.
 - silver
7. Here are some universities in Bandung, **except**
- University of Padjadjaran
 - Bandung Institute of Technology
 - Boscha University
 - Parahyangan Catholic University
8. Which statement is true according to the text?
- Boscha Observatory is one of observatories in Indonesia.
 - Boscha Observatory is the part of Bandung Institute of Technology.
 - Bandung is noted for its bamboo.
 - Bandung temperature is hot.

9. "... in a scenic region." (first paragraph)

The underlined word has similar meaning to

- a. cool
- b. high
- c. large
- d. beautiful

10. What makes Bandung known as the center of science and education?

- a. It has Angklung bamboo orchestra.
- b. Bandung is the Paris of Java.
- c. Bandung has industrial center which produces textiles.
- d. It has nearly 50 higher educational institution and Boscha Observatory.

MATERIALS

STUDENTS' WORKSHEET

A GREAT TEMPLE OF BOROBUDUR



Borobudur is a great Buddhist temple.

The temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archeologists in the early 20th century.

The temple is constructed on a hill 46 m (150ft) high and consists of eight step-like stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia.

abandon	/ə' bæn.dən/	(adj)	= terbenakalai
excavate	/' ek.skæ.veɪt/	(v)	= digali
adorned	/ə' dɔ: r /	(v)	= dihiasi
edifice	/' ed.i.fɪs/	(n)	= bangunan yang besar
summit	/' sʌm.ɪt/	(n)	= puncak
passage	/' pæs.ɪdʒ/	(n)	= gang/lintasan
stairway	/' steə.weɪ/	(n)	= tangga

QUESTIONS.

A. Write T if the statement is true and write F if the statement is false based on the text.

1. Borobudur temple is situated in Java Island. []
2. Borobudur temple was built in the early 20th century. []
3. The shape of each terraces of Borobudur temple is different. []
4. All of the eight step-like stone terraces are squared. []
5. The construction of Borobudur is influenced by Angkor's culture. []

B. Answer the questions bellow.

1. What is the text about?
2. Where does the temple take place?
3. When was the temple build?
4. What is the difference between the first five terraces and the upper three?
5. What is the design of Borobudur symbolizing for?

Jatim Park

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province. Jatim Park offers a recreation place as well as a study center.

Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2, 5 kilometers from Batu city. This Jatim Park tourism object is about 22 hectares width.

Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

The other facility which is able to be enjoyed is 'Agro Park' area. It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc

Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can used as alternative media of study.

QUESTIONS

A. Write T if the statement is true and write F if the statement is false based on the text.

1. Jatim Park is located at Batu province. []
2. There are 36 kinds of facilities which visitors can enjoy at Jatim Park. []
3. Galeri Nusantara is located near the pass gate. []
4. Galeri Nusantara offers some miniature of temple in East Java. []
5. The visitors can play games at Agro Park area. []

B. Answer the questions below.

1. Where is Jatim Park located?
2. How many kinds of facilities that Jatim Park offers?
3. In what area we can see customhouse of Kiai Hasan Besari Ponorogo?
4. Why is Jatim Park known as recreation place and study center?
5. Give examples of some activities that we can do at Agro Park area.

Bandung



Bandung is one of the largest cities in Indonesia and the capital of West Java Province. It is situated in the uplands of western Java at an elevation of 715 m (2,350ft) in a scenic region.

The city is a major industrial center which produces textiles. Chiampelas Street is one of the popular clothing store locations.

This cool temperature city is also the center of science and education. There are nearly 50 higher educational institutions in Bandung. Some of the best universities are Bandung Institute of Technology, University of Padjadjaran, and Parahyangan Catholic University. In the north of Bandung,

Boscha Observatory is the only observatory in Indonesia. The observatory was included as a part of the department of astronomy in Bandung Institute of Technology.

Bandung is noted for its *Angklung* bamboo orchestra and its tradition of classical Sundanese theatre, dance, and gamelan music.

Bandung, which has long been regarded as the Paris of Java because of its vibrant cultural life, now struggles with growing traffic, pollution, and other urban problems.

A. Choose and cross (x) the correct answer.

1. What is the climate of Bandung?
 - a. hot
 - b. dry
 - c. cool
 - d. cold
 - e. bad
2. The following statements are true, except....
 - a. Bandung is a part of West Java Province
 - b. University of Padjadjaran is the best university in Indonesia
 - c. Boscha Observatory can only be found in Bandung
 - d. Bandung faces urban problems
 - e. Boscha Observatory is in Bandung Institute of Technology.
3. “. . . of its vibrant cultural life” (last paragraph)
The underlined word has similar meaning to
 - a. lively
 - b. happily
 - c. ugly
 - d. oddly
 - e. sadly

4. According to the text above, why is Bandung called Paris of Java?
 - a. Because it has vibrant cultural life.
 - b. Because it has lots of universities.
 - c. Because it has mountainous regions.
 - d. Because it has plenty of clothing stores.
 - e. Because it has many traffics.
5. What problem does Bandung face recently?
 - a. traffic and pollution
 - b. too many clothing stores
 - c. limited industrial centers
 - d. lack of forested area
 - e. cold temperature
6. What is the major industry in Bandung?
 - a. wood.
 - b. tire.
 - c. textiles.
 - d. silver.
 - e. gold.
7. Here are some universities in Bandung, **except**
 - a. University of Padjadjaran
 - b. Bandung Institute of Technology
 - c. Boscha University
 - d. Parahyangan Catholic University
 - e. Bandung Muhammadiyah University
8. Which statement is true according to the text?
 - a. Boscha Observatory is one of observatories in Indonesia.
 - b. Boscha Observatory is the part of Bandung Institute of Technology.
 - c. Bandung is noted for its bamboo.
 - d. Bandung temperature is hot.
 - e. Bandung is well-know of its batik.

9. "... in a scenic region." (first paragraph)
The underlined word has similar meaning to
- a. cool
 - b. high
 - c. large
 - d. beautiful
 - e. low
10. What makes Bandung known as the center of science and education?
- a. It has Angklung bamboo orchestra.
 - b. Bandung is the Paris of Java.
 - c. Bandung has industrial center which produces textiles.
 - d. It has nearly 50 higher educational institution and Boscha Observatory.
 - e. It has some problems such as pollution, traffics, and urban problems.

Yogyakarta, 17 April 2013

Teacher,

Wahyu Aji Permana

NIM. 09202241074

LESSON PLAN 2

School	: SMA Muhammadiyah Ponjong
Grade	: X
Semester	: 2
Subject	: English
Text Type	: Essay
Skill	: Reading
Time allocation	: 2 x 45 minutes

A. STANDARD OF COMPETENCE

Reading

1. Understanding explicit and implicit meaning correctly and efficiently in short written functional texts which related with the closest environment and / or academic context

B. BASIC COMPETENCE

Reading

- 1.1. Identifying the explicit information from a news item.
- 1.2. Identifying the implicit information from a news item.

C. LEARNING GOAL

Reading

The students are expected to be able to understand meanings in a news item to communicate both with immediate environment and/or academic context.

D. LEARNING OBJECTIVES

Reading

Upon completion of the learning activities, students are able to:

1. Identify specific information.
2. Infer implicit context by using background knowledge.
3. Guess meaning of words by seeing the context.

D. MATERIALS

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

Muhamad Shafiq Woon Abdullah admitted in Singapore court. He physically abused the woman on several occasions between June and October 2002, The Straits time Said.

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

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

S.S Dhillon, Shafiqs lawyer, said his client had become mad when he saw his daughter's face covered as she laid in bed.

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

The elements of news item structure:

- **Newsworthy event:** A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control
- **Background event:** He hit her on the head with the TV set's remote control because he was unhappy with her homework. On one occasion, he punched her on the back after accusing her of daydreaming.
- **Source** : The statement of S.S Dhillon can be the source of this news item text.

E. METHOD

CLT

F. LEARNING ACTIVITIES

Learning Activities	Time
1. Opening <ul style="list-style-type: none"> • Greeting 	5 Minutes

<p>How are you all today?</p> <ul style="list-style-type: none"> • Praying • Taking the register 	
<p>2. Main Activity</p> <p>Building Knowledge of Field</p> <ol style="list-style-type: none"> a. Show students some websites. b. Ask students about their opinion about the website. c. Ask students to tell their background knowledge of reading news item. 	20Minutes
<p>Modeling and Deconstructing the Text</p> <ol style="list-style-type: none"> a. Students read a news item text about a news report in Singapore. b. Identifying the text. 	20Minutes
<p>Join Constructions of Text</p> <ol style="list-style-type: none"> a. Teacher prepares information task. b. Students are asked to answer the task in pairs. c. Students and teacher discuss the answer together. 	15 Menit
<p>Individual Construction of Text</p> <ol style="list-style-type: none"> a. Students are asked to read the next texts and answer the questions individually. b. Checking the students' works. 	20Minutes
<p>3. Closing</p> <ol style="list-style-type: none"> a. Summarizing b. Reflection 	10Minutes

c. Leave taking	
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G. LEARNING RESOURCES

Students' handout

H. ASSESSMENT

a. Test specification

Indicators	Technique	Form	Assessment Instrument
<ul style="list-style-type: none"> Identify important information Understand the content of the text 	Written test	Multiple choice	attached

Instrument Assessment Rubric

Materi	Uraian	Skor	Jumlah Soal	Skor maksimal	Nilai
News Item text	Multiple choice	1	20	100	Skor perolehan dikali 5

MATERIALS

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

Muhamad Shafiq Woon Abdullah admitted in Singapore court. He physically abused the woman on several occasions between June and October 2002, The Straits time Said.

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

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

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- **Newsworthy event:** A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote control
- **Background event:** He hit her on the head with the TV set's remote control because he was unhappy with her homework. On one occasion, he punched her on the back after accusing her of daydreaming.
- **Source** : The statement of S.S Dhillon can be the source of this news item text.

1. The text reported
 - a. the arrest of a supervisor
 - b. the working condition in Singapore
 - c. an Indonesian worker in Singapore
 - d. the Indonesian worker in Singapore
 - e. a crime by a Singaporean supervisor toward his maid
2. Which of the following statement is TRUE according to the text?
 - a. A supervisor was put in jail for two years.
 - b. The supervisor gave many kinds of jobs to the maid.
 - c. The maid has been working for him for two months.
 - d. Winarti struck the supervisor with a remote control.
 - e. The supervisor hit his maid's head with the TV set's remote control
3. “. . . he physically hurt the woman” (Paragraph 2)

The closest meaning to the underline word is

- a. cut
 - b. injured
 - c. offended
 - d. punished
 - e. damaged
4. Why did Shafiq punch Winarti on her back?
She was accused of
- a. talking much time for herself
 - b. not working properly
 - c. working carelessly
 - d. daydreaming
 - e. being lazy

The text below is for questions number 5-8

Jakarta: Indonesian dancer-choreographer Sardono W. Kusumo has been awarded the distinguished Artist by the International Society for the Performing Arts (ISPA).

The Sardono Seni dance studio in Surakarta, Central Java, where the artist is based, said the award would be presented during a ceremony on June 20, as part of the society's 17th International Congress at the Esplanade in Singapore. The congress is taking place between June 18 and June 21.

The ISPA Distinguished Artists Award, first awarded in 1975, is presented to performing artists who have made an outstanding contribution of talent, artistry, dedication and service to the world of performing arts.

Past recipients include pianist Arthur Rubenstein (1976), jazz clarinetist and bandleader Benny Goodman (1982), opera, theatre, and film director Peter Sellars (1990), mime Marcel Marceau (1992), Broadway composer Stephen Sondheim (1994), and soprano Dame Joan Sutherland (1994).

5. What is the main idea of the passage?
 - a. Sardono is a dancer choreographer.
 - b. Sardono is the ISPA Distinguished Artist Award recipient this year.
 - c. The society's 17th congress was held in Singapore.
 - d. Arthur Rubenstein was one of the past recipients.
 - e. To whom the ISPA Distinguished Artist Award has been given previously.

6. The topic of the second paragraph is about
 - a. the time the congress will be held
 - b. the person who will get the award
 - c. the place where the congress takes place

- d. the place where the artist is based
 - e. the time the award will be given
7. An artist will be awarded ISPA if they have performed a very remarkable performance of the following, EXCEPT
- a. artistry
 - b. talent
 - c. Service
 - d. humor
 - e. dedication
8. "... who have made an outstanding contribution"
- The closet meaning to the underline word is
- a. important
 - b. very good
 - c. satisfying
 - d. challenging
 - e. very interesting

The text below is for questions number 9-12

London: A British couple booked themselves into a clinic to quit smoking after the vet said it was the only way to save their beloved sick parrot.

Kevin Barclay and Sharon Wood gave up a 50-cigarette-a-day habit to save their Amazon orange-winged parrot J.J, said the vet, Glen Cousquer of the South Beech Veterinary Surgery in Essex, southeastern England.

"One of the key things that we need to get right with parrots generally is air quality," he told *Reuters*. "This particular bird presented with very severe respiratory problems. The owners were instructed to do everything they could to improve the bird's environment."

"I think I must have shaken the owners up quite badly, because the next time I saw them they actually had booked themselves into one of these anti-smoking clinics and were determined to stop. They've gone for five weeks," he said.

J.J, he said, "is doing really well. It is certainly going to improve his life expectancy." It may help the owners, too.

9. This text mainly talks about
- a. the British couple who booked themselves into a clinic to quit smoking
 - b. Kevin and Sharon who gave up smoking to save their parrot
 - c. the British couple who quit smoking to create a healthy environment

- d. Kevin, Sharon, and their parrot who wanted to have a clean environment
- e. the couple's beloved parrot which was seriously ill
10. "This particular bird presented with very severe respiratory problems." (Paragraph 3)
The underlined phrase means ... from.
- got
 - retained
 - affected
 - suffered
 - offered
11. These statements are correct, *except* ...
- Kevin and Sharon stopped smoking because they wanted to save their parrot's life
 - Parrots need a good air quality to live
 - The parrot's name is J.J.
 - Parrot presented with very severe respiratory problems
 - Kevin and Sharon live in New York
12. "This particular bird presented with very severe respiratory problems." (Paragraph 3)
The underlined phrase refers to ...
- parrot
 - sparrow
 - eagle
 - pigeon
 - crow

The text below is for questions number 13-16

UN: Indonesia records 117th human case of bird flu

Geneva (AP): Indonesia has recorded another human case of the H5N1 strain of bird flu, raising its world-leading total to 117 cases according to the World Health Organization.

The agency said Friday night that Indonesian Health Ministry had reported that 16-years-old girl from West Java Province has been hospitalized since Jan. 4 with symptoms of the disease. It said the strain had been confirmed as H5N1.

Of the total number of human cases in Indonesia, 94 have been fatal. WHO says that globally 349 people have been infected with H5N1 since 2003 outbreak of the disease. Of those, 216 have died.

After Indonesia the country with the next highest number of cases is Vietnam with 101. Followed by Egypt with 34, according to th U.N. health agency.

Adapted from The Jakarta Post 15, 2008

13. Which of the following statement is TRUE according to the text?
- Egypt ranked second as the highest number of bird flu cases.
 - Indonesia's 17th human case of birds flu was found in West Java.
 - The article is taken from the UN report issue on January 15th, 2008.
 - Since 2003, it has been reported that all 117 Indonesians died of bird flu.
 - According to WHO, there have been 349 people in Indonesia infected by H5N1.
14. In the WHO release, the country ranked second in the number of bird flu cases found is
- Egypt
 - Vietnam
 - Indonesia
 - America
 - Singapore
15. The word '*fatal*' in the second paragraph has the closet meaning t
- Harmless
 - Poisonous
 - Tedious
 - Deadly
 - Extreme
16. How many cases of bird flu found in Indonesia?
- 101
 - 34
 - 94
 - 117
 - 16

The text below is for questions number 17-20

JAKARTA (JP): Two women, both foreign nationals, were robbed Saturday night in a taxi they hailed in Kemang.

At around 9 p.m., the two woman entered a taxi on Jl. Kemang Raya in South Jakarta. After driving for several minutes on the same road, the driver slowed the taxi and two men jumped into the backseat of the vehicle, entering from both sides.

Without saying a word, the well-built and neatly dressed men struck the young women as the driver sped away. The women shouted for help, but none of the other drivers or pedestrians on the busy street came to their aid.

One of the women said that several people on the street saw what was happening but choose not to help.

“I thought it was safe to use taxi, especially since I took it from the crowded Jl. Kemang on Saturday night,” she told The Jakarta Post.

One of the women was able to jump into the front seat of the taxi and then escape through the passenger door of the moving vehicle, suffering cuts and bruises.

The other women was driven around and robbed of all her belongings, including her passport, a cellular phone, cash, and jewelry, before being left on Jl. Sudirman in Central Jakarta.

Another taxi stopped and the driver took the woman to the nearest police station where officers took her statement before taking her back to Jl. Kemang and then checking on her friend, who had been taken to Global Doctor medical center.

Media reports revealed there were 13 cases of robberies targeting taxi passengers in 2007, while there have already been six reported cases this year. Most of the victims are women.

(Taken from www.thejakartapost.com on December 29, 2008)

17. What is the main idea of the text above?
 - a. two women are victims of a robbery targeting taxi passengers
 - b. reasons whether it is safe or not to take a taxi
 - c. samples of things robbed from taxi passengers
 - d. people reaction seeing robberies targeting taxi passengers
 - e. ways of escaping from a robbery in a taxi

18. What the communicative purpose of the text?
 - a. to explain why robberies targeting taxi passengers frequently happen
 - b. to inform a robbery occurred to women as taxi passengers
 - c. to discuss samples of things robbed from taxi passengers.
 - d. to tell a story about a robbery
 - e. to describe taxi passengers who became victims of robberies

19. When the first women managed to escape from the robbers, she was taken to
 - a. a police station
 - b. her house
 - c. a hospital
 - d. Jl. Kemang
 - e. Jl. Sudirman

20. Which of the following statement is TRUE according to the text?
- a. This robbery happened in Bandung.
 - b. Everyone tried to help the women when they were robbed.
 - c. The women comes from foreign countries.
 - d. One of the women was left on Jl. Kemang after she was robbed.
 - e. Media reports revealed there were 6 cases of robberies targeting taxi passengers in 2007.

Yogyakarta, 20 April 2013

Teacher,

Wahyu Aji Permana
NIM. 09202241074

LESSON PLAN 3

School	: <u>SMA Muhammadiyah Ponjong</u>
Grade	: X
Semester	: 2
Subject	: English
Text Type	: Narrative text
Skill	: Reading
Time allocation	: 2 x 45 minutes

A. STANDARD OF COMPETENCE

Reading

1. Understanding explicit and implicit meaning correctly and efficiently in short written functional texts which related with the closest environment and / or academic context

B. BASIC COMPETENCE

Reading

- 1.1. Identifying the explicit information from a narrative text.
- 1.2. Identifying the implicit information from a narrative text.

C. LEARNING GOAL

Reading

The students are expected to be able to understand meanings in a narrative text to communicate both with immediate environment and/or academic context.

D. LEARNING OBJECTIVES

Reading

Upon completion of the learning activities, students are able to:

1. Identify specific information.
2. Infer implicit context by using background knowledge.
3. Guess meaning of words by seeing the context.

D. MATERIALS

The Monkeys and The Cap Seller

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there.

When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him

He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he began to make gesture, the monkeys also imitated him.

At last he found a clever idea. " Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

The generic structure of above narrative story is:

Orientation: The cap seller as the participant (main character), once time as time setting, and in the jungle as place setting. We note from discussion that the elements of orientation is shortly answering who, when and where of the story.

Complication: The cap seller wants the monkeys to bring back his caps but the monkeys do not return them. Of course this makes the cap seller face a problem. Complication in a narrative text is not always in single problem. That is we know a major conflict and minor conflict.

Resolution: The cap seller gets the monkey to bring back the cap by acting of throwing his own cap. The monkeys imitate what he has done so the problem is solved. This story has happy ending as the cap seller has his caps returned.

E. METHOD

CLT

F. LEARNING ACTIVITIES

Learning Activities	Time
1. Opening <ul style="list-style-type: none"> • Greeting How are you all today? • Praying • Taking the register 	5 Minutes
2. Main Activity Building Knowledge of Field <ul style="list-style-type: none"> a. Ask the students about some stories they know. b. Ask students about their opinion about the story. c. Ask students to tell their background knowledge of legend or fabels. 	20Minutes
Modeling and Deconstructing the Text <ul style="list-style-type: none"> a. Students reading a text about The Monkeys and The Cap Seller b. Identifying the text. 	15Minutes

<p>Join Constructions of Text</p> <ol style="list-style-type: none"> Teacher prepares information task. Students are asked to answer the task in pairs. Students and teacher discuss the answer together. 	20 Minutes
<p>Individual Construction of Text</p> <ol style="list-style-type: none"> Students are asked to read the next texts and answer the questions in pairs. Checking the students' works. 	20Minutes
<p>3. Closing</p> <ol style="list-style-type: none"> Summarizing Reflection Leave taking 	10Minutes

G. LEARNING RESOURCES

Students' handout

H. ASSESSMENT

a. Test specification

Indicators	Technique	Form	Assessment Instrument
<ul style="list-style-type: none"> Identify important information Understand the content of the text 	Written test	True-False Question Multiple choice	attached

**Instrument
Assessment Rubric**

Materi	Uraian	Skor	Jumlah Soal	Skor maksimal	Nilai
Narrative text	True-False	1	10	10	Skor perolehan dibagi 3
	Question	1	10		
	Multiple choice	1	10		

b. Instrument

QUESTIONS. (Text I)

A. Write T if the statement is true and write F if the statement is false based on the text.

1. No one cared about a little poor boy
except the generous old woman. []
2. The old woman gave the boy a lesung. []
3. The woman told the poor boy to help people
with his lesung when the flood come. []
4. No one could pull out the stick
stuck in the ground. []
5. Water spouted out from the hole left by stick. []

B. Answer the questions below.

1. What does the text talk about?
2. Who gave the poor little boy shelter and a meal?
3. Why did the village become a huge lake?
4. How could the poor little boy save himself and the old woman from the flood?
5. Where does Rawa Pening Lake take place?

Text II

A. Write T if the statement is true and write F if the statement is false based on the text.

1. A kind hearted man and his wife found a poor little sparrow. []
2. Everyone likes the sparrow. []
3. The sparrow went back to its previous nest because
it missed its family. []
4. The small basket contained many rolls of silk
and piles of gold. []
5. The ill-tempered old woman chose the basket
which contained wasps and venomous crawlers. []

B. Answer the questions below.

1. What did the sparrow do to show its gratitude?
2. Why did the sparrow fly away to its previous nest?
3. Who chose the small basket?
4. Why did the ill-tempered old woman go to the sparrow's nest?
5. What can we learn from the story above?

Text III

Choose and cross (x) the correct answer.

1. Who ruled the Prambanan kingdom?
 - a. Pengging
 - b. Prambanan king
 - c. Loro Jonggrang
 - d. Bandung Bondowoso
 - e. The Advisor of Bandung Bondowoso

2. The following statement are true, except ...
- Bandung Bondowoso was the mean king of Pengging kingdom.
 - Loro Jonggrang was the princess of Prambanan kingdom.
 - The genies of Bandung Bondowoso stop their work because they were tired.
 - Loro Jonggrang became the one-thousandth temple.
 - Loro Jonggrang asked her servants to help her trick Bandung Bondowoso.
3. So, Bandung Bondowoso summoned his entire genies (the third paragraph).
The underlined word has the same meaning with
- commanded
 - asked
 - called
 - gathered
 - tricked
4. What is the requirement for marrying Loro Jonggrang?
- Bandung Bondowoso should build a palace.
 - Bandung Bondowoso should summoned his entire genies.
 - Bandung Bondowoso should build a thousand temples in one night.
 - Bandung Bondowoso should give Prambanan back to Prambanan King.
 - Bandung Bondowoso should defeat the genies.
5. "If *you* want to marry me," (paragraph two). The word you refers to
- Loro Jonggrang
 - Bandung Bondowoso's advisor
 - Prambanan King
 - Bandung Bondowoso
 - Genie
6. "He knew Loro Jonggrang had just tricked him"...(paragraph five). The synonym of the underlined word is
- fool
 - magic
 - lie
 - laugh
 - call

7. What is the main idea of the last paragraph?
- Bandung Bondowoso was angry.
 - Prambanan is located at Yogyakarta.
 - Loro Jonggrang tricked Bandung Bondowoso.
 - Bandung Bondowoso could not stop the genies from leaving.
 - Loro Jonggrang became the one-thousandth temple.
8. Here are what Loro jonggrang did to trick Bandung Bondowoso, except
- preparing a lot of straw and mortar
 - asking the genies to leave
 - burning the straw
 - making some noise pounding the mortar
 - asking her servants to help her
9. Why did the genies stop working to build the temples?
- They were tired.
 - They had done the job.
 - Bandung Bondowoso asked them to stop working.
 - They thought that it was already dawn.
 - loro Jonggrang asked them to leave.
10. Where is Loro Jonggrang Temple?
- Yogyakarta
 - Central Java
 - Klaten
 - Prambanan Area
 - Pengging

MATERIALS

STUDENTS' WORKSHEET

The Monkeys and The Cap Seller

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there.

When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him

He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him.

At last he found a clever idea. " Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

The generic structure of above narrative story is:

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Complication in a narrative text is not always in single problem. That is we know a major conflict and minor conflict.

Resolution: The cap seller gets the monkey to bring back the cap by acting of throwing his own cap. The monkeys imitate what he has done so the problem is solved. This story has happy ending as the cap seller has his caps returned.

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy. Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

A. Write T if the statement is true and write F if the statement is false based on the text.

1. No one cared about a little poor boy except the generous old woman. []
2. The old woman gave the boy a lesung. []
3. The woman told the poor boy to help people with his lesung when the flood come. []
4. No one could pull out the stick stuck in the ground. []
5. Water spouted out from the hole left by stick. []

B. Answer the questions below.

1. What does the text talk about?
2. Who gave the poor little boy shelter and a meal?
3. Why did the village become a huge lake?
4. How could the poor little boy save himself and the old woman from the flood?
5. Where does Rawa Pening Lake take place?

The Old Woman and The Sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, she stung and bit her to death.

A. Write T if the statement is true and write F if the statement is false based on the text.

1. A kind hearted man and his wife found a poor little sparrow. []
2. Everyone likes the sparrow. []
3. The sparrow went back to its previous nest because it missed its family. []
4. The small basket contained many rolls of silk and piles of gold. []
5. The ill-tempered old woman chose the basket which contained Wasps and venomous crawlers. []

B. Answer the questions below.

1. What did the sparrow do to show its gratitude?
2. Why did the sparrow fly away to its previous nest?
3. Who chose the small basket?
4. Why did the ill-tempered old woman go to the sparrow's nest?
5. What can we learn from the story above?

Loro Jonggrang (The Legend of Prambanan Temple)

Long time ago, there was a kingdom named Prambanan. All the people of Prambanan lived peacefully. But then, Prambanan kingdom was attacked and occupied by the Pengging kingdom. Prambanan then was ruled by Bandung Bondowoso of Pengging kingdom. He was a mean king. He also had great supernatural power. His soldiers were not only humans, but also genies.

The king of Prambanan had a beautiful daughter named Loro Jonggrang. Bandung Bondowoso fell in love with her and wanted to marry her. "You're very beautiful. Would you be my queen?" asked Bandung Bondowoso. Loro Jonggrang was shocked. She didn't like Bandung Bondowoso because he was a mean person. She wanted to refuse, but she afraid that Bandung Bondowoso would be angry

and endangered the people of Prambanan. Then, she came up with a plan. "If you want to marry me, you have to build a thousand temples for me in just one night," said Loro Jonggrang. "What? That's impossible!" said Bandung Bondowoso. But he did not give up. He consulted with his advisor. "Your Majesty can asked the genies to help built the temples," said the advisor.

So, Bandung Bondowoso summoned his entire genies soldier and commanded them to help him built a thousand temples. The genies worked in unbelievable speed. Meanwhile, Loro Jonggrang heard from her servant that the building of a thousand temples was almost finished. She was so worried. But again, she came up with a great idea. She asked all of her servants to help her. "Please prepare a lot of straw and mortar. Please hurry up!" said Loro Jonggrang. "Burn the straw and make some noise pounding the mortar, quickly." All those servants did what Loro Jonggrang ordered them; burning straw and pounding the mortar, making the genies think that the sun is going to rise.

"It's already dawn. We have to go," said the leader of the genies to Bandung Bondowoso. All the genies immediately stopped their work and ran for cover from the sun, which they afraid of. They didn't know that the light was from the fire that burning the straw, not from the sun.

Bandung Bondowoso can't stop the genies from leaving. He was angry. He knew Loro Jonggrang had just tricked him. "You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple." He pointed his finger to Loro Jonggrang and said some mantras. Magically, Loro Jonggrang's body turned into stone. Until now, the temple is still standing in Prambanan area, Yogyakarta. And the temple is called Loro Jonggrang temple.

Choose and cross (x) the correct answer.

1. Who ruled the Prambanan kingdom?

- a. Pengging
- b. Prambanan king
- c. Loro Jonggrang
- d. Bandung Bondowoso
- e. The Advisor of Bandung Bondowoso

2. The following statement are true, except ...
 - a. Bandung Bondowoso was the mean king of Pengging kingdom.
 - b. Loro Jonggrang was the princess of Prambanan kingdom.
 - c. The genies of Bandung Bondowoso stop their work because they were tired.
 - d. Loro Jonggrang became the one-thousandth temple.
 - e. Loro Jonggrang asked her servants to help her trick Bandung Bondowoso.

3. So, Bandung Bondowoso summoned his entire genies (the third paragraph).
The underlined word has the same meaning with
 - a. commanded
 - b. asked
 - c. called
 - d. gathered
 - e. tricked

4. What is the requirement for marrying Loro Jonggrang?
 - a. Bandung Bondowoso should build a palace.
 - b. Bandung Bondowoso should summoned his entire genies.
 - c. Bandung Bondowoso should build a thousand temples in one night.
 - d. Bandung Bondowoso should give Prambanan back to Prambanan King.
 - e. Bandung Bondowoso should defeat the genies.

5. "If *you* want to marry me," (paragraph two). The word *you* refers to
 - a. Loro Jonggrang
 - b. Bandung Bondowoso's advisor
 - c. Prambanan King
 - d. Bandung Bondowoso
 - e. Genie

6. "He knew Loro Jonggrang had just tricked him"...(paragraph five). The synonym of the underlined word is
 - a. fool
 - b. magic
 - c. lie
 - d. laugh
 - e. call

7. What is the main idea of the last paragraph?
 - a. Bandung Bondowoso was angry.
 - b. Prambanan is located at Yogyakarta.

- c. Loro Jonggrang tricked Bandung Bondowoso.
 - d. Bandung Bondowoso could not stop the genies from leaving.
 - e. Loro Jonggrang became the one-thousandth temple.
8. Here are what Loro jonggrang did to trick Bandung Bondowoso, except
- a. preparing a lot of straw and mortar
 - b. asking the genies to leave
 - c. burning the straw
 - d. making some noise pounding the mortar
 - e. asking her servants to help her
9. Why did the genies stop working to build the temples?
- a. They were tired.
 - b. They had done the job.
 - c. Bandung Bondowoso asked them to stop working.
 - d. They thought that it was already dawn.
 - e. loro Jonggrang asked them to leave.
10. Where is Loro Jonggrang Temple?
- a. Yogyakarta
 - b. Central Java
 - c. Klaten
 - d. Prambanan Area
 - e. Pengging

Yogyakarta, 23 April 2013

Teacher

Wahyu Aji Permana

09202241074

PRE-TEST

Subject : English
Class : X (ten)
Day/Date : Saturday/ 4 May 2013
Time : 60 minutes

GUIDANCE:

1. Write your name, class, and student number on the answer sheet.
2. Read the instructions carefully before answering the questions.
3. Check your answers before you submit it to the teacher.

Choose the best answer below by crossing a, b, c, or d on your answer sheet.

Text 1

This text is for questions 1 to 4.

Jakarta: Indonesian dancer-choreographer Sardono W. Kusumo has been awarded the distinguished Artist by the International Society for the Performing Arts (ISPA).

The Sardono Seni dance studio in Surakarta, Central Java, where the artist is based, said the award would be presented during a ceremony on June 20, as part of the society's 17th International Congress at the Esplanade in Singapore. The congress is taking place between June 18 and June 21.

The ISPA Distinguished Artists Award, first awarded in 1975, is presented to performing artists who have made an outstanding contribution of talent, artistry, dedication and service to the world of performing arts.

Past recipients include pianist Arthur Rubenstein (1976), jazz clarinetist and bandleader Benny Goodman (1982), opera, theatre, and film director Peter Sellars (1990), mime Marcel Marceau (1992), Broadway composer Stephen Sondheim (1994), and soprano Dame Joan Sutherland (1994).

1. What is the main idea of the passage?
 - a. Sardono is a dancer choreographer.
 - b. Sardono is the ISPA Distinguished Artist Award recipient this year.
 - c. The society's 17th congress was held in Singapore.
 - d. Arthur Rubenstein was one of the past recipients.
 - e. To whom the ISPA Distinguished Artist Award has been given previously.

2. The topic of the second paragraph is about
 - a. the time the congress will be held
 - b. the person who will get the award
 - c. the place where the congress takes place
 - d. the place where the artist is based
 - e. the time the award will be given
3. An artist will be awarded ISPA if they have performed a very remarkable performance of the following, EXCEPT
 - a. artistry
 - b. talent
 - c. Service
 - d. humor
 - e. dedication
4. "... who have made an outstanding contribution"
The closet meaning to the underline word is
 - a. important
 - b. very good
 - c. satisfying
 - d. challenging
 - e. very interesting

Text 2

Read the following text to answer questions 5 to 7.

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river.

The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?"

The boss of crocodile answered, "We are twenty here."

"Where are they?" the rabbit asked for the second time.

"What is it for?" the boss of crocodile asked.

All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit.

The boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one...two...three.... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

5. The story mainly tells us about
 - a. twenty crocodiles
 - b. the boss of crocodile
 - c. a rabbit and twenty crocodiles
 - d. a rabbit and the boss of crocodile
 - e. the boss of the crocodile and all his friends

6. We know from the first paragraph that the rabbit actually wanted
 - a. to cross the river
 - b. to swim across the river
 - c. to meet the boss of crocodile
 - d. to know where the crocodile are
 - e. to know the number of crocodiles there

7. "All of you are good, nice, gentle, and kind" (Paragraph 2)
The underline word is synonymous with
 - a. wild
 - b. diligent
 - c. cheerful
 - d. easy-going
 - e. honorable

Text 3

This text is for questions 8 to 11.

The University of Australia

The University of Australia has an international reputation for educational professionals and for applied research. It is Australia's largest university, with six campuses, including a specialized technology campus. The university places particular importance on the quality of its teaching and learning programs, and on its working links with industry, business and government.

8. The whole paragraphs promote that
 - a. the University of Australia offers excellent educational programs
 - b. the University of Australia is the largest university in the country
 - c. the University of Australia has a specialized technology campus
 - d. the university places particular importance on technology
 - e. the university has six campuses

9. Which information is NOT TRUE about the University of Australia?
 - a. It has an international education reputation.
 - b. It also has a specialized technology campus.
 - c. It has six technology campuses.

- d. It is Australia's largest university.
 - e. It has good relation with industry.
10. It is stated that the university has good relationship with
- a. educational professionals
 - b. specialized technology
 - c. large universities
 - d. other campuses
 - e. industry
11. "The University of Australia has an international educational reputation for"
- The underline word means
- a. knowledge
 - b. prestige
 - c. attitude
 - d. character
 - e. interest

Text 4

Read the following text to answer questions 12 to 15.

An elephant is the largest and strongest of all animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact, the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers, and even fight.

12. The third paragraph is mainly about the fact that
- a. elephants are strong
 - b. elephants can lift logs
 - c. elephants are servants
 - d. elephants are very useful
 - e. elephants must be trained
13. Which of the following is NOT part of the elephant described in the first paragraph?
- a. It looks strange.
 - b. It is heavy.
 - c. It is wild.

- d. It has a trunk.
 - e. It has a small tail.
14. It is stated in the text that the elephant uses the trunk to do the following, EXCEPT
- a. to eat
 - b. to push
 - c. to drink
 - d. to carry things
 - e. to squirt water over the body
15. "The trunk is elephant's peculiar feature" (Paragraph 2)
The closest meaning to the underline word is
- a. large
 - b. strange
 - c. tough
 - d. smooth
 - e. long

Text 5

Read the following text to answer questions 16 to 18.

<p>Company Accountant</p> <p>Expanding wholesaler of stationary and office equipment requires:</p> <p style="padding-left: 40px;">A responsible accountant to run the company finance with good salary and good working condition for good applicant.</p> <p>Apply with curriculum vitae to:</p> <p style="text-align: center;">Mrs. Barton Office Equipment World & Efficiency Works PO BOX 36 Whistle Woods UK</p>
--

16. In which section would you likely read the ad?
- a. Company for sale
 - b. Office equipment
 - c. Job vacancy
 - d. Entertainment guide
 - e. Stationary and office

17. What position is offered in the advertisement?
- Salesman
 - Wholesaler
 - Accountant
 - Office staff
 - Director Assistant
18. "Apply with curriculum vitae to Mrs. Barton."
What information should the applicant include in it?
- Experience in managing company
 - A statement of salary wanted
 - A proof of knowing about stationary
 - A statement of responsibility
 - A statement of education and work experience

Text 6

This text is for questions 19 and 20.

ANNOUNCEMENT

Attention!
Our school will have a Debate Competition.

- Participants: All students in our school
- It will be held from 10th - 12th August 2008
- Prizes: I Rp 2,000,000,-
 - II Rp 1,500,000,-
 - III Rp 1,000,000,-

Please join us

19. What is the announcement about?
- A school debate
 - A school competition
 - A debate competition
 - Extracurricular activities
 - Participants of the debate
20. According to the text, the competition
- is only for students with good English
 - is in the form of spoken arguments
 - is in the form of written arguments
 - will be held after school hours
 - will run for two days

POST-TEST

Subject : English
Class : X (ten)
Day/Date : Tuesday/ 28 May 2013
Time : 60 minutes

GUIDANCE:

1. Write your name, class, and student number on the answer sheet.
2. Read the instructions carefully before answering the questions.
3. Check your answers before you submit it to the teacher.

Choose the best answer below by crossing a, b, c, or d on your answer sheet.

Text 1

This text is for questions 1 to 4.

My Pet

I have a pet. It is a dog and I call it Brownie.

Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning, I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well and never fight because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

1. What does the text talk about?
 - a. Pet
 - b. Cat
 - c. Chinese breed
 - d. Brownie
 - e. Fish
2. "Brownie is a Chinese breed. It is small, fluffy, and cute.
The underlined word means ...
 - a. thin
 - b. soft

- c. hard
 - d. thick
 - e. awkward
3. The communicative purpose of this text is ...
- a. to describe a particular animal
 - b. to share an amusing incident with others
 - c. to present two points of view about an issue
 - d. to inform the readers about the beauty of Brownie
 - e. to retell events for the purpose of informing or entertaining.
4. What is the main idea of paragraph 2?
- a. Brownie, my pet dog, is a Chinese breed.
 - b. My Chinese breed dog only eats soft food.
 - c. A Chinese breed dog does not bark a lot.
 - d. Brownie which is a Chinese breed is a seet and friendly animal.
 - e. Brownie cannot get along with other animals because he seldom barks.

Text 2

Read the following text to answer questions 5 to 8.

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

Muhamad Shafiq Woon Abdullah amitted in Singapore court. He physically abused the woman on several accosions between June and October 2002, The Straits time Said.

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

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

S.S Dhillon, Shafiqs lawyer, said his client had become mad when he saw his daughter's face covered as she laid in bed.

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

5. The text reported
- a. the arrest of a supervisor
 - b. the working condition in Singapore
 - c. an Indonesian worker in Singapore
 - d. the Indonesian worker in Singapore
 - e. a crime by a Singaporean supervisor toward his maid

6. Which of the following statement is TRUE according to the text?
- A supervisor was put in jail for two years.
 - The supervisor gave many kinds of jobs to the maid.
 - The maid has been working for him for two months.
 - Winarti struck the supervisor with a remote control.
 - The supervisor hit his maid's head with the TV set's remote control
7. "... he physically hurt the woman" (Paragraph 2)
The closet meaning to the underline word is
- cut
 - injured
 - offended
 - punished
 - damaged
8. Why did Shafiq punch Wnarti on her back?
She was accused of
- talking much time for herself
 - not working properly
 - working carelessly
 - daydreaming
 - being lazy

Text 3

This text is for questions 9 to 10.

We, a mining consultant company, are looking for....

A SENIOR SECRETARY

- Female, graduated from a reputable university
- Min. 5 years old work experience
- Good command of English (oral & written)
- Computer literate (min. Word, Excel, Internet)

Please submit your complete application, resume & recent photograph not more than 10 days after this ads to:

HRD PT CITRA ENERGY DEVELOPMENT

Wisma Emha Jln. Wijaya I No. 11A, Kebayoran Baru, Jakarta Selatan 12170

Fax no. 021-7207978

e-mail address: mitraenergy@cbn.net.id

only short listed candidates will be notified

9. What is the text about?
- Wisma Emla
 - A job vacancy
 - A senior secretary
 - An application letter
 - PT Citra Energy Development
10. The following are the requirements asked EXCEPT
- Five years experience
 - Able to operate computer
 - Able to speak and write in English
 - A graduate from a reputable university
 - Application letter should be sent ten days after this ads.

Text 4

Read the following text to answer questions 11 to 13.

Singapore is a city state; it is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philippines and Brunei, it belongs to ASEAN, the Association of South East Asian Nations.

Like Indonesia, Singapore is a country of “Bhinneka Tunggal Ika”. Chinese, Malays, Indians, and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Koreans, Thais and Arabs also live on that tiny island. Singapore is sometimes called “Instant Asia” because you can see varieties of customs, cultures, and foods of nearly all Asia in Singapore.

11. The text mainly talks about Singapore as
- a nation
 - an island
 - a republic
 - a city state
 - a member of ASEAN
12. Singapore’s citizens consist of
- Brunei, Indians
 - Chinese, Thais, and Arab
 - Chinese, Malays, Indians, and Eurasians
 - Eurasians and Philippines
 - Asians and Arabs
13. “... Koreans, Thais and Arabs live on that tiny island.” (paragraph 2)
The underlined word may be replaced by “**very**”
- cute
 - huge

- c. small
- d. broad
- e. narrow

Text 5

Read the following text to answer questions 14 and 15.

ANNOUNCEMENT

Attention!

Our school will have a Debate Competition.

- Participants: All students in our school
- It will be held from 10th - 12th August 2008
- Prizes: I Rp 2,000,000,-
 - II Rp 1,500,000,-
 - III Rp 1,000,000,-

Please join us

14. What is the announcement about?

- a. a school debate
- b. a school competition
- c. a debate competition
- d. extracurricular activities
- e. participants of the debate

15. According to the text, the competition

- a. is only for students with good English
- b. is in the form of spoken arguments
- c. is in the form of written arguments
- d. will be held after school hours
- e. will run for two days

Text 6

This text is for questions 16 to 20.

CINDERELLA STORY

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are you crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her.

"I'm crying because I want to go to the ball" said Cinderella.

"Well" said the godmother, "you've been a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

16. What is the text about?

- a. A prince's magical world
- b. A girl who was treated badly with her family
- c. A coincidence of a founded shoe

- d. A girl who couldn't do anything
 - e. A purposeful king and queen
17. Who help Cinderella to be able to go to the ball?
- a. The prince
 - b. Cinderella
 - c. The fairy godmother
 - d. The wicked sister
 - e. The mice
18. What is the communicative purpose of the text?
- a. To report the stepsister's bad treatment to Cinderella
 - b. To tell an amusing story about Cinderella
 - c. To explain how the stepmother and the stepsisters torture Cinderella
 - d. To describe Cinderella's good time when she went to the ball
 - e. To tell the steps when Cinderella prepared herself to go the ball
19. "They treated Cinderella very badly" (paragraph 1)
The underline word refers to
- a. The mice
 - b. The shoes
 - c. The footmen
 - d. The stepsisters and stepmother
 - e. The pumpkin and the coach
20. What is the moral of the story?
- a. A girl should wait for her prince
 - b. Never leave a shoe in a palace
 - c. Always take a good care of your sister
 - d. Never treat someone badly
 - e. Goodness will take you to a good palace

*******Good Luck*******

OBSERVATION SHEET
(Filled by Collaborator)

Classroom Management Practice	Rating					
	0=Not yet implemented 1=Some attempt to implement 2=Implement but struggle w/follow-through 3=Implement, follow-through, monitor and improve					
	Section Average per Meeting					
	1st	2nd	3rd	4th	5th	6th
1. Maximize structure and predictability in the classroom.	2	3	3	3	3	3
2. Establish, teach, and positively stated classroom expectations.	2	3	3	3	3	3
3. Manage behavior through effective instructional delivery.	2	2	3	3	3	3
4. Actively engage students through use of varied instructional strategies.	2	2	3	3	3	3
5. Evaluate Instruction.	2	2	3	3	3	3
6. Maximize positive interactions.	2	2	2	2	2	2
7. Use a continuum of strategies to acknowledge expected behavior.	2	3	3	3	3	3
8. Use a continuum of strategies to respond to rule violations.	2	3	3	3	3	3
9. Develop caring and supportive relationships.	1	3	3	3	3	3
10. Teach about responsibility and provide opportunities for students to contribute to the good functioning of the classroom	2	3	3	3	3	3

Sandy Washburn, center on Education and Life Long Learning, Classroom Management Self Assessment. Revised Version: May 2010

Classroom Management Practice Per Meeting	Rating					
	0=Not yet implemented 1=Some attempt to implement 2=Implement but struggle w/follow-through 3=Implement, follow-through, monitor and improve					
1. Maximize structure and predictability in the classroom	1st	2nd	3rd	4th	5th	6th
a) I establish and explicitly teach student procedures.	3	3	3	3	3	3
b) I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.	0	3	3	3	3	3
c) I actively supervise (move, scan, interact, reinforce).	3	3	3	3	3	3
2. Establish, teach, and positively stated classroom expectations.	1st	2nd	3rd	4th	5th	6th
a) My rules are stated as “do’s” instead of “nos” or “don’ts.”	2	3	3	3	3	3
b) My classroom rules are aligned with the school-wide expectations.	2	3	3	3	3	3
c) I actively involve students in establishing classroom rules.	3	3	3	3	3	3
d) I explicitly teach and review the school-wide expectations in the context of routines and as broad concepts.	0	3	3	3	3	3
3. Manage behavior through effective instructional delivery.	1st	2nd	3rd	4th	5th	6th
a) I conduct smooth and efficient transitions between activities.	2	2	3	3	3	3
b) I am prepared for lessons/activities (materials readied, fluent presentation, clear directions, anchor activities).	3	3	3	3	3	3
c) I provide a clear explanation of outcomes/objectives.	3	3	3	3	3	3
d) I end lessons/activities with specific feedback.	3	3	3	3	3	3

Sandy Washburn, center on Education and Life Long Learning, Classroom Management Self Assessment. Revised Version: May 2010

Classroom Management Practice	Rating					
	0=Not yet implemented 1=Some attempt to implement 2=Implement but struggle w/follow-through 3=Implement, follow-through, monitor and improve					
4. Actively engage students through use of varied instructional strategies.	1st	2nd	3rd	4th	5th	6 th
a) I use varied engagement techniques and offer multiple engagement opportunities during teacher directed instruction (ie. Response cards, choral responding, think-pair-share, movement, manipulatives, writing, and other methods)	3	3	3	3	3	3
b) I regularly implement a variety of student centered instructional strategies (ie. Cooperative learning, critical thinking skills, culturally responsive teaching, and differentiated instruction)	2	2	3	3	3	3
c) Students are frequently and observably engaged in instruction—(students are “doing” things that can be seen, i.e. communicating, manipulating, creating, reflecting etc.)	3	3	3	3	3	3
5. Evaluate Instruction.	1st	2nd	3rd	4th	5th	6 th
a) At the end of the activity, I know how many students have met the objective(s).	2	2	3	3	3	3
b) I provide extra time and assistance for students who struggle.	3	3	3	3	3	3
c) I consider and note needed improvements (to lesson) for next time.	3	3	3	3	3	3
6. Maximize positive interactions.	1st	2nd	3rd	4th	5th	6th
a) I maintain a ratio of 4:1 positive interactions	2	2	2	2	2	2
b) I positively interact with every student at least 2-3 times per hour on average.	3	3	3	3	3	3
c) After correcting rule violations, I use acknowledgement and positive reinforcement for rule following	3	3	3	3	3	3
7. Use a continuum of strategies to acknowledge expected behavior.	1st	2nd	3rd	4th	5th	6th
a) I provide specific and immediate contingent acknowledgement for following classroom expectations.	2	3	3	3	3	3
b) I also use multiple systems to acknowledge expected behavior (teacher reaction, group contingencies,	2	3	3	3	3	3

behavior contracts, or token systems).						
c) I use differential reinforcement strategies to address behavior that violates classroom rules.	3	3	3	3	3	3
8. Use a continuum of strategies to respond to rule violations.	1st	2nd	3rd	4th	5th	6th
a) I provide specific, contingent, and brief corrections (i.e. stating expected behavior) for academic and social errors.	3	3	3	3	3	3
b) In addition, I use the least restrictive procedure to discourage rule violating behavior (non-verbals, proximity, anonymous corrections, re-teaching, etc.) and proceed to more restrictive procedures.	2	3	3	3	3	3
c) I respond to rule violating behavior in a calm, emotionally objective and business-like manner.	3	3	3	3	3	3
9. Develop caring and supportive relationships.	1st	2nd	3rd	4th	5th	6 th
a) I learn, use and can correctly pronounce student names by the end of week 2.	2	3	3	3	3	3
b) I use explicit activities to learn about students and their cultural backgrounds.	0	3	3	3	3	3
c) I communicate with students/families before school starts and continue frequent contact.	2	3	3	3	3	3
d) I speak to students with dignity and respect—even when providing correction!	3	3	3	3	3	3
10. Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom.	1st	2nd	3rd	4th	5th	6th
a) I use general classroom procedures and student jobs to enhance student responsibility.	3	3	3	3	3	3
b) I provide students with self-control and self-monitoring strategies.	3	3	3	3	3	3
c) I provide social skills instruction and problem solving strategies.	2	3	3	3	3	3
d) I provide specific activities for students to get to know one another and solve problems collaboratively.	3	3	3	3	3	3

THE STUDENTS' SCORES

Student Number	Scores		
	Pre-test	Post-test Cycle I	Post-test Cycle 2
1	40	45	70
2	15	50	85
3	20	30	35
4	35	40	85
5	35	50	60
6	20	45	45
7	15	30	35
8	5	30	45
9	55	60	60
10	30	40	55
11	25	35	35
12	45	60	85
13	35	35	35
14	15	50	80
15	60	60	85
16	15	25	25
17	15	30	55
18	30	50	60
19	55	60	80
20	25	25	65
21	50	50	85
22	15	50	60
23	25	40	40
24	40	45	20
25	25	25	55
26	20	40	45
27	5	35	10
28	25	25	65
29	30	30	85
30	15	45	20
31	25	30	60
32	15	35	45
33	30	30	65
Mean	27.58	40.30	55.61

**ATTENDANCE LIST OF X CLASS
SMA MUHAMMADIYAH PONJONG**

No	Name	M/F	Date (May)						
			6	13	14	20	21	27	
1	ANGGA SAPUTRA	M	6	13	14	20	21	27	
2	ANITA OKTAVIANI	F	v	v	v	v	v	v	
3	ANJAR PRATANTO	M	v	v	v	v	v	v	
4	AYU AMBARSARI	F	v	v	v	v	v	v	
5	BELA FERNANDO DWIAJI S	M	v	v	v	s	v	v	
6	BUDI MULYONO	M	v	v	v	v	v	v	
7	DENDI RIPTO SAPUTRO	M	v	v	v	v	v	v	
8	EDI SETYO BUDI PURWANTO	M	v	v	v	v	v	v	
9	FATMA DEWASIH	F	v	v	v	v	v	v	
10	FEBRI NUR HIDYARINI	F	v	v	v	v	v	v	
11	HANANG SETYAWAN	M	v	v	v	v	v	v	
12	IDA WULANDARI	F	v	v	v	v	v	v	
13	JUMADI	M	v	v	v	v	v	v	
14	JUNITA	F	v	v	v	v	v	v	
15	ISMIATI	F	v	v	v	v	v	v	
16	MAGIYANTO	M	a	v	v	v	a	v	
17	MARINO	M	v	v	v	v	v	v	
18	MEGAWATI SUARSO	F	v	v	v	v	v	v	
19	MIKI SEFANI	F	v	v	v	v	v	v	
20	NOOR ARI ROMADHONI	M	v	v	v	v	v	v	
21	NOVIANA DWI WAHYUNI	F	v	v	v	v	v	v	
22	NURDIYAH KAWURI	F	v	v	v	v	v	v	
23	NURUL INANGGI	M	v	v	v	i	v	v	
24	OKTAVIA WULANDARI	F	v	v	v	v	v	v	
25	RAMDHAN FEBRIANTO	M	v	v	v	v	v	v	
26	SEPTYAN DWI CAHYO	M	v	v	v	v	v	v	
27	TRIYANI	F	v	v	v	v	v	v	
28	TRIYANI OKTAVIA	F	v	v	v	v	v	v	
29	TYAS FITRIANI WIBOWO	F	v	v	v	v	v	v	
30	YOGANANTO	M	i	v	v	v	v	v	
31	SUCI AMALIA	F	v	v	v	v	v	v	
32	ESTU APRIYANTO	F	v	v	v	v	v	v	
33	KUSMANTO	M	v	v	v	v	v	v	

Note: i : izin
s : sakit
a : absen

PHOTOGRAPHS



The researcher is explaining the material to the students.



The students are sharing what the researcher explained to them to other pairs.



The researcher is building the background knowledge of the students about the text.



The students are finishing the task.



The students are trying to find the answer based on the researcher 'suggestion.



The students are sharing ideas about the task.

PERMIT LETTERS



PEMERINTAH KABUPATEN GUNUNGKIDUL

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jl. Brigjen. Katamso No.1 Wonosari Telp. 391942 Kode Pos : 55812

SURAT KETERANGAN / IJIN

Nomor : 467/KPTS/VI/2013

Membaca : Surat dari Setda DIY, Tanggal 11/06/2013, Nomor : 070/4910/V/6/2013 ,
hal : Izin Penelitian

Mengingat : 1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang
Pedoman Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang
Pedoman Penyelenggaraan Pelaksanaan Penelitian dan
Pengembangan di lingkungan Departemen Dalam Negeri;
3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor
38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah
Istimewa Yogyakarta;

Dijijinkan kepada :
Nama : **WAHYU AJI PERMANA NIM : 09202241074**
Fakultas/Instansi : FBS / UNY
Alamat Instansi : Karangmalang, Yogyakarta
Alamat Rumah : Pati 04/03, Genjahan, Ponjong
Keperluan : Izin Penelitian dengan judul: "USING PAIRWORK FOR HELPING TEACHER TO
MANAGE CLASSROOM IN TEACHING READING FOR 10TH GRADE
STUDENTS OF SMA MUHAMMADIYAH PONJONG GUNUNGKIDUL"

Lokasi Penelitian : SMA Muhammadiyah Ponjong
Dosen Pembimbing : Dr. Agus W.,M.Pd dan Lusi Nurhayati, M. Appl.Ling.
Waktunya : Mulai tanggal : 25/06/2013 sd. 11/09/2013
Dengan ketentuan :

Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.

1. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
2. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kab. Gunungkidul).
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintah dan hanya diperlukan untuk keperluan ilmiah.
4. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
5. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari

Pada Tanggal 25 Juni 2013

AN BUPATI GUNUNGKIDUL
KEPALA



Tembusan disampaikan kepada Yth.

1. Bupati Kab. Gunungkidul (Sebagai Laporan) ;
2. Kepala BAPPEDA Kab. Gunungkidul ;
3. Kepala Kantor KESBANGPOL Kab. Gunungkidul ;
4. Kepala Dinas Pendidikan Pemuda dan Olahraga Kab. Gunungkidul ;
5. Kepala SMA Muhammadiyah Ponjong Kab. Gunungkidul ;
6. Arsip ;



MUHAMMADIYAH MAJLIS PENDIDIKAN DASAR DAN MENENGAH
SEKOLAH MENENGAH ATAS
SMA MUHAMMADIYAH PONJONG

Alamat : Jl. Simpanglima Pati, Genjahan, Ponjong, Gunungkidul, Yogyakarta 55892
 Telp. (0274) 7112609

SURAT KETERANGAN

Nomor : E-2/018/D.25/VIII/2013

Yang bertanda tangan di bawah ini :

N a m a : **HARSONO, S.Pd**
 NIP : 19640112 198903 1 004
 Pangkat/Gol. : Pembina / IV/a
 Jabatan : Kepala Sekolah
 Unit Kerja : SMA Muhammadiyah Ponjong

Dengan ini menerangkan bahwa :

N a m a : WAHYU AJI PERMANA
 NIM : 09202241074
 Semester : VIII
 Pogram Studi : PENDIDIKAN BAHASA INGGRIS

Adalah benar mengadakan Penelitian/ Riset di SMA Muhammadiyah Ponjong dengan judul sebagai berikut:

USING PAIRWORK FOR HELPING TEACHER TO MANAGE CLASSROOM IN
 TEACHING READING FOR 10 TH GRADE STUDENTS OF SMA FOR 10 TH GRADE
 STUDENTS OF SMA MUHAMMADIYAH PONJONG GUNUNGKIDUL

Dilaksanakan mulai tanggal, 29 April s.d 1Juli 2013.

Demikian surat keterangan ini kami buat dengan sesungguhnya dan agar dapat dipergunakan sebagaimana mestinya.



Ponjong, 1 Agustus 2013
 Kepala Sekolah,

HARSONO, S. Pd
 NIP. 19640112 198903 1 004