

**IMPROVING THE READING LEARNING PROCESS OF THE
STUDENTS OF GRADE X AT SMAN 1 BANGUNTAPAN,
BANTUL BY ADAPTING READING TASKS IN THE SECOND
SEMESTER IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

Presented as Partial Fulfillment of the Requirements
to Attain a *Sarjana Pendidikan* Degree in English Education

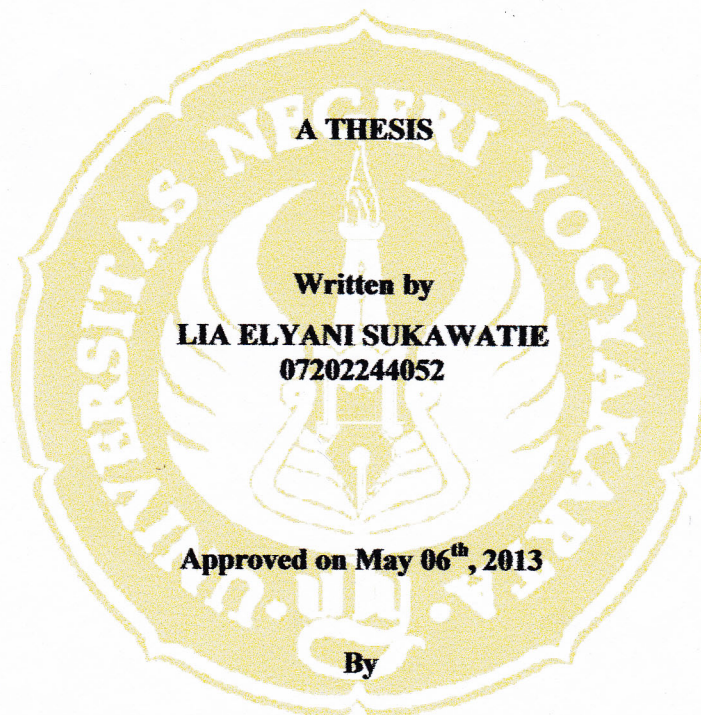


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2013**

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A THESIS

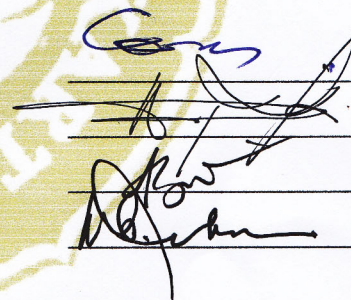
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PERNYATAAN

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

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Penulis,



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MOTTOS

“Be thankful for the bad things in life, for they open your eyes to the good things you weren’t paying attention to before.”

(Anoním)

“You never know how strong you are, until being strong is the only choice you have.”

(Anoním)

DEDICATIONS

This thesis is especially dedicated to:

*My father and my mother for their everlasting love, prayers,
and support.*

*My brothers and my sister who give me support,
And all my lovely friends.*

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The writer hopes that the thesis gives worthwhile contributions to the improvement of the English teaching and learning process. Finally, she realizes that this thesis is far from being perfect so that she welcomes for any advice, criticisms, and comments.

Yogyakarta, July 25th, 2013

The writer,

Lia Elyani Sukawatie

LIST OF CONTENTS

	Page
APPROVAL SHEET.....	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i>	iv
MOTTOS.....	v
DEDICATIONS.....	vi
ACKNOWLEDGEMENTS.....	vii
LIST OF CONTENTS.....	ix
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
LIST OF CHARTS.....	xv
ABSTRACT.....	xvi
 CHAPTER I. INTRODUCTION.....	 1
A. Background of the Problem.....	1
B. Identification of the Problem.....	3
C. Limitation of the Problem.....	5
D. Formulation of the Problem.....	6
E. Objectives of the Research.....	6
F. Significances of the Research	6
 CHAPTER II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	 8
A. Literature Review.....	8
1. The Nature of Reading.....	8
a. Definition of Reading.....	8
b. Reading Comprehension.....	8
c. Micro and Macro-skills of Reading.....	9
d. The Models of Reading Processes	12
e. The Principles of Effective Reading Learning Process	14
2. Teaching of Reading in Senior High Schools.....	16
a. Standard of Content of Reading in Senior High School...	16

b. Genre-Based Approach.....	18
3. Tasks.....	21
a. Definition of Tasks.....	21
b. Components of Tasks.....	22
c. Characteristics of Good Reading Tasks.....	25
d. Example of Reading Tasks	26
e. Adapting Reading Tasks.....	27
B. Conceptual Framework	31
CHAPTER III. RESEARCH METHOD.....	33
A. Type of the Research.....	33
B. Setting of Research.....	33
C. The Subjects of the Research.....	35
D. Data Collection Techniques and Instruments	35
E. Data Analysis Technique.....	36
F. Validity and Reliability of the Data.....	37
G. The Procedures of the Research.....	38
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	41
A. Research Findings.....	41
1) Reconnaissance.....	41
2) The Implementation of the Action in Cycle 1 and Cycle 2....	49
a. Report of Cycle	49
1) Planning	49
(1) First Meeting.....	51
(2) Second Meeting	51
(3) Third Meeting.....	52
2) Action and Observation in Cycle I	52
a) Implementing the Adapted Reading Tasks to Improve Students' Reading Learning Process in the First Meeting.....	53
b) Implementing the Adapted Reading Tasks to Improve Students' Reading Learning Process in the Second Meeting.....	55
c) Implementing the Adapted Reading Tasks to Improve Students' Reading Learning Process in the Third Meeting	57

3) Reflection	59
4) Summary of Cycle I.....	65
b. Report of Cycle II	66
1) Planning	66
(a) Fourth Meeting	66
(b) Fifth Meeting	66
2) Actions and Observations in Cycle 2.....	67
(a) Implementing the Adapted Reading Tasks to Improve Students' Reading Learning Process in the Fourth Meeting	68
(b) Implementing the Adapted Reading Tasks to Improve Students' Reading Learning Process in the Fifth Meeting	70
3) Reflection	72
4) Summary of Cycle2	76
B. The General Findings.....	77
 CHAPTER V. CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS...	83
A. Conclusions.....	83
B. Suggestions.....	84
 REFERENCES.....	85
APPENDICES.....	87
A. FIELD NOTES	88
B. INTERVIEW TRANSCRIPTS	97
C. INTERVIEW GUIDELINE	105
D. QUESTIONNAIRE GUIDELINE	108
E. COURSE GRID	110
F. LESSON PLANS	114
G. STUDENTS' WORKSHEET (KRESNA LKS)	146
H. THE ADAPTED READING TASK	156
I. STUDENTS' ASSIGNMENT	176
J. STUDENTS' SCORE	189
K. PICTURES	191
L. PERMIT LETTER	193

LIST OF TABLES

	Page
Table 1 : Standard of Competence and Basic Competencies of Reading Skill for Senior High School Students Grade X Semester Two	17
Table 2 : The schedule of the Research.....	34
Table 3 : Field Problems Concerning the Teaching and Learning Process of Reading at the X-C Students of SMA Negeri 1 Banguntapan	45
Table 4 The Most Urgent Problems Concerning the Teaching and Learning Process of Reading at the X-C Students of SMA Negeri 1 Banguntapan.....	47
Table 5 : The Most Feasible Problems to be Solved Concerning the Teaching and Learning Process of Reading at the X-C Students of SMA Negeri 1 Banguntapan	49
Table 6 : The Expectations in the Teaching and Learning Process of Reading at the X-C Students of SMA Negeri 1 Banguntapan	41
Table7 : The Result of the Action Research Study	78

LIST OF FIGURES

	Page
Figure 1: The teacher activated students' background knowledge by showing some pictures	47
Figure 2: The students identify the meaning of words the Smart Hearth Clinic individually	48

LIST OF CHART

	Page
Chart 1: The mean score of the questionnaires	80
Chart 1: The mean score of the reading tasks	81

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ABSTRACT

This research is aimed at improving the reading learning process of the students of grade X at SMAN 1 Banguntapan, Bantul by adapting reading tasks in the academic year of 2011/2012.

This action research was conducted in two cycles. The researcher worked collaboratively with the English teacher and the X grade students of SMAN 1 Banguntapan. The data of this study were qualitative and quantitative. The qualitative data were obtained through observation in the teaching and learning process during the implementation of the actions, interviews with the students and the English teacher about the implemented actions, and discussion with the English teacher as the collaborator. The qualitative data were in the forms of field notes and interview transcripts. Meanwhile, the quantitative data were collected through the questionnaire. Therefore, the data were in the form of students' grading scores of the questionnaire.

The results show that there are some improvements in the students' learning process of reading. They make a good improvement in some aspects of reading skills such as guessing and predicting. The improvement is also shown by the students' positive behaviors toward the implementation of the adapted reading tasks related to their participation in the class and their interest in joining the activities. They were also interested and motivated to be actively involved in the teaching and learning process during the implementation of the adapted reading tasks. Finally, this research shows a positive result in improving the students' learning process of reading using the adapted reading tasks. It could be seen from the field notes, students' scores in the grading scores of the questionnaire, interview transcripts, and the collaborators' opinion about the actions.

CHAPTER I

INTRODUCTION

A. Background of the Study

Good reading comprehension ability is something that one should have in order to get all information from printed materials. It is one of the four skills to be developed in language learning beside listening, speaking, and writing. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired consistently. The habit of reading also helps readers to translate new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. Brown (2001:298) states that we who are the members of a literate society are dependent on twenty-some-odd letters and a handful of other written symbols, even life and death, are matters in our lives. Consequently, the societies are expected to be able to master the reading skill. It helps us to stay in-touch with contemporary readers as well as those from the days of yore and makes us sensitive to global issues.

As the requirements for effective teaching and learning are not adequately met, the results of teaching reading in schools and universities are not yet satisfactory. The student's reading comprehension ability is still low. Even reading plays an important role in language learning, ESL/EFL educators have found that most students cannot read effectively (Aebersold and Field in

Aegpongpow, 2008: 2). Consequently, it is not easy to teach English especially reading in Indonesian students where English as a foreign language because they do not use this language in their daily life.

Besides, based on my preliminary observation at the tenth grade of SMA N 1 Banguntapan, there are many problems that make students have difficulties in reading skills. Firstly, they have less motivation when the teacher asked them to read. Secondly, they found difficulties to identify the main idea. In other words, sometimes they do not understand what some passages are about. Thirdly, they could not guess the vocabulary meaning from context. Lastly, when the teacher asked them to answer questions related to the text, they needed long time to finish the question. It makes them not motivated to read and they got bad mark in the final exam. They failed in reading comprehension. In conclusion, students' reading ability has not improved yet significantly although reading gets the priority in the instruction.

There are some factors that influence in teaching reading process. One of the factors is tasks. Tasks are activity which learners carry out using their available language resources and leading to real outcome. There are kinds of good tasks in reading. According Bowler and Parminter in Richards (2002: 59) with a long, complex text, a simple task makes reading or listening achievable for weaker students. With a shorter, simpler text, the task can be more demanding. The successful of learning reading and listening is influenced by a simple equation; there is the text level of challenge and task level of support. Therefore,

this study tries to make some efforts to improve the learning of reading at tenth grade of SMA N 1 Banguntapan.

B. Identification of the Problem

Based on the preliminary observation, some problems in the teaching learning process can be identified as follows.

The material that was used in the learning process was only based on the student worksheet. They never read authentic materials such as English newspaper, recipe and letter. The students just read the text from a student worksheet so that it did not attract the students. The teacher seldom chose a new issue which is happening in around.

Besides, the class activity was monotonous. They did not have any interesting activities. The teacher only asked the students to read aloud the text and did not check the students' comprehension. If the students could not answer his question, then the teacher would answer by himself. He did not give questions which ask about comprehension. Therefore, sometimes the students get bored when they are learning reading.

Then, the teacher only gave practice tests on the student's worksheet. The teacher did not try to give other kinds of tasks. After the teacher gave the tasks on the student worksheet, the teacher left the students alone. After sometime, the teacher came back to discuss the tasks.

Relating to the teaching technique, the English teacher explained the materials in front of the class. However, the teacher was less creative in delivering

the materials because he had not maximized and updated the learning materials. The learning process hardly used other methods, for example, games and discussion.

In addition, the English teacher did not have a creative technique in teaching reading. He did not use various techniques to teach reading so the students had less motivation in reading. Whereas, teachers are the significant factor that affects the success in the teaching and learning process. Teachers must have good competence in the subject matter. They have responsibility to select and adapt the materials into the classroom.

Next, the use of media by the teacher was poor. Media that were used in classroom were student' worksheet from and white board. The teacher never used other media in learning process. Therefore, it made the students not interested and they got bored when they learned. In fact, using media in teaching and learning process is good way to stimulate the students' mind to learn effectively.

The students used to make noise in the teaching and learning process. Some students talked to their friends and they did not pay attention to the teachers' explanation. Moreover, there were some students who used their mobile phone when the teacher explained the material in front of the class. They would be silent when the teacher asked them questions. They also felt shy to answer the questions so that the teacher must choose certain students to speak and answer the questions.

Relating to the motivation, the students had less motivation when they read. They were not enthusiastic in learning reading. When the teacher asked them

to read, they did it reluctantly. Students were read because they had to. They had lack of vocabulary so that they were confused to get the purpose of reading. Consequently, it made them not motivated to read and they got bad mark in the final exam. They failed in reading comprehension section because they cannot comprehend the text. They got the lowest mark among the same grades on the school.

From the explanation above, the students seemed to find difficulties in the learning process. There are some problems related to the topic of this research. First, the material that was used in learning process only based on the student worksheet. Then, the class activity was monotonous. In giving tasks, the teacher only gave practice tests on the student worksheet. Moreover, the lack of media made the students did not interest and they get bored when they learn. The students had less motivation when they read because they had lack of vocabulary. It was caused the using of monotonous tasks (students worksheet) and there were no various techniques in teaching reading. Because of that, they failed in the reading comprehension section. This condition just made them unable to learn language well.

C. Limitation of the Problem

Based on the background in identification of this research, it is impossible to solve all the problems above, the researcher focused on students' problem related to reading ability as follows the improvement of the students' reading comprehension. The researcher wants to make some efforts to improve the

reading comprehension by “adapting reading tasks”. It is because tasks are major component for the teaching and learning process that can influence the students’ comprehension on reading. This way is expected that the students’ reading achievement will increase as well.

D. Formulation of the Problem

From the limitation above, the problem will be formulated as follows: how can the students’ reading learning process be improved by adapting the reading tasks?

E. Objectives of the Study

Corresponding to the formulation of the problem, the objective of this research is to improve the students’ reading learning process by adapting the reading tasks.

F. Significance of the Study

The significances of this research are:

1. To the researcher, this study will give much information about English learning and experiences in conducting education research.
2. To the teachers, the researcher hopes that the result of the research can give contribution for English teaching and provide some English resources and materials.

3. To the school, the result of the research can be used to solve some problems found in the teaching and learning problem in the class.
4. For the other researchers, this research is expected to give more information of adapting reading task in the English teaching reading process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Theory of Reading

a. Definition of Reading

Reading is an essential skill for learners of English as a second language. Nunan (2003: 68) states that reading is a process of readers combining information from a text and their own background knowledge to build meaning. Reading is no different from any other kind of thought, except that with reading, thought is engendered by a written text. Reading might be defined as thought stimulated and directed by written language (Smith 2004: 27).

Based on the definition above, it can be summarized that reading is a complex skills especially relates to the process of comprehension of the text and combine it with the knowledge of the reader.

b. Reading Comprehension

There are many definitions of reading comprehension accepted from some writers. According to Snow, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

According to Klingner (2007: 2) reading comprehension is “the process of constructing by coordinating a number of complex process that included word reading, word and world knowledge, and fluency”. It refers to the ability in

interpreting the words, understanding the meaning and the relationship between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three step procedure: mentioning, practicing, and assessing. That is, teachers mention to the skills that the students want to use, then they give them opportunities to practice those skills through worksheets, and finally assess whether or not they use the skill successfully.

From the definition above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is to understand all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

c. The Micro-skills of Reading

Someone's reading ability develops from time to time. People get better skill by practicing. Students are expected to be able to read their textbooks so that they need to be taught how to do it. Johnson states that reading skills are strategies a reader uses to get information and construct meaning from the text. Language teachers are allowed to think the best method of reading as appealing as possible in order the students feel engaged.

In order to become an effective reader, a student should have a number of reading micro-skills. Brown (2001: 307) states there are 14 micro-skills for reading comprehension that need to be developed for effective reading.

- 1) Discriminating among the distinctive graphemes and orthographic pattern of English

- 2) Retaining chunks of language of different lengths in short-term memory
- 3) Processing writing at an efficient rate of speed to suit the purpose
- 4) Recognizing a core of words, and interpret word order patterns and their significance
- 5) Recognizing grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among the clauses.
- 8) Recognizing the rhetorical forms of written discourse and their significance the interpretation
- 9) Recognizing the communicative functions of written texts, according to form and purpose
- 10) Inferring context that is not explicit by using background knowledge
- 11) Inferring links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, gives information, generalization, and exemplification
- 12) Distinguishing between literal and implied meaning
- 13) Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata

- 14) Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Hammer (2001: 201) also lists several skills of reading as follows.

- 1) Identifying the topic: the good readers are able to pick up the topic quickly with the help of their own schemata.
- 2) Predicting and guessing: after the readers have identified the topic, they make assumptions or guess the content of the text as they try and apply their schemata.
- 3) Reading for general understanding: the readers are able to get the idea of the text and understand the gist of it without worrying too much about the detail.
- 4) Reading for specific information: in contrast to reading for general understanding, the readers read the written texts because they want specific detail of the texts. They concentrate to the particular items only and ignore all the information until they find the specific detail.
- 5) Reading for detailed information: the readers read the text in order to understand everything in detail.
- 6) Interpreting text: the readers are able to see beyond the literal meaning of the words in a passage, using a variety of clues to understand what the writer is implying or suggesting.

The reading micro skills for SMA as can be identified from the National examination include:

- 1) Identifying the topic: the good readers are able to pick up the topic quickly with the help of their own schemata.
- 2) Predicting and guessing: after the readers have identified the topic and the meaning, they make assumptions or guess the content of the text as they try and apply their schemata.
- 3) Reading for specific information.
- 4) Reading for detailed information.
- 5) Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of the words from context, and activating schemata for the interpretation of the texts.

d. The Models of Reading Processes

According to Nunan, there are three main models of reading processes that have been developed. They are the bottom-up model, the top-down model, and the interactive model.

1) The Bottom-up Model

Bottom-up accounts mean that reading is initiated at the bottom level of text structure, from discrete, visual units such as graphemes, morphemes, and words. In this the bottom-up process, students start to study with the basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. This bottom-up processing is analyzable as a mechanical pattern in which the reader creates a piece by piece mental translation of the information in

the text with little reference to background knowledge. Within the bottom-up approach, the most typical classroom focus is on what we call intensive reading. According to Nunan (2003: 70) intensive reading involves a short reading passage followed by textbook activities to develop comprehension and/or a particular reading skill.

2) The Top-down Model

Top-down model is the processing that begins with the idea or comprehension by the reader. Nunan (2003: 71) states that in the top-down process, the reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. In the top-down approach, the teacher should focus on meaning rather than mastery of word recognition. On the top-down process, extensive reading becomes a key role to reading. Extensive reading is different with intensive reading. Extensive reading means reading many books, without a focus on classroom exercises that may test comprehension skills.

3) The Interactive Model

Interactive models are combines elements of bottom-up and top-down models. This approach is accepted as the most comprehensive of the reading process. The interactive approach to reading would include aspects of both intensive and extensive reading. Nunan states that teacher should be aware that a single classroom textbook will not meet the needs for both intensive and extensive instruction. Materials will need to be selected that engage the learners in both types o reading.

e. The Principles of Effective Reading Learning Process

Nation (2009: 6-8) lists several principles of the effective reading learning process. They are meaning-focused input, meaning-focused output, language-focused learning and fluency development.

The first principle is meaning-focused input. The following presents the Meaning-focused input.

- 1) The reading activities should be done for some reading purposes such as reading for information, reading to learn, reading for fun, reading for integrate information, reading to critique texts, and reading to write.
- 2) Reading texts should be appropriate for learner's language proficiency level.
- 3) Reading should be used to develop language proficiency. Learners should read with 98 percent coverage of vocabulary in the text, so that they can learn the remaining 2 percent through guessing meaning from the context.

The second principle is meaning-focused output. It means that reading should be related to other language skills such as listening, speaking, and writing. The process of teaching reading should involve listening, speaking, and writing activities. Brown (2001:298) states that reading will be developed best in association with writing, listening, and speaking activities, for example in a reading class, there will be integration between four skills, it might include: a pre-reading discussion on the topic to activate schemata, listening to a lecture about the topic of a passage to be read, a focus on a certain reading strategy such as scanning, skimming, etc., writing a paraphrase or summary of the passage.

The third principle is language-focused learning. It means that the process of teaching reading should help the learners to develop the reading skills and knowledge needed for effective reading. The process of teaching reading should work on the micro-skills of reading and the language features needed to read including phonemic awareness, phonics, spelling, vocabulary, and grammar. Besides reading skills and language features, the learners should be given the reading strategies including previewing, predicting, posing questions, connecting to background knowledge, guessing meaning from context, etc. Then, the learners should be given training and practice in integrating a range of strategies like reciprocal teaching or concept-oriented reading.

The last principle is fluency development. There are three main points in this principle.

- 1) The teaching process of reading should help and push the learners to develop fluency in reading. There should also be speed reading practice in word recognition and in reading for understanding. The teacher should give the material that is very familiar and contains no unknown language features.
- 2) The learners should enjoy reading and feel motivated to read. They should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading.
- 3) The learners should read a lot. Therefore, when teaching reading, the teachers should consider the principles of teaching reading above. They have to consider the purposes of reading, the complexity of the texts, the

development of reading skills and strategies, and also the activities that can encourage students' involvement.

2. The Teaching of Reading in Senior High Schools.

a. Standard of Content of Reading in Senior High School

1) Goal

The reading skill is one of the language skills taught to the students Senior High School. The principle of teaching reading in English lesson of senior high school students according to BNSP (Badan standard Nasional Pendidikan) are the important in this study since the writer will design reading material for the first year students in SMAN 1 Banguntapan based on the curriculum used nowadays, KTSP.

The aims of English lesson in senior high schools are to achieve informataional level, since the students are prepared for continuing their study to a higher education level. From what is described in BNSP that the aims and the scopes of English lesson in senior high school are described in the following section:

a) The aims of English lesson in senior high school are:

- (1) Developing communication competence in oral and written form to reach the level of information literacy.
- (2) Having awareness about the nature and importance of English for improve the nation's competitiveness in global community.

(3) Developing an understanding of students about the relationship between languages with culture.

b) The scopes of English lesson in senior high school are:

(1) The ability to understand written text to achieve information level.

(2) The ability to understand various short functional text and monologues in the form of procedure descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition and spoof..

2) Standard of Competence and Basic Competence

According to the Regulation of Minister National Education (Permendiknas) no. 22, year 2006 about the standard of competences and basic competences for the Senior High Schools students grade X in the second semester have to pose several competences as follows:

Table 1: Standard of Competence and Basic Competence of Reading Skill for Senior High School Students Grade X Semester Two

Standard of Competence	Basic Competence
Reading 11. Comprehending meaning of the sort functional texts and simple essay in the form of narrative, descriptive and news item	11.1 Responding to the meaning of short functional text (<i>announcement, advertisement, invitation, etc.</i>) accurately, fluently, and appropriately to interact with the society 11.2 Responding to the meaning and rhetorical steps of the simple text in the form of descriptive texts accurately, fluently, and appropriately to interact with the society in which the students belong <i>descriptive, dan news item</i>

b. Genre-Based Approach

The technique of the teaching reading commonly used is teaching/learning cycle proposed by Feez and Joyze (1998). Feez and Joyze (1998, 28-31) give the following description of how a genre-based approach is implemented. There are five processes in text-based approach.

1) Building the Context of Knowledge

In this stage, students firstly are introduced to the social context of an authentic model. Second, they explore features of the general cultural context in which the text type is used and the social purposes the text type achieves. Third, they explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

In this building the context of knowledge there are some explorations. The exploration of register involves:

- a) Building knowledge of the topic of the model text and knowledge of the social activity in which the text is used, e.g., job seeking
- b) Understanding the roles and relationships of the people using the text and how these are established and maintained, e.g., the relationship between a job seeker and a prospective employer
- c) Understanding the channel of communication being used, e.g., using the telephone, speaking face-to-face with members of an interview panel

Context-building activities consist of some activities. The activities include presenting the context through pictures, audiovisual materials, realia, excursions, field-trips, and guest speakers, establishing the social purpose through discussions or surveys, cross-cultural activities, such as comparing differences in the use of the text in two cultures and then comparing the model text with other texts of the same or a contrasting type, for example comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in a service encounter

2) Modeling and Deconstructing the Text

After building the context knowledge, the second process is modeling and deconstructing the text. In this stage, students firstly investigate the structural pattern and language features of the model. Second, they compare the model with other examples of the same text type.

3) Joint Construction of the Text

After modeling and deconstructing the text, the third is joint construction of the text type. In this stage firstly students begin to contribute to the construction of whole examples of the text type. Second, the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control text type independently.

Joint-construction consists of some activities. The first is the activities include teacher questioning or discussing and editing whole class construction, then scribing onto board or overhead transparency. Then, the next activities are skeleton texts, jigsaw and information-gap activities,

small-group construction of text, dictogloss and then self-assessment and peer-assessment activities

4) Independent Construction of the Text

After join construction of the text, the fourth process is independent construction of the text. In this stage, firstly students work independently with the text. The second is learner performances are used for achievement assessment.

Independent construction of the text consists of some activities. The activities include:

- a) Listening tasks, such as comprehension activities in response to live or recorded material, such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions
- b) Listening and speaking tasks, such as role plays, simulated or authentic dialogs
- c) Speaking tasks, such as spoken presentation to class, community organization, or workplace
- d) Reading tasks, such as comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions
- e) Writing tasks which demand that students draft and present whole texts

5) Linking to Related Texts

In this stage, students investigate how what they have learned in this teaching learning cycle can be related to other texts in the same or similar context and future or past cycles of teaching and learning.

Activities which link the text type to related texts include:

- a) Comparing the use of the text type across different fields
- b) Researching other text types used in the same field
- c) Role-playing what happens if the same text type is used by people with different roles and relationships
- d) Comparing spoken and written modes of the same text type
- e) Researching how a key language feature used in this text type is used in other text types

3. Tasks

a) Definition of Tasks

There are some notions to define tasks. Richards (2001:36) defines some characteristics of a task. First, it is something that learners do or carry out using their existing language resources. Second, it has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task. Next, it involves a focus on meaning. Moreover, in the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills.

In addition, According to Bowler and Parminter in Richards (2002), tasks are activity which learners carry out using their available language resources and leading to real outcome. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrase, and experimentation, which are thought to lead to successful language development. Examples of tasks are playing game, solving a problem, or sharing and comparing experiences.

Based on the definition above, task is very important in learning process. The task should have a sense of completeness and being able to stand alone as a communicative act in its own right. This statement is also supported by Nunan (2004). He says that a task is piece of classroom work which involves students in comprehending, manipulating, producing or interacting in the target language (LT) while their attention is mainly on meaning rather than form.

b) Components of Tasks

According to Nunan, tasks are consisted of goal, input, activity, teacher role, leaner role and setting.

(1) Goal

Goals refer to the vague, general intentions behind any learning task. Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or leaner behavior. They may also refer to the knowledge and skill that the task is intended to develop. Goals may not always be explicitly stated, although they can usually be inferred from the task itself.

(2) Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing task. Data can be provided by a teacher, a textbook, or some other sources. The input provided by a number of things, like stimulus materials for activities, new languages items, correct models of language use, a topic for communication, opportunities processing skills, and opportunities for students to use their existing knowledge both of the language and he subject matter.

(3) Activity

Activity refers to what learners will actually do with the input that forms the point of departure for the learning task. In this case, teacher should pay attention on some factors supporting the activities, such as considering the authenticity accuracy, fluency, and activity types. Clark and Silberstain in Nunan (2004: 53) suggest that the activities done with the real world as closely as possible.

(4) Setting

Setting refers to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004: 70-71). It includes the students' configuration when they do the tasks and where the lesson is conducted. It is important to consider the learning "mode" and learning "environment". Learning "mode" refers whether the students are operating on an individual or a group.

(5) Teacher Role

According to Nunan, role refers to the part that learner and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. The teacher has many roles in the classroom. He/she is helping the students to discover of learning and find quick ways of recalling what they have learned, developing ways for students to organize what they have learned, encouraging the students to experiment with different ways of creating and using a language. The teacher should also facilitate active learning and require the students to work things out for themselves. Nunan (2004: 67) states that the teacher and student roles are two side of coin. Giving the students a more active role in the classroom requires the teacher to adopt a difference role.

(6) Learner Role

Based on Nunan role refers to the part which the students and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. Nunan (2004 :65) clarifies that students have some characteristics in learning language. The students is a passive recipient of outside stimuli, an interactor and negotiator who is capable of giving as well as taking, a listener and performer who has little control over the content of learning. The students also involve in a process of personal growth in a social activity where the social and interpersonal roles of the students cannot be divorced from

psychological learning process. In addition, the students must take responsibility for their own learning, developing autonomy and skills in learning how-to-learn.

c) Characteristics of Good Reading Tasks

To make good tasks, teacher needs to decide firstly what kind of materials that will be given. For example in reading tasks, when the teacher wants to give the tasks to the learner, they should make sure that those tasks are suitable with the capability of learners. Moreover, the content of the tasks or materials should appropriate with the standard of competence that is decided.

Tomlinson (1998: 7-12) suggests some characteristics of good English material as stated below.

- 1) Materials should achieve impact; through novelty, variety, attractive, presentation, appealing comment.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learner self-investment.
- 6) Learners must be ready to require the points being taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learners' attention should be drawn to linguistics features of the input.
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative language.

- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners differ in affective attitudes.
- 12) Materials should permit a silent period at the beginning of instruction.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcomes feedback.

In order to develop good material the developers should consider the characteristics of good tasks. The good materials will advantage the learners a lot.

d) Example of Reading Tasks

This example reading task is taken from Interlanguage Class X (Joko Priyono (2008:)

My Grandpa's Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony. Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing. The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin.

Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the

wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing. On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there. The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

A. Answer the questions based on the text above.

1. When did the writer attend the funeral?
2. How long did the writer and his family hold the ceremony?
3. What did they do to the corpse before the funeral was done?
4. What did they do after the corpse was placed in a sandal wood coffin?
5. What did they do on the last day of the ceremony?

B. What do the following words refer to based on the text above?

1. We (paragraph 1, sentence 3) refer to
2. It (paragraph 2, sentence 2) refers to
3. His (paragraph 2, sentence 4) refers to
4. It (paragraph 3, sentence 5) refers to
5. It (paragraph 3, sentence 10) refers to

e) Adapting Reading Tasks

When some materials or tasks need to be adapted, it is very important to observe the all aspects which are influence the content and quality of the tasks. Nunan (1989) conveys that input, learner and activity are the factors that affect the degree of task complexity.

Most teachers give the materials to the learner by using textbook. Teachers need to change or adapt the textbooks so that it can make the material become more suitable for the learners' needs.

According to Richards (2001), most teachers are not creators of teaching materials but providers of good materials. Therefore, a good provider of materials should be able to select appropriately and be creative from what is available. Moreover, they should modify activities to suit learners' needs and supplement by providing extra activities.

According to Richards (2001: 262) the adaption may take a variety of forms, they are modifying content, adding or deleting content, reorganizing content, addressing omissions and extending tasks.

- (1) Modifying content. Here, content may need to be changed because it does not suit the target learners, perhaps because of factors related to the learners' age, gender, social class, occupation, religion or cultural background.
- (2) Adding or deleting content. Usually the book may contain too much or too little for the program. Whole units may have to be dropped, or perhaps sections of units throughout the book omitted. For example, a course may focus primarily on reading skills and hence writing in the book will be omitted.
- (3) Reorganizing content. A teacher may decide to reorganize the syllabus of the book, and arrange the units in what she considers a more suitable order. The teacher may decide not to follow the sequence of activities in the unit but to reorder them for a particular reason.

- (4) Addressing omissions. The text may omit items that the teacher feels are important. For example the teacher may add vocabulary activities or grammar activities to a unit.
- (5) Modifying tasks. Exercises and activities may need to be changed to give them an additional focus. For example, a listening for information, so it is adapted so that students listen a second or third time for a different purpose. Or an activity may be extended to provide opportunities for more personalized practice.
- (6) Extending tasks. Exercise may contain insufficient practice and additional practice tasks may need to be added.

The following are examples of adapted tasks.

(Original Task)

Task 3

Read the text below!

Fire Razes 90 Houses in Palembang

A fire razed around 90 houses in residential area in Palembang of South Sumatra, but left none injured or died during the accident on Sunday morning, *kompas.com* reported.

The fire started engulfing one of the resident homes at 2 a.m, and then was spread to other houses in the crowded area. The fire fighters came to the location and were to extinguish the fire three hours later. Local authorities have yet to find either the cause or material losses in the accident.

(Taken from: www.thejakartapost.com, 7 June 2009)

(Reading Tasks from unit 1 (student worksheet p. 9)

Task 4

Answer the question based on the text!

1. What the news about?

Answer: _____

2. Where and when did the accident take place?

Answer: _____

3. Who was the witness?

Answer: _____

4. How many people injured and died?

Answer: _____

5. How long the fire can be out?

Answer: _____

6. Who did the fire put out?

Answer: _____

(Reading Tasks from unit 1 (student worksheet p. 10))

Adapted task:

Task 3

Read the text and find the meanings of the following words.

1. razed
2. residential
3. engulfing
4. extinguish
5. spread

Fire Razes 90 Houses in Palembang

A fire razed around 90 houses in residential area in Palembang of South Sumatra, but left none injured or died during the accident on Sunday morning, *kompas.com* reported.

The fire started engulfing one of the resident homes at 2 a.m, and then spread to other houses in the crowded area. The fire fighters came to the location to extinguish the fire three hours later. Local authorities have yet to find neither the cause nor material losses in the accident.

(Taken from: www.thejakartapost.com, 7 June 2009)

Task 4

Read the text in Task 3 again and answer the following questions.

1. What is the news about?

Answer: _____

2. Where did the accident take place?

Answer: _____

3. When did the accident take place?

Answer: _____

4. Who was the witness?

Answer: _____

5. How many people injured?

Answer: _____

6. How money people died?

Answer: _____

7. How long could the fire be put out?

Answer: _____

B. Conceptual Framework

Good reading comprehension ability is skill that one should have in order to get all information from printed materials. However, there were some problems that were found related to the reading learning process. First, the materials used in the learning process only were the student worksheet. Then, the class activity was monotonous. In giving tasks, the teacher only gave practice tests on the student worksheet. Moreover, the lack of media made the students not interested and they got bored when they learned. The students had low motivation when they read because they lacked vocabulary. It was caused by the use invariant tasks (student worksheet) and there were no various techniques in the teaching learning process of reading.

Such a learning process was not effective to make the students attend a high reading skill. Therefore, the teacher needed to change or adapt the material so that it's suitable for the learners' needs. According to Richards (2001: 262) the adaption may take a variety of forms; they are modifying content, adding or deleting content, reorganizing content, addressing omissions and extending tasks.

There are some criteria to decide whether the reading learning process is effective or not. There are several principles of the effective reading learning process (Nation, 2009: 6-9). They are meaning-focused input, meaning-focused output, language-focused learning and fluency development. In the meaning-focused input, the reading activities should be done for some reading purposes. Then, reading texts should be appropriate for learner's language proficiency level and reading should be used to develop language proficiency. In meaning-focused

output, the process of teaching reading should help the learners to develop the reading skills and knowledge for effective reading. The process of teaching reading should work on the micro-skills of reading and the language features needed. Besides reading skills and language features, the learners should be given the reading strategies including previewing, predicting, posing questions, connecting to background knowledge, guessing meaning from context, etc. Related to the language-focused learning and fluency development, the teaching process of reading should help and push the learners to develop fluency in reading. Then, the learners should enjoy reading and feel motivated to read. They should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading. Moreover, the learners should read a lot.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

Action research was used in this study. This research was used because essentially it tried to solve the problems found in the teaching and learning process of reading based on the preliminary observations and interviews. It also tried to improve the quality of it. Burns (1999: 30) defines that action research as the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action in it, involving collaboration and co-operation of researchers, practitioners, and laymen. This research was action research in which it was collaborative in nature because the researcher collaborated with the English teacher to conduct the research. Besides collaborative, this action research was focused on the improving the quality of the teaching-learning process of reading. The researcher and the collaborator tried to improve the quality of teaching-learning process of reading by adapting reading tasks.

B. Setting of Research

This part consists of two issues. The first issue is the place of the research and the second issue is the schedule of the research. Each part is discussed below.

1. Place of the Research

The research was conducted at the tenth grade of SMA N 1 Banguntapan, Bantul, Yogyakarta. It is located at Ngentak, Baturetno

Banguntapan Bantul. It has eighteen classrooms, one multimedia room, a canteen, a teacher and head-school room, aula, library, and some laboratory rooms. Related to English learning and teaching activities, SMA N 1 Banguntapan has four teachers. The class target of this research was class X-C. The class has 31 students consisting of 16 female and 15 male students.

2. Schedule of the Research

The researcher conducted the action research in the second semester of the academic year of 2011/2012. The research was conducted from May to June 2012. In implementing the actions, she followed the English schedule of class X-C of SMA N 1 Banguntapan because she conducted the action research in this class.

Table 2: The schedule of the Research

No	Schedule	Activities	Time
1	13 th January 2012	The first interview with English teacher	20 minutes
2	13 th January 2012	The observations	2x45 minutes
3	25 th May 2012	Cycle 1, the first meeting Descriptive Text:	2x45 minutes
5	26 th May 2012	Cycle 1, the second meeting Descriptive Text:	2x45 minutes
6	01 st June 2012	Cycle 1, the third meeting Descriptive Text:	2x45 minutes
7	02 nd June 2012	Cycle 2, the first meeting. Narrative	2x45 minutes
8	08 th June 2012	Cycle 2, the second meeting Narrative	2x45 minutes

C. The Subjects of the Research

The subjects of this study were the class X-C students of SMA N 1 Banguntapan, in the academic year of 2011/2012.

D. Data Collection Techniques and Instruments

The researcher used three techniques to gather the data. They are observations, interviews and questionnaire.

1. Observation

The class observation was done to know what happened in the classroom when the action was implemented. The results of the observation were used to know whether the adapted tasks were appropriate or not. In doing the observation, an observation guide was employed (see Appendix A).

2. Interview

Interviews with students were done right after every class ended. Three students were interviewed representing the up, average and below average students. An interview guide was used (see Appendix B).

3. Questionnaire

Besides using observation and interview, the data in this research were also collected using a questionnaire. The questionnaire was to collect the information whether the adapted tasks were appropriate or not. The questionnaire was given to all students right after every class ended. (See Appendix C)

E. Data Analysis Technique

This study collected two kinds of data. They are quantitative and qualitative data. Quantitative data were collected from questionnaire. Qualitative data were collected from observations and interviews. The quantitative data were analyzed using the descriptive statistics to find the mean.

The qualitative data were analyzed qualitatively as follows (Miles and Huberman, 1994:10).

1. Data reduction

The researcher selected and simplified the data that appear in interviews and field notes. The researcher chose, sorted, and focused on the some problems.

2. Data display

The researcher displayed the organized data. She decided which data and which form should be shown. The data would help the researcher and others to understand what was happening in the field. The data were displayed in verbal description with some tables to support and make it clearer.

3. Conclusion drawing and verification

The researcher made a conclusion based on the data. She also verified the conclusion with a short look back the field notes and discuss with the collaborator.

F. Validity and Reliability of the Data

Burns (1999: 161-162) proposes five criteria of validity. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

In this research, to get the democratic validity the researcher did a collaboration with the English teacher, the students, and the observer as the data resources who have a right to give their opinion, ideas, criticism and suggestion about the implementation of the actions. Their opinions, ideas, criticism and suggestion were used to improve the next actions.

The outcome validity in this research was obtained by looking at the result of the actions which have been done. The researcher and the collaborators analyzed the success and the failure of the actions. The research could be said to be successful if there were some improvement in the reading teaching and learning process and the indicators of the research success were fulfilled.

The process validity was obtained by doing a triangulation technique that is gathering accounts of a teaching situation from three quite different points of view. They are the teacher, the students, and the observer. This was done to avoid the bias that may happen.

The catalytic validity was related to the changes occurred toward the teachers and the students. In this research, the researcher observed the teacher and the students to know whether there were some changes or not and she asked the teacher and the students about their responses to the changes occurring to themselves.

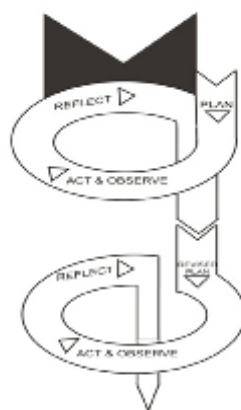
To the last criteria of validity, the dialogic validity, the researcher did not use it because there is no pre-test and post-test in the teaching learning process.

To assess the reliability of the data, the researcher presented the authentic data such as interview transcripts and field notes, used more than one resource to get the same data, and collaborated with a teacher. The researcher also took some pictures to observe the teaching and learning process.

To get test the trustworthiness of the data and to encourage ongoing reflections on them as part of the process of data analysis, the researcher used different kind of techniques in collecting the data. They were observation, interview and questionnaire

G. The Procedure of the Research

This research procedure used was based on the model of Action researcher proposed by Kemmis & Taggart (2000: 595). The elaboration of each stage in this research is as follows:



Action Research model Kemmis and Mc Taggart (2000:595)

1. Planning for Action

Before conducting the research, the researcher conducted observation in the classroom and interview in order to get information and description of the teaching and learning process of reading. In reference to the data of observations and interviews, the researcher and the English teacher identified the existing problem related to the teaching and learning process of reading and selected the most feasible problems which possible to be solved.

After identifying the problem, the researcher and the English teacher made some plans of actions which were appropriate to be implemented both in the first and the next cycle. The planning for the first cycle includes:

- a) Selecting the materials based on the basic standard and competency standard for grade X in second semester

In selecting the materials, the researcher discussed it together with the teacher. Based on the discussion, the material was taken from student worksheet with some modifications for the activities. The materials used narrative and descriptive texts.

- b) Adapting the reading tasks

The researcher adapted some tasks from the student worksheet that would use in the research that included unit 2 and unit 3.

- c) Making the lesson plan

After adapting the tasks, the researcher made a lesson plan. It is about all what the teacher have to do in the teaching and learning process.

- d) Preparing research instruments

- e) Before implementing the actions, the researcher also made the research instruments including observation guideline and the interview guideline and questionnaire.

2. Action and Observation

After planning the actions, the English teacher and the researcher carried out the actions in the classroom. During the implementation of the actions, the researcher acted as the teacher. The lesson was observed by an observer. She observed the students' involvement in the reading learning process. The researcher also interviewed the students to know their opinion about the lessons in order to know the effectiveness of the actions to improve the quality of the teaching and learning process of reading including the improvement of the students' active involvement. Besides that, it also was to know the problems occurred during the implementation of the actions. In addition, a questionnaire was distributed to the students every after the class.

3. Reflection

The reflection was done every time after each cycle of action was completed. It was to evaluate the actions implemented before. The researcher did the reflection to analyze whether the actions were effective or not. There were indicators that had been determined to show effectiveness reading learning process.

On the other hand, if there were some plans which were ineffective, so the researcher tried to find another action or modify the actions in order to be successful in the next.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings. Each cycle in this research consists of planning, action, observation and reflection. The quantitative data obtained during the research to support the qualitative data are also reviewed.

A. Research Findings

1) Reconnaissance

The research process began with the formulation of the identified problems in field. In this steps, the researcher identified some problems which occurred in the process of reading teaching learning in class X-C. In identifying the field problems, the researcher observed the classroom activity. Then, she interviewed the teacher and the other research team members (e.g. the collaborator and the students of class X-C).

The researcher observed the classroom to get the description of the reading teaching and learning process while conducting the interview. Based on the result of the interview with the teacher and the observations, the researcher decided that the students of X-C were the subjects of the research because this class had many problems related to the teaching and learning process of reading in SMA N 1 Banguntapan. The situation of teaching and learning process of reading in X-C class can be seen in the following Vignette.

Date : 13th January 2012

Place : Class X-C of SMA N 1 Banguntapan

Time : 07.00-08.30

The class was so noisy when the teacher came. The teacher asked the researcher and her friend to come in and ask them to sit at the back. The teacher greeted the students, "Good morning." The students answered, "Good morning." The teacher did not ask the students' condition but directly introduced the researcher and her friends to the students. She also explained the reason why the researcher and her friend came to the class.

After introducing and explaining the reason why the researcher came to the class, the teacher asked the students to open their LKS. Then, the teacher asked them to read the descriptive text in the LKS. The teacher asked them to do the questions in the LKS. **While he was asking the students, there were 7 students who were sitting behind who did not pay attention. They tended to make noise. They talked with their friends, played their pencil and put their head on the table. When the teacher warned them, they kept silent for a while but after several minutes they were back to do the same activities.** After that, the teacher told to the researcher that he should go to do something. Then, he left the class and told the student he would back in 20 minutes. **The class became noisy and some students put their head on the table and played their mobile phone.** The researcher tried to ask them why they didn't do their assignments. **Some students said that the tasks were too difficult and they didn't know the meaning of the texts.** Others students said that the teacher often left them to do the tasks in LKS and then just submit it or discussed the tasks together. Some students tried to find the meaning from dictionary. For them who did not bring the dictionary, they worked together with their friends who brought the dictionary. **However, there were some students who did not look for the meaning from the dictionary. They just wrote their friends' answers on their books.**

After some times, the teacher came back to class and asked whether the students have finished their work. The teacher discussed the meaning of the text with the students. She asked the students to write the answers on the whiteboard. However, **there were only 4 students who wrote their answers on the whiteboard voluntary and 6 students wrote their answers because the teacher pointed them to write on the blackboard.** Based on the students' answers, there were two meaning of words which were not related to the context. It seemed that the students who answered only put the meaning from dictionary without looking at the text. **The teacher did not explained more but he just corrected it.** After finding the meaning of the words, the teacher asked the students to do the task based on the text in their book. There were five questions. **In doing the task, the condition of the classroom was very**

noise. Some students even speak loudly they didn't want to do the questions because it's difficult and they were lazy. They did not know the meaning. The teacher warned them to keep silent. There were only few female students who were serious to do the task. The other students did the task while talking with their friends. The teacher gave ten minutes to do the task. Then, the teacher offered students to answer the first question but there was no one who willing to answer and the condition of the class became very quite. Then 1 student raised her hand and answered the questions. **From 31 students, there were 4 students who answered voluntarily and 1 student who answered because the teacher pointed him.**

The class was over at 08.30. Then the teacher gave homework to the students. The homework was taken from LKS. When the teacher gave the homework, the condition was so noise that the teacher warned the students. After explaining the homework, the teacher closed the class and left it.

(App-A/FN)

After the researcher did the observation in the class, she found some problems in the process of English teaching and learning in class X-C written in the vignette above. Those problems made the teaching and learning not run well.

After conducting the observations, the researcher also conducted interviews with some students. From the interviews, it could be concluded that most of the students did not like reading English text because they did not know the meaning of certain words. It is proven in the quotation of interview transcripts below.

Friday, 13th January 2012

R: Reseacher, S: Student

R	: <i>"Tadi waktu pelajaran Bahasa Inggris kok rame dek?"</i> ("Why were you noisy when you had English lesson.")
S	: <i>"Bosen eh mbak. Jadi ya tak tinggal ngobrol sama teman."</i> ("I got bored Miss. So I talked with my friends.")
R	: <i>"Emang ga suka Bahasa Inggris ya?"</i> ("Do you hate English?")
S	: <i>"Ya"</i>

- R : ("Yes, I do.")
 : "Kenapa?"
 ("Why?")
- S : "Ga ngerti artinya mbak."
 ("I didn't understand the meaning Miss.")
- R : "Lo gak tahu kok ga nanya ma pak Nur?"
 ("Why you didn't ask the teacher?")
- S : "Malu Mbak."
 ("I was shy Miss.")
- R : "Kenapa?"
 ("Why?")
- S : "Takut diketawain teman-teman."
 ("I was shy if my friends laughed at me.")

(App-B/Iv)

Friday, 13th January 2012

R: Reseacher, S: Student

- R : "Tadi waktu ditanya sama Pak guru kok diam dik?"
 ("Why were you silent when the teacher asked you?")
- S : "Takut salah mbak soalnya gak tahu jawabnya."
 ("I was afraid of making mistake Miss because I did not know the answer.")
- R : "Kenapa ga tahu?"
 ("Why you did not know?")
- S : "Teksnya sulit. Ga tahu artinya mbak."
 ("The text was difficult. I did not understand.")

(App-B/Iv)

Friday, 13th January 2012

R: Reseacher, S: Student

- R : "Emang yang tidak disukai yang apa? Mendengarkan, berbicara, membaca teks atau menulis?"
 ("What skills do you dislike? Listening, Speaking, Reading texts or writing?")
- S : "Mengartikan sama membaca teks itu ga suka."
 ("I don't like reading if I have to find out the meaning and read the texts.")
- R : "Kenapa?"
 ("Why?")

<i>S</i>	: “ <i>Sulit mbak. Saya ga bisa.</i> ” (“ It is difficult. I can’t. ”)
<i>R</i>	: “ <i>Lo ga bisa kok ga tanya ma pak guru?</i> ” (“Why you didn’t ask your teacher?”)
<i>S</i>	: “ <i>Malu mbak.</i> ” (“ I am shy Miss.”)
<i>R</i>	: “ <i>Kok malu?</i> ” (“Why?”)
<i>S</i>	: “ <i>Ya malu aja.</i> ” (“I am so shy.”)
<i>R</i>	: “ <i>Kalo disuruh maju gitu mau ga?</i> ” (“If your teacher asks you to come in front of the class, will you?”)
<i>S</i>	: “ <i>Ditunjuk dulu baru mau.</i> ” (“If the teacher asks me, I will”)
<i>R</i>	: “ <i>Kalo ga ditunjuk?</i> ” (“Will you come in front of the class if she did not ask you?”)
<i>S</i>	: “ <i>Ya ga maju, males mba!</i> ” (“No, I will not.”)

(App-B/Iv)

Based on the results of observations in the classroom and the interview, the research members identified the problems related to the teaching and learning process of reading in SMA N 1 Banguntapan. The problems are presented in the following table.

Table 3 : Field Problems Concerning the Teaching and Learning Process of Reading at the X-C Students of SMA Negeri 1 Banguntapan

No	Field Problems	Code
1	The students were not ready to study when the teacher came to the class.	S
2	Some students did not like English.	S
3	Some students made noise during the teaching and learning process	S
4	Some students tended to talk with their friends during the teaching and learning process	S

No	Field Problems	Code
5	Some students did not pay attention when the teacher was explaining the materials.	S
6	Most of the students were not actively involved in the activities	S
7	Most of the students did not enjoy the reading activities.	S
8	Most of the student felt bored in the teaching and learning process.	S
9	Some students had low motivation in the teaching and learning process.	S
10	The students were passive in joining the reading learning.	S
10	Some students had difficulties in comprehending English texts.	S
11	The teacher could not create interesting reading activities.	T
12	The teacher found difficulty in controlling the students.	T
13	The teacher did not explain the reading skills and strategies.	T
14	The activities in the teaching and learning process lacked of variations.	T
15	The teacher used monotonous reading activities.	T
16	The tasks were too difficult.	TL

Note :

S : Students

T : Teacher

TL : Teaching-Learning process

The first category was related to the students (code S), including what the students felt and did during the teaching and learning process of reading. The second one was about the teacher (code T). It is concerned with how the teacher treated the students and conducted the teaching and learning process. The third

one was about the teaching and learning process. It is concerned with how the teaching and learning process ran.

After the field problems were identified, weighing the problems based on the urgency level was done. The researcher weighed the field problems by holding discussion with the English teacher. It was done to find her opinions in categorizing the problems identified.

There were 16 problems based on the result of the observation and interview. The most urgent problems were taken because the problems were very important to solve soon. The most urgent problems are presented in the table below.

Table 4 : The Most Urgent Problems Concerning the Teaching and Learning Process of Reading at the X-C Students of SMA Negeri 1 Banguntapan.

No	Field Problems	Code
1	The students tended to talk with their friend during the teaching and learning process.	S
2	Some students did not pay attention when the teacher was explaining the materials.	S
3	The students were passive in joining the reading learning.	S
4	Most of the students were not actively involved in the activities	S
5	Some students had low motivation in the teaching and learning process	S
6	Most of the students felt bored in the teaching and learning process.	S
7	The teacher did not explain the reading skills and strategies.	T
8	Some students had difficulties in comprehending English texts.	S
9	The activities in the teaching and learning process lacked of variations.	T
10	The teacher used monotonous reading activities.	T
11	The tasks were too difficult.	TL

Note :

S : Students

T : Teacher

TL : Teaching and learning process

After weighing the field problems based on the urgency level, then the researcher held discussion with the English teacher to determine the most important problems to be solved. By considering the time, funds, and energy, they selected the most important problems in the teaching and learning process of reading that were feasible to be solved. The following table displays those problems.

Table5 : The Most Feasible Problems to be Solved Concerning the Teaching and Learning Process of Reading at the X-C Students of SMA Negeri 1 Banguntapan

No	Field Problems	Code
1	The students were passive in joining the reading lesson.	S
2	Most of the students felt bored in the teaching and learning process.	S
3	Some students had difficulties in comprehending English texts.	S
4	Most of the students were not actively involved in the activities	S
5	The teacher used monotonous reading activities.	T
6	The tasks were too difficult.	TL

The next step after determining the most feasible problems to be solved, the researcher analyzed the objective analysis by having discussion with the English teacher. The researcher and the English teacher formulated the final objectives of the five solvable and the urgent problems. The alternative causes of

every problem were tried to be found by considering the possible factors. Those factors were the English teacher, students, and activities. Finally, the possible factors of the alternative causes which appeared were analyzed more deeply by the researcher and the English teacher.

2) The Implementation of the Actions in Cycle 1 and 2

a. The Report of Cycle 1

1) Planning 1

After the researcher and the English teacher formulated the field problems, they planned some actions to be implemented in the first cycle. Based on the actions that had been determined, they hoped that Cycle 1 could change the English teaching learning into the following condition.

Table 6 : The Expectations in the Teaching and Learning Process of Reading at the X-C Students of SMA Negeri 1 Banguntapan

No	Expectations
1	The interaction between the teacher and the students and among the students could be improved
2	The student could not be bored during the teaching and learning process
3	The students could improve their English vocabulary.
4	The students could be actively involved in class activities.
5	The classroom activities in the reading class could be varied
6	The tasks were challenging for students

In Cycle 1, the researcher and the collaborator also administered some steps as discussed in the following sections. They are as follows.

a) Selecting the materials based on the basic standard and competency standard for grade X in second semester.

In selecting the materials, the researcher discussed it together with the teacher. Based on the discussion, the material was taken from student worksheet with some modifications for the activities. The materials were narrative texts.

b) Adapting the reading tasks

The researcher adapted some tasks from the student worksheet that would be used in the research that included Unit 2. The theme of Unit 2 was about healthy. In adapting the tasks, she modified some aspects in each text on the tasks. First, she modified the content. Here the content may need to be changed because it does not suit the target learners. Then the second step is adding or deleting the content. She tried to add some contents in the text. After that, she added some comprehension questions based on the text. The next step was to reorganize the content. She decided to reorganize the syllabus of the student worksheet and arrange the units in what she considered a more suitable order. The next step is addressing omission. The text may omit items that she felt were important then she added vocabulary activities to the unit. After that, she modified the tasks. She changed the activities to give them an additional focus. For example, reading a descriptive text.

c) Making the lesson plan

After adapting the tasks, the researcher made a lesson plan. It is about all what the teacher had to do in the teaching and learning process.

d) Preparing research instruments

Before implementing the actions, the researcher also made the research instruments including observation guideline, the interview guideline and questionnaire.

In Cycle 1, the researcher and the collaborator also administered the text that would be used in each meeting as discussed in the following sections.

(1) First Meeting

In the first meeting, the researcher and the collaborator planned to apply the tasks which were adapted from the student worksheet. They also planned to present the materials about descriptive texts to the students entitled *What is Anorexia Nervosa*, and *Joe the Fat Boy*. Those texts were used for modeling of the text. The detail information of the use of descriptive texts is presented in the lesson plan in the Appendix.

(2) Second Meeting

In the second meeting, the researcher and the collaborator planned to apply the tasks which were adapted from the student worksheet and also present the materials about descriptive texts. The implementation of the adapting reading tasks is presented in the field note in Appendix. The detail information of descriptive texts that were presented entitled *Dr. Sardjito Hospital* and *Angie who got Dengue Fever* which are presented in the lesson plan in Appendix. Those texts were used for modeling of text and join construction of the text steps.

(3) Third Meeting

In the third meeting, the researcher and the collaborator planned to apply the tasks which were adapted from the student worksheet. They presented the materials about the descriptive text to the students entitled *Sleman District Hospital* and *Smart Health Clinic* which are presented in the lesson plan in Appendix. The teaching kits that were used in the third meeting were the same with the first and second meeting.

2) Action and Observation in Cycle 1

The actions in Cycle 1 were conducted in three meetings. In these three meetings the researcher acted as the teacher and the collaborator acted as the observer. She presented the students about the purpose, the parts (generic structure) and language features of a descriptive text, while the collaborator observed the running teaching and learning process by sitting at the back row in the classroom.

The teaching and learning process was conducted with the same technique for the first three meetings. The teacher applied the reading tasks which was adapted in the classroom. She asked the students to make prediction about the story and guess the meaning of the difficult words based on the context. Sometimes she also asked them to scan the detail information of the descriptive text. She did not only give the students a text and asked them to do the task directly, but also assisted them to activate their background knowledge before they read the text by themselves.

These three meetings were the same in term of the topic of the texts that been given and the types of the tasks. Each tasks represented their own indicator, such as identifying the topic or the main idea of a descriptive text, finding the detailed information, identifying unfamiliar lexical items of a descriptive text, identifying the referent, and identifying the purpose of a descriptive text. The detail of the action in each meeting is discussed as follows.

a) Implementing the Adapted Reading Tasks to Improve Students' Reading Learning Process in the First Meeting

The first meeting was held on May 25, 2012. The researcher acted as the teacher and the collaborator acted as the observer. This meeting involved three stages which were pre-teaching, while-teaching, and post-teaching. In the pre-teaching, the teacher started the teaching and learning process by greeting the students, checking the students' attendance, and asking the captain of the class to lead a prayer.

In the while-teaching, the teacher used the text-based method which employs BKOF (Building Knowledge of the Field), and MOT (Modeling of the Text). In BKOF, she asked questions related to their previous experience. She activated the students' background knowledge by showing some pictures related to descriptive texts like in the figure below.



Figure 1: **The teacher activated students' background knowledge by showing some pictures**

Then, in MOT she showed an example of a descriptive text entitled "*The Patient of Anorexia Nervosa*". After that, she explained the generic structure, the language features, and the purpose or the social function and the characteristics of a descriptive text. Before they read the text, the researcher asked them to find the meaning of vocabulary list in the tasks. The purposed of this action is to enrich students' vocabularies. She assisted them to guess the difficult words by guessing the meaning based on the context.

She started to apply the adapted reading task by identifying a descriptive text of *What is Anorexia Nervosa* and *Joe the Fat Boy*. The tasks were identifying the specific information of the texts in form of comprehension questions, find the closest meaning of word, and summarizing. The students worked in pairs to do the tasks. When they were doing the task, she walked around the class to monitor students' activities. After some minutes, she discussed the answer for those tasks.

Before they did the task, she assisted the students to predict what the topic was about and guess the meaning of the vocabulary lists.

In this first meeting, all the activities were accomplished well. Even though there were some students who did not pay attention to her explanation and the class became noisy, in the post teaching, she asked the students about their difficulties related to the activity and the materials given. Then, the bell rang, and she ended the class.

b) Implementing the Adapted Reading Tasks to Improve Students' Reading Learning Process in the Second Meeting

The second meeting was held on May 26, 2012. Like the first meeting, the researcher acted as the teacher and the collaborator acted as the observer. In the pre-teaching, the teacher greeted the students and checked their attendance.

In while-teaching, the teacher started by conducting BKOF. She asked the students about the materials given in the previous meeting. After that, she gave a model of descriptive texts to the students entitled *Dr. Sardjito Hospital* in MOT stage. Before they read the text, she asked the students some information related to the text to activate their background knowledge. The implementation of making prediction of the topic of the text is shown in this following teaching and learning transcript.

- | | |
|---|--|
| R | : <i>Apa yang kalian lakukan ketika kalian sakit?</i> ('What do you do, when you get sick?') |
| S | : <i>Minum obat</i> ('Take medicine.') |
| R | : <i>Kalian pergi ke rumah sakit untuk berobat ga?</i> ('Did you go to the hospital to check up?') |
| S | : <i>Ya</i> ('Yes I did') |
| R | : <i>Ada yang tau rumah sakit Dr Sardjito Hospital?</i> ('Do you know the Dr Sardjito Hospital?') |
| S | : 'Yes I do.' |
| R | : 'Where is the located of the Dr Sardjito Hospital?' |
| S | : <i>Di dekat UGM.</i> ('It is near UGM.') |
| R | : Yes it is, <i>kira-kira teksnya tentang apa?</i> ('Can you predict what the text is talking about?') |
| S | : <i>Kesehatan</i> ('It is about healthy.') |
| R | : 'Excellent.' |

(App-B/Iv)

The teaching and learning transcript above shows that the teacher asked the students to make a prediction of the topic of the text. She also asked them to identify the generic structure, the topic of the text, the simple present tense of the text, and the purpose of the text. They also were identifying the specific information of the text.

Then, she continued to apply the adapted reading task by identifying a descriptive text entitled *Angie who Got Dengue Fever* in JCOT stage. She asked the students some information related to the text to activate their background knowledge. Before they read the text, the researcher asked them to find the meaning of vocabulary list in the tasks. The purposed of this action is to enrich students' vocabularies. She also asked them to identify the specific information of the text. The students worked in pairs to do the task. She facilitated them to guess the meaning of those words based on the context. After some minutes, she

discussed the answer for those tasks. Before they did the task, she assisted the students to predict what the topic was about. Then, she moved around to check their work. Some students looked confused. There were some students that found difficulty answering the reading comprehension questions. In some cases, she helped some of them who found difficulty in accomplishing the task.

After all the tasks were accomplished, she asked them the purpose of a descriptive text, the generic structure of a descriptive text and the characteristics of a descriptive text found in the text. Then she moved to the post teaching by asking the difficulties the students faced. Then, the bell rang, she closed the lesson and leaved the class.

c) Implementing the Adapted Reading Tasks to Improve Students' Reading Learning Process in the Third Meeting

The third meeting was held on June 01, 2012. In this meeting, the researcher acted as the teacher and the collaborator acted as the observer. The teacher started the teaching and learning process in pre teaching by greeting the students, and asking the captain of the class to lead the prayer and checking the students' attendance.

Then, she continued teaching and learning process by moving to ICOT. She gave the students the descriptive texts entitled *Sleman District Hospital* and *The Smarth Health Clinic*. Before they read the text, the researcher asked them to find the meaning of vocabulary list in the tasks. The purposed of this action is to

enrich students' vocabularies. In deciding the both tasks, they had to find the detailed information based on the given text. The students work individually to do the tasks as the following picture.



Figure 2: The students identify the meaning of vocabulary list in the Smart Hearth Clinic text individually

The picture shows that they were interested in identifying the adapted reading tasks individually. They did the tasks seriously. During the activity she controlled the students' work and guided them to accomplish it. After all the students completed the tasks, the teacher started to discuss them. After that, she asked them to check their tasks with their friends. They were interested in discussing the tasks by writing the answer on the blackboard.

A few minutes before the class ended, the teacher moved to the post-teaching by asking the students about their difficulties. Then, the bell rang and she closed the lesson.

3) Reflection

Having implemented the actions in Cycle 1, the researcher and the collaborator had discussion to make a reflection with regard to the observations during the implementation of the actions, the interviews with the collaborator and the students. The reflection was used to plan the action in the next cycle.

In reference to the reflection conducted in Cycle 1, the teaching and learning process was done successfully. Most of the students were enthusiastic in joining the reading teaching and learning process although the class became noisy. They followed all the instructions given by the teacher and most of them paid attention to her explanation. They did not feel shy to ask her about something they did not understand.

In presenting the materials to the students, the teacher did not find any difficulties. The explanation was clear enough and they understood it well. They got the characteristics of descriptive text which were used of present tense, identifying the topic or the main idea of a descriptive text, finding the detailed information, identifying unfamiliar lexical items of a descriptive text, identifying the referent, and identifying the purpose of a descriptive text. The students' understanding of a descriptive text is shown in the following the teaching learning process transcript.

- | | |
|---|--|
| R | : <i>Coba perhatikan teks ini. Kalian masih ingat tidak apa saja bagian dari descriptive text?</i> ('Pay attention to the text. Do you still remember what the generic structure of the descriptive text is?') |
| S | : 'Identification.' |
| R | : 'Good, the body paragraph?' |

- S : 'Description.'
- R : '*Oke, terus tenses yang digunakan biasanya memakai apa?*
(‘What is the tense?’)
- S : 'Present tense.'

(App-A/Iv)

The teaching learning process transcript above implies that the students had a good understanding of the descriptive text. However, most of the students were silent during lead-in activity. The teacher also conducted some interviews with the students about their understanding of descriptive texts.

- R : 'Do you remember the function of the descriptive text?'
- S : 'To describe someone.'
- R : 'What else?'
- S : 'To describe something.'
- R : '*Kata sifat yang kalian pake biasanya apa saja?* (‘What are the adjective?’)
- S : 'Beautiful, sweet, handsome.'

(App-A/Iv)

The interview transcript above implied that the students who were interviewed had a good understanding of the materials which was presented. However, most of them were not interested to give their opinions. When the researcher asked them, some of them said that they were shy to answer or give their opinions. It is shown in the following interview transcript.

- R : '*Tadi kenapa cuma diem? Ada masalah?* (‘Why are you silent? Is there any problem?’)
- S : '*Ga apa-apa mbak.* (‘No, Miss’)
- R : '*Pelajarannya susah atau textnya kurang menarik?* (‘The lesson too

difficult or the texts are not interesting?')
 S : *'Ga Mbak teksnya mudah dipahami kok ada daftar kata-katanya jadi tau tentang apa. Tadi malu aja mbak. ('No, Miss. The texts are interesting. I was just shy Miss.')*

(App-B/Iv)

The interview transcript above implies that some of the students tend to be passive in stating their opinions.

In Cycle 1, the teacher applied the adapted reading tasks as the technique in teaching. It was different from the technique used by the real English teacher before the research was held. The implementation of adapted reading tasks technique was implemented by asking the students to identify the adapted reading tasks based on the student worksheet.

However, the class became noisy. Some of them identify the tasks haphazardly and wrote their friends' answer on their book. They had to be helped in guessing that meaning. In addition, some students busy with their activities. They did not participate well during the lesson. Knowing such a condition, the researcher found a solution by having an interview with the collaborator. The transcript below is the interview transcript conducted between the researcher and the collaborator.

R : *Pak, apakah beberapa anak-anak memang mereka kurang memperhatikan ketika mengikuti pelajaran. ('How about the students, some of them they did not participated well during the lesson.')*

C : *Itu memang anak-anaknya seperti itu kok Mbak, makanya saya*

sering tegur mereka. ('It is because the students themselves, therefore I often warned them.')

R : *Lalu sebaiknya langkah apa yang perlu diambil pak? Apa perlu mereka sering saya tunjuk agar mereka mereka lebih aktif mengeluarkan pendapat pak? ('What kind of solution we have to take? Should I pointing them to make them more active in stating their opinion?')*

C : *Ya, gitu juga bisa. Tapi mereka perlu di bantu dan diberi perhatian agar mau mengeluarkan pendapat dan tidak takut salah. ' ('Yes, it can be. They need more assistance and attention to share their ideas and do not afraid to make mistakes.')*

R : *Iya pak, beberapa saya lihat juga begitu. Atau apa tasknya jadi terlalu gampang sehingga mereka jadi kurang tertarik? ('Yes sir, I think so. Is the tasks were too easy therefore they did not interested in accomplishing the tasks?')*

C : *Sebaiknya tasknya ditambah biar agak banyak saja mba. Pertemuan .selanjutnya pake texts type yg berbeda saja jadi gak bosan. (In the next meeting you need to explore more the tasks and provide different topic in each meeting)*

R : *Iya pak, nanti bisa diterapkan di cycle 2.makasi sarannya pak. ('Yes Sir, it can be applied in cycle two. Thanks for your advice.')*

(App-B/Iv)

The interview transcript above shows the obstacles faced by the students in the classroom and the solutions to solve their problem. The adapted reading tasks facilitated the students to have good reading comprehension although there were some obstacles in applying it. With the use of the adapted reading task, the teaching and learning process could run well.

The advantages in applying the adapted reading task are illustrated in this following interview transcript conducted between the researcher and the students.

R: *Gimana dek, teksnya sulit atau tidak?* ('How is text? Is it difficult or not?')

S1: *Gak semua mba, ada beberapa kata aja yg gak tau artinya.* ('No miss, just there are some difficult words.')

R: *Apa kesulitan yang biasa ditemukan ketika belajar reading?* ('What is the difficulty when you learning reading?')

S1: *Memahami teks mba, sering gak ngerti artinya mba,* ('Comprehend the text. I don't know the meaning.')

R: *Kalo sekarang bisa tidak mengerjakan tasks yang diberikan?* ('Can you do the the tasks?.')

S1: *Lumayan mba soalnya ada daftar vocabulary itu jadi tau topiknya tentang apa.* ('Not so bad miss, the vocabulary lists help me to know the topic.')

(App-B/Iv)

R: *Gimana bisa menjawab soalnya tidak dek?* ('Can you answer the tasks?')

S2: *Beberapa mba.* ('Some of them miss.')

R: *Menurut kamu vocabulary listnya bisa membantu memahami teks gak?* ('Do you think the vocabulary lists help you to comprehend the text?')

S2: *Iya mba, jadi lebih ngerti tentang apa teksnya.* ('Yes miss, I can understand what the text is about.')

R: *Lho sebelumnya emang biasanya belajar reading seperti apa?* ('How you learning reading before?')

S2: *Ya biasa disuruh kerjain soal di LKS.* ('Usually do tasks in student worksheet.')

R: *Berarti task yang sekarang gimana menurut kamu?* ('What do you think about the tasks that I given to you?')

S2: *Gak bosenin mba, soalnya ada variasinya.* ('It is challenging miss.')

(App-B/Iv)

The interview transcripts above show the advantages in applying the adapted reading tasks. The students preferred to apply the adapted reading tasks technique because it helps students to comprehend the text easily.

The advantage of the adapted reading tasks is also stated by the collaborator. Below is the transcript of an interview that was conducted between the researcher and the collaborator.

- R : Menurut bapak, apakah mengadaptasi reading tasks ini membantu siswa untuk memahami teks? ('Do you think the adapted reading tasks help the students to comprehend the text?')*
- C : Ya iya mba, soalnya mereka jadi udah punya gambaran ini teks tentang apa. Vocabulary list itu cukup membantu mereka mba. ('Yes I think so. They have background knowledge what the text is about. It helps the students.')*
- R : Tadi beberapa siswa juga mengatakan mereka senang dengan tasks yang diberikan. ('Some students said that they are enjoying with the tasks given.')*
- C : 'Yes I see.'*

(App-B/Iv)

The interview transcript above shows that the advantages of the implementation of the adapted reading tasks help students to comprehend the text well.

In reference to the reflection in Cycle 1, the application of Cycle 2 was necessary because several problems such as the class became noisy, some students often make prediction haphazardly, and some of the students tend to be passive still existed.

4) Summary of Cycle 1

In reference to the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The descriptions of the successful actions were as follows.

- 1) The use of the adapted reading tasks was successful in making the students participate well during the teaching and learning process. They followed the teacher's instruction and felt motivated to read and completed the given tasks.
- 2) The use of vocabulary lists in the beginning of the text made the students comprehend the text given without asking the teacher to translate it.
- 3) The use of the adapted reading tasks was successful in making the reading lesson not monotonous because before the action was implemented, the teacher often asked the students to read the text and do the tasks directly.
- 4) The students comprehended the given text easier by the implementation of the adapted reading tasks. They answered the questions related to the text well.
- 5) The use of the adapted reading tasks improved students' reading comprehension ability.

On the other hand, the unsuccessful actions were presented below.

- 1) The class became noisy.
- 2) Some students indentified the tasks haphazardly.
- 3) Some students imitated their friends answer.

b. The Report of Cycle 2

In Cycle 2, the researcher and the collaborator administered three steps as discussed in the following sections.

1) Planning

In reference to the reflections of the actions implemented in Cycle 1, the researcher found that there were some aspects in Cycle 1 that needed to be improved. Considering the improvement of reading learning process and students' involvement, she still implemented the same actions as in Cycle 1. In addition, she made some improvements by adding some new actions to solve the problems which occurred. The details of the planning in Cycle 2 are presented in the following discussion.

(a) Fourth Meeting

The researcher and the collaborator planned to present the narrative texts appropriate with the student worksheet which was adapted. The titles of the texts were *The Golden Eggs* and *Harry Potter*. The detail information of the use of the narrative text is presented in the lesson plan in Appendix. In the teaching and learning process, the researcher who acted as the teacher and the English teacher acted as the observer. She motivated the passive students by giving more assistance and attention to be more active.

(b) Fifth Meeting

In the fifth meeting, the researcher and the collaborator planned to apply the tasks which were adapted from the student worksheet. The titles of the text were *Prince and His Best Friend*, *the Lion and the Mouse* and *the Man Killer*.

The teacher would guide the students to guess the difficult words, and did the tasks systematically. She motivated the passive students by giving more assistance and attention to be more active. The information of the materials is presented in the lesson plan in Appendix.

2) Action and Observation in Cycle 2

The action in Cycle 2 was conducted in two meetings. In these two meetings the researcher acted as the teacher and collaborator acted as the observer. She discussed the generic structure and the language features of a narrative text, while the collaborator observed the running of teaching and learning process by sitting in the back row in the classroom. In this cycle, she expected that there were some improvements of the results that had been reached in Cycle 1.

The teaching and learning process was conducted with the same technique for two meetings in Cycle 2. The teacher applied the reading tasks that were adapted in the classroom. She asked the students to make prediction about the content of the text and guess the meaning of the difficult words found on the context. She did not only give the students texts and asked them to do the task directly, but also she assisted them to activate their background knowledge before they read the text by themselves. The additional action motivated the passive students by giving more assistance and attention to be more active to share their idea and opinion during the teaching and learning process.

These two meetings were similar in terms of the technique that was used and the materials which were presented. They were different texts but similar topic. Each task represented their own indicator, such as identifying the topic/main idea of a narrative text, identifying the detailed important information of a narrative text, finding unfamiliar lexical items of a narrative text, identifying the purpose of a narrative text and others. The detail of the action in each meeting is discussed as follows.

(a) Implementing the Adapted Reading Tasks to Improve Students' Reading Learning Process in the Fourth Meeting

The fourth meeting was held on June 8, 2012. The researcher acted as the teacher and the collaborator acted as the observer. The teacher started the pre-teaching stage by greeting the students, checking their attendance, and asking the captain of the class to lead a prayer. All the students were present.

In the while-teaching, the teacher used text-based method which employed BKOF (Building Knowledge of the Field), and MOT (Modeling of the Text). In BKOF, she asked questions related to their favorite story. Some of them said that their favorite story was fairy tale such as Snow White, Rapunzel, and Cinderella etc. Others student said Harry Potter, Narnia, etc.

Then, in MOT she showed an example of narrative text entitled *The Golden Eggs*. After that, she explained the generic structures, the language features, and the purpose or the social function and the characteristics of a narrative text. Before they read the text, she asked them to find the meaning of

words in the vocabulary list in the tasks. She assisted them to guess the difficult words by guessing the meaning based on the context like in the figure below.



Figure 3: **The teacher assisted the students to identify the difficult words.**

The figure above shows that, she motivated the students by giving more assistance. After having MOT, she began to move to JCOT stage. She applied the adapted reading task by identifying a narrative text of *Harry Potter*. She gave three tasks to the students. The first task was indentifying the vocabulary list with their partner. In the second task she asked them to identify the true false statements. The purpose of this task is to find out the students' understanding about the text. To identify the task, they had to make a correction for the false statements based on the given text. The last task was identifying the specific information of the texts. The students worked in pairs to do the task. Some students looked confused to accomplish the tasks. She assisted the students to predict what the topic was about and guess the meaning of the vocabulary lists.

When they were doing the task, she walked around the class to monitor students' activities. After that, they discussed their answer to their classmates.

Then, she moved to post teaching, she made a review with the students about what they had learnt that day. Then, the bell rang and she ended the lesson.

(b) Implementing the Adapted Reading Tasks to Improve Students' Reading Learning Process in the Fifth Meeting

The fourth meeting was held on June 8, 2012. The teacher started the pre-teaching stage by greeting the students, checking their attendance, and asking the captain of the class to lead a prayer. All the students were present.

She began to apply the adapted reading task by identifying a narrative text entitled *Angie the Prince and His Best Friend* in JCOT stage. Each tasks which are given similar with the tasks in previous meeting. They are vocabulary lists, comprehension questions and true false statement. She asked the students to identify the difficult words that they found in the text. She also asked the students to identify true false statement and the specific information of the text. The students worked in pairs to do the task. She facilitated them to guess the meaning of those words based on the context. After some minutes, she discussed the answer for those tasks. Before they did the task, she assisted the students to predict what the topic was about. Then, she moved around to check their work. Sometimes, she helped some of them who found difficulty in accomplishing the task.

Then, she continued teaching and learning process by moving to ICOT. She gave the students the narrative texts entitled *The Lion and The mouse* and *The*

Man Killer. The students worked individually to do the tasks. In deciding the tasks, they had to find the detailed information based on the given text. Before they did the task, they had to guess the meaning of the vocabulary lists. During the activity she controlled the students' work to accomplish it. After all the students completed the tasks, the teacher started to discuss them. After that, she asked them to check their task with their friends. They were interested in discussing the tasks by writing the answer on the blackboard like in the figure below.



Figure 4: The students answer the tasks by writing them on the blackboard

The students were actively involved in joining the teaching learning and learning process of reading. They were enthusiastic to identify the answer of the the task by writing them on the blackboard, because the task was challenging.

Then, she moved to post teaching, she made a review with the students about what they had learnt that day. Then, the bell rang and she ended the lesson.

3) Reflection

The teaching and learning process in Cycle 2 was done successfully. All of the activities were well accomplished. Also, most of the students were enthusiastic in joining the reading teaching and learning process in the classroom. They followed all the instructions given by the teacher and paid attention to her explanation.

In presenting the materials to the students, the teacher did not find any difficulties. The explanation was clear enough so they understood it well. In Cycle 2, the students not only understood the explanation about the narrative text given by the teacher but also comprehended the text given well. They answered most of the questions related to the text. The students' understanding of the narrative text is illustrated in the following transcript of the teaching learning process.

- | | |
|---|---|
| R | : <i>Perhatikan paragraph pertama, biasanya ini disebut apa?</i>
(‘Pay attention to the first paragraph. What do you call it?’) |
| S | : ‘Orientation’ |
| R | : <i>Ok ini orientation, terus setelah orientation apa generic structure selanjutnya?</i> (‘Ok it is orientation. Then what is the next of generic structure of narrative text?’) |
| S | : Complication |
| R | : ‘What do you get in the complication?’ |
| S | : <i>Menceritakan masalah yang dialami oleh tokoh dalam cerita miss.</i> (‘Retell the problem of the characters in the story.’) |

(App-B/Iv)

The teaching learning process transcript above shows that the students had a good understanding of the narrative text. Most of the students were active during

lead-in activity. They were also actively participated during the teaching and learning process. The teacher also conducted some interviews with the students about their understanding of the narrative texts. Bellow is the interview transcript that shows the students' knowledge of narrative texts.

- | | |
|---|--|
| R | : <i>Tadi kita belajar apa sih?</i> ('What is today lesson about?') |
| S | : Narrative texts. |
| R | : <i>Kalo sekarang udah ngerti ato masih bingung?</i> ('Do you understand it?') |
| S | : <i>Nek saiki mba wes ga bingung ko mba, uda ngerti.</i> ('Yes, I do.') |
| R | : <i>Masih inget bagian-bagiannya kan?</i> ('Do you still remember its structures? Can you mention them?') |
| S | : <i>Inget dong Miss.</i> ('Yes I did orientation, complication, resolution and reorientation.') |
| R | : <i>Ok, Tense apa yang digunakan disini?</i> ('What tense that is used?') |
| S | : 'Past tense.' |

(App-A/Iv)

The interview transcript above implies that the students who were interviewed had a good understanding of the materials which was presented. The advantages in applying the adapted reading task are illustrated in this following interview transcript conducted between the researcher and the students.

- | | |
|----|--|
| R | : <i>Gimana dek, teksnya yang sekarang sulit atau tidak?</i> ('How is text? Is it difficult or not.') |
| S1 | : <i>Gak mba, ada beberapa kata aja yg gak tau artinya.</i> ('No miss, just there are some difficult words.') |
| R | : <i>Kalo sekarang senang tidak mengerjakan tasks yang diberikan?</i> ('Do you like the tasks?') |
| S1 | : <i>Iya mba, soalnya ceritanya lebih banyak, jadi lebih menarik.</i> ('Not so bad miss, the vocabulary lists help me to know the topic.') |

(App-B/Iv)

- R : *Gimana bisa menjawab soalnya tidak dek?* ('Can you answer the tasks?')
- S2 : *Beberapa mba.* ('Some of them miss.')
- R : *Menurut kamu vocabulary listnya bisa membantu memahami teks gak?* ('Do you think the vocabulary lists help you to comprehend the text?')
- S2 : *Iya mba, jadi lebih ngerti tentang apa teksnya.* ('Yes miss, I can understand what is the text about.')
- R : *Berarti task yang sekarang gimana menurut kamu?* ('What do you think about the tasks that I given to you?')
- S2 : *Gak bosenin mba, soalnya ada variasinya.* ('It is challenging miss.')

(App-B/Iv)

The teaching learning process transcripts above implies that the students were active in stating their opinion. She also motivated the passive students by giving more assistance and attention. The evidence of the solved problems was also stated by the collaborator. Below is the interview transcript that was conducted between the researcher and the collaborator.

- R : *Bagaimana pertemuan keempat ini pak?* ('What do you think about this fourth meeting sir?')
- C : *Kalau menurut saya ya sudah berjalan dengan baik, mereka lebih termotivasi mengerjakan task yang diberikan.* ('I think it runs well. The students were motivated to do the tasks.')
- R : *Ya pak. Mereka juga lebih tertantang dengan task yang diberikan.* ('I think so. They more challenging with the task given.')
- C : *Iya mba saya lihat mereka lebih termotivasi karena mba juga sering membantu mereka mengidentifikasi task.* ('Yes I think so, because you help them to identify the task.')
- R : *Saya lihat beberapa anak juga sudah mulai mau ikut mengeluarkan berpendapat. Tannafas itu sebenarnya pintar ya pak.* ('Passive students have started their idea.')
- C : *Mereka butuh dimotivasi saja sebenarnya, makanya mereka perlu dibantu dan di beri perhatian lebih mba.* ('They just need to be motivated and give more attention.')

(App-B/Iv)

The transcript above shows that the obstacles that were solved successfully. Beside, the students were interested in the implementation of the adapted reading tasks. In addition, they also stated that the implementation of the adapted reading tasks helped them comprehend the text better than they had to read it directly. It also made them curious to read the text and help them activating their background knowledge before they read the whole text.

- R : *Masih ada kesulitan ga ketika memahami teks?* ('Did you find any difficulties?')
- S : *Insya Allah ga mba.* ('I don't think so Miss.')
- R : *Terus gimana cara memahami text?* ('Then, how to comprehend the text?')
- S : *Dengan mengartikan vocabulary list dulu , terus dikira-kira berdasarkan kalimat-kalimat sebelumnya.* ('By guessing the meaning based on the context.')
- R : *Jadi lebih baik dikasi teks terus disuruh baca, atau mengartikan vocabulary list dulu?* ('So which way do you prefer?')
- S : *Mengartikan dulu mba.* ('By find the meaning of the vocabulary list miss')

(App-B/Iv)

The opinion about the students' understanding of the narrative texts was also stated by the collaborator. The following is the interview transcript that was conducted between the researcher and the collaborator.

- R : *Gimana pak pertemuan terakhir ini?* ('Do you think that this last meeting runs well?')
- C : *Ya, mereka lebih paham juga tentang narrative text, mereka tidak kesulitan menjawab pertanyaan. Vocabnya juga meningkat ko mba.* ('Yes, they have a better understanding about recount text, they also able to answer the questions given. Their vocabulary

mastery also increases.’)
 R : Iya pak. (‘Yes Sir’.)

(App-B/Iv)

The interview transcripts above show that the teacher applied the adapted reading tasks. It solves the students’ problems in teaching reading. The use of the adapted reading tasks was successful in making the reading lesson not monotonous because the adapted reading tasks is challenging.

4) Summary of Cycle 2

From the implementation of the actions in Cycle 2, there were some actions that were successful. The descriptions of the successful actions were as follows.

- 1) The use of the adapted reading tasks was successful to make the students participated well during the teaching and learning process. They followed the given instruction and looked interested in reading and completing the tasks. Also, the students actively stated their ideas.
- 2) The use of the adapted reading tasks made the students comprehend the text given without asking the teacher to translate it.
- 3) The use of the adapted reading tasks was successful in making the reading lesson not monotonous because before the action was implemented, the teacher often asked the students to read the text and do the tasks directly.

- 4) The students comprehended the given text easier by the implementation of the adapted reading tasks. They answered the questions related to the text correctly.
- 5) The use of the adapted reading tasks improved students' reading learning process.

B. The General Findings

This subchapter presents the research findings of all actions that had been done in the research. As stated before, the research aimed at improving the reading learning process of the students of grade X at SMAN 1 Banguntapan, Bantul. Therefore, the actions conducted answered the questions formulated in the first cycle.

In the first cycle, the implementation of the adapted reading tasks was successful to make the students get involved in the teaching learning process. It also improved their reading comprehension ability. However, there were some problems occurring in implementing the actions that were the class became noisy, some students made ideas noisily and haphazardly and they tend to be passive. Therefore, the researcher solved the problems so that in Cycle 2 the students' reading comprehension improved successfully. The research finding on improving reading comprehension is summarized in Table.

Table 7 **The Result of the Action Research Study**

No	Pre-condition	Cycle 1	Cycle 2
1	The students were passive in joining reading learning.	Some of the students participated well in the reading teaching and learning process. The students made opinion haphazardly. Also some of them are passive.	Most of the students participate well in the reading teaching and learning process. The students share their opinion. They actively stated their ideas.
2	Most of the students felt bored in the teaching and learning process.	The use of the adapted reading tasks made some students become enthusiastic.	The use of the adapted reading tasks made the students become enthusiastic.
3	Most of the students were not actively involved in the activities.	Some students actively involved in class activities.	The students actively involved in class activities.
4	Some students had difficulties in comprehending English texts.	The students comprehended the given text.	The students comprehended the given text.
5	The reading lesson was monotonous.	The reading lesson was not monotonous. However the class became noisy.	The reading lesson was not monotonous. The noise could be reduced well.
6	The tasks were too difficult.	The tasks were challenging for the students.	The tasks were challenging for the students.

Before the implementation of the action, the teaching and learning process was monotonous. The activity did not motivate the students to participate well during the teaching and learning process. Most of the students were not interested to read the text.

After the action was implemented, the teaching reading technique was not monotonous. The students also actively participated during the teaching and learning process. After the implementation of the action, the students' reading learning process improved. They could answer the questions related to the text. They also understood what the text is about.

There are two indicators used to determine the success of the implementation of the adapted reading tasks in the learning process. The first indicator is the result of the grading score of the questionnaire given to the students. The students were asked to answer the questionnaire that was given in each meeting. The questionnaire consisted of 14 questions related to the reading task and provided five possible answers. These 14 questions were formulated based on six aspects which are tried to be improved by the researcher. Each answer determined the grade score, 5 is the highest score while 1 is the lowest. After the grading score was completed, the mean score was determined. The result presented in the following chart. Meeting 1, 2, and 3 inducted into Cycle 1, while meeting 4 and 5 represented Cycle 2.

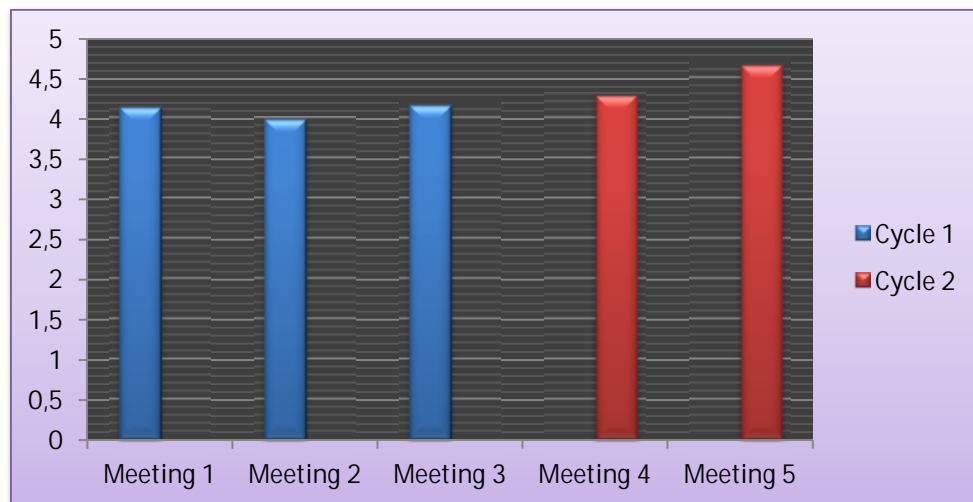


Chart 01. The mean score of the questionnaires

According to the chart above, there are significant improvements on the score. The mean score of the questionnaire in meeting 1 is 4.13. It went down to 3.98 in the second meeting, but then moved up to 4.15 in the third meeting. It can be seen there is a little improvement in the end of cycle 1. From the score of each meeting in cycle 1, it can be determined the average mean score of Cycle 1 was 4.09. Meanwhile, the mean score of meeting 4 was 4.15, and the score of meeting 5 was 4.28. It also can be determined the average mean score between meeting 4 and 5 that represented cycle 2 4.47. There is .38 points of score improvement in the end of Cycle 2 compared to the end of Cycle1.

The second indicator to determine the success of the implementation of the adapted reading tasks in the learning process is the students' learning achievement. The students' learning achievement can be gained by determining the score of reading tasks given in teaching and learning process. As same as the questionnaire, these tasks of reading were also given in each meeting. After the

score of each student was calculated, the mean score was determined as presented in the chart 2 below.

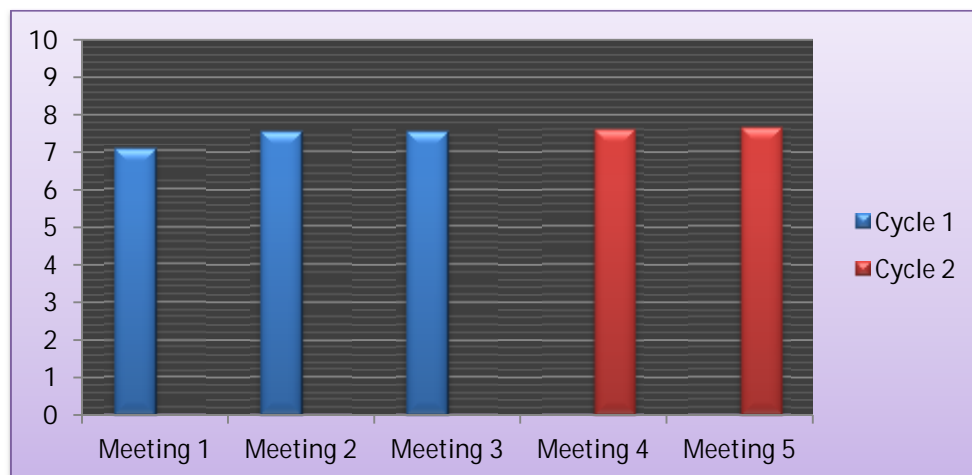


Chart 02. The mean score of the reading tasks

As seen in the chart above, it presented the score of the reading task given in each meeting. As same as the previous explanation, meeting 1, 2, and 3 represented cycle 1, while meeting 4 and 5 represented cycle 2. The students' mean score of reading task in meeting 1 was 7.07. The mean score of meeting 2 was 7.52, and it maintained in the same score in meeting 3. It means, by the end of cycle 1 the average score of the meetings was 7.37. After the implementation of cycle 1, the next cycle was conducted. The chart shows the mean score of the students' achievement on reading task in meeting 4 was 7.58. Meanwhile, the mean score of the fifth meeting was 7.64. From the mean score of each meeting in cycle 2, it can be calculated the average score of cycle 2 was 7.61. Compared to the mean score of cycle 1, there is .24 points of improvement after the implementation of Cycle 2.

Based on explanation above, there are significant improvements of the two indicators. It shows .38 points of improvement in the result of grading score of questionnaire related to the reading task. There is also .24 points of improvement in the students' learning achievement in reading task. These improvements of the indicators show that the treatment of implementing the reading task in the English teaching and learning process was successful.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter V presents the conclusions and suggestions of the research. These points are presented as follows.

A. Conclusions

In reference to the research question, the results show that the adapted reading tasks could be implemented to improve the learning process of reading. In Cycle1 and Cycle2, the researcher implemented of the adapted reading tasks. She modified some aspects in each text on the tasks. Firstly, the content was modified. Here the content may need to be changed because it does not suit the target learners. Then the content was added or deleted. The texts were added with some contents. After that, the comprehension questions were given based on the text. The next step was reorganized content. The syllabus of the student worksheets were reorganized and were arranged. As a result the units became more suitable order. The next step was addressed omission. The texts may omit items that were important, and then the vocabulary activities were added to the units. After that, the tasks were modified. Some activities of learning process were changed to give the students an additional focus. Therefore, the implementation of the adapted reading task helped the students' learning process.

The result of observations and interviews show that there are some improvements in the students' learning process of reading. They were also interested and motivated to be actively involved in the teaching and learning

process during the implementation of the adapted reading tasks. Finally, this research shows a positive result in improving the students' learning process of reading using the adapted reading tasks. It could be seen from the field notes, students' scores in the grading scores of the questionnaire, interview transcripts, and the collaborators' opinion about the actions.

In conclusion, through the implementation of the adapted reading tasks the students' learning process could be improved. It was because the adapted reading task is an interesting technique. Therefore, they followed all the instructions and were interested to read and complete the tasks. They answered the questions related to the text correctly. In addition, the use of the adapted reading tasks made the students become enthusiastic to do the task. The students comprehended the given text more easily.

B. Suggestions

Based on the conclusions of the study, some suggestions are directed to the English teacher and other researchers.

1. For the English Teachers

It is essential for the teacher especially the English teachers at SMAN 1 Banguntapan to improve the students' reading learning process by applying the various and interesting teaching technique. The interesting technique is useful to make the students enjoy and participate well during the teaching and learning process. It is very useful for them to use of the adapted reading tasks in teaching reading.

2. For Other Researchers.

It is necessary to follow up this study in order to find more actions to improve students' reading learning process. It is also possible for other researchers to conduct this study in other schools. Therefore, the other researchers who conduct similar research need to be well-prepared, so the research can run well.

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Field Notes

Field Note 1

Date : May 31, 2012

Time : 09.00 – 14.00

Hal : Mengurus perijinan

1. R mengurus surat penelitian di kantor Gubernur yang beralamat di kompleks Kepatihan, Danurejan, Yogyakarta.
2. R mendapat surat izin penelitian pada pukul 10.00.
3. R menyampaikan surat tembusan di BAPPEDA yang beralamat di Jalan Robert Wolter Monginsidi No. 1 Bantul.
4. R mendapatkan surat izin penelitian yang dikeluarkan oleh BAPPEDA pada pukul 13.00.
5. R menyampaikan surat tembusan pada instansi-instansi yang terkait, antara lain Kantor Dinas Pendidikan Kebudayaan, Pemuda dan Olahraga Daerah Istimewa Yogyakarta, Kantor Bupati Bantul, Kantor Dinas Pendidikan Menengah Atas Kabupaten Bantul.

Field Note 2

Date : May 19, 2012

Time : 07.00-08.30

Hal : Observasi

1. R datang ke sekolah yang akan dijadikan tempat penelitian yaitu SMA N 1 Banguntapan Bantul pada pukul 07.00.
2. R menunggu C di ruang piket karena belum datang.
3. C datang dan meminta R menunggu sebentar.
4. Di perjalanan menuju kelas, C bertanya kepada R tentang pelaksanaan penelitian yang akan dilaksanakan pada tanggal 25 May 2012.
5. Sesampainya di ruang kelas, terlihat para siswa belum menempati tempat duduk masing-masing.
6. Karena hari tersebut adalah hari yang disepakati untuk observasi, maka C yang mengajar dan R yang duduk di bangku belakang.
7. Setelah mengucapkan salam, berdoa, dan memeriksa kehadiran siswa, C memperkenalkan R pada para siswa dan menjelaskan tujuan R datang ke kelas tersebut.
8. C memulai pelajaran dengan meminta siswa membuka LKS yaitu tentang deskriptif teks.
9. C meminta siswa untuk mengerjakan soal-soal yang ada di LKS tersebut, kemudian C mohon izin untuk keperluan keluar sebentar.
10. Mayoritas siswa tidak mengerjakan tugas tersebut, mereka terlihat malas mencari arti kosakata di kamus dan banyak siswa tidak membawa kamus.
11. 30 menit kemudian C kembali dan menanyakan pada siswa apakah tugas mereka sudah selesai.
12. C bertanya pada siswa tentang jawaban atas pekerjaan siswa.

13. Mayoritas siswa tidak bisa menjawab pertanyaan –pertanyaan itu.
14. Beberapa siswa tidak memperhatikan, mengantuk, dan sibuk mengobrol dengan temannya bahkan bermain handphone.
15. C meminta siswa untuk menulis jawaban dari pertanyaan yang diberikan secara voluntary.
16. Namun tidak ada siswa yang bersedia maju untuk menjawab.
17. C kemudian menunjuk beberapa siswa untuk ke depan dan menulis jawaban dari tugas mereka.
18. Terdapat beberapa siswa yang tidak mengerti atau memahami isi teks tersebut, kemudian C menerjemahkan kata per kata dalam teks tersebut untuk membantu siswa memahaminya.
19. Beberapa saat kemudian C membahas jawaban siswa dan menerjemahkan teks tersebut karena siswa juga tidak bisa memahami teks dengan baik.
20. Beberapa saat kemudian bel berbunyi, menandakan jam pelajaran bahasa Inggris telah habis.
21. C segera menutup pelajaran dan memberitahukan bahwa R yang akan mengisi pelajaran pada waktu berikutnya.
22. C dan R kembali ke ruang guru dan berbincang-bincang sebentar.
23. C memberitahu R bahwa siswa kelas X C adalah kelas yang paling pasif dan memiliki kemampuan bahasa Inggris yang paling rendah diantara kelas yang lain.
24. C memberi tahu R bahwa siswa sering harus dibantu dengan menerjemahkan teks untuk mempermudah mereka memahami teks.
25. Setelah perbincangan dianggap cukup, R mengucapkan terima kasih dan pamit untuk pulang.

Field Note 3

Date : May 25, 2012

Time : 07.00-08.30

Hal : Meeting 1

1. R datang ke sekolah untuk melakukan persiapan mengajar pada jam pelajaran ke-1 dan ke-2.
2. R menunggu C di ruang piket karena C belum datang.
3. C datang dan menghampiri R untuk menanyakan persiapan mengajar.
4. Begitu bel berbunyi, R dan C menuju ke ruang kelas.
5. Hari itu R yang mengajar sedangkan C duduk di bangku belakang.
6. R mengucapkan salam, membuka pelajaran, dan memeriksa kehadiran siswa.
7. R menunjukkan beberapa gambar yang ada pada student worksheet pada siswa dan menyuruh mereka mendeskripsikan gambar tersebut.
8. Siswa menyebutkan beberapa kosakata terkait dengan gambar tersebut.
9. Siswa mendeskripsikan hal-hal yang ada pada gambar tersebut.

10. Setelah itu R membagikan student worksheet yang terdapat teks deskriptif pada siswa yang berjudul "The Patient of Anorexia Nervosa".
11. Didalam student worksheet tersebut, terdapat task untuk mengidentifikasi arti dari kosakata terkait dengan teks.
12. Siswa menjawab dengan asal-asalan karena banyak yang tidak membawa kamus.
13. Karena banyak siswa yang tidak membawa kamus, maka R dan siswa bersama-sama membahas arti kata tersebut.
14. Setelah itu, R meminta siswa membaca teks deskriptif "The Patient of Anorexia Nervosa" selama 15 menit.
15. Siswa mengidentifikasi generic structures dari teks tersebut.
16. Setelah itu, R dan siswa membahas language features dari teks descriptif.
17. R meminta siswa menjawab pertanyaan yang terdapat pada teks "The Patient of Anorexia Nervosa".
18. Siswa mengerjakan dengan teman sebangkunya.
19. R dan siswa mendiskusikan jawaban dari pertanyaan tersebut.
20. Beberapa siswa menjawab pertanyaan dengan benar, akan tetapi masih ada beberapa siswa yang tidak memperhatikan sehingga R menegur mereka.
21. Kemudian R membagikan student worksheet berupa teks descriptif yang berjudul "Joe the Fat Boy".
22. Di dalam teks tersebut terdapat 2 task, yaitu mengidentifikasi arti kata dan menjawab pertanyaannya.
23. Siswa mengartikan kosakata dengan asal-asalan dan saling menyontek satu sama lain.
24. Beberapa siswa terlihat sibuk bermain handphone dan mengobrol sehingga R harus berulang kali menegur mereka.
25. Karena banyak siswa yang tidak membawa kamus, R dan siswa bersama membahas kosakata terkait dengan teks.
26. Setelah itu, R meminta siswa membaca teks deskriptif "Joe the Fat Boy" selama 15 menit.
27. Siswa mengidentifikasi generic structures dari teks tersebut.
28. Setelah itu, R dan siswa membahas language features dari teks descriptif.
29. R meminta siswa menjawab pertanyaan yang terdapat pada teks "The Patient of Anorexia Nervosa".
30. Siswa mengerjakan dengan teman sebangkunya.
31. Beberapa siswa terlihat menanyakan jawaban pada teman yang lain dengan berjalan, sehingga keadaan kelas menjadi gaduh.
32. Setelah itu R meminta siswa untuk tenang dan meminta mereka menjawab pertanyaan di papan tulis.
33. Karena tidak ada siswa yang bersedia maju, maka R menunjuk beberapa dari mereka untuk maju.
34. R dan siswa mendiskusikan jawaban dari pertanyaan tersebut.
35. R menanyakan kesulitan yang dihadapi para siswa.
36. Setelah itu bel berbunyi tidak lupa R menutup pelajaran dan meminta siswa untuk membawa kamus pada pelajaran selanjutnya.

37. Secara garis besar pertemuan pertama tersebut berjalan dengan lancar, beberapa siswa dapat menjawab pertanyaan dari teks-teks yang diberikan tersebut, akan tetapi masih banyak juga siswa yang belum dapat memahami isi teks karena tidak mengetahui arti kata.

Field Note 4

Date : May 26, 2012

Time : 07.00-08.30

Hal : Meeting 2

1. R datang ke sekolah untuk melakukan persiapan mengajar pada jam pelajaran ke-3 dan ke-4.
2. R menunggu C di ruang piket karena C belum datang.
3. C datang dan menghampiri R untuk menanyakan persiapan mengajar.
4. Begitu bel berbunyi, R dan C menuju ke ruang kelas.
5. Hari itu R yang mengajar sedangkan C duduk di bangku belakang.
6. R mengucapkan salam, membuka pelajaran, dan memeriksa kehadiran siswa.
7. R bertanya pada siswa tentang pelajaran sebelumnya dan siswa menjawabnya.
8. R membagikan student worksheet kepada para siswa.
9. Pada pertemuan ke-2 ini, siswa terlihat lebih antusias terhadap materi yang diberikan oleh R.
10. Pada pertemuan ini R memberikan teks yang berjudul "Dr. Sardjito Hospital".
11. R meminta siswa untuk mengerjakan task yang diberikan seperti pada pertemuan sebelumnya.
12. Beberapa siswa terlihat masih mengobrol dan berjalan menanyakan jawaban teman-temannya, sehingga R harus kembali menegur mereka.
13. Setelah 20 menit R menanyakan pada siswa apakah task sudah selesai dikerjakan.
14. Beberapa siswa menjawab sudah dan beberapa yang lain menjawab belum.
15. R meminta siswa menuliskan jawaban di papan tulis dan masih banyak siswa yang tidak bersedia untuk maju, sehingga R harus menunjuk beberapa dari mereka.
16. Beberapa siswa maju dan menjawab pertanyaan yang terdapat pada task tersebut, namun masih ada beberapa yang salah.
17. Setelah itu R dan siswa membahas jawaban yang benar bersama-sama.
18. Setelah selesai menjawab bersama-sama, R menanyakan tujuan beserta karakter dan fitur-fitur kebahasaan yang ada dalam teks tersebut.
19. Setelah itu R membagikan teks kedua kepada para siswa yang berjudul "Angie Who Got Dengue Fever".
20. R meminta siswa untuk mengerjakan task yang diberikan secara individu.
21. Siswa mengidentifikasi arti dari kosakata terkait dengan teks.
22. Siswa mengerjakan dengan lebih tenang dari pertemuan sebelumnya.
23. Untuk mencari arti kosakata mereka menggunakan kamus.
24. R menegur beberapa siswa yang masih saling menyontek.

25. Setelah 15 menit, R menanyakan apakah siswa sudah selesai mengerjakan tugas yang diberikan.
26. Siswa menjawab sudah, kemudian R meminta mereka untuk menukarkan jawaban secara silang.
27. R bertanya apakah ada siswa yang mau maju ke depan untuk menulis jawaban.
28. Beberapa siswa bersedia untuk maju.
29. Terlihat jawaban dari para siswa sudah mulai mendekati benar, sehingga R menjadi lebih ringan dalam mengevaluasi hasil tugas mereka.
30. Setelah itu bel tanda istirahat berbunyi dan R tidak lupa menutup pelajaran dan memberikan kesimpulan hasil belajar hari ini.

Field Note 5

Date : June 1, 2012

Time : 07.00-08.30

Hal : Meeting 3

1. R datang ke sekolah untuk melakukan persiapan mengajar pada jam pelajaran ke-3 dan ke-4.
2. R menunggu C di ruang piket karena C belum datang.
3. C datang dan menghampiri R untuk menanyakan persiapan mengajar.
4. Begitu bel berbunyi, R dan C menuju ke ruang kelas.
5. Hari itu R yang mengajar sedangkan C duduk di bangku belakang.
6. R mengucapkan salam, membuka pelajaran, dan memeriksa kehadiran siswa.
7. R bertanya pada siswa tentang pelajaran sebelumnya dan siswa menjawabnya.
8. R membagikan student worksheet kepada para siswa berupa teks deskriptif berjudul "Sleman District Hospital".
9. Siswa diminta untuk mengidentifikasi arti dari kosakata dan pertanyaan pemahaman terkait dengan teks.
10. Pada pertemuan ke-3 ini, R lebih menekankan pada proses belajar siswa, karena siswa diminta untuk mengerjakan tugas secara individu.
11. Siswa mengerjakan tugas yang diberikan dengan tenang, dan terlihat hanya sedikit yang masih menyontek.
12. Setelah 20 menit R menanyakan apakah siswa sudah menyelesaikan tugas yang diberikan.
13. Siswa menjawab sudah, kemudian R meminta mereka untuk menukar jawaban dengan teman mereka untuk dikoreksi.
14. R meminta siswa untuk menulis jawaban di papan tulis, dan tanpa harus ditunjuk, beberapa siswa maju dengan sendirinya.
15. Akan tetapi masih ada siswa yang sibuk mengobrol dan tidak memperhatikan sehingga kelas menjadi agak gaduh.
16. R menegur dan menunjuk mereka untuk menulis jawabannya di papan tulis.
17. Siswa dapat menjawab pertanyaan yang diberikan dengan benar.
18. Setelah itu, R meminta mereka mengidentifikasi struktur kebahasaan yang terdapat pada teks.

19. Siswa menjawab dengan antusias pertanyaan-pertanyaan yang diberikan.
20. Setelah itu, R membagikan teks deskriptif berikutnya yang berjudul “Smart Health Clinic”.
21. Siswa mengerjakan dengan mandiri dan tenang.
22. Para siswa terlihat antusias dalam mengerjakan soal dan tidak ada siswa yang sibuk dengan kegiatan mereka sendiri.
23. Mereka juga terbantu dalam memahami isi teks dibuktikan dengan mereka mampu mengerjakan soal-soal yang diberikan dengan benar.
24. Setelah semua soal selesai dibahas, R mengulas ulang materi pelajaran di hari tersebut dan bertanya apakah mereka sudah mengerti tentang tujuan, karakter dan fitur-fitur kebahasaan dari teks deskriptif.
25. R menanyakan kesulitan apa yang masih ditemui oleh siswa.
26. Setelah pelajaran berakhir, R menutup pelajaran dan mengucapkan salam.
27. R segera meminta ijin pada C untuk mewawancarai beberapa siswa.
28. Setelah mewawancarai siswa-siswa tersebut, R kemudian mewawancarai C.

Field Note 6

Date : June 2, 2012

Time : 07.00-08.30

Hal : Meeting 4

1. R datang ke sekolah untuk melakukan persiapan mengajar pada jam pelajaran ke-3 dan ke-4.
2. R menunggu C di ruang piket.
3. C datang dan menghampiri R untuk menanyakan persiapan mengajar.
4. Begitu bel berbunyi, R dan C menuju ke ruang kelas.
5. Hari itu R yang mengajar sedangkan C duduk di bangku belakang.
6. R mengucapkan salam, membuka pelajaran, dan memeriksa kehadiran siswa.
7. R menanyakan pertanyaan seputar cerita atau dongeng yang siswa sukai.
8. Siswa menjawab tentang cerita sesuai dengan pengetahuan mereka.
9. R bertanya tentang kosakata yang biasa digunakan dalam menggambarkan cerita.
10. R dan siswa berbagi kosakata yang digunakan dalam membaca cerita.
11. Setelah itu, R membagikan student worksheet yang terdapat narrative text berjudul “The Golden Eggs”.
12. R menjelaskan seperti pada pertemuan sebelumnya tentang apa yang harus dilakukan.
13. Siswa mulai menulis arti dari kosakata dengan menggunakan kamus.
14. Pada pertemuan di cycle 2, R menekankan pada proses belajar siswa.
15. Selain itu R lebih memberi perhatian yang ekstra serta menambahkan gambar-gambar yang lebih menarik pada teks naratif sehingga siswa lebih tertarik ketika belajar.
16. Setelah menemukan arti dari kosakata yang dicari, siswa mulai membaca teks naratif yang diberikan.
17. Kemudian R dan siswa mulai berbagi pengetahuan tentang teks naratif mulai dari tujuan, unsur-unsur bagian dari teks naratif.

18. Siswa mulai melanjutkan mengerjakan task yang diberikan secara berpasangan dengan teman sebangku mereka.
19. Task yang diberikan terdiri atas 3 tasks, yaitu mencari arti kosakata, menjawab reading comprehension serta menjawab true/false berdasarkan teks.
20. Di pertemuan yang ke-4 para siswa lebih tenang dalam mengerjakan task yang diberikan.
21. Mereka dapat menjawab pertanyaan yang diberikan tanpa mencontek pada temannya yang lain tidak seperti pada pertemuan-pertemuan selanjutnya.
22. Setelah itu R dan siswa mulai membahas jawaban dari task-task tersebut.
23. R menanyakan pada siswa apakah ada yang bersedia maju menjawab pertanyaan yang diberikan.
24. Beberapa siswa maju dan menjawab pertanyaan di papan tulis.
25. Siswa terlihat lebih bersemangat ketika belajar serta mengerjakan task yang diberikan, hal ini terlihat dari mereka mau untuk maju ke depan tanpa harus ditunjuk terlebih dahulu.
26. Setelah selesai membahas jawaban bersama-sama, R kembali membagikan student worksheet yang terdapat teks naratif berjudul "Harry Potter".
27. Terdapat 3 tasks yang berdasarkan dari teks naratif tersebut, yaitu menulis arti kosakata, menjawab true/false serta menjawab pertanyaan pemahaman.
28. R meminta siswa untuk mengerjakan tugas mereka secara individu berpasangan.
29. Siswa mengerjakan tugas dengan tenang dan R memonitor mereka dengan membantu memberikan petunjuk dari pertanyaan-pertanyaan yang kurang dipahami.
30. Tidak ada siswa yang sibuk sendiri atau menyontek dengan temannya.
31. Siswa dapat menjawab pertanyaan-pertanyaan yang diberikan terbukti banyak dari mereka dapat menjawab dengan benar.
32. Setelah selesai, guru meminta siswa untuk menukar kertas jawaban mereka dengan temannya untuk mengoreksi bersama jawaban mereka.
33. R juga meminta mereka untuk maju dan menulis jawaban di papan tulis.
34. Siswa lebih bersemangat dalam menjawab pertanyaan-pertanyaan yang diberikan.
29. Setelah semua soal selesai dibahas, R mengulas ulang materi pelajaran di hari tersebut dan bertanya apakah mereka sudah mengerti tentang tujuan, karakter dan fitur-fitur kebahasaan dari teks naratif.
30. R menanyakan kesulitan apa yang masih ditemui oleh siswa.
31. Setelah pelajaran berakhir, R menutup pelajaran dan mengucapkan salam.

Field Note 7

Date : June 8, 2012

Time : 07.00-08.30

Hal : Meeting 5

1. R datang ke sekolah untuk melakukan persiapan mengajar pada jam pelajaran ke-1 dan ke-2.
2. R menunggu C di ruang piket.
3. C datang dan menghampiri R untuk menanyakan persiapan mengajar.

4. Begitu bel berbunyi, R dan C menuju ke ruang kelas.
5. Hari itu R yang mengajar sedangkan C duduk di bangku belakang.
6. R mengucapkan salam, membuka pelajaran, dan memeriksa kehadiran siswa.
7. R bertanya pada siswa tentang materi dipertemuan sebelumnya.
8. Siswa menjawab dengan antusias bahwa mereka belajar tentang teks naratif.
9. Setelah itu R membagikan student worksheet yang terdapat teks naratif berjudul "The Price and The Mouse".
10. Terdapat 2 tasks berdasarkan teks tersebut yaitu menjawab true/false serta pertanyaan pemahaman.
11. Siswa mengerjakan dengan berpasangan.
12. Setelah selesai mengerjakan, R dan siswa membahas bersama-sama jawaban dari task tersebut.
13. Setelah itu, R kembali membagikan student worksheet yang terdapat teks naratif berjudul "The Lion and the Mouse".
14. Terdapat 1 task yang harus dijawab oleh siswa berdasarkan teks tersebut.
15. Siswa mengerjakan secara individu setelah itu dikoreksi bersama-sama dikelas.
16. Setelah selesai mengerjakan, R meminta siswa untuk maju menulis di papan tulis jawaban mereka.
17. Hampir semua siswa yang maju dapat menjawab pertanyaan dengan benar.
18. Setelah selesai, R membagikan lagi student worksheet yang berjudul "The Man Killer".
19. Siswa mengerjakan tugas secara individu.
20. Para siswa terlihat lebih antusias dalam mengerjakan soal dan tidak ada yang sibuk dengan kegiatan mereka sendiri.
21. Mereka juga terbantu dalam memahami isi cerita, dibuktikan dengan mereka mampu menjawab soal-soal yang diberikan dengan benar.
22. Pada task yang diberikan kali ini, R telah memperhitungkan bahwa waktu yang ada tidak cukup untuk membahas jawaban bersama-sama.
23. Oleh sebab itu siswa diminta untuk mengumpulkan jawaban dari tugas mereka karena akan dikoreksi sendiri oleh R.
24. Sen kembali telah itu, R kemudian meminta siswa mengidentifikasi tujuan dan bagian-bagian dari teks naratif berdasarkan teks yang mereka terima.
25. Bel berbunyi, kemudian R menutup pelajaran dan juga berpamitan kepada para siswa serta mengucapkan terima kasih pada mereka.
26. Setelah itu, R menemui C di ruang guru untuk membahas kegiatan di kelas sebelumnya. Setelah data yang dibutuhkan oleh R telah cukup R berpamitan.

Field Note 8

Date : June 10, 2012

Time : 07.00-08.00

Hal : Berpamitan dengan pihak sekolah

1. R datang ke sekolah dan menuju ke ruang Kepala sekolah untuk berpamitan dan mengucapkan terima kasih.

2. Setelah itu R mohon diri untuk bertemu dengan C di ruang guru untuk berpamitan dan mengucapkan terima kasih karena sudah dibantu menyelesaikan penelitian.

INTERVIEW TRANSCRIPTS

P: Place

C: Collaborator

S: Students

D: Date

R: Researcher

P: Teacher Office

D: 30 Januari 2012

C: Pak Nurjani

R : Jadi pak, selama mengajar bagaimana karakter dan tingkah laku siswa-siswa di sini?

C : Anak-anak disini semua baik kok mba, paling ada beberapa siswa yang nakal tapi masih nakal wajar kok!

R : Ooh...kalau belajar di kelas gimana pak?

C : Ya macam-macam mba siswanya, ada yang memperhatikan, ada yang ramai sendiri, ada yang sibuk mengganggu temennya, tapi masih wajar nakalnya anak-anak

R : Terus kalau pas lagi diterangkan gitu gimana pak? Langsung mengerti tidak?

C : Sebagian biasanya mengerti tapi sebagian kadang diam saja kalau ditanya.

R : Maksudnya diam gimana pak?

C : Ya kadang siswa ini mba kalo gak ngerti diem aja, gak berani bertanya juga!

R : Terus supaya mereka tidak diam, bapak gimana?

C : Biasanya langsung saya tunjuk mba, biar bisa aktif gak diam aja gitu

R : Ooh, terus materi-materi pelajaran bapak memakai apa saja?

C : Banyaknya dari LKS mba, udah lumayan disitu banyak soal-soal untuk melatih kemampuan membaca anak-anak.

R : Selain LKS ada yang lain pak? Mungkin dari internet atau yang lain barangkali?

C : Seringnya saya pakai LKS ini mba, nanti tinggal disesuaikan dengan materi yang ada di silabus”

R : Ooh...gitu ya pak. Oh iya pak, kalo boleh apa saya nanti bisa ikut bapak ketika mengajar? Saya mau melihat proses belajar anak-anak di kelas.

C : Oh boleh, silahkan aja mba. Kebetulan saya ada jam mengajar kelas XC hari ini.

R : Iya pak, terima kasih.

P: Di dalam kelas XC (Istirahat)

D: 30 Januari 2012

S: Erry

R : Namanya siapa?

S : Erry.

R : Tadi waktu pelajaran Bahasa Inggris kok rame dek?
 S : Bosen eh mbak. Jadi ya tak tinggal ngobrol sama teman.
 R : Emang ga suka Bahasa Inggris ya?
 S : Ya
 R : Kenapa?
 S : Ga ngerti artinya mbak.
 R : Lo ga tahu kok ga nanya ma pak Nur?
 S : Malu Mbak.
 R : Kenapa?
 S : Takut diketawain teman-teman.
 R : Ok makasi ya dik.
 S : Iya mba.

P: Di depan kelas XC (Istirahat)

D: 30 Januari 2012

S: Ela

R : Namanya siapa?
 S : Ela mba.
 R : Ngobrol bentar ya?
 S : Ok, tapi jangan pake Bahasa Inggris ya mba.
 R : Ga ko, tenang aja. Oh iya, Ela suka pelajaran Bahasa Inggris gak?
 S : Hehehe, gak begitu mba!
 R : Tadi waktu ditanya sama Pak guru kok diam dik?"
 S : Takut salah mba soalnya ga tahu jawabnya."
 R : Kenapa ga tahu?"
 S : Teksnnya sulit. Ga tahu artinya mbak.
 R : Kenapa gak membuka kamus aja?
 S : Gak bawa mba, sering lupa juga.
 R : Oh gitu, ya udah makasih ya.
 S : Iya mba.

P: Di depan kelas XC (Istirahat)

D: 30 Januari 2012

S: Dinar

R : Permisi dik, namanya siapa?
 S : Dinar mba.
 R : Ngobrol bentar ya?
 S : Oh boleh mba, gimana?
 R : Tadi mba perhatikan di kelas pas pelajaran Bahasa Inggris kok sibuk main hp sendiri?
 S : Hehehehe, iya mba...
 R : Emang yang tidak disukai yang apa? Mendengarkan, berbicara, membaca teks atau menulis?
 S : Mengartikan sama membaca teks itu gak suka."
 R : Kenapa?"
 S : Sulit mbak. Saya ga bisa.

- R : Lo ga bisa kok gak tanya ma pak guru?
 S : Males mba, malu.
 R : Kok malu?
 S : Ya malu aja.
 R : Kalo disuruh maju gitu mau gak?
 S : Ditunjuk dulu baru mau.
 R : Kalo ga ditunjuk?
 S : Ya gak maju, males mba!

Before action

P: Di dalam kelas XC

D: 19 Mei 2012

S: Mega

- R : Ade, boleh ngobrol bentar?
 S : Iya mba.
 R : Namanya siapa?
 S : Mega mba.
 R : Oke, ade suka gak sih ama pelajaran Bahasa Inggris?
 S : Lumayan suka, tapi kalo ada kata-kata yang susah jadi malas mba.
 R : Apa hambatan yang biasa ditemukan waktu belajar Bahasa Inggris?
 S : Ya itu tadi mba kalo susah jadi males.
 R : Selain itu?
 S : Memahami arti teks, kalo artinya aja gak tau gimana mau kerjain mba, hehehe.
 R : Tapi kalo dikasih tugas gitu ama Pak Nur tetap dikerjain kan?
 S : Kalo disuruh mengerjain ya dikerjain mba.
 R : Biasanya Pak Nur kalo kasih tugas yang dipake buku apa?
 S : Dari LKS atau kadang buka buku paket juga mba, tapi jarang kalo buku paket.
 R : Oh, oke kalo gitu. Makasi ya ade.
 S : Iya mba sama-sama.

P: Di dalam kelas XC

D: 19 Mei 2012

S: Tanaffas.

- R : Halo dik, namanya siapa?
 S : Tanaffas mba.
 R : Seneng gak sama pelajaran Bahasa Inggris?
 S : Seneng banget, kalo gak bisa bahasa Inggris gak bisa mengerti dunia.
 R : Pelajaran apa yang paling adik sukai?
 S : Menghafal, membaca gampang.
 R : Tapi tadi mba perhatiin ade sibuk sendiri, hayo ngapain?
 S : Maen HP sambil belajar mba, buat nambah semangat., hehehee.
 R : Kalo di kelas, kegiatan yang biasanya dilakukan ketika Pak Nurjani mengajar apa?
 S : Menjawab pertanyaan, mengerjakan tugas.
 R : Buku yang digunakan apa?
 S : LKS mba.

P: Di dalam kelas XC

D: 19 Mei 2012

S: Sarah

R : Ade, namanya siapa?

S : Sarah mba.

R : Sarah seneng gak sama Bahasa Inggris?

S : Menyenangkan bisa bicara ma bule mba, hehehehe.

R : Hambatan apa yang ditemui ketika belajar Bahasa Inggris?

S : Kalo gak tau artinya mba.

R : Yang ade sukai?

S : Membaca mba yang penting gak susah kosakatanya.

R : Oh, oke makasi ya dik.

S : Iya mba.

After Action

P: Di dalam kelas XC

D: 25 Mei 2012

S: Nana

R : Tadi kenapa cuma diem? Ada masalah?

S : Ga apa-apa mbak.

R : Pelajarannya susah atau textnya kurang menarik?

S : Ga Mbak teksnya lumayan mudah dipahami kok ada daftar kata-katanya jadi tau tentang apa. Tadi malu aja mbak.

R : Kok malu?

S : Hehehe, gak papa mba.

R : Kalo ada yang tidak dimengetahui ditanyakan saja ya dik.

S : Iya mba.

P: Di dalam kelas XC

D: 25 Mei 2012

S: Mega

R : Mega, mba mau nanya lagi seputar kegiatan belajar tadi.

S : Oh iya mba, gimana?

R : Menurut kamu, vocabulary list itu membantu kamu memahami teks gak?

S : Iya mba, membantu sekali soalnya sebelum baca jadi ngerti paling gak teksnya mau bahas apa gitu.

R : Terus kalo yang lain dari soal yang diberikan ada lagi yang disuka tidak?

S : Ada mba, gambarnya jadi punya gambaran. Sama soal-soal yang dikasi juga menarik kok mba.

R : Menurut kamu kemampuan berbahasa inggris kamu meningkat gak?

S : Iya mba, jadi nambah daftar kata-kata baru.

R : Oke ade, makasi ya.

S : Iya mba.

P: Di dalam kelas XC

D: 25 Mei 2012

S: Tanaffas

R : Gimana pelajaran tadi, suka gak?

S : Like this.

R : Emang tadi kita bahas apa?

S : Itu mba, descriptive text.

R : Terus kalo mba jelasinnya gimana? Udah jelas apa kecepeten apa gimana?

S : Kecepetan mba, Terus lebih banyak pake Bahasa Inggris.

R : Tapi descriptive text uda dong belum?

S : Uda mba.

R : Yakin?

S : Iya mba dong dikit, heee.

R : Ok makasih.

S : Ok mba.

P: Di dalam kelas XC

D: 01 Juni 2012

S: Sarah

R : Sarah, pelajaran yang tadi sama ga kalo Pak Nurjani ngajar di kelas? Maksudnya cara ngajarnya.

S : Bedalah mba.

R : Bedanya gimana?

S : Biasanya dikasih soal terus sering ditinggal keluar mba, hehehe..

R : Berarti ga pernah memprediksi cerita sebelum membaca teks ya?

S : Kayaknya ga pernah mba, biasanya langsung baca, mengerjakan terus ditinggal keluar sama bapaknya, nanti abis itu dikoreksi bersama atau langsung dikumpul aja.

R : Nah terus kalo disuruh mencari arti kata dulu sebelum membaca teks kayak tadi gimana?

S : Ya enak mba, kita tau gitu lho apa yang mau dibaca.

R : Ya uda makasi ya Sar.

S : Sama-sama.

P: Di dalam kelas XC

D: 01 Juni 2012

S: Rizky

R : Tadi gimana dek, masih ingat yang dibahas di kelas tadi?

S : Inget dong mba, tentang descriptive text.

R : Do you remember the function of the descriptive text?

- S : Eh kalo gak salah to describe someone.
 R : What else?
 S : Hmm, to describe something.
 R : Kata sifat yang kalian pake biasanya apa saja?
 S : Beautiful, sweet, and handsome.

P: Teacher Office

D: 01 Juni 2012

C: Pak Nurjani

- R : Pak, apakah beberapa anak-anak memang mereka kurang memperhatikan ketika mengikuti pelajaran.
 C : Itu memang anak-anaknya seperti itu kok Mbak, makanya saya sering tegur mereka
 R : Lalu sebaiknya langkah apa yang perlu diambil pak? Apa perlu mereka sering saya tunjuk agar mereka mereka lebih aktif mengeluarkan pendapat pak?
 C : Ya, gitu juga bisa. Tapi mereka perlu di bantu dan diberi perhatian agar mau mengeluarkan pendapat dan tidak takut salah.
 R : Iya pak, beberapa saya lihat juga begitu. Atau apa tasksnya jadi terlalu gampang sehingga mereka jadi kurang tertarik?
 C :Sebaiknya tasknya ditambah biar agak banyak saja mba. Pertemuan selanjutnya pake texts type yg berbeda saja jadi gak bosan.
 R : Iya pak, nanti bisa diterapkan di cycle 2.makasi sarannya pak.

P: Di dalam kelas XC

D: 02 Juni 2012

S: Eva

- R : Tadi kita belajar apa sih?
 S : Narrative texts.
 R : Kalo sekarang udah ngerti ato masih bingung?
 S : Nek saiki mba wes ga bingung ko mba, uda ngerti.
 R : Masih inget bagian-bagiannya kan?
 S : Inget dong Miss
 R : Ok, Tense apa yang digunakan disini?
 S : Past tense.
 R : Apa aja generic structure dari narrative text?
 S : Orientation, complication sama resolution.
 R : Kalo tujuan dari narrative text tau gak?
 S : Untuk menghibur mba, atau memberikan pelajaran gitu.
 R : menurut kamu kemampuan membacamu meningkat tidak?
 S : Iyalah mba, soalnya kan teksnya lumayan banyak jadi banyak nambah kata-kata baru gitu.
 R : Oke kalo gitu makasi ya dik.
 S : Iya mba, sama-sama.

P: Di dalam kelas XC

D: 02 Juni 2012

S: Aulia

R : Gimana dek, teksnya yang sekarang sulit atau tidak?

S : Gak mba, ada beberapa kata aja yg gak tau artinya.

R : Kalo sekarang senang tidak mengerjakan tasks yang diberikan?

S : Iya mba, soalnya ceritanya lebih banyak, jadi lebih menarik.

R : Gimana bisa menjawab soalnya tidak dek?

S : Bisa mba, tapi kadang masih ada beberapa pertanyaan yang bingung mau jawabnya mba, hehehee.

R : Menurut kamu vocabulary listnya bisa membantu memahami teks gak?

S : Iya mba, jadi lebih ngerti tentang apa teksnya.

R : Berarti task yang sekarang gimana menurut kamu?

S : Gak bosenin mba, soalnya ada variasinya. Kayak dikasih gambar gitu, jadi bisa bayangin mba kira-kira teksnya tentang apa.

P: Teacher Office

D: 02 Juni 2012

C: Pak Nurjani

R : Bagaimana pertemuan keempat ini pak?

C : Kalau menurut saya ya sudah berjalan dengan baik, mereka lebih termotivasi mengerjakan task yang diberikan.

R : Ya pak. Mereka juga lebih tertantang dengan task yang diberikan

C : Iya mba saya lihat mereka lebih termotivasi karena mba juga sering membantu mereka mengidentifikasi task.

R : Saya lihat beberapa anak juga sudah mulai mau ikut mengeluarkan berpendapat. Tannafas itu sebenarnya pintar ya pak.

C : Mereka butuh dimotivasi saja sebenarnya, makanya mereka perlu dibantu dan di beri perhatian lebih mba.

R : Menurut bapak, apakah mengadaptasi reading tasks ini membantu siswa untuk memahami teks?

C : Ya iya mba, soalnya mereka jadi udah punya gambaran ini teks tentang apa. Vocabulary list itu cukup membantu mereka mba sama gambar yang ada cukup membuat siswa dapat lebih memahami teks. Soal-soal yang diberikan juga bagus mba, lebih bervariasi tidak hanya sekedar menjawab pertanyaan pemahaman tapi ada true/false juga.

R : Tadi beberapa siswa juga mengatakan mereka senang dengan tasks yang diberikan

C : Yes I see.

P: Di dalam kelas XC

D: 08 Juni 2012

S: Erry

R : Masih ada kesulitan gak ketika memahami teks?

S : Insya Allah gak mba.

R : Terus gimana cara memahami text?

S : Dengan mengartikan vocabulary list dulu, terus dikira-kira berdasarkan kalimat-kalimat sebelumnya.

R : Jadi lebih baik dikasi teks terus disuruh baca, atau mengartikan vocabulary list dulu?

- S : Mengartikan dulu mba. Sama gambar juga mba, itu membantu juga jadinya punya bayangan gitu kalo mau baca ceritanya.
 R : Oke dek, makasi yah.
 S : Iya mba sama-sama.

P: Teacher Office

D: 08 Juni 2012

C: Pak Nurjani

- R : Gimana pak pertemuan terakhir ini?
 C : Ya, mereka lebih paham juga tentang narrative text, mereka tidak kesulitan menjawab pertanyaan. Vocabnya juga meningkat kok mba.
 R : Pertemuan terakhir ini berjalan dengan lancar ya pak?
 C : Ya saya rasa siswa lebih paham tentang narrative text.
 R : Kalo partisipasinya pak? Apa mereka sudah lebih aktif ?
 C : Ya tidak seperti dulu ya, kalau yang pertemuan pertama itu kan siswa terlihat pasive sekali. Mereka sekarang juga bisa memprhatikan pelajaran.
 R : Iya pak. Kalo di cycle 1 hanya beberapa siswa yang terbantu dengan penerapan adaptasi tasks. Kalo sekarang pak, apa mereka memang terbantu dengan penerapan teknik ini
 C : Saat ini mereka memang terbantu karena mereka punya gambaran dulu sebelum membaca teksnya. Gambar dan daftar kosakata yang terdapat pada task bisa membuat siswa dapat mengimajinasi teks apa yang mereka akan baca.
 R : Makasi ya pak atas bantuan beberapa hari ini.
 C : Ya mbak Lia. Sama-sama.

Interview Guide

A. Before the Action

For the students

- a. Bagaimana perasaan kalian dengan pelajaran bahasa Inggris? Suka atau tidak suka? Jika suka kenapa? Jika tidak suka kenapa?
- b. Apakah kesulitan-kesulitan yang kalian temukan saat membaca bahasa Inggris?
- c. Biasanya ketika belajar bahasa Inggris di kelas terutama Reading, kegiatan yang dilakukan apa saja? Apakah hanya menjawab pertanyaan bacaan atau ada kegiatan lain? Diantara kegiatan-kegiatan tersebut, yang mana yang kalian sukai? Mengapa?
- d. Ketika pelajaran bahasa Inggris khususnya ketika mengerjakan tugas-tugas, materi yang diberikan biasanya dari buku apa?

B. After the Action

For the students

- a. Apakah kegiatan-kegiatan membaca sesuai dengan tujuan membaca anda membaca?
- b. Apakah vocabulary tasks membantu anda belajar kosakata? Mengapa?
- c. Apakah aktivitas-aktivitas belajar meningkatkan kemampuan berbahasa anda?
- d. Apakah proses pembelajaran membaca membantu anda untuk mengembangkan kemampuan dan pengetahuan yang dibutuhkan untuk membaca dengan efektif?
- e. Apakah proses pembelajaran membaca membantu dan mendorong anda untuk mengembangkan kelancaran membaca?
- f. Apakah anda merasa senang dengan pelajaran membaca dan merasa bersemangat untuk membaca? Mengapa?
- g. Apakah kegiatan belajar bervariasi?
- h. Apakah anda dapat mengerjakan kegiatan belajar reading dengan baik?
- i. Apakah urutan tasks membantu anda belajar dengan baik?
- j. Apakah vocabulary tasks menjadikan siswa dapat memahami teks?
- k. Apakah anda dapat menjawab pertanyaan-pertanyaan pemahaman dengan baik?
- l. Menurut anda, apakah topik / isi teks menarik?
- m. Apakah teks sesuai dengan jenis teks yang hendak diajarkan?
- n. Apakah panjang teks sesuai dengan kemampuan berbahasa anda?

Observation Sheet of the Teaching and Learning Process of Reading through Adapting Reading Tasks

Day/Date:

Meeting:

Topic :

Time :

Instruction:

1. This observation sheet is to observe the teaching and learning process of reading in class. It should be completed by the observer.
2. The observer checks (√) to the column based on the real condition. Give your description on description column.

No	Aspects	1	2	3	4	5
1	Kegiatan-kegiatan membaca sesuai dengan beberapa tujuan membaca seperti membaca untuk mendapatkan informasi, membaca sebagai kegiatan yang menyenangkan serta membaca untuk belajar menulis.					
2	Vocabulary tasks membantu siswa belajar kosakata.					
3	Aktivitas-aktivitas belajar meningkatkan kemampuan berbahasa siswa.					
4	Proses pembelajaran membaca membantu siswa untuk mengembangkan kemampuan dan pengetahuan yang dibutuhkan untuk membaca dengan efektif.					
5	Proses pembelajaran membaca membantu dan mendorong siswa untuk mengembangkan kelancaran membaca.					
6	Siswa merasa senang dengan pelajaran membaca dan merasa bersemangat untuk membaca.					
7	Kegiatan belajar bervariasi.					
8	Siswa dapat mengerjakan kegiatan belajar reading dengan baik.					
9	Urutan tasks membantu siswa belajar dengan baik.					
10	Vocabulary tasks menjadikan siswa dapat memahami teks					
11	Siswa dapat menjawab pertanyaan-pertanyaan pemahaman					

	dengan baik.					
12	Topik / isi teks menarik.					
13	Teks sesuai dengan jenis teks yang hendak diajarkan.					
14	Panjang teks sesuai dengan kemampuan berbahasa siswa.					

Name : Devinta L M

Class : X C

No. : 07

Questionnaire Guide

Instruction:

Berikan tanda centang (✓) pada kolom yang tersedia berdasarkan pendapat Anda.

5. Sangat Setuju
4. Setuju
3. Cukup Setuju
2. Tidak Setuju
1. Sangat Tidak Setuju

No	Aspects	5	4	3	2	1
1	Kegiatan-kegiatan membaca sesuai dengan beberapa tujuan membaca seperti membaca untuk mendapatkan informasi, membaca sebagai kegiatan yang menyenangkan serta membaca untuk belajar menulis.		✓			
2	Vocabulary tasks membantu saya belajar kosakata.		✓			
3	Aktivitas-aktivitas belajar meningkatkan kemampuan berbahasa saya		✓			
4	Proses pembelajaran membaca membantu saya untuk mengembangkan kemampuan dan pengetahuan yang dibutuhkan untuk membaca dengan efektif.			✓		
5	Proses pembelajaran membaca membantu dan mendorong saya untuk mengembangkan kelancaran membaca.			✓		
6	Saya merasa senang dengan pelajaran membaca dan merasa bersemangat untuk membaca.		✓			

7	Kegiatan belajar bervariasi.			✓		
8	Saya dapat mengerjakan kegiatan belajar reading dengan baik.		✓			
9	Urutan tasks membantu saya belajar dengan baik.		✓			
10	Vocabulary tasks menjadikan saya dapat memahami teks.		✓			
11	Saya dapat menjawab pertanyaan-pertanyaan pemahaman dengan baik.			✓		
12	Topik / isi teks menarik.			✓		
13	Teks sesuai dengan jenis teks yang hendak diajarkan.			✓		
14	Panjang teks sesuai dengan kemampuan berbahasa saya.			✓		

COURSE GRID

Satuan Pendidikan : SMAN 1 Banguntapan
 Kelas : X (Sepuluh)
 Semester : 2 (dua)
 Mata Pelajaran : Bahasa Inggris
 Standar Kompetensi : 11. Comprehending meaning of the short functional texts and simple essays in the form of narrative, descriptive and news item.

Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation Technique	Time	Sources
11.2 Responding to the meaning and rhetorical steps in the simple essay in the form of descriptive texts accurately, fluently, and appropriately to interact with the society in which the students belong.	1. Vocabularies related to the learning topic 2. Descriptive texts. <ul style="list-style-type: none"> - The Patient of Anorexia Nervosa - Joe, the Fat Boy - Dr. Sarjito Hospital - Angie Who Got Dengue Fever - Sleman District Hospital - Smart Health Clinic 	1. Identifying the meaning of some vocabularies related to the topic 2. Recognizing the generic structure of descriptive text 3. Recognizing the language features of descriptive text 4. Identifying the purpose of descriptive text	1. Students are able to identify the meaning of vocabulary lists based on the context. 2. Students are able to identify the generic structure of descriptive text. 3. Students are able to recognize the social functions of descriptive text.	Written Test	6x45 Minutes	- Students Worksheet

Basic Competence	Learning Materials	Learning Activities	Indicators	Evaluation Technique	Time	Sources
	3. Generic structure, and Language Feature of Descriptive Text 4. Referent	5. Identifying the detail information of descriptive text	4. Students are able to identify the characteristics of descriptive text. 5. Students are able to recognize the rhetorical steps of descriptive text. 6. Students are able to identify the detail information of descriptive text.			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sources
				Teknik		
11.2 Responding to the meaning and rhetorical steps in the simple essay in the form of narrative texts accurately, fluently, and appropriately to interact with the society in which the students belong.	1. Kosa kata terkait dengan tema/topic 2. Narrative texts: - The Golden Eggs - The Queen of Southern Sea - The Lion and the Mouse - Harry Potter - The Man-Killer 3. Penjelasan tentang Narrative Texts : - Generic structure - Language feature 4. Tenses (Past Tense)	1. Mengungkapkan pendapat tentang narrative text berdasarkan pengetahuan yang telah dimiliki. 2. Menulis arti dari kosakata terkait dengan topic tanpa menggunakan kamus. 3. Membaca beberapa narrative texts dan menjawab pertanyaan-pertanyaan pemahaman secara berkelompok. 4. Mendiskusikan makna dan menjawab pertanyaan	1. Mengidentifikasi arti dari kosakata terkait dengan tema. 2. Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur of narrative texts. 3. Mengidentifikasi informasi yang terdapat dalam narrative texts. 4. Siswa dapat mengidentifikasi langkah-langkah retorika dari teks.	Written Test	6x45 menit	- Lembar Kerja Siswa SMA Kelas X, Semester 2 - Creative English For SMA Year X

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sources
				Teknik		
		<p>pemahaman dengan bimbingan guru.</p> <p>5. Menjawab pertanyaan-pertanyaan pemahaman secara berpasangan.</p> <p>6. Menjawab pertanyaan dalam texts secara individu.</p>				

LESSON PLAN

School	: SMA N 1 Banguntapan
Subject	: English
Grade /Semester	: X/2
Text Type	: Descriptive text
Skill	: Reading
Time allocation	: 3 X 45 minutes
Cycle	: 3 meetings

A. Standard of Competence

11. Comprehending meaning of the sort functional texts and simple essay in the form of narrative, descriptive and news item.

B. Basic Competence

11.2 Responding to the meaning and rhetorical steps of the simple text in the form of **descriptive** texts accurately, fluently, and appropriately to interact with the society in which the students belong.

C. Learning Objectives

At the end of the lesson, students are able to get all the detail information from the descriptive texts.

D. Indicators

- a. Students are able to identify the meaning of vocabulary lists based on the context.
- b. Students are able to identify the generic structures of descriptive texts.
- c. Students are able to recognize the language features of descriptive texts.
- d. Students are able to identify the characteristic of descriptive texts.
- e. Students are able to recognize the rhetorical steps of descriptive texts.
- f. Students are able to identify the detail information of descriptive text.

E. Materials

1. Pictures of actor and actress or idol
2. Vocabulary list related to the topic
3. Descriptive texts:
 - What is Anorexia Nervosa?
 - Joe The Fat Boy
 - Dr. Sarjito Hospital
 - Angie Who Got Dengue Fever
 - Sleman District Hospital
 - Smart Health Clinic
4. Generic structure
5. Language features
6. Referent
7. Adjectives used in descriptive text

F. Teaching Method : Genre-Based Technique → 1) Building Knowledge of Field

- 2) Modelling of Text
- 3) Joint Construction of Text
- 4) Independent Construction of Text

G. Teaching and Learning Activity

(Meeting 1)

1. Opening (10 minutes)

- a. The teacher greets the students.
- b. The students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The students' attendance list is checked by the teacher.
- e. The students are given information about the material that will be explained by the teacher.

2. Main Activity (60 minutes)

a. BKOF

- 1) The students answer some questions asked by the teacher about some idols and pictures shown in front of the class and on the provided task.

- 2) (by their own knowledge) The students describe and give their opinion about faces of the actors and actress in the pictures.
- 3) Students share some vocabularies that usually used to describe something and/or someone (by their own knowledge).

b. MOT

- 1) Students write the meaning of vocabulary related to the topic.
- 2) Students read an example of descriptive text “Anorexia Nervosa”.
- 3) Students share their knowledge about descriptive texts (purposes and generic structures of the text).
- 4) Students answer some reading comprehension questions in written form (work in group).
- 5) Students present the answer orally in class (group representatives).
- 6) Students write the meaning of vocabulary list related to the topic.
- 7) Students read another example of descriptive text with similar topic “Joe the Fat Boy”.
- 8) Students answer some reading comprehension questions in written form (work in group).
- 9) Students present the answer orally in class (group representatives).

3. Closing Activities (10 minutes)

- a. Students summarize the materials that they have learnt with the guidance from the teacher.
- b. Simple reflection by the students
- c. Getting feedback from the teaching and learning process
- d. Teacher gives some tasks and information related to the next lesson.
- e. Students end the lesson with a pray.

(Meeting 2)

1. Opening (10 minutes)

- a. The teacher greets the students.
- b. The students respond to the teachers’ greeting.
- c. The leader of the class leads a prayer.
- d. The students’ attendance list is checked by the teacher.

- e. The students are given information about the material that will be explained by the teacher.

2. Main Activity (60 minutes)

a. BKOF

- 1) The teacher asks the students related to the topic of previous lesson (generic structure and language features of descriptive text).

b. MOT

- 1) Students write the meaning of vocabulary list related to topic.
- 2) Students read an example of descriptive text “Dr. Sarjito Hospital”.
- 3) Students answer some reading comprehension questions in written form (work in pair).
- 4) Students present the answer orally in class.

c. JCOT

- 1) Students write the meaning of vocabulary list related to topic.
Students read a descriptive text “Angie Who Got Dengue Fever”.
- 2) Students answer some reading comprehension questions in written form (work in pair).
- 3) Students present the answer in written form in class.

3. Closing Activities (10 minutes)

- a. Students summarize the materials that they have learnt with the guidance from the teacher.
- b. Simple reflection by the students.
- c. Getting feedback from the teaching and learning process.
- d. Students receive some tasks
- e. Students receive information related to the next lesson.
- f. Students end the lesson with a pray.

(Meeting 3)

1. Opening (10 minutes)

- a. The teacher greets the students.
- b. The students respond to the teachers’ greeting.
- c. The leader of the class leads a prayer.
- d. The students’ attendance list is checked by the teacher.

- e. The students are given information about the material that will be explained by the teacher.

2. Main Activity (60 minutes)

a. MOT

- 1) Students write the meaning of vocabulary related to the topic.
- 2) Students read an example of descriptive text “Sleman District Hospital”.
- 3) Students answer some reading comprehension questions in written form (individually).
- 4) Students present the answer in written form in class.
- 5) Students write the meaning of vocabulary list related to the topic.
- 6) Students read another example of descriptive text “The Smart Health Clinic”.
- 7) Students answer some reading comprehension questions in written form (individually).
- 8) Students present the answer in written form in class.

3. Closing Activities (10 minutes)

- a. Students summarize the materials that they have learnt with the guidance from the teacher.
- b. Simple reflection by the students.
- c. Getting feedback from the teaching and learning process.
- d. Students receive some tasks
- e. Students receive information related to the next lesson.
- f. Students end the lesson with a pray.

H. Resources :

1. Mun, Ng Foo, at, all. 2006. *Creative English For SMA Year X*. Jakarta: Penerbit Erlangga.
2. Tasks yang telah diadaptasi.

I. Evaluation :

1. Techniques of Reading Evaluation

No	Type of the Activities	Technique of Task Delivery
----	------------------------	----------------------------

1	Identify all the detail information of the text descriptive texts.	Written task
2	Answering reading comprehension question based on the text.	Written task

Banguntapan, Juni 2012

Teacher,

Researcher,

Nurjani, B.A

Lia Elyani Sukawatie

NIP. 195205071978031009

NIM 07202244055

Meeting 1 (Cycle 1)

Task 1

Look at the pictures, your teacher will give some questions, answer the question orally.



(<http://health.com>)

Questions:

1. What did you do when you get sick?
2. Did you go to doctor?
3. Did you take a medicine?

Task 2

Read the text and find the meanings of the following words.

No	Words	Meaning	No	Words	Meaning
1.	disorder		6.	exercising	
2.	patience		7.	starvation	
3.	condition		8.	obsession	
4.	restrictive eating		9.	addiction	
5.	reduce		10.	initially	

The Patient of Anorexia Nervosa

Last month, I met my classmate in senior high school. His name is Alex. He is a doctor and is in his late forties. He looks rather thin; perhaps because he is very tall. He must be over 1.75 m. His neatly trimmed beard is the first thing I would notice about him. He told me about his patient who suffers from anorexia nervosa. She is a model and her name is Andrea.



As Alex said, Anorexia Nervosa is one type of eating disorder. The patient suffers from it because she initially begins dieting to lose weight. After several times the diet process becomes something terrible. She who at first just takes the normal diet turns out to become extreme diet. She starts to continue the ongoing cycle of restrictive eating, also accompanied by other behaviors such as excessive exercising, overuse of diet pills to induce loss of appetite, diuretics, laxatives, or enemas in order to reduce her body weight. Moreover, sometimes she just let herself suffer from starvation, in order to feel a sense of control over her body. He said that, this cycle could become an obsession and in this way it is similar to addiction.

http://www.medicinenet.com/anorexia_nervosa/page2.htm

Task 3

Read the text in Task 1 again and answer the following questions.

1. What is anorexia nervosa?

Answer: _____

2. Who suffers from anorexia nervosa?

Answer: _____

3. What is the beginning of the illness?

Answer: _____

4. What does the word it (line 2 paragraph 2) refer to?

Answer: _____

5. What is the closest meaning of the word “disorder” (line 2 paragraph 2)?

Answer: _____

6. What is the main idea of the second paragraph?

Answer: _____

7. What does she do to control over her body?

Answer: _____

8. What is the closes meaning of the word “reduce” (line 9 paragraph 2)?

Answer: _____

9. What is the social function of the text?

Answer: _____

10. What we can conclude from the text above?

Answer: _____

Task 4

Read the text and find the meanings of the following words.

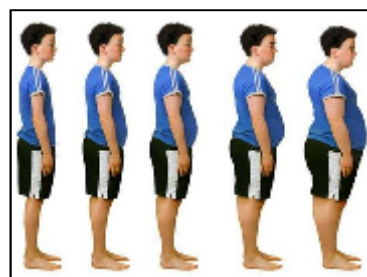
No	Words	Meaning	No	Words	Meaning
1.	slim		6.	maintain	
2.	weigh		7.	assignment	
3.	exercise		8.	often	
4.	gain weight		9.	fat	
5.	french fries		10.	healthy	

Joe, the Fat Boy

In summer, July, Joe who is 12 years old is an active and healthy boy. He plays soccer and basketball. He often goes swimming or jogging. He is 160 cm tall and looks slim. He weighs 50 kg.

Entering the winter time, September, he does not exercise much. In fact, he likes to eat snack of chip and drink soda after school while he watches TV. He gains weight and he is 55 kg.

Moving to October, he eats ice cream while doing his assignment in front of the computer. He eats cookies while he sits in front of the TV in November. He gains 10 kg and he weighs 65 kg.



In December, while he sits at the computer again, he likes eating french fries. The result is he has gained a lot of weight. Winter is not a good time for Joe to maintain weight. He is a fat boy with 75 kg of weight.

(LKS Kresna Kelas X Semester 2, Page 27)

Task 4

Read the text in Task 1 again and answer the following questions.

1. What is the topic of the text?

Answer: _____

2. How tall is Joe?

Answer: _____

3. What kind of sport does Joe do in July?

Answer: _____

4. How does Joe look like in September?

Answer: _____

5. Describe Joe in December?

Answer: _____

6. What does “he” (line 1 paragraph 4) refer to?

Answer: _____

7. What is the closest meaning of the word “gain” (line 3 paragraph 2)?

Answer: _____

8. How much does Joe gain weight from September to December?

Answer: _____

9. What is the social function of the text?

Answer: _____

10. What can we conclude from the text above?

Answer: _____

Meeting 2 (Cycle 1)

Task 1

Read the text and identify the meanings of the following words.

No	Words	Meaning	No	Words	Meaning
1	known		6	increase	
2	highest		7	equipment	
3	medical		8	knowledge	
4	organize		9	spread	
5	sophisticated		10	transmitted	

Dr. Sardjito Hospital

There are some hospitals in Sleman regency. One of them is Dr. Sardjito hospital. Originally known as the Gadjah Mada University Hospital, the Dr Sardjito Hospital was officially established in 1982, when the hospital moved to its new location in Sekip, near the Faculty of Medicine.



of

Dr Sardjito Hospital is the highest referral hospital for Yogyakarta and the Southern part of Central Java provinces. The referral system not only covers medical services, but also knowledge, medical or non-medical skill references. Supported by qualified health personnel and provided with sophisticated equipment.

Dr. Sardjito Hospital has several missions. The first mission is to organize medical services, education and research and any other efforts in health in order to increase the health status. The second mission is to be oriented to important community needs.

<http://www.seaorchid.org/indonesia/local.php>

Task 2

Answer the following questions based on the text.

1. What is the topic of the text?

Answer: _____

2. What is the main idea of the second paragraph?

Answer: _____

3. When was the Dr. Sardjito Hospital build?

Answer: _____

4. Where is the new location Dr. Sardjito Hospital?

Answer: _____

5. What are the missions of Dr. Sardjito Hospital?

Answer: _____

Task 3

No	Words	Meaning	No	Words	Meaning
1	fair skin		6	severe headache	
2	short black hair		7	muscle pains	
3	suffer from		8	endemic	
4	dengue fever		9	spread	
5	high fever		10	vomiting	

Angie Who Got Dengue Fever

I have a sister, named Angie. She is a slim beautiful teenager. She is 150 cm tall with fair skin. She has short black hair. She is now suffering from dengue fever. Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquitoes, usually *Aedes Aegypti*. After she



suffers from the fever, the rashes are emerging on her arms, face and legs. The doctor said that this fever is endemic in most tropical continue of the South Pacific, Asia (including Indonesia), the Caribbeans, the Americas, and Africas.

Next day, Angie's fever getting higher, it comes with a severe headache, a backache, and joint and muscle pains. The doctor said this fever is very dangerous. It can cause death. Angie looks very pale. She gets nausea and vomiting blood and the fever also getting higher again. I hope she get better soon.

(LKS Kresna Kelas X Semester 2, Page 27)

Task 3

Read the text again carefully and then answer the following questions.

1. What is dengue fever?

Answer: _____

2. Who suffers from dengue fever?

Answer: _____

3. How does she look?

Answer: _____

4. How tall is she?

Answer: _____

5. How do you describe her hair?

Answer: _____

6. What happens to her now?

Answer: _____

7. How is her condition now?

Answer: _____

8. What does she have on her arms?

Answer: _____

9. What causes this disease?

Answer: _____

10. Where does it endemic?

Answer: _____

Meeting 3 (Cycle 1)

Task 1

Read the text and find the meanings of the following words and phrases.

No	Words	Meaning	No	Words	Meaning
1	affiliate		6	Sociologically	
2	servicing		7	undertake	
3	potent		8	policy	
4	contribute		9	growth	
5	district		10	Medicine	

Sleman District Hospital

Sleman Hospital is one of the affiliate hospitals of Faculty of Medicine, Gadjah Mada University, Yogyakarta, and is located in Beran, Sleman, about 15 km from Dr. Sardjito Hospital, servicing 850,000 servicing.



As part of Yogyakarta Province, which is well known as “The Student City”, Sleman District has a potent education sector. There are at least 29 universities and colleges that support and contribute to policy and district development. Sociologically, it contributes to pluralistic conditions of the residence. Youth and students from various parts of the country come to Yogyakarta, especially to Sleman, to undertake higher education. This has also contributed to an increase in the number of inhabitants in the population, and Sleman District has the highest population growth in Yogyakarta Province.

<http://www.seaorchid.org/indonesia/local.php>

Task 2

Read the text carefully and then answer the questions.

1. What is the topic of the text?

Answer: _____

2. What is the main idea of the first paragraph?

Answer: _____

3. What are the supporting details of the first paragraph?

Answer: _____

4. What does the second paragraph describe?

Answer: _____

5. What does the third paragraph describe?

Answer: _____

Task 3

Read the text and find the meanings of the following words and phrases.

No	Words	Meaning	No	Words	Meaning
1	disease		6	internist	
2	fever		7	satisfied	
3	medical service		8	equipped	
4	specialist		9	maternity ward	
5	surgeon		10	examine	

Smart Health Clinic

There is a big medical clinic in my town. The clinic has two floors and it is clean. The walls are white. There is a nice garden at the front. There grow roses and sun flowers. The clinic is very busy. People with various diseases come to the clinic to have medical services. Some people get headaches, backaches, fever, etc.



There are some specialists working for the clinic. They are dentist, surgeons, internist, etc. Some nurses help them to look after the patients. The doctors and nurses are kind. They are helpful and friendly. The people feel satisfied because the doctors examine them carefully.

Smart Health Clinic is equipped with many facilities like comfortable patient rooms, maternity ward, an emergency room, a laboratory, and an X-ray room. There is also a dispensary where we get medicines and there is a canteen too.

Task 4

Read the text carefully and then answer the questions.

1. What is the topic of the text?

Answer: _____

2. What is the main idea of the first paragraph?

Answer: _____

3. What does the second paragraph describe?

Answer: _____

4. Is the clinic very busy? Why?

Answer: _____

5. Is the clinic a good clinic, do you think? Why?

Answer: _____

LESSON PLAN

School	: SMA
Subject	: English
Grade/ Semester	: X / 2
Text Type	: Narrative text
Skill	: Reading
Time Allocation	: 4 x 40 minutes (3 meetings)
Cycle	: 2

A. Standard of Competences :

11. Comprehending meaning of the short functional texts and simple essays in the form of narrative, descriptive and news item.

B. Basic Competency :

11.2 Responding to the meaning and rhetorical steps in the simple essay in the form of narrative texts accurately, fluently, and appropriately to interact with the society in which the students belong.

C. Learning Objectives

At the end of the lesson, students are able to comprehend the descriptive texts.

D. Indicators

1. Students are able to identify the meaning of vocabulary lists based on the context.
2. Students are able to identify the generic structures of narrative texts.
3. Students are able to recognize the language features of narrative texts.
4. Students are able to find the specific information from the narrative texts (explicit and implicit).

E. Materials

1. Vocabulary lists related to the topic.
2. Narrative text
 - The Golden Eggs
 - Harry Potter
 - The Prince and His Best Friend
 - The Lion and The Mouse
 - The Man Killer
3. Generic structure
4. Language feature

- F. Teaching Method :** Genre-Based Technique →
- 1) Building Knowledge of Field
 - 2) Modelling of Text
 - 3) Joint Construction of Text
 - 4) Independent Construction of Text

G. Teaching and Learning Activities**(Meeting 1)****1. Opening Activities**

- a. The teacher greets the students
- b. The students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The students' attendance list is checked by the teacher.
- e. The students are given information about the material that will be explained by the teacher

2. Main Activities**a. BKOF**

- 1) The students answer some questions asked by the teacher about some story and fairy tales.

- 2) (by their own knowledge) The students answer the questions about the story.
- 3) Students share some vocabularies that usually used in narrative text (by their own knowledge).

b. MOT

1. Students write the meaning of vocabulary related to the topic.
2. Students read an example of narrative text “The Golden Egg”.
3. Students share their knowledge about narrative texts (purposes and generic structures of the text).
4. Students answer some reading comprehension questions in written form (work in group).
5. Students present the answer orally in class (group representatives).
6. Students write the meaning of vocabulary list related to the topic.
7. Students read another example of narrative text “Harry Potter”.
8. Students answer some reading comprehension questions in written form (work in group).
9. Students present the answer orally in class (group representatives).

3. Closing Activities

- a. Students summarize the materials that they have learnt with the guidance from the teacher.
- b. Simple reflection by the students
- c. Getting feedback from the teaching and learning process
- d. Teacher gives some tasks and information related to the next lesson.
- e. Students end the lesson with a pray

(Meeting 2)**1. Opening Activities**

- a. The teacher greets the students
- b. The students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The students' attendance list is checked by the teacher.
- e. The students are given information about the material that will be explained by the teacher

2. Main Activities**a. JCOT**

- 1) Students write the meaning of vocabulary related to the topic.
- 2) Students read an example of narrative text "The Prince and His Best Friend".
- 3) Students answer some reading comprehension questions in written form (work in pair).
- 4) Students present the answer in written form in class.

b. ICOT

- 1) Students write the meaning of vocabulary list related to topic.
- 2) Students read a narrative text "The Lion and The Mouse".
- 3) Students answer some reading comprehension questions in written form (individually).
- 4) Students present the answer in written form in class.
- 5) Students read another example of narrative text "The Man Killer".
- 6) Students answer some reading comprehension questions in written form (individually).
- 7) Students present the answer in written form in class.

3. Closing Activities

- a. Students summarize the materials that they have learnt with the guidance from the teacher.
- b. Simple reflection by the students.
- c. Getting feedback from the teaching and learning process.
- d. Teacher gives some tasks and information related to the next lesson.
- e. Students end the lesson with a pray

H. Resources :

1. Mun, Ng Foo, at, all. 2006. *Creative English For SMA Year X*. Jakarta: Penerbit Erlangga.
2. Tasks yang telah diadaptasi.

I. Evaluation :

1. Techniques of Reading Evaluation

No	Type of the Activities	Technique of Task Delivery
1	Identify all the detail information of the text descriptive texts.	Written task
2	Answering reading comprehension question based on the text.	Written task

Teacher,

Banguntapan, Juni 2012

Researcher,

Nurjani, B.A

NIP. 195205071978031009

Lia Elyani Sukawatie

NIM 07202244055

Meeting 4 (Cycle 2)

Task 1

Read the text and find the meanings of the following words.

No	Words	Meaning	No	Words	Meaning
1	lay		6	roared	
2	tiny		7	trouble	
3	begged		8	sharp	
4	disturb		9	beasts	
5	kindness		10	paw	

The Golden Eggs

Long time ago, there was a poor farmer who lived in Central China. The flood had destroyed his farm, including his cattle. Every day, he always prayed to God. He wished that his family would not die because of hunger.



A few days later, an old man with a long gray beard passed by. He saw the farmer and felt sorry for him. He then gave him a goose and said, “I don’t have any expensive thing to give to you. I hope this goose will help your family. But, don’t forget to work hard.”

A week later, the farmer was surprised to find an egg in his yard. This was not an ordinary egg, it was a golden egg. He was very happy. Then, he sold the egg to the market. He got lots of money to buy some food and clothes for his family. After that, every month the goose laid a golden egg.

The farmer’s livelihood then improved rapidly. He became lazy, arrogant and spend thrifty. He didn’t work on his farm anymore. He just stayed at home, waiting for the golden egg to come out.

Strangely, the goose now laid only one egg every six months. That made the farmer loses his patience and slaughter the goose. He thought that there should be plenty of eggs in its stomach. However, he didn’t find anything.

He then realized what he had done. He regretted his greed very much, but it was too late.

Task 2

Read the text in Task 1 again and answer the following questions.

1. Where did this story happen?
2. What happened to the farmer's livestock?
3. Who gave the goose to the farmer?
4. What does the story teach us?
5. Which of the statements describes the farmer's downfall?
6. What is the communicative purpose of the text?
7. The writer mostly uses the....
8. The text is in the form of a....
9. What is the meaning of 'livelihood'? Make one complete sentence with that word.
10. Spot the mistakes and correct them.

Task 3: Read the text carefully and identify the meanings of the following words according to the context. You may use your dictionary.

No	Words	Meaning	No	Words	Meaning
1	deadly spell		6	wicked	
2	ricocheted		7	delivered	
3	mistreated		8	lightning bolt shaped scar	
4	crash		9	revealed	
5	vanished		10	sorcerers	



Lord Voldemort, an evil wizard pointed his stick and used his deadly spell to James Potter. Lily realized that it would soon be her turn. One thing she could do was only begging for her one year old boy's life, Harry.

However, the wicked didn't listen either to her or to the toddler's weep. He spelled the mother first and the boy afterward. When Voldemort tried to kill Harry, the spell ricocheted and hit the former, severely weakening him and virtually destroying his body.

Albus Dumbledore, head of Hogwarts School of Witchcraft and Wizardry, Minerva McGonagall, assistant headmistress, and Rubeus Hagrid, the school's Keeper of the Keys and Ground, delivered Harry to his aunt and uncle.

Harry spent his life with his aunt and uncle Petunia and Vernon Dursley. Petunia and Dursley gave their lavish attention and care on Dudley, their son. Meanwhile, Harry was mistreated. He had to spend his first year's life sleeping in the cupboard under the stairs.

Time went by, Harry grew up as a good-looking 11 years old thin boy with unruly black hair, green eyes, round eyeglasses and a distinctive lightning bolt shaped scar in his head due to Voldemort's spell on him. He rather liked this scar. His guardians told him he got it in the car accident that killed his parents. This was how he grew up for 10 years, thinking that his parents had died in the crash.

Harry revealed the aura of wizard since he was a child. One day Dursley brought him to the zoo. Dursley has warned him not to make any ridiculous action. Harry, Dudley and his friend Piers Polkiss were on a reptile cage when they saw a boa seem to tell Harry about his willingness to leave the cage and go home to South America. The children didn't realize it yet especially Harry when they found the door of the cage vanished and the snake had gotten away. Soon Harry was locked in his cupboard for the night and sent to a vacant bedroom jam packed with broken castoffs from Dudley afterwards.

It was 31 July, Harry's 11th birthday, and no one remembered. Harry was very sad. In the stormy night, Harry heard someone knocking at the door. A giant man with bushy black hair and beard appeared.

The man that was finally known as Hagrid told Harry the true story of his parents' death. Time went by. Harry was then enrolled as one of students of Hogwarts, the United Kingdom's private boarding school for young sorcerers, located in a secret place in Scotland.

Harry was very pleased to meet some friends in Hogwarts. He then had unforgettable experiences with Ron and Hermione.

(Taken from www.angelfire.com)

Task 4: True False

Read the text again carefully and then write T if the statement is TRUE and F if it is FALSE. Compare your answers with a classmate's.

No	Statements	T/F	Correction
1	Harry was killed by Voldemort.	F	He still alive.
2	Voldemort died when he tried to kill Harry.		
3	Dursley's family loved Harry so much.		
4	Harry's parents were killed by Voldemort.		
5	Harry revealed the aura of wizard since he was an adult.		
6	Harry, Dudley and his friend saw the boa in the lion cage.		
7	Harry was unhappy studying at		

	Hogwarts.		
8	Harry had a scar on his forehead.		
9	Harry's birthday was 21 July		
10	Harry went to Hogwarts when he was 11 years old.		

Task 5: Read the text again carefully and then answer the questions below. Compare your answers with a classmate's.

1. Who are the characters of the story?

Answer: _____

2. Who is the hero in the novel above?

Answer: _____

3. Who is James Potter?

Answer: _____

4. What are the names of Harry's parents?

Answer: _____

5. How does Harry look like?

Answer: _____

6. Are Harry's parents wizards? How do you know?

Answer: _____

7. Who is the assistant headmistress at Hogwarts School?

Answer: _____

8. Why couldn't Voldemort kill Harry?

Answer: _____

9. What does the word "his" in his willingness to leave the cage and go home to South America refer to?

Answer: _____

10. What is the moral of the story?

Answer: _____

Meeting 5 (Cycle 2)

The Prince and His Best Friend

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.



One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house. Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Task 3

No	Statements	T	F
1	The young Prince was hated by his people.		
2	The young Prince was kind to others.		
3	The Prince had two best friends.		
4	Both of the Prince's friends were rich people.		
5	When the bandits attacked, they hurried back to the castle.		

6	The Prince and his friends hid in an old house.		
7	The Prince didn't want to surrender.		
8	Franklin made an agreement with the bandits.		
9	The bandits managed to enter the house by breaking the front door.		
10	The Prince and Peter managed to escape but Franklin didn't.		

Task 4

Answer the following questions based on the story.

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?
6. Why did Franklin sneak out to meet the bandits' leader?
7. Did the Prince manage to escape from the bandits? How?
8. After you read the story, what did you think of the Prince's friends?

Task 1

Read the text and find the meanings of the following words.

No	Words	Meaning	No	Words	Meaning
1	lay		6	roared	
2	tiny		7	trouble	
3	begged		8	sharp	
4	disturb		9	beasts	
5	kindness		10	paw	

The Lion and the Mouse

It was a hot day, and a lion lay fast asleep in the forest. Suddenly, a little mouse ran up to his nose. The lion woke up suddenly and caught the mouse in his paw.

“Please let me go,” begged the frightened mouse.

“All right,” said the lion. “But don’t disturb me again.” Then he let the little mouse free.

“Thank you,” the mouse said. “I will never forget your kindness. I might even pay you back one day.”

The lion only laughed. “How can a tiny mouse help me?” he thought. He rolled over and went back to sleep.

Sometime later, the lion was caught in a net. He roared loudly. Deep in the forest, the little mouse heard him.



“The lion is in trouble,” he said. “I must go and help him.” The mouse soon found the lion. He began to bite the ropes of the net. His sharp teeth soon made a big hole in the net, allowing the lion to escape from the net.

“Thank you for saving my life, little mouse,” said the king of the beasts. He felt rather embarrassed.

Task 2

Read the text in Task 1 again and answer the following questions.

1. What was the lion doing in the forest on that hot day?
2. How did the mouse feel when the lion caught him?
3. Why did the lion roar loudly some time later?
4. How did the mouse free the lion?
5. What kind of text is this?
6. Which sentence in the passage tells you that the lion was wrong about the mouse?
7. What is the moral value of this story?
8. What is the communicative purpose of the text?

Task 4

Read the narrative text carefully and find the meanings of the following words and phrases. You may work in pairs.

No	Words	Meaning
1	bush	
2	alarmed	
3	scare	
4	philosopher	
5	uprooting	
6	a bar of gold	
7	companion	
8	goldsmith	
9	guard the treasure	
10	wicked idea	
11	stab	
12	poisoned food	
13	whispered	
14	breathed his last	
15	herb	

The Man-Killer

One day two friends, Vinod and Sanjay, were walking in the woods. They saw a man running away from the bush, alarmed. “Why are you so frightened?” they asked. “I saw the man-killer in the bush over there,” he said, pointing. His words scared them. “Do you mean a tiger?” They asked. “No,” replied the man, who was a philosopher. “It is more dangerous than a tiger.



It came out when I was uprooting some herbs. “What is it?” Asked the friends, **anxiously** “A bar of gold,” replied the philosopher. “Is it in that bush?” they asked. “Yes, it is,” the philosopher said, and fled. The two companions hurried to the bush and found a bar of gold. “How lucky we are!” exclaimed Vinod. “How foolish of the philosopher to call this bar of gold the man-killer!” remarked Sanjay. “Let’s plan what we should do with this gold now,” said Vinod. “It is not safe to return to our village carrying it in **broad** daylight. Let’s wait till nightfall, then find a goldsmith and ask him to divide the gold between us. Now if you sit here guarding the treasure, I will go and bring some food.” Sanjay readily agreed.

When his friend had left, he thought to himself, “Only if I had come alone! All this gold would have been mine. I have a large family to provide for”. As soon as Vinod returns, I will kill him with my knife and take all the gold”. He sharpened his knife and waited for his companion. Now Vinod too had a wicked idea. “I will mix some poison in his food” he thought, “then I will have the gold for myself. And so he mixed poison in the food meant for his friend. As soon as Vinod returned, Sanjay stabbed him to death. Then, being hungry, he ate the poisoned food. After a while he began to write in pain. “How true the philosopher’s words are! He whispered as he breathed his last.

(Taken from English Alive, Book2)

Task 5

1. Where were Vinod and Sanjay one day?

Answer: _____

2. What did they see?

Answer: _____

3. What did the man see?

Answer: _____

4. What was the man scared?

Answer: _____

5. What did Vinod and Sanjay do after the man told them what he saw?

Answer: _____

6. What did Vinod and Sanjay agree to do?

Answer: _____

7. What did Vinod plan to do?

Answer: _____

8. What did Sanjay plan to do?

Answer: _____

9. What happened to Vinod and Sanjay at the end?

Answer: _____

10. What did you learn from the story?

Answer: _____



Reading

Task 1

Read the text correctly!

Gain a Lot of Weight

In summer, around July, Joe is an active and healthy boy. He plays soccer and basketball. He often goes swimming or jogging. So, he has a lot of exercise.

Entering the winter time, precisely in September, he does not exercise much. In fact, he likes to eat snacks of chips and drink soda after school while he watches TV.

Moving to October, he eats ice cream while doing his assignment in front of the computer. He eats cookies while he sits in front of the TV in November.

In December, while he sits at the computer again, he likes eating french fries. The result is he has gained a lot of weight. Winter is not a good time for Joe to maintain weight.

Task 2

Answer the questions based on the text above!

1. What is the main idea of the text?

Answer: _____

2. What are the supporting details of each paragraph?

Answer: _____

3. Have you ever gained a lot of weight?

Answer: _____

4. How did you feel when it happened?

Answer: _____

5. Do you think what Joe does is a healthy way of life? Why?

Answer: _____

Task 3

Read the text below carefully!

Dengue Fever

Dengue fever is one of the most dangerous diseases in the world.

Dengue fever is endemic in most tropical countries of the South Pacific, Asia, the Caribbeans, the Americas and Africas.

This disease rapidly spreads in most tropical urban areas of the world. It means people in these areas have high risks of infection of the disease.

Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquitos, usually *Aedes Aegypti*. In other words, the disease can not be spread directly from person to person.

The disease is characterized by high fever, severe headache, backache, joint, and muscle pains. Sometimes, many patients get nausea, vomiting, and rash on arms, face and legs. There is no specific treatment of the disease.

Try to classify the text above into its generic structure by completing the chart below!

Identification	
Description of	
Description of	
Description of	

Task 4

Read the text silently!

Smart Health Clinic

There is a big medical clinic in my town.

The clinic has two floors and it's clean. The walls are white. There is a nice garden at the front. There grow roses and sun flowers. The clinic also provides a large parking area.

It is Smart Healthy Clinic. The clinic is very busy. People with various diseases come to the clinic to have medical services. Some people get headaches, soreeyes, backaches, fever, etc.

There are some specialists working for the clinic. They are dentists, surgeons, internist, etc. Some nurses help them to look after the patients. The doctors and nurses are kind. They are helpful and friendly. The people feel satisfied because the doctors examine them carefully.

Smart Health Clinic is aquipped with many facilities like comfortable patient rooms, maternity wards, an emergency room, a laboratory, and an X-ray room. There are also a dispensary where we get medicines and there is a canteen too.

Task 5

Answer the question correctly!

1. What is the main idea of the text?

Answer: _____

2. What are the supporting details of the text?

Answer: _____

3. Is there any clinic around your place? Describe it!

Answer: _____

4. What are your description of an "ideal hospital"?

Answer: _____

5. Is the clinic very busy? Why?

Answer: _____

Task 6

Fill in the blanks with the words given!

1. The river ... from south to north.
2. The troops the enemy attacks.
3. To make the city more beautiful, ... are built in every part of it.
4. Rony couldn't ... his alibi in front of his parents.
5. She ... all her money buying that luxurious car.
6. Big cities have many ... centers such as theaters, football stadiums, city parks, etc.
7. They spend their ... time reading.
8. In the ... times people used horses as their; means of transportation.
9. If the wind blows strongly, the clouds
10. They ... the accident calmly.

a. stretches

b. leisure

c. spends

d. entertainment

e. dissapear

f. described

g. amusements

h. ancient

i. defend

j. resits

The hair here is called the mane. The lioness has no mane and is usually a little smaller. When her cubs are born, they are about the size of domestic cats. They have dark spots which disappear later.

Lions sometimes hunt in groups. They work together to catch their prey. First, some of the lions hide. The others roar loudly and chase the grazing animal towards them. The hiding lions spring up and kill the animal. When a lion hunts alone, it approaches the animal stealthily and pounces on it.

(Taken from *English Alive -4*)

After reading the text, find the meaning of the following words in your dictionary!

1. Mane : _____
2. Cubs : _____
3. Disappear : _____
4. Poor : _____
5. Hunt : _____
6. Grazing : _____
7. Antelopes : _____
8. Steal : _____
9. Barrier : _____
10. Catch : _____
11. Chase : _____
12. Towards : _____
13. Approache : _____
14. Cages : _____
15. Separated : _____

Task 2

Write true (T) or false (F) based on the text above!

1. No other member of the cat family is as large as the lion. (.....)
2. Both the lion and lioness have manes. (.....)
3. A lioness is not as large as the lion. (.....)
4. Cubs are as small as domestic cats. (.....)
5. Cubs have dark spots. (.....)
6. The mother lion does not hunt. (.....)
7. Lions can not see in poor light. (.....)
8. Most animals do not attack men or large animals unless they are very hungry. (.....)
9. Lions usually hunt in groups. (.....)
10. In many zoos you find lions kept in cages. (.....)



Grammar Focus

Note:

The Order of Adjective

- Purpose : To describe a particular person, place, animal, or thing.
- Text organization :
 - Identification (mention the name, occupation, etc).
 - Description (mention the physical features, the way it characteristics, etc).

When you describe about things, they can be, fruit, exotic animal, building, your friends etc. you should think about their characteristics, color, age, size, etc. it will be easier for you to see the following chart.



Reading

Task 1

Read the text carefully!

Lord Voldemort, an Evil Wizard pointed his stick and used his deadly spell to James Potter. Lily realized that it would soon be her turn. One thing she could do was only begging for her one year old boy's life, Harry.

However, the wicked didn't listen either to her or to the toddler's weep. He spelled the mother first and the boy afterward. When Voldemort tried to kill Harry, the spell ricocheted and hit the former, severely weakening him and virtually destroying his body.

Albus Dumbledore, head of Hogwarts School of Witchcraft and Wizardry, Minerva McGonagall, assistant headmistress, and Rubeus Hagrid, the school's Keeper of the Keys and Grounds, delivered Harry to his aunt and uncle.

Harry spent his life with his aunt and uncle Petunia and Vernon Dursley. Petunia and ^{asah}Durstey gave their lavish attention and care on Dudley, their son. Meanwhile, Harry was mistreated. He had to spend his first year's life sleeping in the cupboard under the stairs.

Time went by; Harry grew up as a good-looking 11 years old thin boy with unruly black hair, green eyes, round eyeglasses and a distinctive lightning bolt, shaped scar in his head due to Valdemort's spell on him. He rather liked this scar. His guardians told him he got it in the car accident that killed his parents. This was how he grew up for 10 years, thinking that his parents had died in the crash.

Harry revealed the aura of wizard since he was a child. One day Dursley brought him to the zoo. Dursley has warned him not to make any ridiculous action. Harry, Dudley and his friend Piers Polkiss were on a reptile cage when they saw a boa seem to tell Harry about his willingness to leave the cage and go home to South America. The children didn't realize it yet especially Harry when they found the door of the cage vanished and the snake had gotten away. Soon Harry was locked in his cupboard for the night and sent to a vacant bedroom jam packed with broken castoffs from Dudley afterwards.

It was 31 July, Harry's 11th birthday, and no one remembered. Harry was very sad. In the stormy night, Harry heard someone knocking at the door. A giant man with bushy black hair and beard appeared. He brought Harry and the Dursleys to a hotel.

The man that was finally known as Hagrid told Harry the true story of his parents' death. Time went by. Harry was then enrolled as one of students of Hogwarts, the United Kingdom's private boarding school for young orcerers, located in a secret place in Scotland.

Harry was very pleased to meet some friends in Hogwarts. He then had unforgettable experiences with Ron and Hermione.

(Taken from www.angelfire.com)

Task 2

Answer the questions based on the text above!

1. What is the novel about?

Answer: _____

2. Who is the hero in the novel above?

Answer: _____

3. Who is James Potter?

Answer: _____

4. What are the names of Harry's parents?

Answer: _____

5. How does the writer describe Harry?

Answer: _____

6. Are Harry's parents wizards? How do you know?

Answer: _____

7. In your opinion, why did Valdemort want to kill the Potters?

Answer: _____

8. Why couldn't Valdemort kill Harry?

Answer: _____

9. What does the word "his" in his willingness to leave the cage and go home to South America refer to?

Answer: _____

10. Based on your background knowledge, who is the author of Harry Potter series?

Answer: _____

Task 3

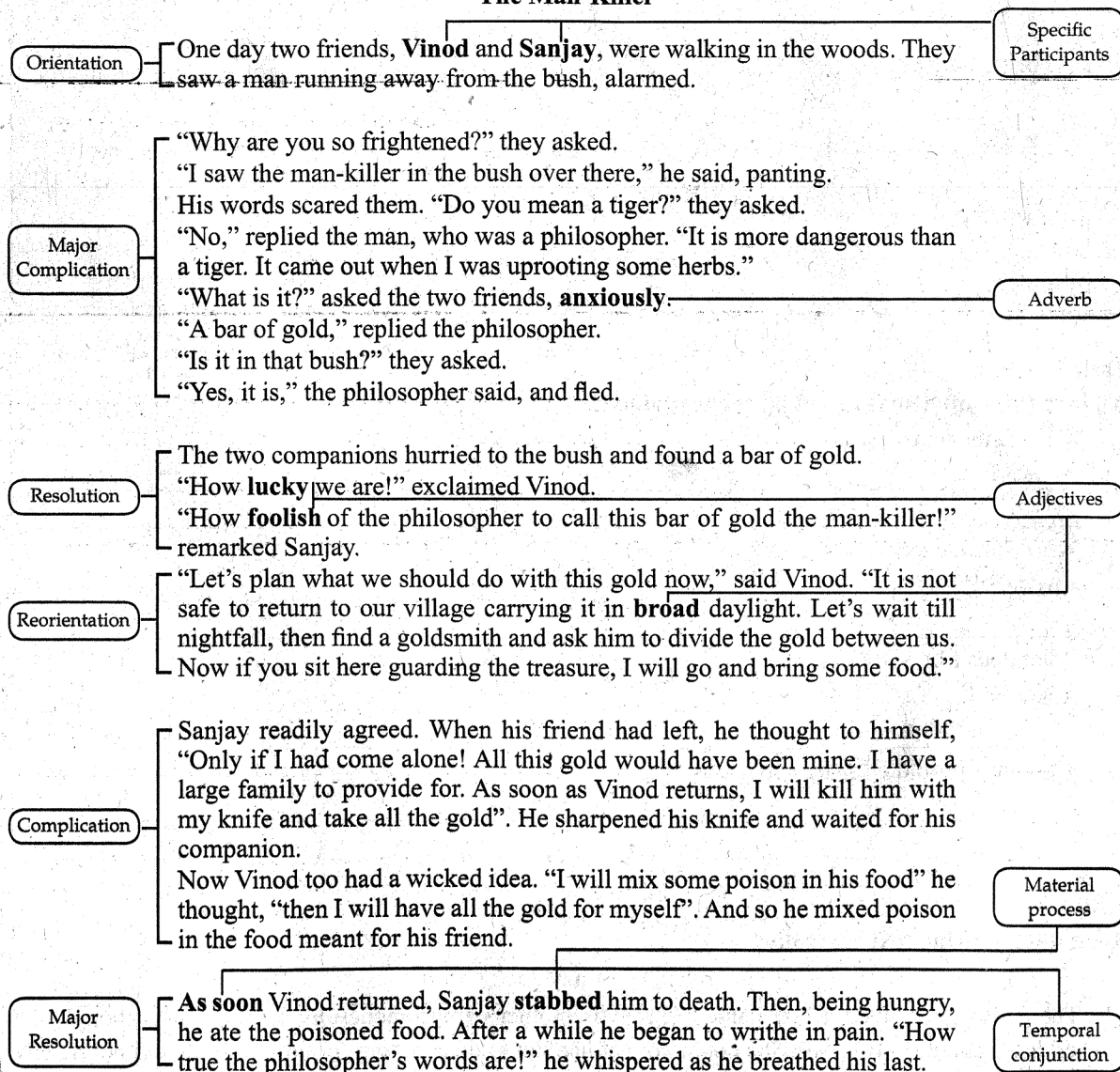
Fill in the blanks with correct word!

1. Will you ... us playing golf? It would be nice.
2. We are ... to conclude that the Chinese team is the winner.
3. Michael Jordan was the top ... many times.
4. By ... his teammate, the team won many competitions.
5. It ... to me that he had lost some weight.
6. She ... her engagement to the family.
7. Mr. Rudi has a good ... for hard work.
8. Because of his injury, he should ... the match.
9. John ... when he heard the noise.
10. Unfortunately, my friend lost in the chess ...

Task 4

Read the following narrative text carefully and study the generic structure!

The Man-Killer



(Taken from English Alive, Book 2)

Task 5

Make summary based on the text above!

Task 6

Read the following congratulation letter. Then underline the words used to express congratulations!

Jalan Semeru No. 17
Klaten

Dear Mrs. Ratih

I am writing the letter instead of congratulating you on your promotion to be a manager.

I am very pleased to see that my company have a partner of your company. I wish you all best.

Yours sincerely,

Sutopo

Task 7

Answer these questions based on the text above!

1. What is the text about?

Answer: _____

2. Who is the sender of the letter?

Answer: _____

3. What does Mr. Sutopo want ?

Answer: _____

4. Who have promoted to be a manager?

Answer: _____

Task 8

Read the following text carefully!

Lazy Jack

There was once lived a boy named Jack. His mother earned money by sewing. Even though she worked hard, she was still poor. She could not get her son to do anything for her. Since he did not do any work, everyone called him Lazy Jack.

One day his mother said sternly. "Jack, if you don't you go out and do some work, I will turn you out of the house."

The threat frightened Jack, and he wandered the nearest farmhouse. The farmer offered him a silver coin for the day's work. On his way home from work that evening, he kept flipping the coin into the air. Just as he was crossing a stream, the coin slipped from his hand and fell into the water.

When he got home, his mother asked him what he had earned for the day.

"A silver coin," Jack said, "but it slipped from my fingers while I was crossing the stream and fell into the water."

"You stupid boy," said his mother, "you should have put it in your pocket."

"Well, I'll do so the next time," said Jack.

The next day Jack went to another farmer, who owned some cows. This farmer gave him a jar of milk as his wages. Jack stuffed the jar into his pocket and started for home. But all the milk was spilt before he arrived home.

"Oh, dear!" his mother cried. "You should have carried it on your head."

"I'll do that the next time," said Jack.

The next day Jack went to work for another farmer, who gave him a large piece of cheese for the day's work. Jack remembered his mother's words and put the cheese on his head. By the time he got home most of the cheese had broken and fallen off. All that was left was stuck in his hair.

"You idiot!" cried his mother. "You should have carried it carefully in your hands."

"I'll certainly do better tomorrow," said Jack.

The following day Jack worked for a baker. All the payment he got was a large cat. Jack carried it carefully in his hands. The cat scratched him so badly that he let it go. When he got home he had nothing to show for his efforts except scratches hands.

"You silly boy," sighed his mother. "You should have put a rope around the cat's neck and made it walk behind you."

"I assure you will do better next time," said Jack.

On the last day of the week, Jack went to work for a butcher, who gave him a meat for his day's work. He tied a cord around the meat and dragged it behind him. By the time he arrived home, the meat was dirty and not fit to eat.

This time his mother was angry with him. The meat would have made a delicious Sunday dinner. Now they would have nothing to eat except cabbage.

"Won't you ever learn, you fool?" she shouted. "Why didn't you carry the meat on your shoulder?"

"The next time I really will do better," Jack assured her.

The following week Jack worked for a cattle keeper, who gave him a donkey as his pay. Jack lifted the donkey on to his shoulders and began to walk home.

On his way home, Jack had to pass the house of a very rich man who had a daughter. She was a very beautiful girl, but was afflicted by a strange illness. She neither spoke nor laughed. The doctor said that she would never get well until somebody made her laugh. Many people had tried, but nobody had succeeded in doing more than make her smite. At last, her father offered her hand in marriage to the first man who could make her laugh.

Just by chance, the beautiful was looking out the window as Jack passed by with the donkey on his shoulders. It was extremely funny sight to see Jack with the donkey, wriggling and kicking its legs in the air. The girl burst out laughing.

"Look," she called to her father. "Did you ever see anything so silly?" And she laughed again.

Her father was very happy that she could laugh, talk and be normal again. He called Jack in and told him what a wonderful thing he had done and what his reward was. Jack married the girl, and became a rich man. He lived with his wife and mother in a fine house.

(Taken from English Alive 5)

Task 9

Answer these questions based on the text above!

1. How did Jack's mother make her living?

Answer: _____

2. "The threat frightened Jack". What was the threat?

Answer: _____

3. How did Jack lose the silver coin?

Answer: _____

4. What did he do when he was given a jar of milk the next day?

Answer: _____

5. How did Jack become rich?

Answer: _____

Descriptive Texts

Task 1

Look at the pictures, your teacher will give some questions, answer the question orally.



(<http://health.com>)

Questions:

1. What did you do when you get sick?
2. Did you go to doctor?
3. Did you take a medicine?

Task 2

Read the text and find the meanings of the following words.

No	Words	Meaning	No	Words	Meaning
1.	disorder		6.	exercising	
2.	patience		7.	starvation	
3.	condition		8.	obsession	
4.	restrictive eating		9.	addiction	
5.	reduce		10.	initially	

The Patient of Anorexia Nervosa

Last month, I met my classmate in senior high school. His name is Alex. He is a doctor and is in his late forties. He looks rather thin; perhaps because he is very tall. He must be over 1.75 m. His neatly trimmed beard is the first thing I would notice about him. He told me about his patient who suffers from anorexia nervosa. She is a model and her name is Andrea.



As Alex said, Anorexia Nervosa is one type of eating disorder. The patient suffers from it because she initially begins dieting to lose weight. After several times the diet process becomes something terrible. She who at first just takes the normal diet turns out to become extreme diet. She starts to continue the ongoing cycle of restrictive eating, also accompanied by other behaviors such as excessive exercising, overuse of diet pills to induce loss of appetite, diuretics, laxatives, or enemas in order to reduce her body weight. Moreover, sometimes she just let herself suffer from starvation, in order to feel a sense of control over her body. He said that, this cycle could become an obsession and in this way it is similar to addiction.

http://www.medicinenet.com/anorexia_nervosa/page2.htm

Task 3

Read the text in Task 1 again and answer the following questions.

1. What the anorexia nervosa is?
Answer: _____
2. Who suffers from the anorexia nervosa?
Answer: _____
3. What is the beginning of the illness?
Answer: _____
4. What does the word it (line 2 paragraphs 2) refers to?
Answer: _____
5. What is the closest meaning of the word “disorder” (line 2 paragraphs 2)?
Answer: _____
6. What is the main idea of the second paragraph?
Answer: _____
7. What does she do to control over her body?

Answer: _____

8. What is the closes meaning of the word “reduce” (line 9 paragraph 2)?

Answer: _____

9. What is the social function of the text?

Answer: _____

10. What we can conclude from the text above?

Answer: _____

Task 4

Read the text and find the meanings of the following words.

No	Words	Meaning	No	Words	Meaning
1.	slim		6.	maintain	
2.	weigh		7.	assignment	
3.	exercise		8.	often	
4.	gain weight		9.	fat	
5.	french fries		10.	healthy	

Joe, the Fat Boy

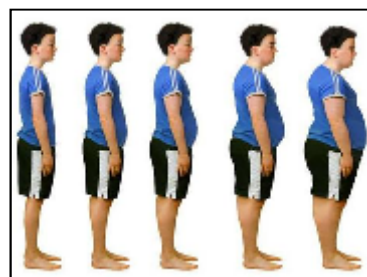
In summer, July, Joe who is 12 years old is an active and healthy boy. He plays soccer and basketball. He often goes swimming or jogging. He is 160 cm tall and looks slim. He weighs 50 kg.

Entering the winter time, September, he does not exercise much. In fact, he likes to eat snack of chip

and drink soda after school while he watches TV. He gains weight and he is 55 kg.

Moving to October, he eats ice cream while doing his assignment in front of the computer. He eats cookies while he sits in front of the TV in November. He gains 10 kg and he weighs 65 kg.

In December, while **he** sits at the computer again, he likes eating french fries. The result is he has gained a lot of weight. Winter is not a good time for Joe to maintain weight. He is a fat boy with 75 kg of weight.



Task 5

Read the text in Task 1 again and answer the following questions.

1. What is the topic of the text?
Answer: _____
2. How tall is Joe?
Answer: _____
3. What kind of sport does Joe do in July?
Answer: _____
4. How does Joe look like in September?
Answer: _____
5. Describe Joe in December?
Answer: _____
6. What does “he” (line 1 paragraph 4) refer to?
Answer: _____
7. What is the closest meaning of the word “gain” (line 3 paragraph 2)?
Answer: _____
8. How much does Joe gain weight from September to December?
Answer: _____
9. What is the social function of the text?
Answer: _____
10. What can we conclude from the text above?
Answer: _____

Task 6

Read the text and identify the meanings of the following words.

No	Words	Meaning	No	Words	Meaning
1	known		6	increase	
2	highest		7	equipment	
3	medical		8	knowledge	
4	organize		9	spread	
5	sophisticated		10	transmitted	

Dr. Sardjito Hospital

There are some hospitals in Sleman regency. One of them is Dr. Sardjito hospital. Originally known as the Gadjah Mada University Hospital, the Dr Sardjito Hospital was officially established in 1982, when the hospital moved to its new location in Sekip, near the Faculty of Medicine.



Dr Sardjito Hospital is the highest referral hospital for Yogyakarta and the Southern part of Central Java provinces. The referral system not only covers medical services, but also knowledge, medical or non-medical skill references. Supported by qualified health personnel and provided with sophisticated equipment.

Dr. Sardjito Hospital has several missions. The first mission is to organize medical services, education and research and any other efforts in health in order to increase the health status. The second mission is to be oriented to important community needs.

<http://www.seaorchid.org/indonesia/local.php>

Task 7

Answer the following questions based on the text.

1. What is the topic of the text?

Answer: _____

2. What is the main idea of the second paragraph?

Answer: _____

3. When was the Dr. Sardjito Hospital build?

Answer: _____

4. Where is the new location Dr. Sardjito Hospital?

Answer: _____

5. What are the missions of Dr. Sardjito Hospital?

Answer: _____

Task 8

No	Words	Meaning	No	Words	Meaning
1	fair skin		6	severe headache	
2	short black hair		7	muscle pains	
3	suffer from		8	endemic	
4	dengue fever		9	spread	
5	high fever		10	vomiting	

Angie Who Got Dengue Fever

I have a sister, named Angie. She is a slim beautiful teenager. She is 150 cm tall with fair skin. She has short black hair. She is now suffering from dengue fever. Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquitoes, usually *Aedes*



Aegypti. After she suffers from the fever, the rashes are emerging on her arms, face and legs. The doctor said that this fever is endemic in most tropical continue of the South Pacific, Asia (including Indonesia), the Caribbeans, the Americas, and Africas.

Next day, Angie's fever getting higher, it comes with a severe headache, a backache, and joint and muscle pains. The doctor said this fever is very dangerous. It can cause death. Angie looks very pale. She gets nausea and vomiting blood and the fever also getting higher again. I hope she get better soon.

(LKS Kresna Kelas X Semester 2, Page 27)

Task 9

Read the text again carefully and then answer the following questions.

1. What is dengue fever?

Answer: _____

2. Who suffers from dengue fever?

Answer: _____

3. How does she look?

Answer: _____

4. How tall is she?

Answer: _____

5. How do you describe her hair?

Answer: _____

6. What happens to her now?

Answer: _____

7. How is her condition now?

Answer: _____

8. What does she have on her arms?

Answer: _____

9. What causes this disease?

Answer: _____

10. Where does it endemic?

Answer: _____

Task 10

Read the text and find the meanings of the following words and phrases.

No	Words	Meaning	No	Words	Meaning
1	affiliate		6	Sociologically	
2	servicing		7	undertake	
3	potent		8	policy	
4	contribute		9	growth	
5	district		10	Medicine	

Sleman District Hospital

Sleman Hospital is one of the affiliate hospitals of Faculty of Medicine, Gadjah Mada University, Yogyakarta, and is located in Beran, Sleman, about 15 km from Dr. Sardjito Hospital, servicing 850,000 servicing.



As part of Yogyakarta Province, which is well known as “The Student City”, Sleman District has a potent education sector. There are at least 29 universities and colleges that support and contribute to policy and district development. Sociologically, it contributes to pluralistic conditions of the residence. Youth and students from various

parts of the country come to Yogyakarta, especially to Sleman, to undertake higher education. This has also contributed to an increase in the number of inhabitants in the population, and Sleman District has the highest population growth in Yogyakarta Province.

<http://www.seaorchid.org/indonesia/local.php>

Task 11

Read the text carefully and then answer the questions.

1. What is the topic of the text?
Answer: _____
2. What is the main idea of the first paragraph?
Answer: _____
3. What are the supporting details of the first paragraph?
Answer: _____
4. What does the second paragraph describe?
Answer: _____
5. What does the third paragraph describe?
Answer: _____

Task 12

Read the text and find the meanings of the following words and phrases.

No	Words	Meaning	No	Words	Meaning
1	disease		6	internist	
2	fever		7	satisfied	
3	medical service		8	equipped	
4	specialist		9	maternity ward	
5	surgeon		10	examine	

Smart Health Clinic

There is a big medical clinic in my town. The clinic has two floors and it is clean. The walls are white. There is a nice garden at the front. There grow roses and sun flowers. The clinic is very busy. People with various diseases come to the clinic to have medical services. Some people get headaches,



backaches, fever, etc.

There are some specialists working for the clinic. They are dentist, surgeons, internist, etc. Some nurses help them to look after the patients. The doctors and nurses are kind. They are helpful and friendly. The people feel satisfied because the doctors examine them carefully.

Smart Health Clinic is equipped with many facilities like comfortable patient rooms, maternity ward, an emergency room, a laboratory, and an X-ray room. There is also a dispensary where we get medicines and there is a canteen too.

(LKS Kresna Kelas X Semester 2, Page 28)

Task 13

Read the text carefully and then answer the questions.

1. What is the topic of the text?

Answer: _____

2. What is the main idea of the first paragraph?

Answer: _____

3. What does the second paragraph describe?

Answer: _____

4. Is the clinic very busy? Why?

Answer: _____

5. Is the clinic a good clinic, do you think? Why?

Answer: _____

Narrative Texts

Task 1

Read the text and find the meanings of the following words.

No	Words	Meaning	No	Words	Meaning
1	lay		6	roared	
2	tiny		7	trouble	
3	begged		8	sharp	
4	disturb		9	beasts	
5	kindness		10	paw	

The Golden Eggs

Long time ago, there was a poor farmer who lived in Central China. The flood had destroyed his farm, including his cattle. Every day, he always prayed to God. He wished that his family would not die because of hunger.

A few days later, an old man with a long gray beard passed by. He saw the farmer and felt sorry for him. He then gave him a goose and said, "I don't have any expensive thing to give to you. I hope this goose will help your family. But, don't forget to work hard."

A week later, the farmer was surprised to find an egg in his yard. This was not an ordinary egg, it was a golden egg. He was very happy. Then, he sold the egg to the market. He got lots of money to buy some food and clothes for his family. After that, every month the goose laid a golden egg.

The farmer's livelihood then improved rapidly. He became lazy, arrogant and spend thrifty. He didn't work on his farm anymore. He just stayed at home, waiting for the golden egg to come out.

Strangely, the goose now laid only one egg every six months. That made the farmer loses his patience and slaughter the goose. He thought that there should be plenty of eggs in its stomach. However, he didn't find anything.



He then realized what he had done. He regretted his greed very much, but it was too late.

Task 2

Read the text in Task 1 again and answer the following questions.

1. Where did this story happen?
2. What happened to the farmer's livestock?
3. Who gave the goose to the farmer?
4. What does the story teach us?
5. Which of the statements describes the farmer's downfall?
6. What is the communicative purpose of the text?
7. The writer mostly uses the....
8. The text is in the form of a....
9. What is the meaning of 'livelihood'? Make one complete sentence with that word.
10. Spot the mistakes and correct them.

Task 3: Read the text carefully and identify the meanings of the following words according to the context. You may use your dictionary.

No	Words	Meaning	No	Words	Meaning
1	deadly spell		6	wicked	
2	ricocheted		7	delivered	
3	mistreated		8	lightning bolt shaped scar	
4	crash		9	revealed	
5	vanished		10	sorcerers	

Lord Voldemort, an evil wizard pointed his stick and used his deadly **spell** to James Potter. Lily realized that it would soon be her turn. One thing she could do was only begging for her one year old boy's life, Harry.



However, the **wicked** didn't listen either to her or to the toddler's weep. He spelled the mother first and the boy afterward. When Voldemort tried to kill Harry, the spell **ricocheted** and hit the former, severely weakening him and virtually destroying his body.

Albus Dumbledore, head of Hogwarts School of Witchcraft and Wizardry, Minerva McGonagall, assistant headmistress, and Rubeus Hagrid, the school's Keeper of the Keys and Ground, **delivered** Harry to his aunt and uncle.

Harry spent his life with his aunt and uncle Petunia and Vernon Dursley. Petunia and Dursley gave their lavish attention and care on Dudley, their son. Meanwhile, Harry was **mistreated**. He had to spend his first year's life sleeping in the cupboard under the stairs.

Time went by, Harry grew up as a good-looking 11 years old thin boy with unruly black hair, green eyes, round eyeglasses and a distinctive **lightning bolt shaped scar** in his head due to Voldemort's spell on him. He rather liked this scar. His guardians told him he got it in the car accident that killed his parents. This was how he grew up for 10 years, thinking that his parents had died in the **crash**.

Harry **revealed** the aura of wizard since he was a child. One day Dursley brought him to the zoo. Dursley has warned him not to make any ridiculous action. Harry, Dudley and his friend Piers Polkiss were on a reptile cage when they saw a boa seem to tell Harry about his willingness to leave the cage and go home to South America. The children didn't realize it yet especially Harry when they found the door of the cage **vanished** and the snake had gotten away. Soon Harry was locked in his cupboard for the night and sent to a vacant bedroom jam packed with broken castoffs from Dudley afterwards.

It was 31 July, Harry's 11th birthday, and no one remembered. Harry was very sad. In the stormy night, Harry heard someone knocking at the door. A giant man with bushy black hair and beard appeared.

The man that was finally known as Hagrid told Harry the true story of his parents' death. Time went by. Harry was then enrolled as one of students of Hogwarts, the United Kingdom's private boarding school for young sorcerers, located in a secret place in Scotland.

Harry was very pleased to meet some friends in Hogwarts. He then had unforgettable experiences with Ron and Hermione.

(Taken from www.angelfire.com)

Task 4: True False

Read the text again carefully and then write T if the statement is TRUE and F if it is FALSE. Compare your answers with a classmate's.

No	Statements	T/F	Correction
1	Harry was killed by Voldemort.	F	He still alive.
2	Voldemort died when he tried to kill Harry.		
3	Dursley's family loved Harry so much.		
4	Harry's parents were killed by Voldemort.		
5	Harry revealed the aura of wizard since he was an adult.		
6	Harry, Dudley and his friend saw the boa in the lion cage.		
7	Harry was unhappy studying at Hogwarts.		
8	Harry had a scar on his forehead.		
9	Harry's birthday was 21 July		
10	Harry went to Hogwarts when he was 11 years old.		

Task 5: Read the text again carefully and then answer the questions below. Compare your answers with a classmate's.

- Who are the characters of the story?

Answer: _____

- Who is the hero in the novel above?

Answer: _____

3. Who is James Potter?

Answer:_____

4. What are the names of Harry's parents?

Answer:_____

5. How does Harry look like?

Answer:_____

6. Are Harry's parents wizards? How do you know?

Answer:_____

7. Who is the assistant headmistress at Hogwarts School?

Answer:_____

8. Why couldn't Voldemort kill Harry?

Answer:_____

9. What does the word "his" in his willingness to leave the cage and go home to South America refer to?

Answer:_____

10. What is the moral of the story?

Answer:_____

The Prince and His Best Friend

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house. Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter



suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital.

Task 6

No	Statements	T	F
1	The young Prince was hated by his people.		
2	The young Prince was kind to others.		
3	The Prince had two best friends.		
4	Both of the Prince's friends were rich people.		
5	When the bandits attacked, they hurried back to the castle.		
6	The Prince and his friends hid in an old house.		
7	The Prince didn't want to surrender.		
8	Franklin made an agreement with the bandits.		
9	The bandits managed to enter the house by breaking the front door.		
10	The Prince and Peter managed to escape but Franklin didn't.		

Task 7

Answer the following questions based on the story.

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?
6. Why did Franklin sneak out to meet the bandits' leader?
7. Did the Prince manage to escape from the bandits? How?
8. After you read the story, what did you think of the Prince's friends?

Task 8

Read the text and find the meanings of the following words.

No	Words	Meaning	No	Words	Meaning
1	lay		6	roared	
2	tiny		7	trouble	
3	begged		8	sharp	
4	disturb		9	beasts	
5	kindness		10	paw	

The Lion and the Mouse

It was a hot day, and a lion lay fast asleep in the forest. Suddenly, a little mouse ran up to his nose. The lion woke up suddenly and caught the mouse in his paw.

“Please let me go,” begged the frightened mouse.

“All right,” said the lion. “But don’t disturb me again.” Then he let the little mouse free.

“Thank you,” the mouse said. “I will never forget your kindness. I might even pay you back one day.”

The lion only laughed. “How can a tiny mouse help me?” he thought. He rolled over and went back to sleep.

Sometime later, the lion was caught in a net. He roared loudly. Deep in the forest, the little mouse heard him.

“The lion is in trouble,” he said. “I must go and help him.” The mouse soon found the lion. He began to bite the ropes of the net. His sharp teeth soon made a big hole in the net, allowing the lion to escape from the net.

“Thank you for saving my life, little mouse,” said the king of the beasts. He felt rather embarrassed.



Task 9

Read the text in Task 1 again and answer the following questions.

1. What was the lion doing in the forest on that hot day?
2. How did the mouse feel when the lion caught him?
3. Why did the lion roar loudly some time later?
4. How did the mouse free the lion?
5. What kind of text is this?
6. Which sentence in the passage tells you that the lion was wrong about the mouse?
7. What is the moral value of this story?
8. What is the communicative purpose of the text?

Task 10

Read the narrative text carefully and find the meanings of the following words and phrases. You may work in pairs.

No	Words	Meaning
1	bush	
2	alarmed	
3	scare	
4	philosopher	
5	uprooting	
6	a bar of gold	
7	companion	
8	goldsmith	
9	guard the treasure	
10	wicked idea	
11	stab	
12	poisoned food	
13	whispered	
14	breathed his last	
15	herb	

The Man-Killer

One day two friends, Vinod and Sanjay, were walking in the woods. They saw a man running away from the bush, alarmed. “Why are you so frightened?” they asked. “I saw the man-killer in the bush over there,” he said, pointing. His words scared them. “Do you mean a tiger?” They asked.



“No,” replied the man, who was a philosopher. “It is more dangerous than a tiger.

It came out when I was uprooting some herbs. “What is it?” Asked the friends, **anxiously** “A bar of gold,” replied the philosopher. “Is it in that bush?” they asked. “Yes, it is,” the philosopher said, and fled. The two companions hurried to the bush and found a bar of gold. “How lucky we are!” exclaimed Vinod. “How foolish of the philosopher to call this bar of gold the man-killer!” remarked Sanjay. “Let’s plan what we should do with this gold now,” said Vinod. “It is not safe to return to our village carrying it in **broad** daylight. Let’s wait till nightfall, then find a goldsmith and ask him to divide the gold between us. Now if you sit here guarding the treasure, I will go and bring some food.” Sanjay readily agreed.

When his friend had left, he thought to himself, “Only if I had come alone! All this gold would have been mine. I have a large family to provide for”. As soon as Vinod returns, I will kill him with my knife and take all the gold”. He sharpened his knife and waited for his companion. Now Vinod too had a wicked idea. “I will mix some poison in his food” he thought, “then I will have the gold for myself. And so he mixed poison in the food meant for his friend. As soon as Vinod returned, Sanjay stabbed him to death. Then, being hungry, he ate the poisoned food. After a while he began to writhe in pain. “How true the philosopher’s words are! He whispered as he breathed his last.

(Taken from English Alive, Book2)

Task 11

1. Where were Vinod and Sanjay one day?

Answer: _____

2. What did they see?

Answer: _____

3. What did the man see?

Answer: _____

4. What was the man scared?

Answer: _____

5. What did Vinod and Sanjay do after the man told them what he saw?

Answer: _____

6. What did Vinod and Sanjay agree to do?

Answer: _____

7. What did Vinod plan to do?

Answer: _____

8. What did Sanjay plan to do?

Answer: _____

9. What happened to Vinod and Sanjay at the end?

Answer: _____

10. What did you learn from the story?

Answer: _____

B = 11

S = 9

5,5

Name : Devintha L.M
 Class : XC
 St. Numb : 07

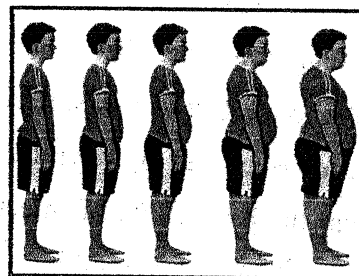
Task 1

Read the text and find the meanings of the following words.

No	Words	Meaning	No	Words	Meaning
1.	slim	langsing	6.	maintain	
2.	weigh	berat	7.	assignment	Tugas
3.	exercise	latihan	8.	often	Sering
4.	gain weight		9.	fat	Gendut
5.	french fries	kentang goreng	10.	healthy	Sehat

Joe, the Fat Boy

In summer, July, Joe who is 12 years old is an active and healthy boy. He plays soccer and basketball. He often goes swimming or jogging. He is 160 cm tall and looks slim. He weighs 50 kg.



Entering the winter time, September, he does not exercise much. In fact, he likes to eat snack of chip and drink soda after school while he watches TV. He gains weight and he is 55 kg.

Moving to October, he eats ice cream while doing his assignment in front of the computer. He eats cookies while he sits in front of the TV in November. He gains 10 kg and he weighs 65 kg.

In December, while he sits at the computer again, he likes eating french fries. The result is he has gained a lot of weight. Winter is not a good time for Joe to maintain weight. He is a fat boy with 75 kg of weight.

Task 2

Read the text in Task 1 again and answer the following questions.

1. What is the topic of the text?

Answer: Joe's weight gain

2. How tall is Joe?

Answer: He is 160 cm tall and slim

3. What kind of sport does Joe do in July?

Answer: He plays soccer and basketball, swimming and jogging.

4. How does Joe look like in September?

Answer: He does not exercise much

5. Describe Joe in December?

Answer: He is a fat boy with 75 kg or weight

6. What does "he" (line 1 paragraph 4) refer to?

Answer: Joe

7. What is the closest meaning of the word "gain" (line 3 paragraph 2)?

Answer: _____

8. How much does Joe gain weight from September to December?

Answer: 20 kg

9. What is the social function of the text?

Answer: _____

10. What can we conclude from the text above?

Answer: _____

WORKSHEET

S = 7
B = 12

Task 1

Read the text and identify the meanings of the following words and phrases.

1. fair skin = kulit cerah	2. severe headache
3. curly black hair = Rambut hitam keriting	4. joint and muscle pains
5. suffer from = menderita dari	6. endemic = penyakit tidak menular
7. dengue fever = DB	8. spread
9. high fever = Demam tinggi	10. transmitted

Angie Who Got Dengue Fever

I have a sister, named Angie. She is a slim beautiful teenager. She is 150 cm tall with fair skin. She has short black hair. She is now suffering from dengue fever. She has high fever, a severe headache, a backache, and joint and muscle pains. She also gets nausea, vomiting, and rash on her arms, face and legs.

Dengue fever is one of the most dangerous diseases in the world. It is endemic in most tropical countries of the South Pacific, Asia (including Indonesia), the Caribbeans, the Americas, and Africas.

The diseases rapidly spreads in most tropical urban areas of the world. It means people in these areas have high of infection of the diseases.

Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquitos, usually *Aedes Aegypti*. In other words, the diseases can not be spread directly from person to person. Unfortunately there is no specific treatment of the diseases.



Penyakit

(<http://healthycare.com>)

Task 2

Read the text again carefully and then answer the following questions.

1. Who suffers from dengue fever?

Answer: Angie

2. How does she look?

Answer: She is a slim beautiful teenager.

3. How tall is she?

Answer: She is tall 150cm

4. How do you describe her hair?

Answer: She has short black hair

5. What happens to her now?

Answer: She is now suffering from dengue fever.

6. How is her condition now?

Answer: She has high fever, a severe headache, a backache, and joint and muscle pains. She also gets nausea, vomiting, and rash on her arms, face and legs.

7. What does she have on her arms?

Answer: Rash on her arms

8. What is dengue fever?

Answer: Demam berdatah

9. What causes this disease?

Answer: Caused by a virus.

10. Where does it endemic?

Answer: Tropical countries of the South Pacific, Asia, the Caribbeans, the Americas, and Africa

Task 3

Do you ever know somebody who ever had dengue fever? Tell your classmate.

WORKSHEET

B = 11 1/2
S = 3 1/2

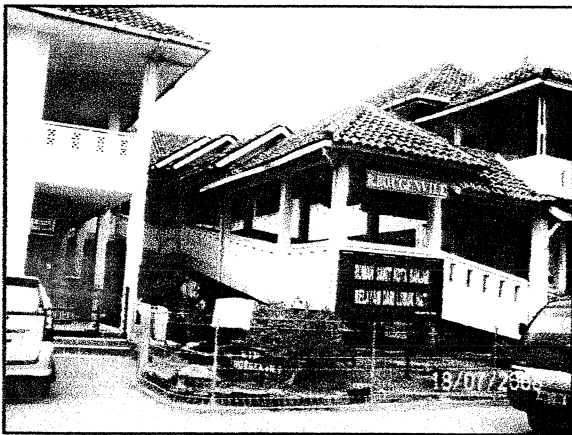
716

Task 1

Read the text and find the meanings of the following words and phrases.

1. disease = penyakit	2. internist = ahli
3. fever = demam	4. satisfied = telah
5. medical service	6. equipped = dilengkapi
7. specialist = spesialis	8. maternity ward = Ruang rs khusus ibu
9. surgeon = ahli bedah	10. examine = memeriksa

Smart Health Clinic



(<http://healthycare.com>)

There is a big medical clinic in my town. The clinic has two floors and it is clean. The walls are white. There is a nice garden at the front. There grow roses and sun flowers. The clinic is very busy. People with various diseases come to the clinic to have medical services. Some people get headaches, backaches, fever, etc.

There are some specialists working for the clinic. They are dentist, surgeons, internist, etc. Some nurses help them to look after the patients. The doctors and nurses are kind. They are helpful and friendly. The people feel satisfied because the doctors examine them carefully.

Smart Health Clinic is equipped with many facilities like comfortable patient rooms, maternity ward, an emergency room, a laboratory, and an X-ray room. There are also a dispensary where we get medicines and there is a canteen too.

Task 8

Read the text carefully and then answer the questions.

1. What is the main idea of the first paragraph?

Answer: It describe → about the medical clinic in the writer's town

2. What are the supporting details of the first paragraph?

Answer: The clinic has two floors and it is clean. The walls are white. There is a nice garden at

3. What does the second paragraph describe?

Answer: Many specialist work for the clinic

4. What does the third paragraph describe?

Answer: Facilities in the smart health clinic

5. Is the clinic very busy? Why?

Answer: Yes, it is. Cause people with various diseases come to clinic to clinic to have medical services.

6. Is the clinic a good clinic, do you think? Why?

Answer: Yes, yes 😊 I think because the doctor and nuse are kind, then are helpful, and friendl

2) the front. There grow roses and sun flower. The clinic is very busy.

S: 7
8: 23

7.6

Reading

Task 1: Read the text carefully and identify the meanings of the following words or phrases according to the context. You may use your dictionary.

1. deadly spell <i>mantra kematian</i>	2. wicked <i>jahat</i>
3. ricocheted <i>melepaskan diri</i>	4. delivered <i>pengantatan</i>
5. mistreated <i>disiksa</i>	6. lightning bolt shaped scar <i>Goresan luka</i>
7. crash <i>=tubrukan (dentaman)</i>	8. revealed <i>:menyatakan</i>
9. vanished <i>penghilang</i>	10. sorcerers <i>ilmu sihir</i>



Lord Voldemort, an evil wizard pointed his stick and used his deadly spell to James Potter. Lily realized that it would soon be her turn. One thing she could do was only begging for her one year old boy's life, Harry.

However, the wicked didn't listen either to her or to the toddler's weep. He spelled the mother first and the boy afterward. When Voldemort tried to kill Harry, the spell ricocheted and hit the former, severely weakening him and virtually destroying his body.

Albus Dumbledore, head of Hogwarts School of Witchcraft and Wizardry, Minerva McGonagall, assistant headmistress, and Rubeus Hagrid, the school's Keeper of the Keys and Ground, delivered Harry to his aunt and uncle.

Harry spent his life with his aunt and uncle Petunia and Vernon Dursley. Petunia and Dursley gave their lavish attention and care on Dudley, their son. Meanwhile, Harry was mistreated. He had to spend his first year's life sleeping in the cupboard under the stairs.

Time went by, Harry grew up as a good-looking 11 years old thin boy with unruly black hair, green eyes, round eyeglasses and a distinctive lightning bolt shaped scar in his head due to

Voldemort’s spell on him. He rather liked this scar. His guardians told him he got it in the car accident that killed his parents. This was how he grew up for 10 years, thinking that his parents had died in the crash.

Harry revealed the aura of wizard since he was a child. One day Dursley brought him to the zoo. Dursley has warned him not to make any ridiculous action. Harry, Dudley and his friend Piers Polkiss were on a reptile cage when they saw a boa seem to tell Harry about his willingness to leave the cage and go home to South America. The children didn’t realize it yet especially Harry when they found the door of the cage vanished and the snake had gotten away. Soon Harry was locked in his cupboard for the night and sent to a vacant bedroom jam packed with broken castoffs from Dudley afterwards.

It was 31 July, Harry’s 11th birthday, and no one remembered. Harry was very sad. In the stormy night, Harry heard someone knocking at the door. A giant man with bushy black hair and beard appeared.

The man that was finally known as Hagrid told Harry the true story of his parents’ death. Time went by. Harry was then enrolled as one of students of Hogwarts, the United Kingdom’s private boarding school for young sorcerers, located in a secret place in Scotland.

Harry was very pleased to meet some friends in Hogwarts. He then had unforgettable experiences with Ron and Hermione.

(Taken from www.angelfire.com)

Task 2: True False

Read the text again carefully and then write T if the statement is TRUE and F if it is FALSE. Compare your answers with a classmate’s.

No	Statements	T/F	Correction
1	Harry was killed by Voldemort.	F	He still alive.
2	Voldemort died when he tried to kill Harry.	F	

3	Dursley's family loved Harry so much.	F	Harry was mistreated
4	Harry's parents were killed by Voldemort.	T	
5	Harry revealed the aura of wizard since he was an adult.	F	Since was a child
6	Harry, Dudley and his friend saw the boa in the lion cage.	F	
7	Harry was unhappy studying at Hogwarts.	F	
8	Harry had a scar on his forehead.	T	
9	Harry's birthday was 21 July	F	It was 31 July
10	Harry went to Hogwarts when he was 11 years old.	T	

Task 3: Read the text again carefully and then answer the questions below. Compare your answers with a classmate's.

1. Who are the characters of the story?

Answer: Harry Potter, Lord Voldemort, Dursley, Ron, Hermione

2. Who is the hero in the novel above?

Answer: Harry Potter

3. Who is James Potter?

Answer: Harry's Father

4. What are the names of Harry's parents?

Answer: Lily Potter and James Potter

5. How does Harry look like?

Answer: With unruly black hair, green eyes, round eyeglas

6. Are Harry's parents wizards? How do you know?

Answer: Yes they are

7. Who is the assistant headmistress at Hogwarts School?

Answer: Minerva Mc Gonnagall

8. Why couldn't Voldemort kill Harry?

Answer: Because the spell ricocheted and hit the former, severely weakening him and virtually destroying his body

9. What does the word "his" in his willingness to leave the cage and go home to South America refer to?

Answer: Boa

10. What is the moral of the story?

Answer: don't hurt each other

S=7
B=18

7/2

Devintha
XC107

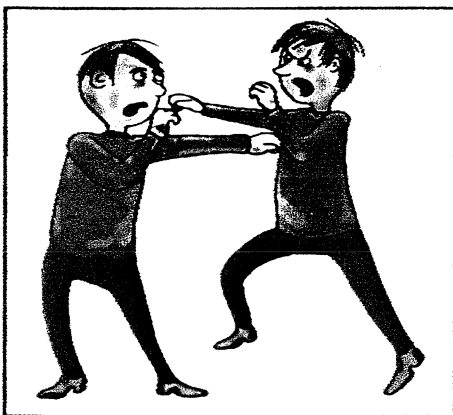
Task 1

Read the narrative text carefully and find the meanings of the following words and phrases. You may work in pairs.

1. Bush semak-semak	2. a bar of gold emas batangan	3. stab tikaman
4. alarmed khawatir	5. companion kawan	6. poisoned food makanan beracun
7. scare menakutkan/ ketakutan	8. goldsmith tukang emas	9. whispered
10. philosopher filsafat	11. guard the treasure	12. breathed his last
13. uprooting mencabuti	14. wicked idea ide jahat	15. herb

The Man-Killer

One day two friends, Vinod and Sanjay, were walking in the woods. They saw a man running away from the bush, alarmed. "Why are you so frightened?" they asked. "I saw the man-



killer in the bush over there," he said, pointing. His words scared them. "Do you mean a tiger?" They asked. "No," replied the man, who was a philosopher. "It is more dangerous than a tiger.

It came out when I was uprooting some herbs." "What is it?" Asked the friends, **anxiously** "A bar of gold," replied the philosopher. "Is it in that bush?" they asked. "Yes, it is," the philosopher said, and fled. The two companions hurried to the bush and found a bar of gold. "How lucky we are!" exclaimed Vinod. "How foolish of the philosopher to call this bar of gold the man-killer!" remarked Sanjay. "Let's plan what we should do with this gold now," said Vinod. "It is not safe to return to our village carrying it in **broad** daylight. Let's wait till nightfall, then find a goldsmith and ask him to divide the gold between us. Now if you sit here guarding the treasure, I will go and bring some food." Sanjay readily agreed.

When his friend had left, he thought to himself, "Only if I had come alone! All this gold would have been mine. I have a large family to provide for. As soon as Vinod returns, I will kill him with my knife and take all the gold". He sharpened his knife and waited for his companion. Now Vinod too had a wicked idea. "I will mix some poison in his food" he thought, "then I will have the gold for myself. And so he mixed poison in the food meant for his friend. As soon as Vinod returned, Sanjay stabbed him to death. Then, being hungry, he ate the poisoned food. After a while he began to writhe in pain. "How true the philosopher's words are! He whispered as he breathed his last.

(Taken from English Alive, Book2)

Task 2

1. Where were Vinod and Sanjay one day?

Answer: They are walking in the wood

2. What did they see?

Answer: They saw a man running away from the bush

3. What did the man see?

Answer: A bar of gold man killer ⇒ he see the man killer in the bush

4. What was the man scared?

Answer: The man killer

5. What did Vinod and Sanjay do after the man told them what he saw?

Answer: They hurry to the bush and find a bar of gold

6. What did Vinod and Sanjay agree to do?

Answer: Find goldsmith to divide the gold for them. And Vinod will go and bring some food if Sanjay sit there guarding the treasure

7. What did Vinod plan to do?

Answer: He will kill Sanjay with my knife and take all the gold

8. What did Sanjay plan to do?

Answer: He stab vinod the death

9. What happened to Vinod and Sanjay at the end?

Answer: They both die

10. What did you learn from the story?

Answer: be a good people
don't try to

Task 3

Rewrite the story above in your own words based on your answers in Task 5.

Task 4

Tell your friend about your story in your own words.

DAFTAR NILAI EVALUASI KELAS X-C							
SMA NEGERI 1 BANGUNTAPAN TAHUN PELAJARAN 2011/2012							
NOMOR		NAMA	NILAI				
ABSEN	INDUK		Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
1	5141	Akhid Hartanto	4	5	6	8.3	7
2	5147	Andi Darmawan	4	6	6.3	8	7.6
3	5153	Aria Wasista					
4	5159	Aulia Rachman L	5.5	7	6	7.3	7
5	5165	Bhara Hardya	5.5	5.5	6	6.3	6
6	5171	Dani Hardiansyah	8	8.5	7.3	8.6	9
7	5177	Devintha Lesiyana Murni	5.5	6.5	7.6	7.6	7.2
8	5180	Dian Ayu Puspitasari	9	9	8	8	8
9	5183	Dinar Rifa'i	5.5	5.5	6	9	7
10	5190	Ela Herwiani	6	6	7	6	6
11	5196	Erry Ersani	8	7	7	7.3	7.6
12	5199	Eva Anisa Mayasita	8	8	8.6	8.3	8
13	5202	Fajar Dwiki Prayogo	6	7	8	9.3	8.4
14	5208	Fitria Desi Nurhadiyani	7.5	8.5	7	7.6	7.2
15	5214	Hamid Wan Nendra	8	8.5	8	7.3	7.6
16	5220	Hutami Puspito Hemas	9	8	7.3	6.6	7.2
17	5226	Iva Olami Hasdani	8	7.5	7.3	7.3	8
18	5229	Kartika Widyastuti	7.5	8.5	7.3	7	6.8
19	5232	Kusuma Dhatu Sasadhara					
20	5238	Lutfi Nurul Hidayat	6	6.5	8.3	7	7.4
21	5244	Mega Haripeni Diliyanti	6.5	7.5	7.3	6.3	6.8
22	5250	Muhammad B.Y.P	5.5	6	6.6	7.6	7
23	5256	Nana Oktaviana Abrilia	6	7	8.3	8	9.4
24	5262	Novi Nur Utami	7	7	7	7	7.2
25	5274	Raden Ajeng Retno H.P	5.5	5	7.3	7.3	7
26	5280	Reza Utami Ardiawati	4	5	6	6.6	7.2
27	5292	Rizky Prihataningsih	6.5	7	8	7.6	8
28	5298	Sarah Ayu Nanada	8	8	8.6	8	9
29	5304	Siska Yunitasari	8	8.5	7	7.6	8
30	5310	Tannaffas Afthor Ruhang	7	7	6.6	7	7.4
31	5322	Utami	8.5	8.5	7.6	6.6	7.6
32	5328	Yonanda Agus Hermawan	5.5	5	6	7	7.4

Nilai Minimal	4	5	6	6	6
Nilai Maksimal	9	9	8.6	9.3	9.4
Nilai Rata-Rata	6.63	7.00	7.18	7.45	7.50
Mean Score of Each Cycle	6.94			7.47	



The teacher explaining the descriptive text.



When the teacher explaining the material, the collaborator observing the teacher.



The teacher checking the students' work sheets by discussing the tasks with the students.



The students work in pairs to do the tasks.



The teacher monitors students' work sheets.



The students identify the vocabulary list on the dictionary.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 770e/UN.34.12/PP/V/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

24 Mei 2012

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

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

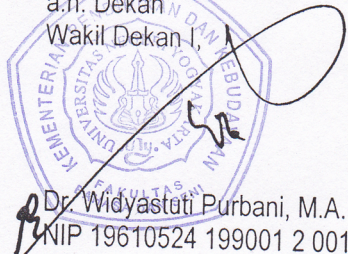
Improving the Reading Learning Process of the Students of Grade X at SMAN 1 Banguntapan Bantul by Adapting Reading Tasks

Mahasiswa dimaksud adalah :

Nama : LIA LEYANI SUKAWATIE
NIM : 07202244052
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juni 2012
Lokasi Penelitian : SMAN 1 Banguntapan Bantul

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

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

a.n. Dekan
Wakil Dekan I,

Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001