

A THESIS

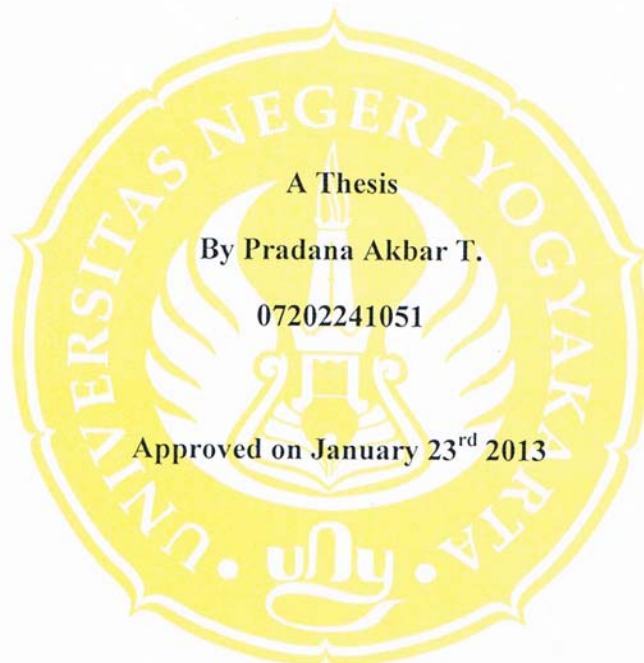
**THE EFFECTIVENESS OF INTERACTIVE APPROACH TO TEACHING
READING TO THE TENTH GRADE STUDENTS OF SMK N 1 DEPOK
IN THE 2011/2012 ACADEMIC YEAR**



Written by:
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2013**

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READING TO THE TENTH GRADE STUDENTS OF SMK N 1 DEPOK
IN THE 2011/2012 ACADEMIC YEAR



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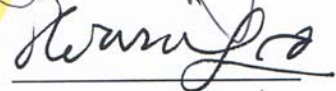
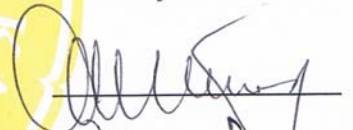
A THESIS

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

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

Yogyakarta, 23 Januari 2013

Penulis,



Pradana Akbar T.

DEDICATIONS

This thesis is specifically dedicated to :

My parents,
(Suyanto and Sumarni, S.Sos.)

My sister,
(Devie Anggita A.)

With biggest gratitude for their prayers, encouragements, motivations, and
unstoppable supports.

MOTTOS

**We are what we repeatedly do. Excellence, therefore, is not an act but habit.
-Aristotte-**

**Whatever comes our way, whatever battle we have raging inside us, we
always have a choice.
-Petter Parker-**

**Knowing is not enough, we must apply.
Willing is not enough, we must do.
-Bruce Lee-**

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In the end, I realize that this thesis is far from perfect. Thus, any criticisms, ideas, and suggestions for improvement of this thesis are highly appreciated. I hope this study can be a useful reference to researchers who want to conduct a research study in Reading especially dealing with the interactive reading approach.



Yogyakarta, January 23, 2013

Pradana Akbar T.

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ABSTRACT

The objective of this research is to find out whether using the interactive approach is more effective than bottom-up approach in improving the reading ability of the tenth grade students of SMK N 1 Depok in the academic year of 2011/2012.

This study was categorized as a quasi-experimental research study. There were two groups in the study which were selected by using the purposive sampling, the control group and the experimental group. The study subjects were the students of X AP 1 class as the experimental group which consisted of 27 students and the students of X PM 1 as the control group which also consisted of 27 students. The data collection was done by conducting a pre-test and a post-test to the students as the subjects of this study. Therefore, the instruments of this study were pre-test and post-test instruments. The data were analyzed quantitatively by using the descriptive analysis and inferential analysis including the normality test which was done by using the Kolmogorov – Smirnov formula, the homogeneity test which was done by using the *F*-test formula, and the hypothesis test which was done by using the *t*-test formula in the SPSS 17 program.

The results of the study showed that the use of interactive reading approach was effective in improving students' reading comprehension ability. It could be seen through the hypothesis test of the study. The hypothesis which said "there is a significant difference in the students' reading ability among the students who are taught by using the interactive reading approach and the students who are taught by using the bottom-up approach" was accepted. It could be checked from the *t*-test result which showed that the (

CHAPTER I

INTRODUCTION

A. Background of the Problem

Almost everyday, people get and share information from many reading sources that use English such as books, magazines, news or even reading sources from the internet. Therefore, this is not a rare phenomenon anymore since in this globalization era many information sources that surround people in every country are using English as the way to deliver the information that the people need. This phenomenon shows the fact that English as the international language is a mean of communication that must be taught in schools, especially vocational high schools, and be mastered well in order to fulfill the communication needs in the international society.

English, nowadays, has become an important subject to be taught and should be learnt systematically. There are several macro-skills that must be understood and comprehended to the students of vocational high school. They are listening, speaking, writing, and reading skills. Reading and listening are categorized as receptive skills, while writing and speaking are categorized as productive skills. All of those skills are necessary to be carried out in every English teaching and learning class since they are all connected each other and can give a big influence in the improvement of learning English. In addition, the success of learning English can be shown by comprehending those four macro-skills. The students must learn each macro-skill until they really understand because those four macro-

skills, indeed, have different use in the real life when the students deal with English.

The reading skill is one of those four macro-skills that is very important and useful for vocational high school students to get information in the daily life. It is because a lot of information about many aspects of life require the reading skill as a mean to understand them. The reading skill can help the students to understand some English words that they may find in their activities outside the school. For example, the students can understand the instructions of using public telephones, remote controllers, cell phones, computers, and other devices that exist in the real world. The students can also get benefits such as getting easiness in sharing information with fellow students from other countries and communicating with people from other countries who visit Indonesia. Moreover, the reading skill can also help the students in understanding learning references that can be useful for their study, such as from text books of English, magazines, newspapers, letters, and even labels of product that they can find in the daily life.

However, learning reading for vocational high school students is not a simple matter. There are several reasons related to this phenomenon. First, English is not their mother tongue. It may have some differences in terms of grammar, pronunciation, and spelling which makes the reading text looks difficult to read. Second, Indonesia has differences in cultures with other English-speaking countries which affect the way the people write. That is why the students still have hard time in understanding the style of English reading text. Third, not all students of vocational high school have good motivation in learning reading.

Moreover, in learning reading, vocational high school students should be able to understand not only the meaning of the text but also the context and the function of the text and, of course, the aim of the writer. These requirements in learning reading might be still considered uneasy things for most of vocational high school students. As the evidence, most of the students sometimes get bad marks as the result of these difficulties in learning reading comprehension. If there is no solution for those problems, they can cause other negative chain reaction effects to the students. If their reading skill is not good, the students will have more difficulties in learning other macro-skills in English, such as listening, speaking, and especially writing. In this case, teachers have responsibility to help students to achieve reading skill. One thing that teachers can do to solve the problems is to teach the students using an appropriate approach for teaching reading classes based on students' level and students' ability.

In terms of using approaches, vocational high school teachers tend to use the bottom-up approach which begins with teaching the students from the smallest part of the reading text such as, words, phrases and clauses. This approach is good for certain levels especially a beginner level but this approach is a waste of time for intermediate and advanced levels. Therefore, vocational high school students' reading comprehension quality needs to be improved by using a better approach.

The interactive reading approach, a combination between the top-down and the bottom-up approach, can be said as the solution to face the problems. This approach is an appropriate approach that can be conducted for beginners, intermediate, and advanced learners, for example vocational high school students.

It uses the good side from the top-down approach that can support the needs of learners by attracting their assumptions about the meaning of the text based on their background knowledge and a good side from the bottom-up approach that might suit vocabulary needs of learners by leading them in learning reading through single-direction to analyze text from small part like words. By using the interactive reading approach as the approach in teaching reading in vocational high school, the researcher thinks students can be more attracted and learn reading better.

In conclusion, this study is worth doing because in this study the researcher wants to prove the empirical evidences between the use of the interactive reading approach, the mixed approach of the bottom-up and the top-down approaches which are assumed to be suitable for the intermediate level students in learning reading, and the use of bottom up approach, the approach which is considered as a regular approach to be applied in teaching reading in vocational high school, to the vocational high school students' reading ability.

B. Identification to the Problem

There are two main factors that can influence the students' low reading ability. They are internal factors and external factors. Internal factors are several factors that come from the students themselves. Lack of motivation, little concentration, and low vocabulary mastery can be said as the internal factors that the students face in learning reading. External factors are some factors that come from outside the students. Learning media, classroom environment, and the

teacher can be said as the external factors that can also give influence to the students reading ability.

Low motivation can be said as the factor influenced by students' will in learning. The will of the students in learning is, of course, influenced by their interests to the lesson. If the students enjoy and love the lesson, they can be motivated and have no problems in learning English. However, low motivation is also influenced by students' anxiety in learning English. Most EFL students, sometimes, feel nervous in reading English texts. It is because of their anxiety in making mistakes while reading.

Low concentration is caused by students' physical and emotional condition. If the students are in a bad condition, they can get difficulties to concentrate in reading. The concentration is an important thing in acquiring reading ability. Without a good concentration in reading, the students can get difficulties in comprehending the text, both the form and function.

Generally, vocabulary mastery is known as an important term in learning most of macro-skills in English. Of course, if the students have good vocabulary mastery, they will never get difficulties in understanding the meaning of the text. However, low vocabulary mastery is a classic problem for EFL students. The unfamiliar words that often appear in the reading text are always troublesome for the students.

Good teaching requires good media. That is why learning media can also be considered as one of important factors that can influence students' reading ability.

Without good learning media, the reading lesson can be boring and not effective. Most schools in Indonesia already have good learning media. However, there are still some schools which have incomplete or even not-standard learning media.

Classroom condition or classroom environment is the factor that can also influence the students. Most EFL classrooms must have fulfilled the standard of a good class for teaching and learning process. However, in Indonesia there are still some classrooms that have not fulfilled the standard. So it can be concluded that without a good classroom environment, students' motivation in learning reading can be decreased.

Selecting approach is also the important thing that must be considered as another factor. Basically, students have different characteristics, abilities, and levels. They need something that suits their needs in learning reading. Moreover, sometimes it can be found that some students cannot follow the lesson and get stuck with something that they do not understand. It is because of the inappropriate selection of approach that the teacher conducts in the classroom. For example, most of teachers use bottom-up approach in delivering reading material. This approach is good for beginner level. However if it is applied continuously, the students' schemata will not be developed. That is why the teacher shall wisely select the appropriate approach for them. The key of success comes from the good approach that is possible to be used and suits the students' level of learning and students' needs.

C. Limitation of the Problem

Because the factors related to the students' reading ability are so numerous, it is not possible to take care of all of them in the same time. The researcher only limits the problem to the way the teacher gives approach in teaching which can influence the improvement of the students' reading ability. Selecting approach is chosen because it is an important factor that can decide whether the lesson is attracting and suitable to the students' level or not.

After considering this point, the researcher chooses interactive reading approach as the selected approach in teaching reading to EFL students. There are some considerations in choosing this approach:

1. The interactive reading approach can suit both beginner, intermediate, and advanced learners.
2. The interactive reading approach can support students' need in learning reading.
3. The interactive reading approach can be a possible thing to be applied in the classroom by the teacher.

D. Formulation of the Problem

In this study, the researcher formulates the problem as follows:

Is there any significant difference in reading ability between the tenth grade students of vocational high school who are taught by using the interactive reading approach and those who are taught by the bottom – up approach?

E. Objective of the Study

The objective of this study is to find out whether using the interactive reading approach is more effective to improve the students' reading ability than using the bottom-up approach.

F. Significances of the Study

It is expected that the findings of this study can give some valuable contributions to some people as follows:

1. To English Learners

Hopefully the findings can give contribution in improving the students' ability in learning reading by enlarging their knowledge in comprehending English text more systematically.

2. To English Teachers

The results of study are expected to give contribution in applying a better approach for reading, the interactive reading approach, so that the process of teaching reading can be done more effectively.

3. To Other Researchers

The findings of this study are expected to give valuable insight and useful information in using the interactive reading approach in teaching reading.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Teaching Reading at Vocational High School

Vocational high school is one of the formal education institutions in which English as a Foreign Language is taught. In teaching English skills to vocational high school students, especially reading skill, the English teacher has to manage the lesson and treat the students of vocational high school as EFL students.

There are some important terms which is related to the process of teaching reading in vocational high school that the teacher has to know, for example the frequency of teaching reading, materials of teaching reading, and activities of teaching reading. Based on the recent Indonesian vocational high school curriculum arranged by Ministry of Education, the frequency of teaching reading in vocational high school is categorized as intensive, but not as intensive as speaking. According to the recent syllabus of SMK N 1 Depok, the activities which are conducted in vocational high school are quite different from activities in senior high school. For examples, the reading activities of tenth grade students of SMK N 1 Depok are finding information from short passages, understanding dialogues, reading for information, understanding and discussing passages, understanding stories that stimulates reader's emotion, identifying skills and capabilities from reading passages, reading and finding information from on a map, and reading invitations. Moreover, the learning materials that are taught in vocational high school are also varied. They are greetings and leave takings,

introducing someone, thanking, apologizing, profession and nationality, time, cardinal and ordinal numbers, quality, shape, age, color, expressions to show sympathy, expressions to show regret and apologize, expressions to show happy or sad, expressions to show boredom, expressions to command and how to response, expressions to offer something or service, expressions to describe something, expression to show feelings related to event, samples of memo, signs and symbols, table and schedules, degrees of comparison, reported speech, expressions to show preference, conditional sentence, expressions to show capabilities, asking and giving directions, and samples of invitations.

Furthermore, in teaching reading to the students of Indonesian vocational high schools, the teacher needs to consider and understand several things related to the teaching and learning process, such as the contexts, methods, and other macro-skills that can be applied in the vocational high school classroom. Contexts, methods, and other micro-skills are known as important terms in teaching.

a. English as a Foreign Language

EFL is one of many terms in English language teaching that stands for English as Foreign Language. It is the context which is applied in the process of teaching reading to Indonesian vocational high school since English in Indonesia is defined as a foreign language. Harmer (2007: 19) states that EFL described situations where students were learning English in order to use it with any other English speakers in the world – when the students might be tourists or business people. Students often studied EFL in their own country, or sometimes on short

courses in Britain, the USA, Australia, Canada, Ireland, New Zealand, etc. He also states that students of EFL use English in global context or, in other words, the students use English for international communication. Using English for international communication, especially on the internet, means that our students are in fact part of a global target-language community.

Teaching EFL students, especially reading, must be done systematically. Teachers have to provide the students a good selection of text. Good texts can be in the form of authentic texts which means that they use the original language that the native speakers use. From this point, the students can understand the style and manner how the native speaker uses the language in the texts. Hedge (2003) in Alyousef (2006: 66) states it should be built into an EFL/ESL programs provided the selected texts are “authentic” – i.e. “not written for language learners and published in the original language” – and “graded”. Teachers with EFL/ESL learners at low levels can either use “pedagogic” or “adapted” texts.

It is true that selecting good and appropriate text is a teacher’s responsibility. However, the teacher must also understand the essence of teaching reading to their EFL students. Hedge (2003) in Alyousef (2006: 67) also points out the importance of teaching reading to EFL/ESL, they are:

- 1) The ability to read a wide range of texts in English. This is the long range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- 2) Building a knowledge of language which will facilitate reading ability
- 3) Building schematic knowledge.
- 4) The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning)
- 5) Developing an awareness of the structure of written texts in English
- 6) Taking a critical stance to the contents of the texts

In teaching reading to EFL students, teachers have to provide an appropriate lesson systematically by considering the importance of teaching. Moreover, using authentic text in teaching reading is also necessary since it can show the EFL students the style and manner how the native speaker uses the language in the texts.

b. Methods in Teaching Vocational High School

Vocational high school is a formal institution which deals with teaching and learning English as a foreign language. In teaching the students, knowing the method is necessary for the vocational high school teacher. There are several appropriate methods that suit the characteristics of the vocational high school students like Grammar-Translation, Direct Method and Audiolingualism, Presentation, Practice, and Production (PPP), Communicative Language Teaching (CLT), Task-Based Learning (TBL), Total Physical Response (TPR), or Silent Way method. Since methods in teaching English are numerous and there are many experts who have different kind of methods, teachers must wisely select the one that suitable with the students. Harmer (2007: 63) states several types of method in teaching EFL. They are:

1) Grammar-Translation, Direct Method and Audiolingualism

In Grammar-translation method, students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points. These sentences had to be translated from the target language (L2) back to the students' first language (L1) and vice versa. Direct

method, which arrived at the end of nineteenth century, was the product of a reform movement which was reacting to the restrictions of Grammar - translation. The sentence was still the main object of interest, and accuracy was all important. Crucially it was considered vitally important that only the target language should be used in the classroom. Audiolingualism relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design the drill.

2) Presentation, Practice, and Production

A variation on audiolingualism is the procedure most often referred to as PPP, which stands for presentation, practice, and production. In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language too is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills.

3) Communicative Language Teaching (CLT)

A major strand of CLT centers around the essential belief that if students are involved in meaning-focused communicative tasks, then language learning will take care of itself, and that plentiful exposure to language in use and plenty opportunities to use it are vitally important for a students' development of knowledge and skill. Activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative

task they are performing is at least as important as the accuracy of their language use.

4) Task-based learning (TBL)

It makes the performance of meaningful tasks central to the learning process. It is informed by a belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms. Instead of a language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve.

Furthermore Richards and Rodgers (2001: 73) also state several methods in teaching. They are:

1) Total Physical Response (TPR)

This method is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

2) Silent Way

This method is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible.

The methods in teaching English at vocational high school are so varied. In this case, the teacher of vocational high school should be able to select the appropriate methods that really suit the characteristics and the needs of the students in the class that he/she teaches.

c. Four Macro-Skills in Teaching Vocational High School

Macro-skills are important terms that the students of vocational high school have to understand in learning a language. Macro-skills are divided into two types. They are receptive skills and productive skills. Receptive skills consist of reading and listening, and productive skills consist of writing and reading. The classification of those four skills is based on the human nature. According to Brown (2001: 232) the human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading.

Macro-skills are indeed connected each other. That is why in teaching reading the teacher has to be able to synchronize the reading skill with other skills. Each receptive skill always has relationship with each productive skill. Nation (1990) in Nan and Mingfang (2009: 26) describes word knowledge in terms of receptive and productive knowledge, which together comprise the four language skills. Receptive knowledge is recognizing and understanding the words in listening to a conversation or reading a text and productive knowledge is using words fluently and appropriately in speaking and writing. Nation (2001b) in Nan and Mingfang (2009: 27) also states that the receptive and productive skills relate to each other in important ways and can also be categorized as written skills (reading and writing) and oral skills (speaking and listening). For example, a student cannot write without reading and cannot hold a meaningful conversation without listening. This interrelationship between productive and receptive skills makes it crucial to adopt a four-skill approach to vocabulary teaching. The

receptive skills, and especially reading, are known to be effective ways to acquire vocabulary, but those same words do not easily come to mind when the learner is speaking or writing.

2. Reading

a. Definition of Reading

There are so many definitions of reading stated by experts from different point of views. According to Nunan (1999), reading is sometimes viewed as a passive skill. It involves the processing of the generated ideas by others that are transmitted through language. It also involves the written language and the highly complex cognitive processing operations. According to Eskey and Dubin (1986: 12), reading is a receptive language process. There is a process in which readers try to get more information from what is encoded by the author in the text in order to construct meaning from the text they read. Then, it can be understood that there is an interaction between a reader and a text in that reading process.

Alyousef (2006: 64) states that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Furthermore, Grabe in Kaplan (2002: 62) states that although reading can be easily defined simply as the ability to derive understanding from written text, this simple definition is denied by the complexity inherent in the reading ability. He believes that everyone has a combination of skills and abilities they bring when they begin to read. Grabe states several abilities inherent in the reading ability that should be seen as definitional.

First, reading is a rapid and automatic process. To get good understanding of the text, readers need to be ready with their working memory which processes various bits of information at any time if the information (from the text and their background knowledge) is integrated. Moreover, one factor assisting the rapid and efficient reading is the ability to recognize words automatically because reading without it will be impossible.

Second, reading is an interactive process in two ways. Reading needs many skills and abilities to be carried out simultaneously, some of which are automatic and some of which are attentional, where people focus their attention. At the same time, the higher level of comprehension process, such as deciding the main ideas of the text, require an interaction of textual information and background knowledge.

Third, reading is strategic and flexible. It depends on readers' assessment on their reading purposes' achievement. If they feel that they do not achieve their purposes of reading, they will be flexible to adapt various processing and monitoring activities.

Fourth, reading is purposeful. The major purpose of reading is for comprehending the text. Furthermore, reading is also categorized as a linguistic process. Basically, readers get understanding and new meaning when they interact with the text information by using linguistics processing.

Based on many point of views of the experts, it can be concluded that reading is a passive skill which requires interactive process in comprehending the meaning in order to get information or ideas from written text. Understanding the meaning of the reading skill including the ability in reading from many experts who have different points of view is definitely important for the teacher of reading. It will be a useful knowledge to conduct a reading lesson in the classroom and a good reference to learn about how to deal with the reading skill more importantly.

b. Characteristics of Written Language

In facing a reading text, the readers should also understand the characteristics of the text that they want to read. Moreover, Brown (2001: 303) also states some characteristics of written language that are very important to be understood. They are:

1) Permanence

Written language is permanent (or as permanent as paper and computer disks are), and therefore the reader has an opportunity to return again and again, if necessary, to a word or phrase or sentence, or even a whole text.

2) Processing Time

A corollary to the above is the processing time that the reader gains. Most reading contexts allow readers to read at their own rate. They are not forced into following the rate of delivery, as in spoken language.

3) Distance

The written word allows messages to be sent across two dimensions: physical distance and temporal distance.

4) Orthography

In writing we have graphemes. Writer can describe the aforementioned phonological cues.

In reading, the reader will always deal with the written language. Understanding the characteristics of the written language is necessary. It will help the reader to be familiar with the text that they read.

c. What to Read

Dealing with reading, readers will always get in touch with written language. Of course, there are so many types of written language. Brown (2001: 302) states several types of written language. They are: non-fiction (reports, editorials, essays, articles, and references), fiction (novels, short stories, jokes, dramas, poetry), letters (personal, business), greeting cards, diaries, journals, memos (interoffice memos), messages (phone messages), announcements, newspapers, academic writing (short answer test responses, reports, essays, and papers, theses and books), forms, applications, questionnaires, directions, labels, signs, recipes, bills (and another financial statements), maps, manuals, menus, schedules

(transportation information), advertisements (commercial and personal), invitations', directories (e.g., telephone, yellow pages), comic strips, and cartoons.

Good readers tend to know the text that they read. Knowing the types of written language is helpful for them in analyzing the text that they face. That is why the teacher should provide the students as the readers a good text by considering the types of written language.

d. Types of Reading

The teacher has to know the types of reading since the types of reading are helpful as a consideration in providing students' reading material. Many experts have their own definition about types of reading Nunan (1999) states two types of reading. They are receptive reading and reflective reading. Receptive reading is the rapid, automatic reading that readers do when they read narratives. Meanwhile, reflective reading is in which readers pause often and reflect on what they have read. In other hand, Brown (2004: 189) also mentions several types of reading. They are:

1) Perceptive

In keeping with the set of categories specified for listening comprehension, similar specification are offered here, except with some differing terminology to capture the unique of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2) Selective

This category is larger an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Brief responses are intended as well. A combination of the bottom-up and top-down processing may be used.

3) Interactive

Included among the interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. The top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. The purposes of the assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. The top-down processing is assumed for most extensive tasks.

The types of reading from different experts are exactly having the same use to be useful consideration for the teachers to provide the reading materials for the students. Teachers have to know what types of reading should be applied which match the students' characteristic.

e. Criteria in Selecting the Text

Selecting the text is a necessary thing to do. The teacher must know how to select a good text because not all texts are suitable for all students. There are different aspects too that cause this, such as difficulty level, gender, ages, etc. Nuttall (1996: 170) in Rahman (2004: 70) points out three main criteria for a good selection of the texts:

1) Suitability

It is essential to ensure “that the text should interest the reader preferably enthrall and delight them.”

2) Exploitability

It is “facilitation of learning”, and its importance is next to suitability. “A text you cannot exploit is no use for teaching even if the students enjoy reading” because “the focus in the reading is neither language nor content, but the two together: how language is used in conveying content for purpose”.

3) Readability

It refers to the combination of structural and lexical difficulty. As the linguistic and structural levels are not the same for all the students, “it is necessary

to assess the right level for the students in terms of vocabulary and structure into account.

Selecting text based on suitable criteria is necessary to be done. For the vocational high school students, the text that is chosen shall meet the needed criteria of a good text and some requirements after considering the needs and the level of the students.

f. Micro-Skills of Reading

In reading comprehension, there are several items that are called as micro-skills. Micro-skills are skills that ESL / EFL students need to do to become efficient readers. Micro-skills are very necessary to be carried out in the beginning of reading. Richards (1983) in Brown (2001: 307) mentions several micro-skills of reading. They are:

- 1) Discriminating among the distinctive graphemes and orthographic patterns 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.), systems, 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 clauses.
- 8) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognizing 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, given information, generalization, and exemplification.
- 12) Distinguishing between literal and implied meanings.
- 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.

Each micro-skill has its own use. They have different ways to make the students understand the text. They are very necessary to be understood in applying the interactive reading approach in teaching students of vocational high school. Those skills can be used as a consideration and reference how to provide suitable materials that can meet the needs of vocational high school students.

g. Strategies for Reading Comprehension

In comprehending reading materials, the teacher has to know several useful strategies that can guide the students in getting the writer's intention easily and efficiently. Brown (2001: 306) states ten strategies in reading comprehension. They are: identifying the purpose in reading, using graphemic rules and patterns to aid in the bottom-up decoding (especially for beginning level learners), using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels), skimming the text for main ideas, scanning the text for specific information, using semantic mapping or clustering, guessing when you aren't certain, analyzing vocabulary, distinguishing between literal and implied meanings, and capitalizing on discourse markers to process relationships.

The strategies in reading comprehension are important to be understood. They are useful in helping the teacher to prepare the lesson and to apply the

interactive reading approach in the lesson. Those strategies can also help the teacher to find the way to activate the students' schemata by knowing the strategies that the students use while they start reading.

h. Reading Techniques

Reading techniques are several things that the readers have to know before start reading. Reading techniques are very useful, especially when the readers want to concern in getting the ideas of the writer from a certain text. Brown (2001: 315) divides reading techniques into three phases. They are:

1) Before you read

Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.

2) While you read

Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you ordered it.

3) After you read

Comprehension questions are just one form of activity appropriate for post-reading. Also consider vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow up writing exercise.

Meanwhile, Grellet (1981: 14) states several reading techniques which are presented in a different way, they are:

1) Sensitizing

The aim is to provide exercises that will develop the strategies that students need to cope with unfamiliar words and complex or apparently obscure sentences. It should ensure that they do not stumble on every difficulty or get discouraged from the outset.

2) Speed Reading

One of the most common ways of increasing reading speed is to give students passages to read and to ask them to time themselves. A conversion table, taking the length of the text and reading time into account, will tell them what their reading speed is and this will make it easier for them to try and read a little faster every time.

3) Skimming to Scanning

When skimming, we go through the reading material quickly in the order to get the gist of it to know how it is organized, or to get an idea of the tone or the intention of the writer. When Scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or a less specific piece of information.

Different experts tend to have different reading techniques. Those techniques are indeed various, but they have a similar purpose. They are made in order to

help the reader understand the text. This can be useful especially when the researcher wants to analyze the techniques that the students choose.

i. Teaching Techniques in Reading

The techniques in teaching are important terms that must be known by the teacher. Knowing the teaching techniques used by the teacher of native speaker to teach their students is also necessary. In teaching native speakers, Nation (2009: 3) states several teaching techniques. They include shared reading, guided reading and independent reading.

1) Shared Reading

The learners gather around the teacher and the teacher reads a story to the learners from a very large blown-up book while showing them the pictures and the written words. The teacher involves the learners in the reading by asking them what they think will happen next and getting them to comment on the story. Where they can, the learners read the words aloud together. The procedure is an attempt to make the shared book activity like a parent reading a child a bedtime story.

2) Guided Reading

Guided reading can be done silently or with a child reading aloud to a friend, parent or teacher. Before the reading the learner and teacher talk about the book.

3) Independent Reading

In independent reading the learner chooses a book to read and quietly gets on with reading it. During this quiet period of class time, the teacher may also read or

may use the time as an opportunity for individual learners to come up to read to the teacher.

Teaching techniques are necessary terms that the teacher has to know, especially when applying the approaches of teaching reading. They can ease the way to conduct the approaches to the materials which are explained to the students.

j. Principles for Teaching Reading

Principles for teaching reading can be used to guide the design and practice of a reading program. Williams (1986) in Nation (2009: 6) states several principles for teaching reading. They are:

1) Meaning-focused Input

In meaning-focused input, there are three major things that should be understood. The first one, a reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write. The second one, the course should include reading simplified material at a range of levels, particularly extensive reading of graded readers. The last one, reading should be used as a way of developing language proficiency.

2) Meaning-focused Output

In meaning-focused output, reading should be simply related to other language skills that can be used. The course should involve listening, speaking and writing activities related to the reading.

3) Language-focused Learning:

In language-focused learning, the course should work on the sub-skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study. Moreover, the strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context critiquing, and reflecting on the text.

4) Fluency Development:

In fluency development, the reading material should be familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.

Principles of teaching reading have big influence in helping the teacher to understand what things necessary and unnecessary to do when he/she starts a reading lesson. Principles are made in order to guide the teacher to do a good preparation before teaching.

3. Approaches in Teaching Reading

a. Top – Down Approach

1) Key concept

Top – down is an approach in teaching reading that activates the broader knowledge of the students to understand the text in the beginning of the lesson. It uses schemata of the students as the readers to understand what the text tells about and the writer's intention inside the text. Brown (2001: 299) states that in using top – down, we draw on our own intelligence and experience to understand a text. Supporting this, Nuttall (1996: 16-17) in Brown (2001: 299) defines top – down processing as taking an eagle's – eye view of a landscape below. Then, Nuttall (1996: 16) in Rahman (2004: 50) also defines the top-down approach as:

We draw on our own intelligence and experience the predictions we can make, based on the schemata we have acquired to understand the text. ... We make conscious use of it when we try to see the overall purpose of the text, or get a rough idea of the pattern of the writer's argument, in order to make a reasoned guess at next step.

The advantage of the top-down approach is that it can recall the schema of the past that the students have. By recalling that, the students are motivated to know more about the material that is discussed and the lesson can be more encouraging and attracting to the students. The students' experiences and knowledge can be used too in understanding the text. According to Morales (2010: 76), the top-down processing and its emphasis on schema encouraged students to bring into the discussion the information that they acquired in the past.

According to Vacca (2006: 38), teachers who have a top-down belief system consider reading for meaning an essential component of all reading instructional

situations. They feel that the majority of reading or language arts instructional time should involve students in meaningful activities in which they read, write, speak, and listen. These teachers may also emphasize the importance of students' choosing their own reading material and enjoying the material they read. Sentences, paragraphs, and text selections are the units of language emphasized instructionally. Because recognizing each word is not considered an essential prerequisite to comprehending the passage, word errors during oral reading may not be corrected. Instead, the teacher may advocate noninterference during oral reading or encourage a student to use the context or meaning of the passage to identify unrecognized words.

The weakness that the top-down approach has is that the top-down approach is not really suitable for beginner level of learners. It is because beginner learners still have limited linguistic features mastery. Moreover their experience and background knowledge have not been developed well. Teaching reading with top-down approach to beginner level students will make them harder to understand if they do not have the background knowledge about the topic that the teacher delivers.

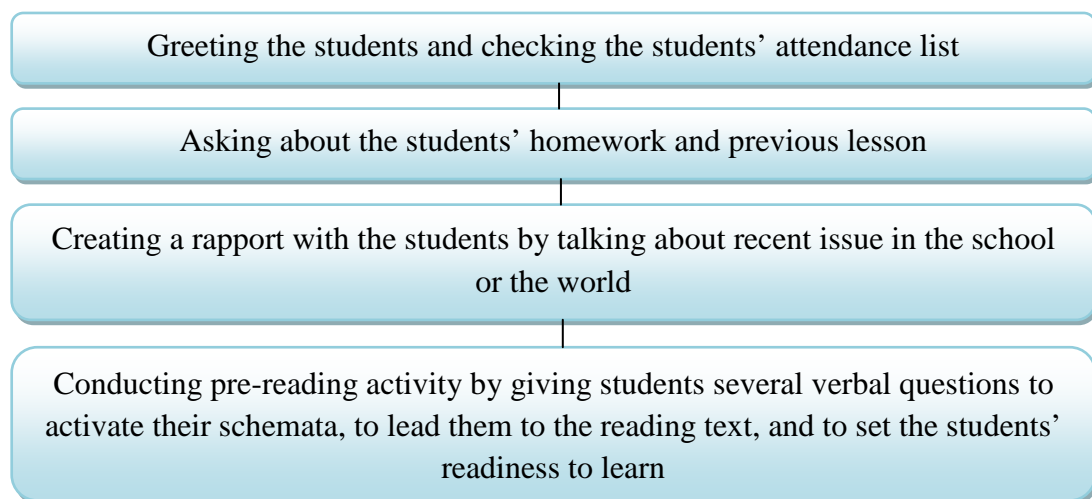
However, the top-down approach is very suitable to be conducted to the students with advanced level. The students of that level can be more motivated if the teacher uses this approach in teaching. The implementation of top - down approach can be seen in real context when the teacher begins explaining the reading material by stimulating the students' schemata. The teacher will start

giving several questions to the students in the form of several verbal questions related to the topic that will be discussed in the course.

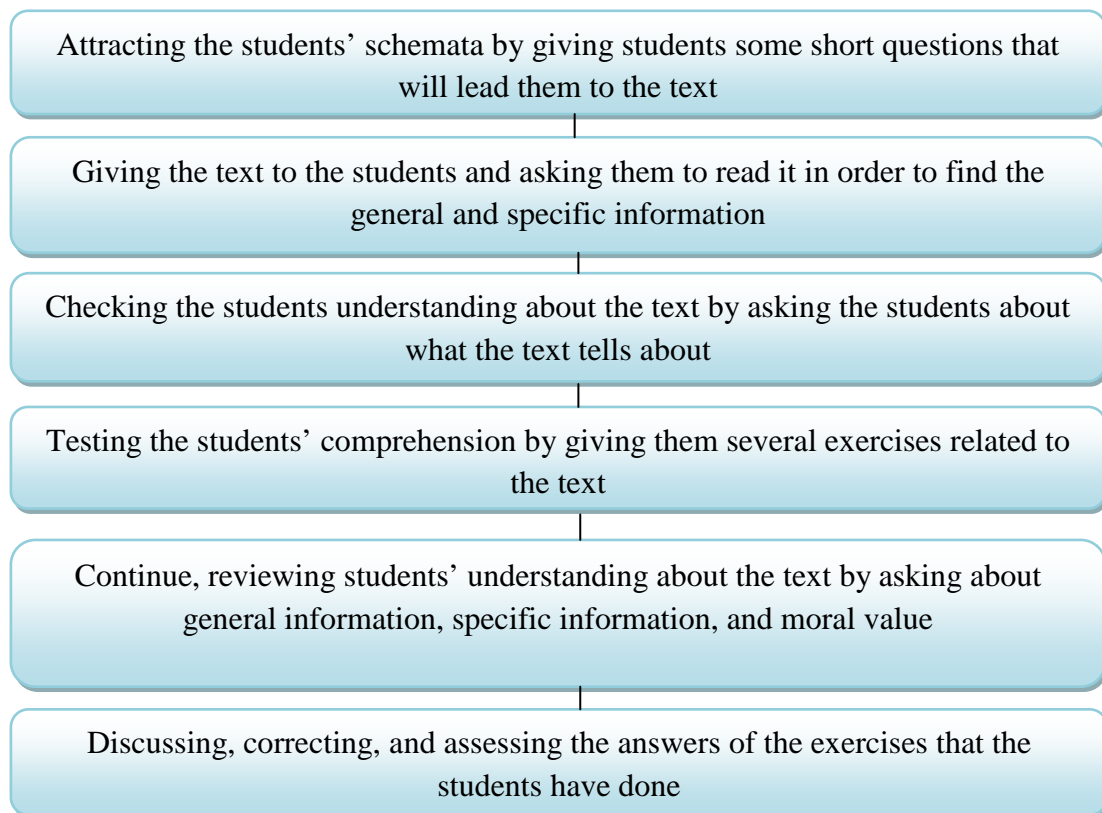
2) Procedure

In teaching reading using the top-down approach, there is a set of procedure that the teacher has to follow. It can be seen in Figure 1 below:

a) Opening of the Lesson



b) Content of the Lesson



c) Closing of the Lesson

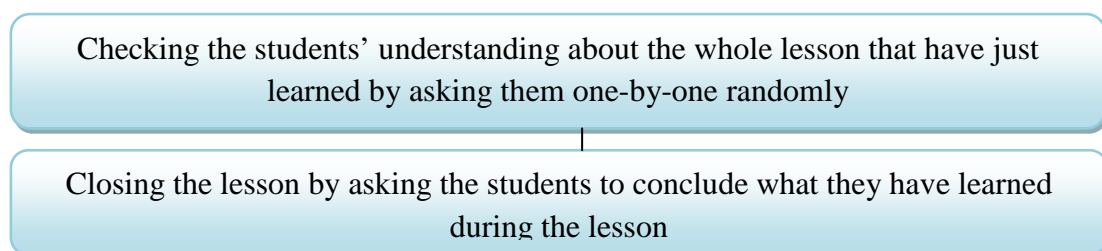


Figure 1: Procedure in Applying the Top-Down Approach

b. Bottom – Up Approach

1) Key concept

The bottom – up is the approach in teaching reading that uses smallest part of language (like letters, words or phrases) to begin with, then it continues to broader

items (like sentences and paragraphs). This approach leads the students' understanding about smallest part of language in detail in the beginning of the lesson. According to Nuttall (1996: 17) in Rahman (2004: 51), in Bottom – Up, the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure.

Meanwhile, Brown (2001: 299) states that in bottom – up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data – processing mechanisms to impose some sort of order on these signals. Then, Nuttall (1996: 16-17) in Brown (2001: 299) also defines bottom – processes as the image of a scientist with a magnifying glass or microscope examining all the minute details of phenomenon.

The good point in conducting bottom-up processing is that it can make the lesson focus on the structure and vocabulary that can be found out from the text that will be discussed. According to Morales (2010: 76), the emphasis on bottom-up processing helped students overcome difficulties regarding the structure and vocabulary of science texts.

According to Vacca (2006: 38), teachers who possess a bottom-up belief system believe that students must decode letters and words before they are able to construct meaning from sentences, paragraphs, and larger text selections. Consequently, they view reading acquisition as mastering and integrating a series of word identification skills. Letter–sound relationships and word identification are emphasized instructionally. Because recognizing each word is believed to be

an essential prerequisite to being able to comprehend the passage, accuracy in recognizing words is seen as important. If a certain teacher holds a bottom-up set of beliefs, the teacher may consider the practice of correcting oral reading errors as important in helping children learn to read. Or the teacher may believe that helping students read a passage over and over is an important instructional activity because they develop accurate word recognition. Teachers who hold bottom-up belief systems often emphasize the teaching of skills in a sequential and systematic manner.

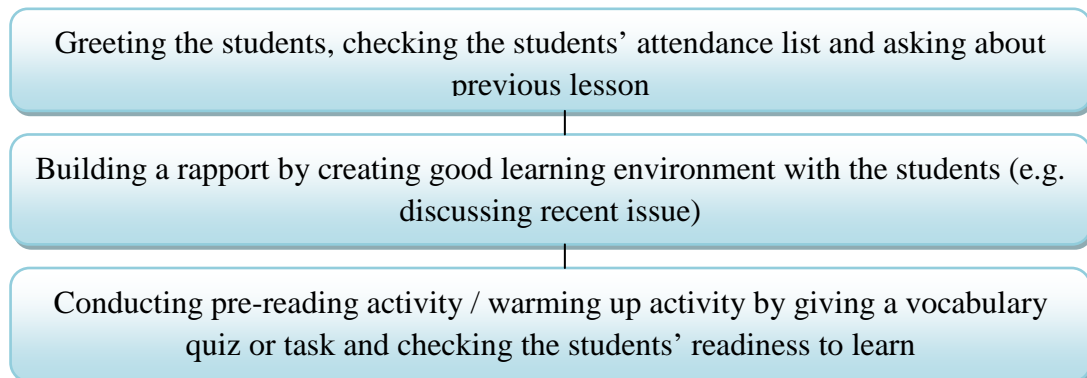
However, bottom-up approach also has its own weakness. Since bottom-up always start with learning from the smallest part of a paragraph to understand the reading text, it will cause the students' ignorance about the use of the schemata that students have. Moreover, bottom-up approach is also not really suitable with the students with advanced level. If the teacher teaches advanced learners by using bottom-up approach or learning again from decoding letters and words before constructing meaning from sentences, paragraphs, and larger text selections, the students might not be motivated.

It can be concluded that bottom-up is very useful to be carried out in teaching students in beginner level. In the real context, the implementation of bottom-up can be seen clearly when the teacher starts the lesson by explaining smallest part of the things that will be discussed to the students. If the students do not understand the meaning of some words, they will be asked to check in the dictionary. Moreover, the vocabulary mastery of the students can be also improved during the lesson which applying bottom-up approach.

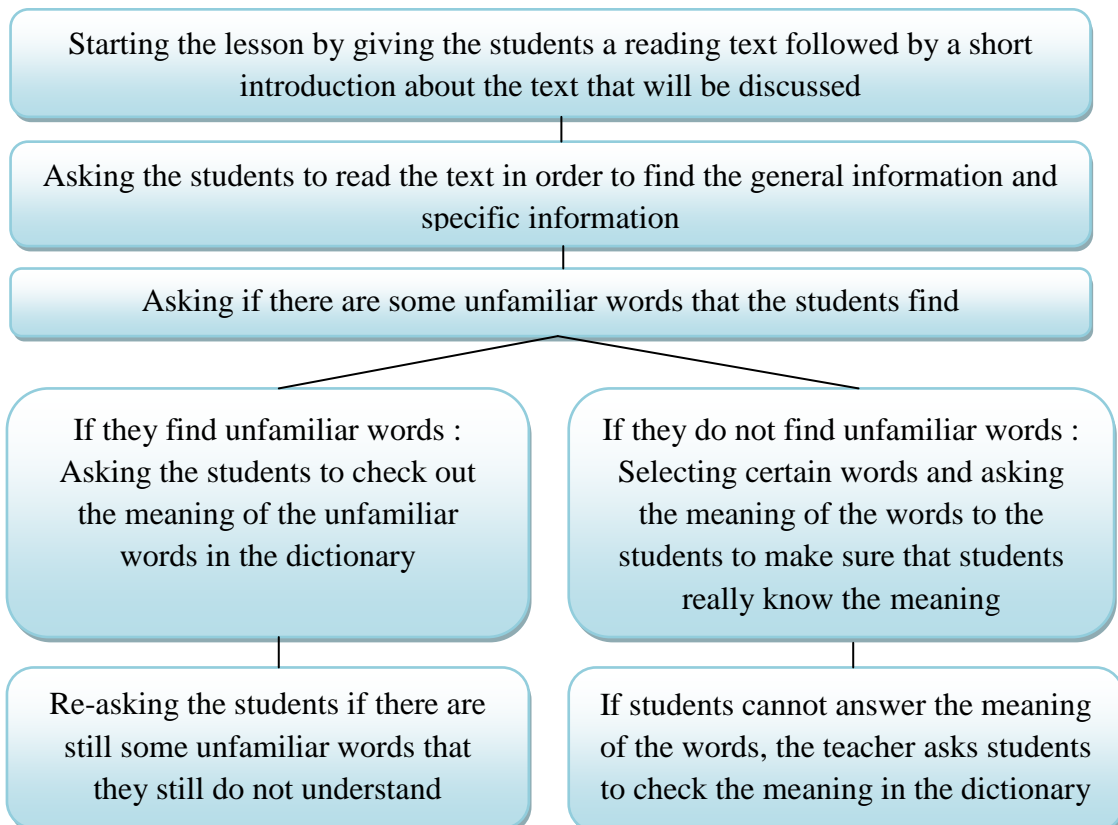
2) Procedure

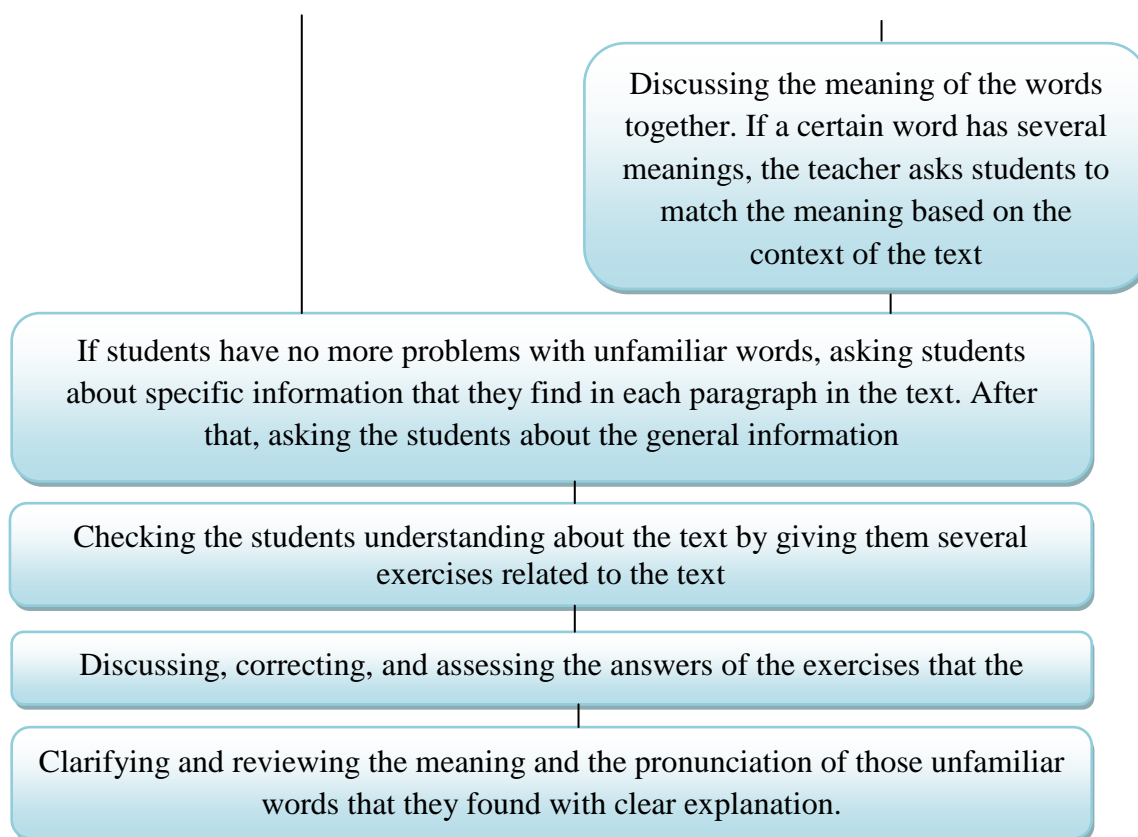
In teaching reading using bottom-up approach, there is a procedure that the teacher can follow. It can be seen clearly in Figure 2 below:

a) Opening of the Lesson



b) During of the Lesson





c) Closing of the Lesson

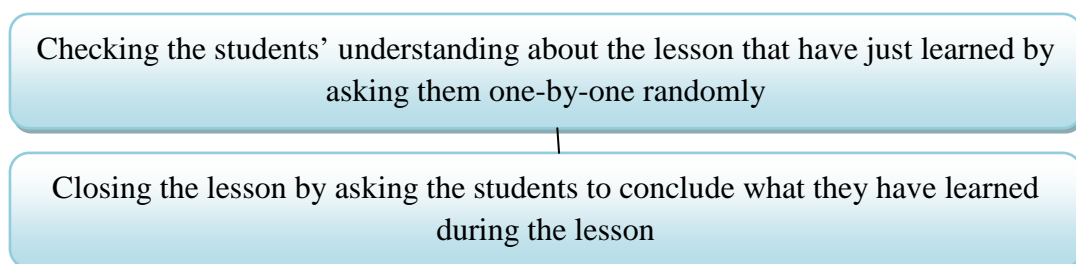


Figure 2: Procedure in Applying the Bottom-Up Approach

c. Interactive Reading Approach

1) Key concept

The success in teaching reading is definitely influenced by the approach selected by the teacher. The interactive reading approach, combination between

the top-down approach and the bottom-up approach, is the approach that suits the needs of the students with beginner, intermediate, and advanced level because this approach focuses on the good side both from the top-down and the bottom-up approach.

In applying the interactive reading approach, teachers have to conduct both the top-down and the bottom-up processing in a balance way since both the top-down and the bottom-up processing play an important role in the interactive reading approach. Eskey and Grabe (1988) in Morales (2010: 60) argue that both the bottom-up processing and the top-down processing have important implications to the interactive approach to reading. Since second language (L2) readers are susceptible to both language and content problems of a text, there is a need for classroom instruction to include both bottom-up and top-down processes of reading to assist students in the comprehension process. Furthermore, Nuttall (1996: 17) in Rahman (2004: 51) defines the implication of the interactive reading approach in teaching as:

“A reader continually shifts from one focus to another, now adopting a top-down approach to predict the probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says.”

The interactive approach puts the good side between of the bottom-up and the top-down approaches to reading. Brown (2001:18) states in the bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, and discourse makers) and their linguistic data processing mechanisms to impose some sort of order on these signals. He also states that in the top-down, or conceptually driven,

processing, the readers draw their own intelligence and experience to understand a text. In addition, Paran (1996) in Alyousef (2006: 69) states that the modern interactive reading models enable SL readers to be “less reliant on the top-down processing” and enable them to achieve “greater reliance on bottom-up strategies as they become more proficient”. It seems that teachers can use a balanced approach to teach reading by incorporating both the top-down and the bottom-up processes. They will have flexibility in choosing the reading tasks.

Moreover, the interactive reading approach will also care with the importance of reading comprehension which is on its pre-reading stage. Abraham (2002) in Alyousef (2006: 69) states that an interactive approach “demands that the teachers activate the students’ schemata” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text”. The reading activity can be started through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc. Supporting this, Alyousef (2006: 69) states that while reading in interactive reading approach is to develop the students’ ability in tackling texts by developing their linguistic and semantic knowledge.

According to Vacca (2006: 38), teachers who hold an interactive view of reading and learning to read fall between the bottom-up and the top-down belief systems on the beliefs continuum. Such teachers recognize that a reader processes both letter–sound cues and meaning cues during reading. Reading as a meaning-making activity is uttermost in their thoughts about reading and learning to read,

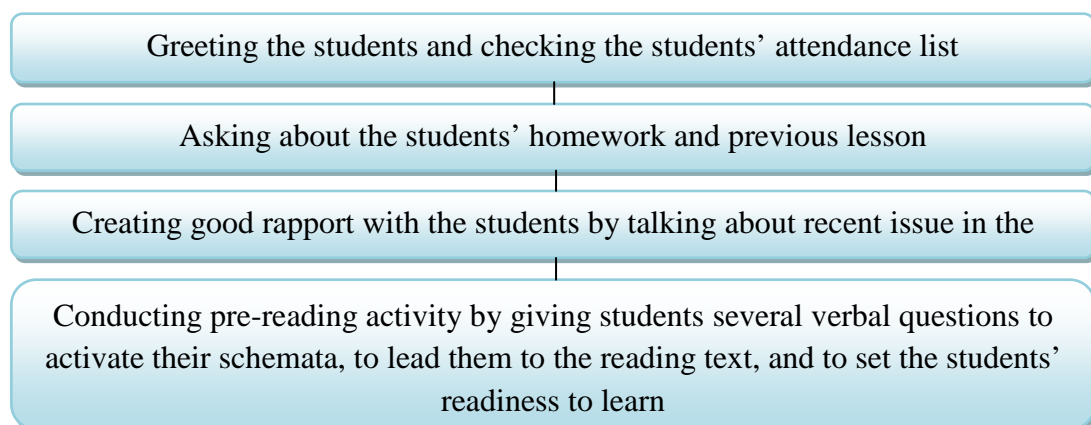
but they also believe that readers must be able to identify words quickly and accurately if they are going to make sense of what they read.

The mix of the top-down and the bottom-up approaches is called the interactive reading approach. The implementation of this approach can be seen in real context when the teacher starts teaching the reading materials using the top-down style by questioning the students about several terms related to the main topic that will be discussed and ends using the bottom-up style by reviewing the smallest units of language that the students have learnt from the lesson.

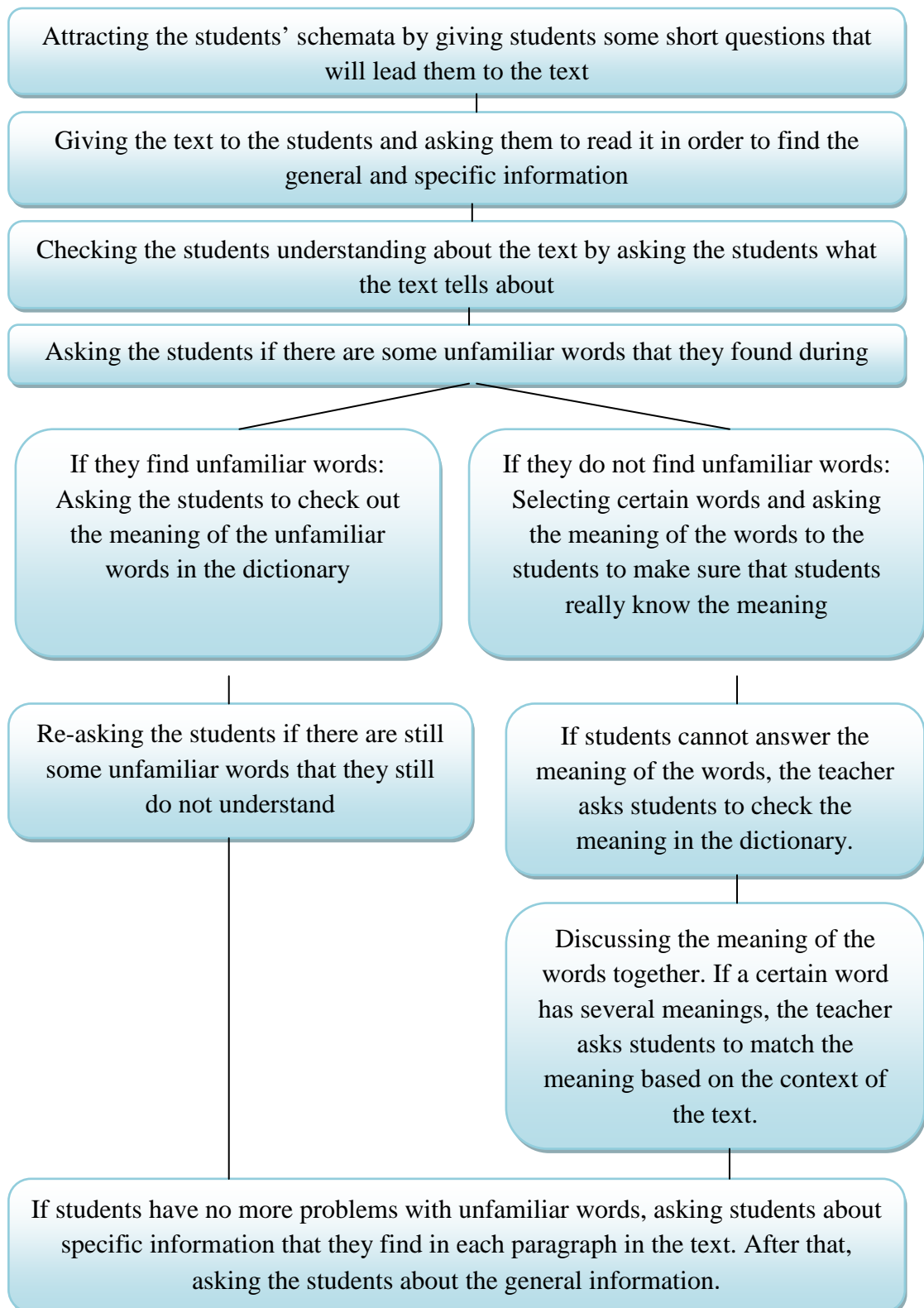
2) Procedure

In teaching reading using the interactive reading approach, teachers have to follow a set of procedure to deliver the material which can be seen in Figure 3 below:

a) Opening of the Lesson



b) Content of the Lesson



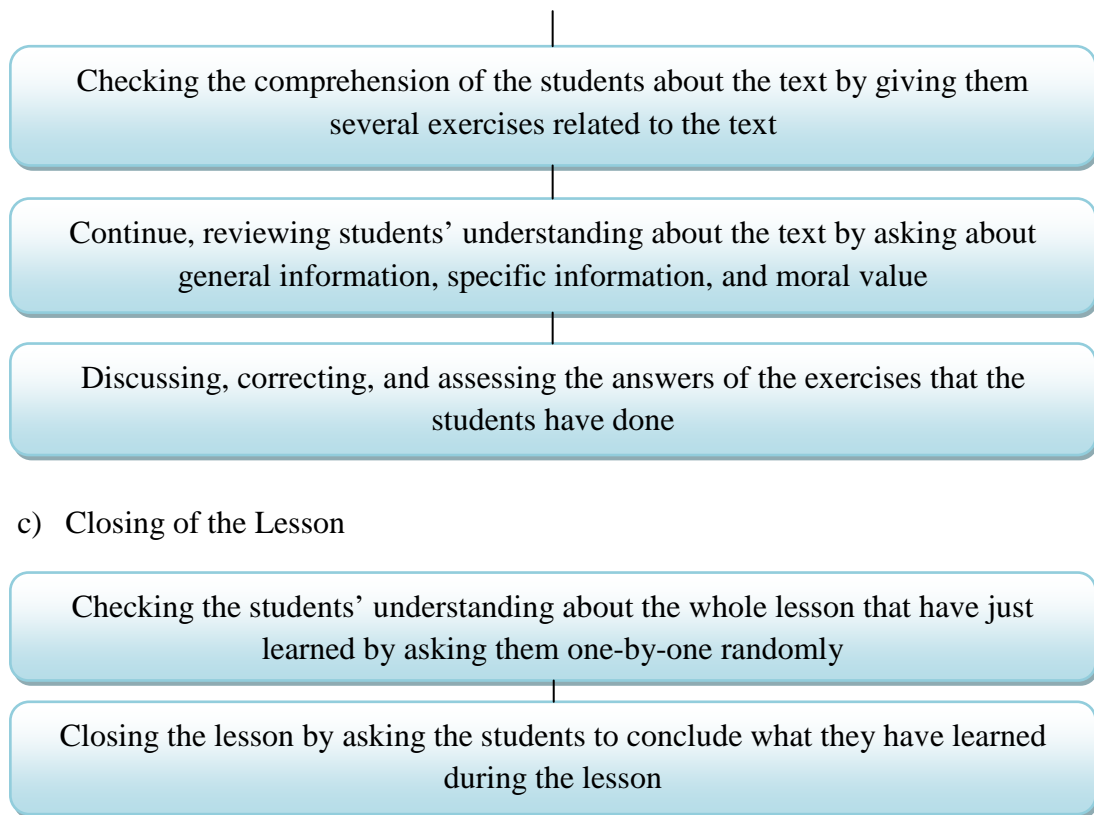


Figure 3: Procedure in Applying the Interactive Reading Approach

d. Characteristics of the Three Approaches

Those three approaches mentioned above (the top-down, the bottom-up, and the interactive reading approach) have their own characteristics in leading the students to comprehend the reading text. Vacca (2006: 39) summarizes the characteristics of three approaches in the form of beliefs in defining the bottom-up approach, the top-down approach, and the interactive reading approach in a brief way. The summarization of Vacca can be seen in Table 1 below

Table 1: Characteristics of the Three Approaches.

	BOTTOM-UP BELIEF ABOUT READING	TOP-DOWN BELIEF ABOUT READING	INTERACTIV E BELIEF ABOUT READING
RELATIONSHIP OF WORD RECOGNITION TO COMPREHENSION	Believe students can recognize each word in a selection to be able to comprehend the selection.	Believe students can comprehend a selection even when they are not able to identify each word.	Believe students can comprehend by identifying words quickly and accurately
USE OF INFORMATION CUES	Believe students should use word and letter-sound cues exclusively to identify unrecognized words.	Believe students should use meaning and grammatical cues in addition to letter-sound cues to identify unrecognized words.	Believe students process letter-sound and meaning cues simultaneously to identify unrecognized words.
VIEW OF READING	Believe reading requires mastering and integrating a series of word identification skills.	Believe students learn to read through meaningful activities in which they read, write, speak, and listen.	Believe students learn to read by developing skills and strategies in meaningful contexts.

UNITS OF LANGUAGE EMPHASIZED INSTRUCTIONALLY	Emphasize letters, letter–sound relationships, and words.	Emphasize sentences, paragraphs, and text selections.	Emphasize letters, letter–sound relationships, words, sentences, paragraphs, and text selections.
WHERE IMPORTANCE IS PLACED INSTRUCTIONALLY	View accuracy in identifying words as important.	View reading for meaning as important.	View accurate word identification as contributing to meaningful reading.
ASSESSMENT	Think students need to be assessed on discrete skills.	Think students need to be assessed on the kind of knowledge constructed through reading.	Think students need to be assessed on the basis of their performance in meaningful contexts. Assessment informs instruction.

In conclusion, the researcher summarizes that the reading activity is not only looking something written or printed. The most important thing in reading is the process of thinking conducted by the reader about how to get general and specific information from the text and to know the writer's intention.

In teaching reading, there are several approaches such as, bottom-up approach, top-down approach, and the interactive reading approach. Bottom-up approach is the approach that concerns with teaching the students from small part of language, and then it continues with broader knowledge. Top-down approach is the reverse of bottom up. It starts with the broader items in teaching reading then continues to the more specific things. The interactive reading approach, the

combination between bottom-up and top-down, is the ultimate approach. It uses the good side of bottom-up and top-down approaches. It can be applied in teaching reading for vocational high school students in order to provide better explanation and better approach that can suit the needs and the level of the students especially in intermediate level.

B. Relevant Research Studies

Morales (2010) states several findings which prove that interactive approach was effective in developing the students' reading comprehension of content-based materials. It is stated there that the use of both bottom-up processing and top-down processing have important implications to the interactive approach to reading. Then, since second language (L2) readers are susceptible to both language and content problems of a text, there is a need for classroom instruction to include both bottom-up and top-down processes of reading to assist students in the comprehension process. Furthermore, Morales (2010) states that the interactive reading approach to reading content-based materials is effective in improving the freshmen engineering students reading comprehension skills because of the appropriate emphasis on the bottom-up and the top-down processing skills. In her study, the implication of the interactive reading approach gave the students in the experimental group the opportunity to address difficulties in content processing and language processing due to lack of knowledge in skill and subject matter of the text. In second language reading, both processes are important in assisting students in language and content processing. Also, the interactive approach helped the experimental group acquire compensatory skills

which assisted them in overcoming reading difficulties arising from lack of knowledge about the content or the subject matter of the text. Hence, the interactive process provided the students skills and strategies in compensating their own weaknesses with their own background knowledge. Furthermore, in her study Morales (2010) found that the interactive reading approach as treatment was successful because the experimental group found the lessons informative and relevant to their area of specialization, and dynamic as it encouraged exchange of ideas and feedback in the classroom.

Meanwhile the other researcher, Alyousef (2006), states that the importance of reading comprehension is on its pre-reading stage. Therefore the pre-reading stage helps in activating the relevant schema which is very important in reading comprehension. Most teachers tend to neglect the pre-reading procedure claiming that there is not enough time. In fact, pre-reading activities motivate students before the actual reading takes place. For example, teachers can ask students questions that arouse their interest while previewing the text. It was found there that interactive approach “demands that the teachers activate the students’ schema” during the pre-reading phase by helping students to recognize the knowledge that they already have about the topic of a text. For example, the activity can be started through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc. In addition Alyousef (2006) also states that modern interactive reading models enable SL readers to be “less reliant on top-down processing” and enable them to achieve “greater reliance on bottom-up strategies as they become more proficient”. It seems that teachers can use a

balanced approach to teach reading by incorporating both top-down and bottom-up processes. They will have flexibility in choosing the reading tasks.

Referring to the Morales' and Alyousef's findings in their studies which mentions that the interactive approach is the effective approach in teaching reading that suits the learners' needs, a similar study which concerns with the implementation of the interactive reading approach has to be conducted. Relevantly, in this study the researcher involves different study subjects such as the tenth grade students of Marketing class and Office Administration class of vocational high school because there are only a few researchers which apply the interactive reading approach in reading to that field. Moreover, it is necessary to apply the interactive reading approach to other institutions like vocational high school to see the whether the approach is really effective to be carried out in teaching reading or not.

C. Conceptual Framework

The reading skill is a skill which has close relation to the comprehension ability of the students in analyzing text. Students should not only use their vocabulary mastery to analyze the text but also their schemata to comprehend what the text tells about. In teaching reading, there are some important terms like reading strategies, reading techniques, micro-skills in reading, teaching principles in reading, and even teaching techniques in reading. They are useful terms that can be used as consideration to provide and prepare a good teaching and learning reading course.

There are some difficulties that the students of vocational high school meet in facing an English reading text. Sometimes vocational high school students feel bored and lazy to continue to read. It is because of the text is too easy to read or too difficult to read. If they do not have a willing to read, they will never understand how to comprehend the text. It results a conclusion that in teaching reading the teacher should provide suitable material and, more importantly, appropriate approach that can be used to teach the students. Moreover, the students will be more motivated with the reading lesson that the teacher conducts.

There are several famous approaches in teaching reading, such as the bottom-up approach, the top-down approach, and the interactive reading approach in teaching reading. The bottom-up approach is the approach that is focused on teaching the students from small part of language, and then it continues with broader knowledge. The top-down approach is the reverse of bottom up. It starts with the broader items in teaching reading then continues to the more specific things. Interactive reading model or the combination between the bottom-up and the top-down is the ultimate approach. It uses the good side of the bottom-up and the top-down model. It can be applied in teaching reading for vocational high school students in order to provide a better explanation and a better approach that can suit the needs and the level of the students especially in intermediate level.

That is why the interactive reading approach is definitely appropriate to be conducted for tenth grade students of vocational high school. This approach is focused on both, the vocabulary mastery of the students and also their schemata or background knowledge. This approach can be used in teaching reading and

suitable to the students' level. By using this approach, vocational high school students will find that the reading lesson is interesting and challenging to be learnt.

D. Hypothesis

On the basis of what is discussed in the theoretical review and the conceptual framework, the researcher proposes a study hypothesis as follows.

There is a significant difference in the students' reading ability between the students who are taught by using the interactive reading approach and the students who are taught by using the bottom-up approach.

CHAPTER III

RESEARCH METHODS

A. Design of the Study

This study was categorized as quasi-experimental study which used pre-test and post-test instruments. The sampling technique which was used in this study was purposive sampling. The researcher chose two classes which have similar characteristics and met certain criteria dealing with the competency in learning and the number of the students. After that, the researcher selected one class which became the experimental group (X AP 1) and one class which became the control group (X PM 1). The reason why the researcher used purposive sampling was because it was impossible to do a random sampling a school area.

The study also applied two variables to the groups of students, independent variable and dependent variable. The independent variable was the interactive reading approach which was used by the researcher in teaching reading and the dependent variable was, of course, the students' reading ability. The scheme of how the study was done and the design of the study could be seen in Figure 4 and Figure 5.

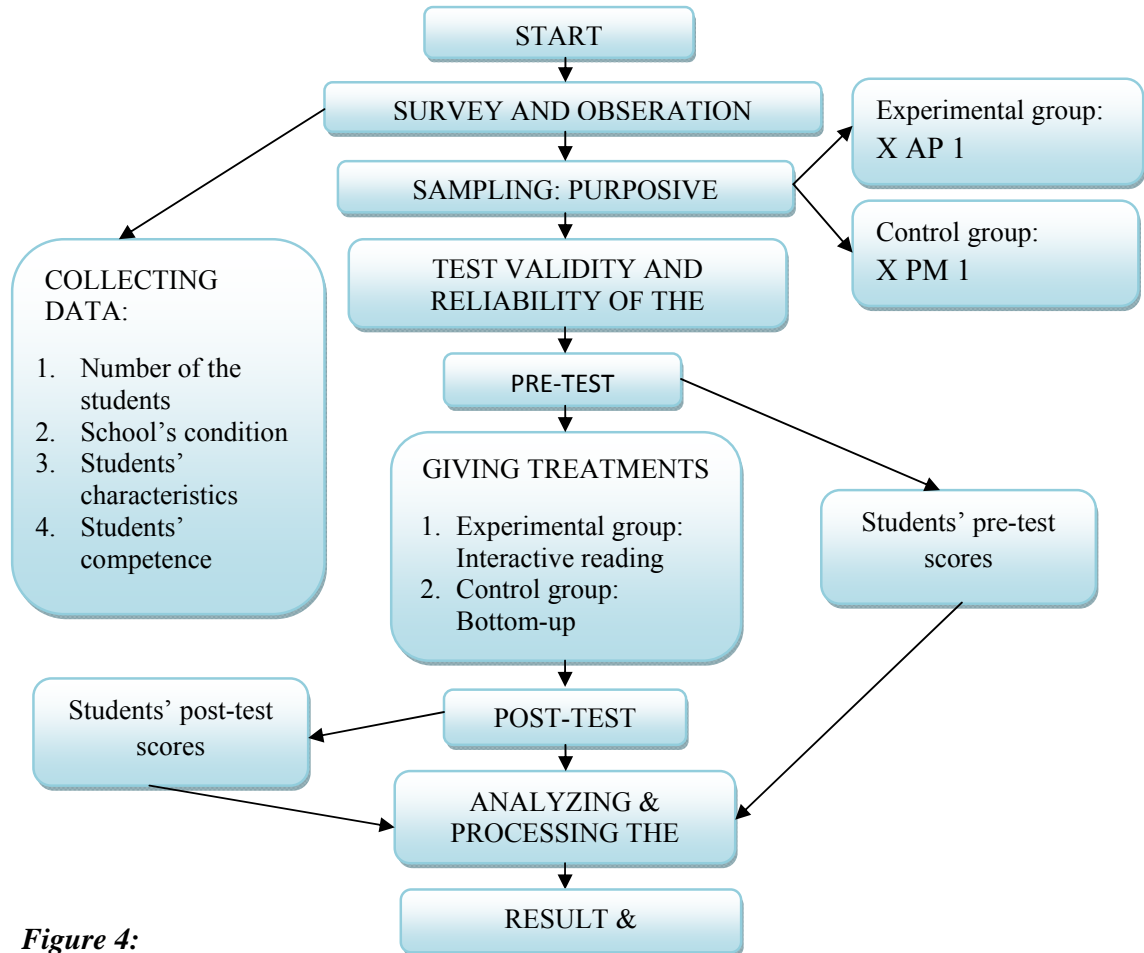


Figure 4:
Scheme of the Study

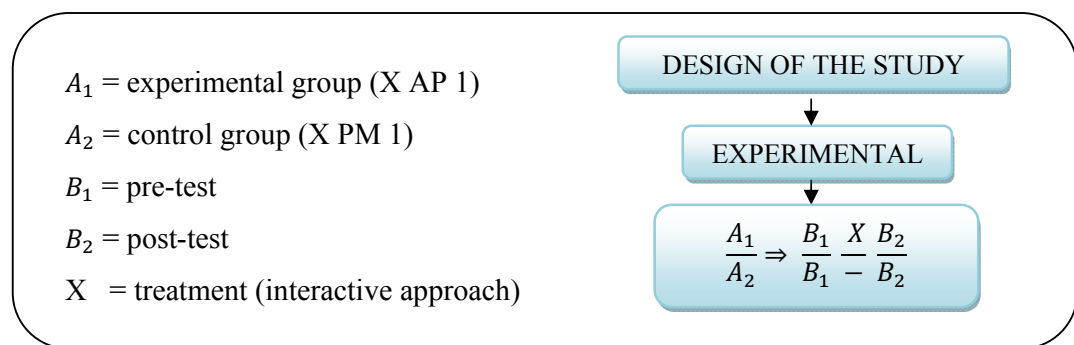


Figure 5:
Design of the Study

B. Population and Sample of the Study

The population of the study was the tenth grade students of SMK N 1 Depok which consist of 8 different classes with total 240 students. There were two groups in the study which were selected by using purposive sampling, control group and experimental group. The experimental group in this study was the whole class of X AP 1 (*Administrasi Perkantoran*) and the control group was the whole class of X PM 1 (*Pemasaran*). The control group, X PM 1, consisted of 27 female students and experimental group, X AP 1, also consisted of 27 female students.

C. Dealing with Threats of Validity

In dealing with threats of validity, the researcher proposed some manners in conducting the study. First, the researcher had the role as researcher-teacher in which the researcher also gave the treatment and taught both to the experimental group and control group during the study. By doing this, the researcher knew better how to teach the experimental and control groups in balance way. Second, the researcher also gave similar reading texts, classroom activities, and pre-test and post-test questions to both experimental and control groups. The researcher only gave different approaches in teaching reading. Third, the researcher also told the students to not share the test questions to other students from different classes. It was used to prevent the experimental group and control group to interact each other.

D. Time and Place of the Study

Time of the study was from 24 April until 22 May 2012. Place of the study was in SMK N 1 Depok located in North Ring Road, Maguwoharjo, Depok, Sleman, Yogyakarta. The classes in which the researcher conducted the study were X AP 1 class and X PM 1 class. The schedule of the study which had been done in total 16 meetings could be seen in the Table 2 bellow.

Table 2: The Schedule of the Study

Date	Time	Class	Material	Activities	K.D.
Tuesday, 24 April 2012	08:30	X PM 1	Soal Pre-test	<i>Mengerjakan pre-test, pembahasan dan evaluasi.</i>	1.7
Tuesday, 24 April 2012	10:50	X AP 1	Soal Pre-test	<i>Mengerjakan pre-test, pembahasan dan evaluasi.</i>	1.7
Thursday, 26 April 2012	10:10	X PM 1	Reading Texts: My Hobby in Collecting Stamps and I Love Traditional Dance (Capability)	<i>Mengulas materi yang disampaikan guru sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi.</i>	1.7
Monday, 30 April 2012	08:00	X AP 1	Reading Texts: My Hobby in Collecting Stamps and I Love Traditional Dance (Capability)	<i>Mengulas materi guru sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi.</i>	1.7
Tuesday, 1 May 2012	08:30	X PM 1	Reading Texts: The Dictionary and Its Uses and Mr. Samuel's Family (Capability)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi, memberi gambaran tentang materi selanjutnya.</i>	1.7

Tuesday, 1 May 2012	10:50	X AP 1	Reading Texts: The Dictionary and Its Uses and Mr. Samuel's Family (Capability)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi, memberi gambaran tentang materi selanjutnya.</i>	1.7
Thursday, 3 May 2012	10:10	X PM 1	Reading Texts: Bird Singing Contests in Singapore and One Man in a Boat (Preference)	<i>Penyampaian materi baru, mengerjakan soal latihan, penilaian, pembahasan dan evaluasi.</i>	1.7
Monday, 7 May 2012	08:00	X AP 1	Reading Texts: Bird Singing Contests in Singapore and One Man in a Boat (Preference)	<i>Penyampaian materi baru, mengerjakan soal latihan, penilaian, pembahasan dan evaluasi.</i>	1.7
Tuesday, 8 May 2012	08:30	X PM 1	Reading Texts: A Mango Tree and The Story of Smart Monkey and Dull Crocodile (Preference)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi.</i>	1.8
Tuesday, 8 May 2012	10:50	X AP 1	Reading Texts: A Mango Tree and The Story of Smart Monkey and Dull Crocodile (Preference)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi.</i>	1.8
Thursday, 10 May 2012	10:10	X PM 1	Reading Texts: Suci's 17 th Birthday Anniversary, Mr. and Mrs. Kusno Raharjo's dinner invitation, and Etty's invitation to Martha (Invitation)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi, memberi gambaran tentang materi selanjutnya.</i>	1.8

Monday, 14 May 2012	08:00	X AP 1	Reading Texts: Suci's 17 th Birthday Anniversary, Mr. and Mrs. Kusno Raharjo's dinner invitation, and Etty's invitation to Martha (Invitation)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi, memberi gambaran tentang materi selanjutnya.</i>	1.8
Tuesday, 15 May 2012	08:30	X PM 1	Reading Texts: Garuda Indonesia's Announcement and Tya Puspa's Party (Invitation)	<i>Penyampaian materi baru, mengerjakan soal latihan, penilaian, pembahasan dan evaluasi.</i>	1.8
Tuesday, 15 May 2012	10:50	X AP 1	Reading Texts: Garuda Indonesia's Announcement and Tya Puspa's Party (Invitation)	<i>Penyampaian materi baru, mengerjakan soal latihan, penilaian, pembahasan dan evaluasi.</i>	1.8
Thursday, 17 May 2012	10:10	X PM 1	Soal Post-test.	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa selama mengikuti pembelajaran, mengerjakan soal Post- Test, pembahasan dan evaluasi.</i>	1.8
Monday, 21 May 2012	08:00	X AP 1	Soal Post-test.	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa selama mengikuti pembelajaran, mengerjakan soal Post- Test, pembahasan dan evaluasi.</i>	1.8

E. Research Instrument

The instrument which was used in this study was English reading test in the form of pre-test and post-test. The tests consisted of 30 multiple choice questions.

The tests which were applied to both experimental and control groups in this study had same difficulties. The data that the researcher wanted to get from conducting this study were, of course, pre-test and post-test scores.

F. Grid of the Test Instruments

There were two instruments in this study which were used for experimental group and control group. They were pre-test instrument and post-test instrument. Both instruments were in the form of multiple choice questions which had similar quantity and quality to test the students' reading comprehension. The grid of the instruments could be seen clearly in Table 3 below:

Table 3: Grid of the Instruments

No.	Topic Areas	Number of Items		Total
		Comprehension	Knowledge	
1.	Finding main ideas of the texts	6,9,20		3
2.	Finding the facts or definition based on the texts	7,13,23,25,29		5
3.	Finding specific and detailed information	1,2,3,5,12,14,16,17,18,21,26,27,30		13
4.	Evaluating ideas, critical reading, and interpreting reference	8,11,24,28		4
5.	Vocabulary	4,19,	10,15,22	5
Total				30

G. Validity and Reliability of the Instruments

To guarantee the validity and the reliability of the test instruments, a tryout had been carried out in class X AK 1 and X AK 2 of SMK N 1 Depok by using the pre-test and post-test instruments. There were two formulas that were used to measure the validity and reliability of the instruments.

1. The Validity of the Instrument

1) Content Validity

The contents of the test items were valid if they were based on the degree to which the test actually measured and simply related to what they were actually designed and planned. The reading comprehension test in this study employed content validity. The test was developed in reference to the competency standard and basic competency of the school-based curriculum of SMK for X class in 2nd semester of English subject.

2) Item Validity

The test items were valid if they really measured what they supposed to measure. The test items were said to be valid if the value of the correlation was greater than the r value of the table, or $r_{xy} > r$, in the significance level of 5% or 0.05. To fulfill the validity of the instrument, the researcher applied Product Moment Correlation formula in SPSS 17 program. The formula is:

$$r = \frac{n(\sum XY) - (\sum X \sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

r = Correlation coefficient
 n = Number of sample
 x = Scores of every item
 y = Scores of total variable

(Hatch and Farhady. 1982: 199)

Based on the try-out that had been conducted in class X AK 1 and X AK 2 of SMK N 1 Depok, the researcher collected all the students' scores to test the validity of pre-test and post-test instruments by using Product Moment Correlation formula in SPSS 17 program. It was found that the r value of the pre-test was 0.418 and post-test was 0.422 which were higher than the r table, 0.361. Therefore, it can be concluded that the test instruments were definitely valid.

2. The Reliability of the Instrument

The test was reliable if it provided stable and consistent indication of the characteristics being investigated. To fulfill the reliability of the instrument of this study, the KR-21 formula was applied. The formula is:

$$r_K = \left(\frac{K}{K-1} \right) \left(1 - \frac{\bar{X}(K - \bar{X})}{Ks^2} \right)$$

r_K = Value of reliability
 K = Number of all the tested items
 \bar{X} = Mean
 s^2 = Variance of the sample

(Hatch and Farhady. 1982: 248)

After conducting try-out and getting the data of the students' scores of pre-test and post-test, the researcher, then, applied the KR-21 formula in processing the scores to analyze the reliability of the test instruments. It was found that the value of the pre-test instrument was 0.801 which was categorized as very high and the value of the post-test instrument was 0.816 which also was categorized as very high. Therefore, it can be concluded that the test instruments were reliable. The degree of reliability can be seen by checking the table below, formed by Sugiyono (2010: 231).

Table 4: Table of Reliability Coefficient

Reliability Coefficient	Category
0.800 – 1.000	Very High
0.600 – 0.790	High
0.400 – 0.599	Sufficient
0.200 – 0.399	Low
0.000 – 0.199	Very Low

H. Data Collection Technique

The data collection technique that was used in the study was the pre-test and post-test technique in the form of multiple choice questions. Pre-test was conducted before the experiment, and post-test was conducted after the experiment. Both pre-test and post-test were given to control group and experimental group. Both tests had same level of difficulties for tenth grade vocational high school students. The researcher, then, compared the results after pre-test and post-test were conducted.

I. Data Analysis Technique

In this study, there were two techniques that were used to analyze the data. They were descriptive and inferential statistics. In the descriptive analysis, there were two formulas used in the computation; mean and standard deviation analysis. In the inferential statistics, this study conducted test of normality, test of homogeneity, and test of hypothesis.

1. Descriptive Analysis

Descriptive analysis provided a provable answer to the researcher questions about if there was any significant different between students who were taught by using the interactive reading approach and students who were taught by using the bottom-up approach. Descriptive analysis consisted of two parts. They were mean and standard deviation.

a. Mean and Standard Deviation

1) Mean

Mean determined by adding all the scores then dividing this sum by the total number of scores. The function of mean was to find out the average score of the students in both groups.

$$\bar{x} = \frac{\Sigma x}{N}$$

\bar{x} = Mean
 Σx = Total score
 N = Number of the students

(Hatch and Farhady. 1982: 55)

2) Standard Deviation

Standard deviation showed the spread of scores' distribution. The larger the standard deviation, the more variability from the control point in the distribution, vice versa.

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

SD = Standard deviation
 $\sum x$ = Total score
 N = Number of the students

(Hatch and Farhady.1982: 59)

2. Inferential Analysis

Inferential analysis in this study was divided into three tests. They were normality test, homogeneity test, and hypothesis test.

a. Normality Test

This test was used to see if the data meet the normal distribution or not. The researcher applied the Kolmogorov – Smirnov by using SPSS 17. The distribution of the scores was considered as normal if D value obtained (Do) in the statistics result was lower than D value of the table in significance level of 5% (Dt).

b. Homogeneity Test

This test was used to analyze whether the sample variance was homogeneous or not. It was aimed to find out whether the samples belong to the same population or not. *F*-test was applied in this analysis. The sample was considered as homogeneous if the value of *F*-obtained (*F_o*) in the statistics result was fewer than *F*-table (*F_t*).

$$F = \frac{S^2b}{S^2k}$$

$$\begin{array}{ll} S^2b & = \text{Highest variance} \\ S^2k & = \text{Lowest variance} \end{array}$$

(Johnson and Christensen. 2008: 154)

c. Hypothesis Test

Hypothesis test was applied to see if there was any significant difference between the students who were taught by using the interactive reading approach and those who were taught by using the bottom-up approach. *t*-test was applied to find out the difference. In this test, the hypothesis was accepted if *t*-value of observation (*t_o*) in the statistics result was higher than value of the table (*t_t*) or *P* value was lower than 5% or 0.05. The formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

\bar{x}_1 = Mean of X1

\bar{x}_2 = Mean of X2

Σx_1^2 = $\Sigma x_1^2 - (\Sigma x_1)^2 : n_1$

Σx_2^2 = $\Sigma x_2^2 - (\Sigma x_1)^2 : n_2$

n_1 = Number of cases in X1

n_2 = Number of cases in X2

(Hatch and Farhady. 1982: 116)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

This sub-chapter explains the result of the study that the researcher has found. There were two classes which were used as the subjects of the study. The first class was X AP 1 as the experimental group and the second one was X PM 1 as the control group. They were chosen because they had similarity in terms of the quantity and competence in learning English although both two classes were given two different treatments. The experimental group was given the interactive reading approach as the approach in teaching reading. While the control group was given a regular reading approach that the teacher of English in that SMK often used, the bottom-up approach. Before and after giving the treatments to both groups, the researcher conducted tests to get the scores of students' reading comprehension. Both control and experimental groups were given two types of test. They were pre-test, the test before giving the treatment, and post-test, the test after conducting the treatment. The researcher used multiple choice questions to test the reading comprehension of the students. After obtaining the pre-test and post-test scores from experimental and control groups, the researcher made the categorization of students reading scores.

1. The Categorization of Students' Reading Comprehension Scores

In making the categorization of students' reading comprehension scores, mean (M) and standard deviation (SD) had to be found first. Mean is the average score of the students' scores. It could be found by adding all the students' scores and dividing them by all the number of the students. Meanwhile, standard deviation is a measurement of how the scores spread out. In this categorization section, the researcher divided it into four main parts, they were: the categorization of experimental group's pre-test, the categorization of experimental group's post-test, the categorization of control group's pre-test and the categorization of control group's post-test.

a. The Categorization of Experimental Group's Pre-Test Scores

Pre-test on the experimental group was aimed to find out the students' reading comprehension scores before the researcher gave the treatment. The result showed that the students have different comprehension level in reading based on the scores that had been collected. After collecting the scores of experimental group's pre-test, the data were categorized by the following formulas which could be seen in Table 6 which were formed by using mean and standard deviation which could be seen in Table 5:

Table 5: Mean and Standard Deviation of the Pre-Test in the Experimental Group

Terms	Quantity
Mean (M)	22.07
Standard Deviation (SD)	2.16

Table 6: The Formula in Categorizing the Experimental Group's Pre-Test Scores

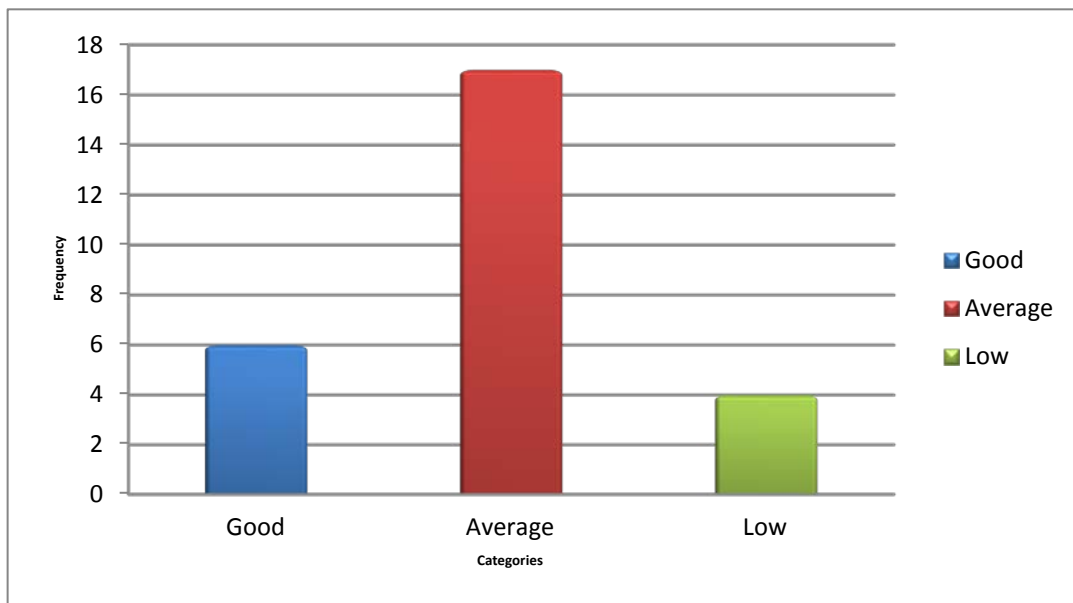
Category	Basic Formula	Defined Formula
Good	$X \geq M + SD$	$X \geq 24$
Average	$M - SD \leq X < M + SD$	$20 \leq X < 24$
Low	$X < M - SD$	$X < 20$

From the Table 5 and 6 above, it can be concluded that mean (M) from pre-test experiment is 22.07 and standard deviation (SD) is 2.16. The student's reading comprehension score (X) is categorized as "good" if it is greater than or equal to mean plus standard deviation ($X \geq M + SD$ (24)). Meanwhile, the student's reading comprehension score is considered as "average" if X is greater than or equal to mean minus standard deviation ($X \geq M - SD$ (20)) and fewer than mean plus standard deviation ($X < M + SD$ (24)). When student's reading comprehension score (X) is fewer than mean minus standard deviation ($X < M - SD$ (20)), the student's reading comprehension score is defined as "low".

After using the formula to categorize the reading comprehension scores of experimental group, the result which can be seen in Table 7 and Figure 6 below shows that the frequency of "good" category is 6, "average" category is 17, and "low" category is 4. Moreover, in the form of percentage, it can be seen that "good" category reaches 22.2%, "average" category reaches 63.0%, and "low" category only reaches 14%. Considering the categorization of the data, it is clearly seen that in the students' reading comprehension pre-test scores from experimental group, the scores are dominantly on the average level.

Table 7: The Result of Categorization in the Experimental Group's Pre-Test

Experimental.Pre					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	6	22.2	22.2	22.2
	Average	17	63.0	63.0	85.2
	Low	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

**Figure 6: The Chart Showing the Categorization of the Experimental Group's Pre-Test**

b. The Categorization of Experimental Group's Post-test Scores

The post-test was conducted in the experimental group in order to find out the students' reading comprehension scores after the treatment. Generally the scores of the experimental post-test were better than the pre-test scores. Considering the students' post-test scores, it could be concluded that there was an improvement of students' reading comprehension scores. After the scores were collected, the data were categorized based on the following formulas in Table 8 and 9:

Table 8: Mean and Standard Deviation of the Post-Test in the Experimental Group

Terms	Quantity
Mean (M)	24.63
Standard Deviation (SD)	1.86

Table 9: The Formula in Categorizing the Experimental Group's Post-Test Scores

Category	Basic Formula	Defined Formula
Good	$X \geq M + SD$	$X \geq 26$
Average	$M - SD \leq X < M + SD$	$23 \leq X < 26$
Low	$X < M - SD$	$X < 23$

Considering the Table 8 and Table 9 above, it can be concluded that mean (M) is 24.63 and standard deviation (SD) is 1.86. The student's reading comprehension score (X) can be considered as "good" if X is greater than or equal to mean plus standard deviation ($X \geq M + SD$ (26)). The student's reading comprehension score (X) can be categorized as "average" if the score is greater than or equal to mean minus standard deviation ($X \geq M - SD$ (23)) and fewer than mean plus standard deviation ($X < M + SD$ (26)). The student's reading comprehension score is called "low" if X is fewer than mean minus standard deviation ($X < M - SD$ (23)).

After implementing the formula to the data of students' reading comprehension scores from experimental group, the result which can be seen in Table 10 and Figure 7 shows that the frequencies of total students who get "good" category were 9. Meanwhile, the students who got "average" category were 15 and the students who got "low" category were only 3. In terms of percentage,

“good” category reaches 33.3%. While “average” category reaches 55.6% as the highest percentage and “low” category reaches only 11.1% as the lowest percentage.

Table 10: The Result of Categorization in the Experimental Group’s Post-Test

Experimental.Post					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	9	33.3	33.3	33.3
	Average	15	55.6	55.6	88.9
	Low	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

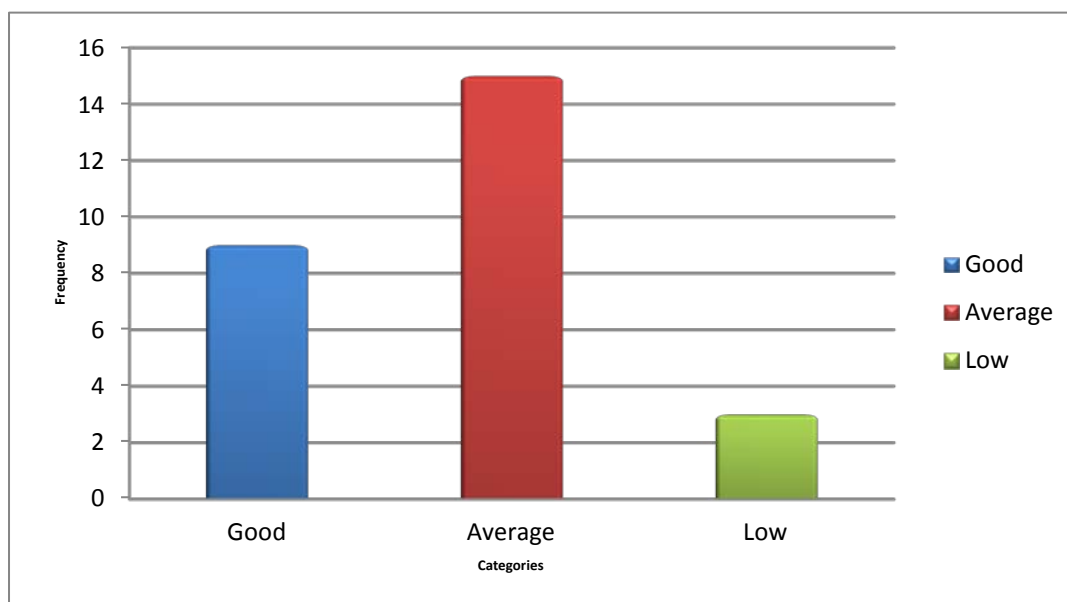


Figure 7: The Chart Showing the Categorization of the Experimental Group’s Post-Test

c. The Categorization of Control Group’s Pre-Test Scores

The same as pre-test of experimental group, this test was also conducted to find out the students reading comprehension scores of control group. The result of the control group’s pre-test scores showed different level of students reading comprehension. The scores described that there was a group of “good” reading comprehension, “average” reading comprehension, and “low” reading

comprehension. The categorization was conducted based on the formulas that included mean and standard deviation which could be seen in Table 11 and 12 below:

Table 11: Mean and Standard Deviation of the Post-Test in the Control Group

Terms	Quantity
Mean (M)	21.04
Standard Deviation (SD)	3.35

Table 12: The Formula in Categorizing the Control Group's Pre-Test Scores

Category	Basic Formula	Defined Formula
Good	$X \geq M + SD$	$X \geq 24$
Average	$M - SD \leq X < M + SD$	$18 \leq X < 24$
Low	$X < M - SD$	$X < 18$

From the tables above, it can be defined that mean (M) and standard deviation (SD) are 21.04 and 3.35. The student's reading comprehension score (X) is "good" if X is greater than or equal to mean plus standard deviation ($X \geq M + SD = 24$). Then, it is categorized as "average" if X is greater than or equal to mean minus standard deviation and fewer than mean plus standard deviation ($M - SD (18) \leq X < M + SD (24)$). The student's reading comprehension score is categorized as "low" if it is fewer than mean minus standard deviation ($X < M - SD (18)$).

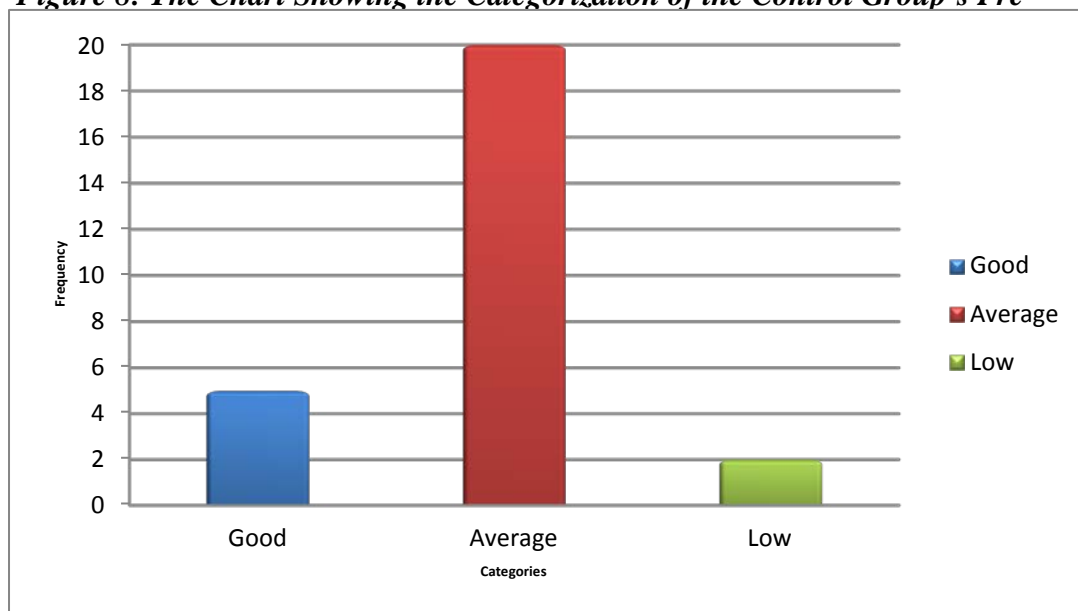
After applying the formula in categorizing the students' scores above, the result, in Table 13 and Figure 8, shows that the frequency of "good" category is 5, "average" category as the higher is 20, and "low" category is 2. Meanwhile, in

terms of percentage, it can be seen that “good” category reaches 18.5%, “average” category reaches 74.1%, and “low” category reaches only 7.4%.

Table 13: The Result of Categorization in the Control Group’s Pre-Test

		Control.Pre			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	5	18.5	18.5	18.5
	Average	20	74.1	74.1	92.6
	Low	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Figure 8: The Chart Showing the Categorization of the Control Group’s Pre



Test

d. The Categorization of Control Group’s Post-test Scores

After conducting teaching and learning process in control group, the researcher conducted the post-test in order to find out the students’ reading comprehension scores. The result of the post-test scores, then, was used to compare with the data of experimental post-test scores in order to measure the effectiveness of the approach that the researcher used in this study. The data of the

control group was categorized using the following formulas which were formed from processing mean and standard deviation which could be seen in Table 14 and 15 below:

Table 14: Mean and Standard Deviation of the Post-Test in the Control Group

Terms	Quantity
Mean (M)	23.22
Standard Deviation (SD)	2.42

Table 15: The Formula in Categorizing the Control Group's Post-Test Scores

Category	Basic Formula	Defined Formula
Good	$X \geq M + SD$	$X \geq 26$
Average	$M - SD \leq X < M + SD$	$21 \leq X < 26$
Low	$X < M - SD$	$X < 21$

From the tables above, it can be seen that mean (M) is 23.22 and standard deviation (SD) is 2.42. The student's reading score (X) is defined as "good" if the X is greater than or equal to mean plus standard deviation ($X \geq M + SD$ (26)). The student's reading score (X) is called "average" if it is greater than or equal to mean minus standard deviation and fewer than minus plus standard deviation ($M - SD$ (21) $\leq X < M + SD$ (26)). The student's reading score (X) is "low" if it is lower than mean minus standard deviation ($X < M - SD$ (21)).

After the formula being conducted, the result which can be seen in Table 16 and Figure 9 shows that the frequency of "good" category is 6, the frequency of "average" category is 17, and the frequency of "low" category is 4. As the percentage, the "good" category is 22.2%, "average" category as the most dominant is 63.0% and "low" category is only 14.8%.

Table 16: The Result of Categorization in the Control Group's Post-Test

Control.Post					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	6	22.2	22.2	22.2
	Average	17	63.0	63.0	85.2
	Low	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

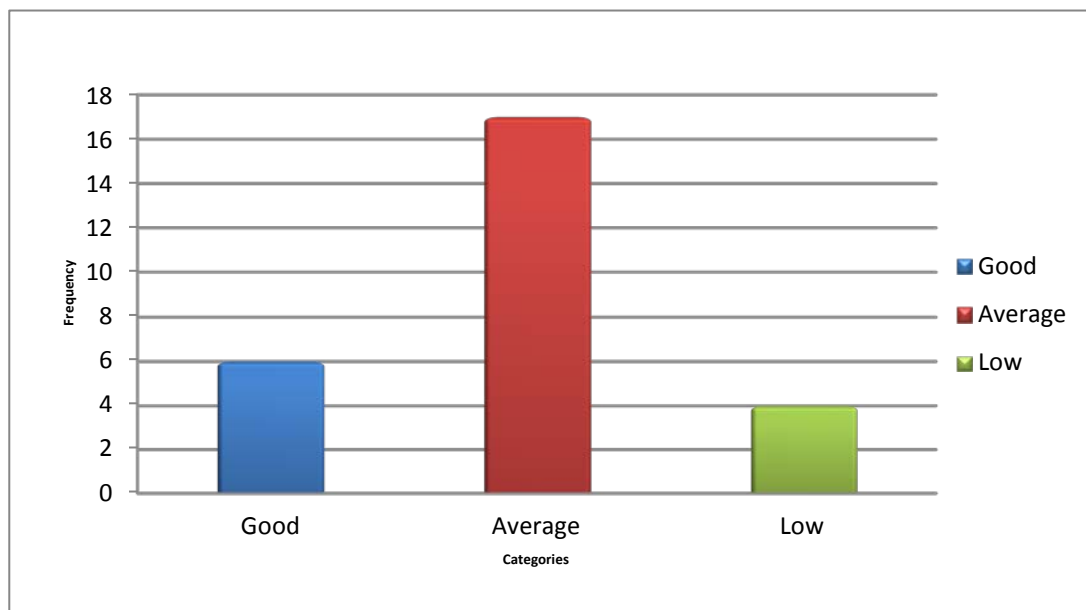


Figure 9: The Chart Showing the Categorization of the Control Group's Post Test

2. Test of Absolute Gain Score

In order to see whether the students in experimental group who were given the interactive reading approach was better than the students from control group who were given the bottom-up approach, the researcher formed a test of absolute gain score. This test was simply conducted by looking the distance between the pre-test and post-test scores from the experimental group and control group. In another words, the score was obtained from mean score of the post-test minus

mean score of the pre-test. The result of the absolute gain score test could be seen in Table 17 and Table 18 below.

Table 17: The Absolute Gain Score of the Experimental Group

Data: Experimental	Pre-Test	Post-test	Gain Score
Number	27	27	
Mean	22.07	24.63	2.56
SD	2.16	1.86	

Table 18: The Absolute Gain Score of the Control Group

Data: Control	Pre-Test	Post-test	Gain Score
Number	27	27	
Mean	21.04	23.22	2.18
SD	3.35	2.42	

After processing mean of the pre-test and post-test scores, it can be seen clearly from the Table 17 and Table 18 that the gain score of experimental group is 2.56 points and the gain score of control group is only 2.18 points. The gain score of the experimental group definitely higher than the gain score of the control group. Therefore, it can be used as the evidence that the interactive reading approach is better than the bottom-up approach for learning reading.

B. Inferential Analysis

Inferential analysis describes the pre-testing analysis and hypothesis testing presented below:

1. Pre-testing Analysis

Before the hypothesis testing was applied, the pre-testing analysis had to be done first. Pre-testing analysis consisted of two tests, normality and homogeneity.

a. Test of Normality

Test normality is used to see whether the scores of the students' reading comprehension meet the normal distribution or not. Test of normality is conducted by using Kolmogorov-Smirnov in SPSS 17. The result of the normality test can be seen in Table 19 below.

Table 19: The Result of the Normality Test

One-Sample Kolmogorov-Smirnov Test					
		Eks.Pre	Eks.Pos	Kontrol.Pre	Kontrol. Pos
N		27	27	27	27
Normal Parameters ^{a,b}	Mean	22.0741	24.4444	21.0370	23.1111
	Std. Deviation	2.16486	1.64862	3.34528	2.54699
Most Extreme Differences	Absolute	.162	.150	.160	.167
	Positive	.112	.143	.114	.167
	Negative	-.162	-.150	-.160	-.094
Kolmogorov-Smirnov Z		.840	.782	.832	.867
Asymp. Sig. (2-tailed)		.480	.574	.493	.440

a. Test distribution is Normal.

b. Calculated from data.

After calculating the data of students' reading comprehension scores with Kolmogorov-Smirnov in SPSS 17, the result which can be seen in Table 19 above shows that the level of significance of experimental group pre-test reaches 0.480, experimental group post-test reaches 0.574, control group pre-test reaches 0.493, and control group post-test reaches 0.440. The data of the pre-test and post-test meet the normal distribution if the level of significance is higher than 0.05. Therefore, all of the results from the pre-test and post-test scores from the experimental group and control group are considered as normal data.

b. Test of Homogeneity

The homogeneity test was used to analyze whether the sample variance was homogeneous or not. In this test the researcher used SPSS 17 as the media to

process the data. The result of the homogeneity test can be seen in Table 20 below.

Table 20: The Result of the Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Pretes	2.297	1	52	.136
Postes	2.539	1	52	.117

The data were categorized as homogenous if the value of the pre-test and post-test were lower than the F -table which was determined by looking at the degree of freedom 1 and 2. Therefore, if the degree of freedom 1 is 1 and degree of freedom 2 is 52, the statistic table shows the value of 4.03 as F -table, the requirements for the value of pre-test and post-test to pass. It means that the value should be lower than 4.03. From the table above, it can be seen that the value of pre-test is 2.297 and post-test is 2.539. Those numbers are exactly lower than 4.03 so they can simply be categorized as homogenous.

Another proof can be seen from the level of significance in the table above. The pre-test shows the value of 0.136 in level of significance and the post-test shows the value of 0.117 in level of significance. Since the data are homogenous if the level of significance is higher than 0.05, the value in level of significance from the pre-test and post-test can be categorized as homogenous.

2. Test of Hypothesis

Generally, the hypothesis test was applied to see if there was any differences between the students who were taught by using the interactive reading approach

and the students who were taught by using the bottom-up approach, the regular approach that the teacher of vocational high school tend to use. In the hypothesis test the null hypothesis (H_0) and alternative hypothesis (H_a) had to be formed first. The null hypothesis states that “there is no significant difference in the students’ reading ability between the students who are taught by using the interactive reading approach and the students who are taught by using the bottom-up approach”. Meanwhile alternative hypothesis states that “there is a significant difference in the students’ reading ability between the students who are taught by using the interactive reading approach and the students who are taught by using the bottom-up approach”. In other words, this test also can be used to see which one is rejected or accepted, (H_0) or (H_a).

In this test, the researcher applied the t -test formula and processed it by using SPSS 17. The result of the t -test formula can be seen in Table 21 below.

Table 21: The Result of the Hypothesis Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	2.297	.136	1.352	52	.182	1.037	.767	-.502	2.576
	Equal variances not assumed			1.352	44.528	.183	1.037	.767	-.508	2.582
Posttest	Equal variances assumed	2.539	.117	2.392	52	.020	1.407	.588	.227	2.588
	Equal variances not assumed			2.392	48.785	.021	1.407	.588	.225	2.590

In order to find out the difference in pre-test and post-test between both experimental and control groups, the t -value of observation (t_0) value must be

higher than the t -table (t_t). The t -table has been obtained by checking at the statistic table. Since the degree of freedom of this table is 52, the t -table is 2.000.

From the Table 20, it can be seen that (t_0) of pre-test is lower than 2.000. It means that there is no significant difference in pre-test score. However, there is a significant difference in post-test score since the (t_0) of post-test is 2.395 and it is definitely higher than t -table (2.000). Moreover, it also can be seen from the p -value from post-test which shows 0.020 or 2% significant level. It means that the null hypothesis is rejected and alternative hypothesis which states that “there is a significant difference in the students’ reading ability between the students who are taught by using the interactive reading approach and the students who are taught by using the bottom-up approach” is accepted.

C. Discussion

Having finished conducting the study in SMK N 1 Depok, the researcher, then, analyzed the obtained data by using SPSS 17 with the decided formulas. After that, it was found that there were several evidences which proved theories that supported the hypothesis the researcher formulated. The evidences were in the form of numeric data based on the analyzing process.

Firstly, it can be seen from means of pre-test and post-test of both experimental group and control group. They show different results of mean. The pre-test of experimental group is 22.07 and the post-test of experimental group is 24.63. Meanwhile the pre-test of control group is 21.04 and the post-test of control group is 23.22. Therefore, means of the two groups have shown different

result where the experimental group gets more means rather than the control group.

The fact that the experimental group has higher mean rather than control group shows that the classroom instruction which includes bottom-up and top-down approach is successful to guide the students from experimental group in decreasing problems dealing with their reading comprehension ability. It proves Grabe's statement (1988) in Morales (2010: 60) which says that both the bottom-up processing and the top-down processing have important implications to the interactive approach to reading. Since second language (L2) readers are susceptible to both language and content problems of a text, there is a need for classroom instruction to include both bottom-up and top-down processes of reading to assist students in the comprehension process.

Secondly, in terms of categorization and its percentage, it also can be seen that there are some differences between pre-test and post-test of both experimental and control groups. In pre-test, the experimental group data show that the category of "good" reaches 6 points or 22.2%, "average" reaches only 17 points or 63.0%, and "low" reaches only 4 points or 14.8%. Meanwhile, in the pre-test of control group, the "good" category reaches only 5 points or 18.5%, "average" reaches 20 points or 74.1%, and "low" only reaches 2 points or 7.4%. In post-test, the experimental group data show that the "good" category reaches 9 points or 33.3%, "average" category reaches 15 points or 55.6%, and "low" category reaches only 3 points or 11.1%. Then, the post-test in control group data show that "good" category reaches 6 points or 22.2%, "average" category reaches 17 points or

63.0%, and “low” category reaches only 4 points or 14.8%. From the differences in terms of categorization in pre-test scores of two groups, it can be concluded that the experimental group gets more points in “good” category rather than control group. However, the points in “average” category from both groups are definitely the most dominant category.

The students in experimental group indeed have more points of “good” category rather than students’ points in control group. This fact shows that activating of the students’ schemata during the lesson and strengthening their vocabulary mastery, by checking up the meaning of unfamiliar words, are indeed useful. It is because schemata helps the students in recognizing the knowledge that they already have about the topic of the text and vocabulary strengthening can help students in developing their linguistic and semantic knowledge. Abraham (2002) in Alyousef (2006: 69) states that an interactive approach “demands that the teachers activate the students’ schemata” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text”. In addition, Alyousef (2006: 69) states that while reading in interactive reading approach is to develop the students’ ability in tackling texts by developing their linguistic and semantic knowledge.

Thirdly, the different comparison between the absolute gain scores between pre-test and post-test of both experimental and control groups also support one of the experts’ statements. It can be seen on the gain score test which shows that the improvement of pre-test to post-test of experimental is 2.56. Moreover, the improvement of pre-test to post-test of control group is only 2.18. Therefore, this

fact shows that the reading comprehension scores of the students in experimental group who are taught by using interactive reading approach are increased higher than the students from control group.

From the comparison of absolute gain scores between experimental group and control group, it can be concluded that the students of the experimental group have already been more proficient in dealing with the reading text because they are given interactive reading approach which has appropriate emphasis on the bottom-up and the top-down processing. This fact proves Morales' statement (2010) which states that the interactive reading approach to reading materials is effective in improving the students reading comprehension ability because of the appropriate emphasis on the bottom-up and the top-down processing.

Fourthly, the hypothesis test which has been done by using SPSS 17 shows that there is a significant difference in the students' reading ability between the students who were taught by using the interactive reading approach and the students who were taught by using the bottom-up approach. It can be seen from (t_0) of post-test (2.395) which is definitely higher than t -table (2.000). This fact simply rejects the null hypothesis (H_0) which says "there is no significant difference in the students' reading ability between the students who are taught by using the interactive reading approach and the students who are taught by using the bottom-up approach" and accepts the alternative hypothesis (H_a) which says "there is a significant difference in the students' reading ability between the students who are taught by using the interactive reading approach and the students who are taught by using the bottom-up approach".

The improvement of the experimental group's reading comprehension ability, after getting the interactive reading approach as the treatment, proves that the interactive reading approach can show a better result in the end since this approach combines the good side of the top-down approach and the bottom-up approach. In interactive reading approach, the students will first recognize a multiplicity of linguistic signals and then draw their intelligence and experience in understanding the text more efficiently. Brown (2001:18) states in the bottom-up approach, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, and discourse makers) and in the top-down approach, or conceptually driven, processing, the readers draw their own intelligence and experience to understand a text. It is also clear that the interactive reading approach can maintain the use of pre-reading phase which is important in reading comprehension. If the pre-reading phase is good then the reading comprehension ability of the students can be improved.

From those evidences above, it can be concluded that this success of the interactive reading approach is not only determined by students' linguistics features knowledge but it is also determined by building students' schemata of the reading text that the students are about to deal with. The schemata is useful to prepare the students to figure out the general content of the reading passage so that the students can guess what the reading passage is about before they read the text.

Whereas, the linguistics features such as, vocabularies, phrases, and clauses can enrich the students detail understanding. When the students do not understand some vocabularies, phrases, or clauses, they can look up the meaning from the dictionary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the study from the beginning until the end and analyzing the data that the researcher had found, the researcher formulated some conclusions. They are:

First, conducting a study required patience and will to finish it. The researcher realized that conducting a study was not easy. There were many new things that had to be learnt and many problems that had to be solved. Without a strong will to deal with them, the researcher would never be able to finish the study.

Second, reading books, articles, and more references were very useful and helpful in guiding the researcher to build ideas related to the study. Researcher realized that, as an amateur researcher, reading a lot of references was an important thing to do. Without references, conducting a study was like walking in the dark without a torch. It was true that conducting a study could not be done well if there were no references to hold on.

Third, implementing treatment to the students had to be conducted in systematic and objective ways. The researcher realized that everything had to be prepared well in order to succeed and maximize the process of teaching and giving treatment. Moreover the researcher also had to be a positivist in giving

equal teaching to both the experimental and control groups, only the approaches were different.

Fourth, interactive reading approach worked better in improving the students' reading comprehension ability rather than bottom-up approach. After conducting an experimental research dealing with the interactive approach and bottom-up approach in reading, the researcher found out results which showed that the students who got interactive approach had a better achievement in reading test that the researcher conducted in the end of the study. Besides, while teaching them the researcher also found that the students were more attracted and motivated in learning reading when the researcher used interactive approach.

B. Suggestions

There are several suggestions that the researcher formed to other related people:

1. To English Teachers.

The result of this study can be used as the consideration in teaching reading to the students more effectively. The interactive reading approach is definitely the appropriate approach that can be used in teach reading to the students. Teacher can make the lesson more interesting by using this kind of approach.

2. To Other Researchers

The finding of this study can be used as a reference to other researcher who wants to conduct a study which deals with the approaches in teaching reading.

3. To English Learners

The finding of this study can give contribution in improving the students' ability in learning reading by enlarging their knowledge in comprehending English text more systematically.

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APPENDICES

COURSE GRID

COURSE GRID FOR TENTH GRADE STUDENTS OF SMK N 1 DEPOK

Week	Standard Competence	Basic Competence	Input text	Indicators	Tasks	Materials	Media	Sources
1.	1. Berkomunikasi dengan Bahasa Inggris setara Level Novice	1.7. Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.	<i>Reading Texts: "My Hobby in Collecting Stamps", "I Love Traditional Dance", "The Dictionary and Its Uses" and "Mr. Samuel's Family".</i>	<p>1. Mengidentifikasi ungkapan-ungkapan <i>capability</i> dalam teks.</p> <p>2. Menyampaikan ungkapan <i>capability</i> kepada orang lain</p> <p>3. Menyebutkan ungkapan untuk menanyakan <i>capability</i> seseorang dengan tepat.</p> <p>4. Menyebutkan</p>	<p><i>Interactive reading model:</i></p> <p>1. Pre-reading activities: answering a set of pre-reading questions to stimulate students' schemata.</p> <p>2. While reading: reading texts related to the topic, task related to unfamiliar words in reading and focused on vocabulary mastery.</p> <p>3. Post reading activities: discussing the text, giving a set of post comprehension questions to activate students schemata again.</p> <p><i>Bottom up:</i></p>	<p>1. Berbagai ungkapan untuk menyatakan kemampuan.</p> <p>2. Teks yang berkaitan dengan penggunaan <i>capability</i>.</p>	Laptop and LCD	<p>Krisnani, Yiyis. (2009). <i>English for Vocational School</i>. Yogyakarta: LP2IP.</p> <p>Regina, Maria. (2008) <i>English for SMK 1</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional</p>

				<p>ungkapan untuk menjawab pertanyaan tentang <i>capability</i> dengan tepat.</p> <p>5. Menggunakan time clauses dalam kalimat dengan tepat.</p>	<p>1.Pre reading activities: giving task which require students to look up meaning in dictionary and focused on vocabulary</p> <p>2. While Reading: reading texts and answer several comprehension questions.</p> <p>3.Post reading activities: discussing the text, reviewing unfamiliar words, and giving comprehension questions related to the text.</p>			
2.	1.	1.7.	<i>Reading</i>	2. Mengidentifikasi	<i>Interactive reading</i>	1. Berbagai	Laptop	Krisnani, Yiyis.

	berkomunikasi setara dengan level Novice	Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus	<p><i>Texts: "Bird Singing Contests in Singapore", "One Man in a Boat", "A Mango Tree", and "The Story of Smart Monkey and Dull Crocodile"</i></p>	<p>kasi penggunaan <i>preference</i> dalam bacaan.</p> <p>3. Mengidentifikasi kasi dan menyebutkan ungkapan <i>preference</i> yg digunakan kepada orang lain.</p> <p>3. Mengidentifikasi dan menyebutkan ungkapan untuk menanyakan <i>preference</i> seseorang dengan tepat.</p> <p>4. Mengidentifikasi dan menyebutkan ungkapan untuk menjawab pertanyaan</p>	<p><i>model:</i></p> <p>1. Pre-reading activities: answering a set of pre-reading questions to stimulate students' schemata.</p> <p>2. While reading: reading texts related to the topic, task related to unfamiliar words in reading and focused on vocabulary mastery.</p> <p>3. Post reading activities: discussing the text, giving a set of post comprehension questions to activate students schemata again.</p> <p><i>Bottom up:</i></p> <p>1. Pre reading activities: giving task which require students to look up meaning in dictionary and focused on vocabulary</p>	<p>ungkapan untuk menyatakan pilihan.</p> <p>2. Text yang menunjukan tentang <i>preference</i>.</p>	and LCD	<p>(2009). <i>English for Vocational School</i>. Yogyakarta: LP2IP.</p> <p>Regina, Maria. (2008) <i>English for SMK 1</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional</p>
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				tentang <i>preference</i> dengan tepat.	2. While Reading: reading texts and answer several comprehension questions. 3. Post reading activities: discussing the text, reviewing unfamiliar words, and giving comprehension questions related to the text.			
3.	1. berkomunikasi setara dengan level Novice	1.3. Menuliskan undangan sederhana	<i>Reading Texts: "Suci's 17th Birthday Anniversary", "Mr. and Mrs. Kusno Raharjo's dinner invitation", "Etty's invitation to Martha", "Garuda Indonesia's Announcement" and "Tya Puspa's Party".</i>	1. Menyebutkan bagian-bagian utama dalam undangan sederhana dengan benar. 2. Menyebutkan ragam bahasa yang terdapat di dalam invitation baik formal maupun informal. 3. Menyebutkan maksud dan	<i>Interactive reading model:</i> 1. Pre-reading activities: answering a set of pre-reading questions to stimulate students' schemata. 2. While reading: reading texts related to the topic, task related to unfamiliar words in reading and focused on vocabulary mastery. 3. Post reading activities: discussing	1. Grammar review mengenai "will", "could", "would" and Prepositions: "in, on, at." 2. contoh-contoh invitation (personal invitation). 3. bagian-bagiannya dari personal invitations.	Laptop and LCD	Krisnani, Yiyis. (2009). <i>English for Vocational School</i> . Yogyakarta: LP2IP. Regina, Maria. (2008) <i>English for SMK 1</i> . Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

				<p>tujuan dalam undangan sederhana (misalnya: undangan ulang tahun) dengan benar.</p> <p>Menyusun sebuah undangan sederhana dengan menggunakan kata-kata yang baik dan benar</p>	<p>the text, giving a set of post comprehension questions to activate students schemata again.</p> <p><i>Bottom up:</i></p> <p>1. Pre reading activities: giving task which require students to look up meaning in dictionary and focused on vocabulary</p> <p>2. While Reading: reading texts and answer several comprehension questions.</p> <p>3. Post reading</p>	<p>4. ulasan contents, style, spelling and punctuation.</p>		
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					activities: discussing the text, reviewing unfamiliar words, and giving comprehension questions related to the text.			
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Sleman, 25 April 2012

Mengetahui:

Guru Bahasa Inggris SMK N 1 Depok,

MahasiswaPeneliti,

Masruchan, S.Pd.

Pradana Akbar T.

NIP:

NIM: 07202241051

LESSON PLANS

Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMK N 1 Depok

Mata Pelajaran: Bahasa Inggris
(Bottom-up Approach)

Kelas/semester: X/2

Pertemuan ke: 1-2

Alokasi Waktu: 2 x 80 menit

Skill: Reading

Standar Kompetensi: Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar: (1.7) Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.

Indikator:

- Mengidentifikasi ungkapan-ungkapan *capability* dalam teks.
- Menyampaikan ungkapan *capabilty* kepada orang lain
- Menyebutkan ungkapan untuk menanyakan *capabilty* seseorang dengan tepat.
- Menyebutkan ungkapan untuk menjawab pertanyaan tentang *capabilty* dengan tepat.
- Menggunakan time clauses dalam kalimat dengan tepat.

Tujuan Pembelajaran:

Siswa dapat memahami dan menggunakan bentuk ungkapan dalam menggunakan ekspresi untuk membicarakan *capabilty*.

Materi Pembelajaran:

- Berbagai ungkapan untuk menyatakan kemampuan.
- Teks yang berkaitan dengan penggunaan *capability*.

Metode Pembelajaran:

Presentation Practice Production (PPP)

1. Ceramah
2. Latihan
3. Tanya Jawab
4. Evaluasi

Teaching Approach:

Bottom – up Approach

Langkah-langkah Pembelajaran:**A. Kegiatan Pendahuluan**

1. Apersepsi:
 - Berdo'a dan salam
 - Absensi siswa
2. Motivasi :
 - Perkenalan materi dan manfaatnya untuk memotivasi siswa.
 - Menanyakan pada siswa materi yang belum dipahami dan mau ditanyakan atau dibahas kembali.
 - Melakukan *pre-reading activity* dalam bentuk *short quiz* mengenai vocabulary yang berkaitan dengan ungkapan *capabilty*.

B. Kegiatan Inti.

1. Siswa diberikan contoh bentuk-bentuk ungkapan *capabilty* yang sering mereka temui dalam kehidupan sehari-hari.
2. Siswa diberikan contoh-contoh text yang berkaitan dengan materi untuk dibaca dan dipahami.
3. Siswa dibimbing untuk mencari kata-kata yg kurang dimengerti dan memahami maknanya menggunakan kamus.
4. Siswa dibimbing untuk memahami penggunaan dari kata-kata baru yang mereka temui dalam bacaan.
5. Siswa dibimbing untuk memahami ungkapan *capabilty* dari bagian paling sederhana dengan baik dan benar hingga yang rumit.
6. Siswa dibimbing untuk memahami bagian-bagian dari ungkapan *capabilty* melalui contoh teks dengan baik dan benar.
7. Dengan bimbingan guru:
 - Siswa mengerjakan soal latihan dari buku sumber/modul.
 - Siswa mencari dan meneliti soal dan kata-kata baru dalam bacaan yang berkaitan dengan ungkapan *capabilty*.
 - Siswa mendiskusikan tentang hasil yang diperoleh terutama kata-kata baru yang mereka pelajari dari sumber bacaan.
 - Siswa mempelajari grammar yang berkaitan dengan pokok bahasan.

C. Kegiatan akhir

1. Meminta siswa untuk mengutarakan apa yang mereka rasakan selama mengikuti kegiatan belajar.
2. Memiminta siswa untuk menyimpulkan apa yang telah mereka pelajari.
3. Memberi PR dengan mengerjakan soal latihan dari buku sumber.

Alat dan Sumber Belajar :

1. Fasilitas:
 - Kelas/lab bahasa dan perlengkapannya

- Peralatan yang mendukung
- 2. Sumber Belajar:
 - English For SMK 1
 - English For Vocational Schools
 - Kamus Inggris- Indonesia

Materials:

Buku English for Vocational School modul A.19 page 249-255.

Penilaian:

TOTAL SCORE

Sleman, 25 April 2012
Mengetahui:
Mahasiswa Peneliti

Pradana Akbar T.
NIM: 07202241051

Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMK N 1 Depok

Mata Pelajaran: Bahasa Inggris
(Interactive Reading Approach)

Kelas/semester: X/2

Pertemuan ke: 1-2

Alokasi Waktu: 2 x 80 menit

Skill: Reading

Standar Kompetensi: Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar: (1.7) Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.

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2. Motivasi :
 - Perkenalan materi dan manfaatnya untuk memotivasi siswa.
 - Menanyakan pada siswa materi yang belum dipahami dan mau ditanyakan atau dibahas kembali
 - Melakukan *pre-reading activity* dengan menanyai siswa seputar hal-hal mengenai ungkapan *capability* dalam bahasa Inggris yang mereka ketahui.

B. Kegiatan Inti

1. Dengan mengacu pada *background knowledge* siswa, siswa diminta untuk menyebutkan macam-macam ungkapan *capability* yang pernah mereka temui di kehidupan sehari-hari.
2. Siswa diminta menyebutkan macam-macam responses dalam ungkapan *capability* dalam bahasa Inggris yang mereka ketahui.
3. Siswa diberikan contoh-contoh text yang berkaitan dengan materi untuk dibaca dan dipahami.
4. Siswa dibimbing untuk memahami ungkapan tentang *capability* mulai dari bagian paling sederhana dengan baik dan benar hingga yang rumit.
5. Siswa dibimbing untuk memahami kata-kata baru dalam ungkapan *capability* dan mencari maknanya menggunakan kamus.
6. Dengan bimbingan guru:
 - Siswa mengerjakan soal latihan dari buku sumber/modul.
 - Siswa mencari dan meneliti soal dan kata-kata baru yang dianggap sulit oleh siswa.
 - Siswa mendiskusikan tentang hasil yang diperoleh terutama kata-kata baru yang mereka pelajari dari sumber bacaan.
 - Siswa mempelajari grammar yang berkaitan dengan pokok bahasan.

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1. Meminta siswa untuk mengutarakan apa yang mereka rasakan selama mengikuti kegiatan belajar.
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- Peralatan yang mendukung
- 2. Sumber Belajar:
 - English For SMK 1
 - English For Vocational Schools
 - Kamus Inggris- Indonesia

Materials:

Buku English for Vocational School modul A.19 page 249-255.

Penilaian:

TOTAL	SCORE

Sleman, 25 April 2012

Mengetahui:

Mahasiswa Peneliti

Pradana Akbar T.

NIM: 07202241051

EXERCISES

TASK 1

Before reading the text below, please find the meaning of these words. You can use dictionary to help you.

1. get rid of
2. boredom
3. exhausting
4. my childhood
5. purchases
6. rare variety
7. achievement
8. leisure time
9. stamps
10. philatelic

Pre-reading activity for “My Hobby in Collecting Stamps”

1. What is your hobby?
2. Do you like collecting stamps?
3. Do you know the term for people who like collecting stamps?
4. Do you think that collecting stamps is useful?

TASK 2

Work with partner. Read the dialogues showing preference, and then answer the questions underneath.

My Hobby in Collecting Stamps

Hobby is different from work because it is done to get rid of the boredom and to refresh mind after exhausting physical or mental work. There are many kinds of

hobby but my hobby is stamps collecting. I started collecting stamps in my childhood and gradually I developed my hobby. Now I exchange stamps with my friends and make purchases even in the market. I have also joined a number of philatelic societies.

Thus I have collected about three thousands stamps of different countries and various denominations. Most of these stamps are a rare variety and I have arranged them in a number of albums in a systematic manner. I have so many stamps' themes which refer to great men of history, a country's historical events, flora and fauna, achievement in different fields, etc.



Some stamps depict great festivals or International days and events.

I spend my leisure time among my lovely stamps and forget all worries of the world for a moment.

Questions

1. What is the writer's hobby?
2. The word "it" in the line 1 refers to....
3. Why does a hobby differ from a work?
4. With whom does the writer exchange the stamps?
5. What is other name of a stamps collector?
6. When did the writer start the hobby?
7. How many stamps is the writer collected so far?
8. How does the writer arrange the stamp collections?
9. What are the themes of the stamps that the writer collects?
10. Does the writer spend leisure time with the stamps?

TASK 3

Based on the text, there are many kinds of stamps. Could you give some examples of those stamps below?

No	Kind of stamp's themes	Example
1	Flora	Rose, jasmine, orchid
2	Country	
3	Historical building	
4	Fauna	
5	Famous building	
6	Sport	
7	Country	
8	Achievement in different fields	
9	Famous figure	
10	Event	

TASK 4

Considering having hobby like collecting stamps, can you imagine what things you are able to do? Mention at least five abilities that you can achieve by collecting stamps.

e.g: I am able to learn the name of the country.

No	Ability
1	
2	
3	
4	
5	

TASK 5

Read the dialogues showing capability, and then answer the following multiple choices questions correctly.

I Love Traditional Dance

Good afternoon, fellows. May I introduce myself? My name is Rafael Romero. Just call me Rafa. I was born in Mexico, but my parents moved to the USA when I was young. Then, I changed my nationality into American, so I'm an American. I can speak both English and Spanish. I come to Indonesia to learn about the culture because I like dancing traditional dances. I dream to be a professional dancer one day. That is why I have to study hard. Now, I live in Bantul, a small town southward Yogyakarta. I'm glad to know you all and hope that I can get help from you especially in speaking Indonesian. Thank you.



1. Who is introducing himself?
 - a. Rafael Romero.
 - b. Rafael's parents.
 - c. Mexican teacher.
 - d. Romero's brother.
 - e. A Mexican student
2. Where was he born?
 - a. In Bantul
 - b. In Yoyakarta
 - c. In Australia
 - d. In Mexico
 - e. In Canada
3. Where do his parents live?
 - a. In Singapore
 - b. In Indonesia
 - c. In Malaysia
 - d. In America
 - e. In Spain
4. The word "*learn*" (in line 6) means...
 - a. Move
 - b. Share
 - c. Make
 - d. Study
 - e. Write

5. What does he do in Indonesia?
 - a. Performing dance in Bantul
 - b. Learning Indonesian language
 - c. Learning a culture in Indonesia
 - d. Swimming in the Parangtritis beach
 - e. Teaching dance to Yogyakarta students

TASK 6

Answer the following question based on your situation.

1. Do you have a dictionary?
2. What do you know about dictionary?
3. When do you use your dictionary?
4. Do you think a dictionary is useful? What is the advantage of the dictionary?
5. Do you think that your dictionary is good enough to help you learn English?

TASK 7

Read the dialogues, and then answer the following questions.

The Dictionary and Its Uses

Have you got a dictionary? As a student of English you should have an English dictionary. A dictionary is important for somebody learning English. It helps the learner to study the English Language.

A dictionary is a kind of reference book. It gives a list of words in alphabetical order and gives information about them. It explains their pronunciation, spelling, and meaning. In addition, a good dictionary also explains how words are used. For example, it mentions what part of speech a word is. This helps the students to use words in sentences. An English dictionary that has explanations in Indonesia is called bilingual dictionary.

People classify dictionaries by size and coverage. There are pocket dictionaries or small dictionaries and



large ones. A small dictionary usually contains a limited number of words. It may be suitable for beginners. A large dictionary has more words and may be suitable for advanced learners.

What can you do if you do not know the meaning of a word? If you ask someone to explain it to you, he may not know it. If you have a dictionary, it will help you. You can look up the word in the dictionary and it will explain to you what you want to know. Also, if you want to know the use, spelling or pronunciation of a word, consult your dictionary.

If you have understood the information on the text, answer the questions below.

If you have finished, discuss the answer with your friends.

1. What is a dictionary?
2. What does a dictionary give?
3. Why is an English dictionary important for a student of English?
4. Explain the differences between a monolingual dictionary and a bilingual dictionary?
5. How do people classify dictionaries?
6. What type of dictionary contains a limited number of words?
7. Which type of dictionary is suitable for advanced learners?
8. When do we use a dictionary?
9. Does a dictionary explain only the meaning of words?
10. What else does a dictionary explain?

After reading the text above, now find these following words in dictionary.

1. reference
2. explains
3. spelling
4. classify
5. coverage

TASK 7

Now, complete the sentences below by choosing the suitable words from the list

Order	Pronunciation	Mention	Advanced
List	Explanation	Bilingual	Classify
Look	Beginner	Contains	Spelling
Limited			

1. If you have finished reading the books, please put them back in the right _____
2. You must practice your _____ if you want to speak well
3. When you write in English, you have to be careful with the _____
4. Can you _____ the names of your friends inside the room?
5. An English-Indonesian dictionary has _____ in Indonesian.
6. An English-Indonesian dictionary is also called a _____ dictionary.
7. An _____ learner usually uses a more complete dictionary.
8. We can _____ people by age.
9. This dictionary _____ a limited number of words.
10. If you on not know the meaning of a word, you can _____ it up in your dictionary.

TASK 8

Read the dialogues, and then answer the following multiple choices questions.

Mr. Samuel's Family

Mr. Samuel is a Lecturer, he teaches English in University, and Mrs. Samuel is a Lawyer. They are home, and at the moment they are relaxing with their Children. Mr. Samuel is sitting in a sofa, watching some news on TV. Mrs. Samuel is beside her husband reading a woman magazine. Their son, Rifky, is drawing on the computer. Their daughter, Ayu, is in her bedroom. She is practicing a K-pop song with her piano. Their other daughter, Susi, is in the kitchen now. She is preparing her favorite instant noodle. Their other son, Limbad, is in the bathroom. He is taking a bath. Their pet, Cocky the bird, is in the cage singing happily.

1. What is Mrs. Samuel's job?
 - a. a homeroom teacher
 - b. an English lecturer
 - c. a news reporter
 - d. a housewife
 - e. a lawyer
2. What is Susi doing at home?
 - a. Pack her bag.
 - b. Prepare to sing.

- c. Sing a K-pop song.
 - d. Listen to a pop song.
 - e. Make an instant noodle.
3. What is the synonym of the word “*preparing*”
- a. getting
 - b. making
 - c. waiting
 - d. dividing
 - e. drawing

Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMK N 1 Depok

Mata Pelajaran: Bahasa Inggris
(Bottom-up Approach)

Kelas/semester: X/2

Pertemuan ke: 1-2

Alokasi Waktu: 2 x 90 menit

Skill: Reading

Standar Kompetensi: Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar: (1.8) Memahami dan mampu menuliskan undangan sederhana dengan baik dan benar.

Indikator:

- Menyebutkan bagian-bagian utama dalam *invitation letter* dengan benar.
- Menyebutkan ragam bahasa yang terdapat di dalam *invitation letter* baik formal maupun informal.
- Menyebutkan maksud dan tujuan dalam *invitation letter* (misalnya: undangan ulang tahun) dengan benar.
- Menyusun sebuah *invitation letter* dengan menggunakan kata-kata yang baik dan benar.

Tujuan Pembelajaran:

Siswa dapat memahami bentuk – bentuk *invitation letter* dalam bahasa inggris baik itu formal maupun informal yang sering ditemui dalam kehidupan sehari – hari.

Materi Pembelajaran:

- Grammar review: “will”, “could”, “would” and Prepositions: “in, on, at.”
- Samples of invitation (personal invitation).
- Parts of personal invitations.
- Contents, style, spelling and punctuation.

Metode Pembelajaran:

Presentation Practice Production (PPP)

1. Ceramah
2. Latihan

3. Tanya Jawab

4. Evaluasi

Teaching Approach:

Bottom – up Approach

Langkah-langkah Pembelajaran:

A. Kegiatan Pendahuluan

1. Apersepsi:

- Berdo'a dan salam
- Absensi siswa

2. Motivasi :

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.
- Menanyakan pada siswa materi yang belum dipahami dan mau ditanyakan atau dibahas kembali.
- Melakukan *pre-reading activity* dalam bentuk *short quiz* mengenai vocabulary yang berkaitan dengan *invitation letter*.

B. Kegiatan Inti.

1. Siswa diberikan contoh bentuk-bentuk text *invitation letter* dan text undangan informal yang ada dalam kehidupan sehari-hari.
2. Siswa dibimbing untuk memahami bagian-bagian dari *invitation letter* melalui contoh teks dengan baik dan benar.
3. Siswa dibimbing untuk mencari kata-kata yg kurang dimengerti dan memahami maknanya menggunakan kamus.
4. Siswa dibimbing untuk memahami penggunaan dari kata-kata baru yang mereka temui dalam bacaan terkait dengan *invitation*.
5. Siswa dibimbing untuk memahami ungkapan yang digunakan dalam *invitation* mulai dari bagian paling sederhana dengan baik dan benar hingga yang rumit.
6. Dengan bimbingan guru:
 - Siswa mengerjakan soal latihan dari buku sumber/modul.
 - Siswa mencari dan meneliti soal dan kata-kata baru dalam sebuah *invitation letter* yang dianggap sulit oleh siswa.
 - Siswa mendiskusikan tentang hasil yang diperoleh terutama kata-kata baru yang mereka pelajari dari sumber bacaan.

C. Kegiatan akhir

1. Meminta siswa untuk mengutarakan apa yang mereka rasakan selama mengikuti kegiatan belajar.
2. Memiminta siswa untuk menyimpulkan apa yang telah mereka pelajari.
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Alat dan Sumber Belajar :

1. Fasilitas:
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 - Peralatan yang mendukung
2. Sumber Belajar:
 - English For SMK 1
 - English For Vocational Schools
 - Kamus Inggris- Indonesia

Penilaian:

TOTAL	SCORE

Sleman, 2 April 2012
 Mengetahui:
 Mahasiswa Peneliti

Pradana Akbar T.
 NIP: 07202241051

Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMK N 1 Depok

Mata Pelajaran: Bahasa Inggris

(Interactive Reading Approach)

Kelas/semester: X/2

Pertemuan ke: 1-2

Alokasi Waktu: 2 x 80 menit

Skill: Reading

Standar Kompetensi: Berkomunikasi dengan Bahasa Inggris setara Level Novice

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Indikator:

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- Menyebutkan ragam bahasa yang terdapat di dalam *invitation letter* baik formal maupun informal.
- Menyebutkan maksud dan tujuan dalam *invitation letter* (misalnya: undangan ulang tahun) dengan benar.
- Menyusun sebuah *invitation letter* dengan menggunakan kata-kata yang baik dan benar.

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2. Siswa diminta menyebutkan bagian-bagian *invitation letter* dalam bahasa Inggris yang mereka ketahui.
3. Siswa dibimbing untuk memahami bagian-bagian dari *invitation letter* melalui contoh teks dengan baik dan benar.
4. Siswa dibimbing untuk memahami ungkapan yang digunakan dalam *invitation* mulai dari bagian paling sederhana dengan baik dan benar hingga yang rumit.
5. Siswa dibimbing untuk mengerti kata-kata baru dalam undangan sederhana baik formal dan informal yang kurang dimengerti dalam *invitation letter* dan mencari maknanya menggunakan kamus.
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 - Kelas/lab bahasa dan perlengkapannya
 - Peralatan yang mendukung
2. Sumber Belajar:
 - English For SMK 1
 - English For Vocational Schools
 - Kamus Inggris- Indonesia

Penilaian:

TOTAL	SCORE

Sleman, 2 April 2012
Mengetahui:
Mahasiswa Peneliti

Pradana Akbar T.
NIP: 07202241051

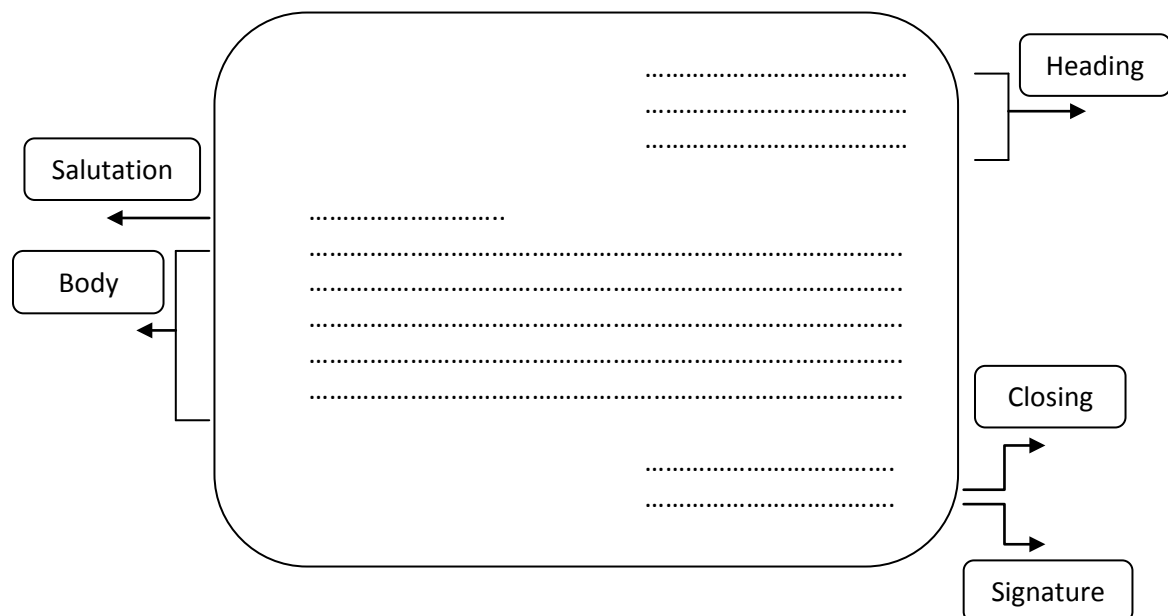
EXERCISES

Part of Invitation Letter

In making a written invitation, you must be careful to include the following information:

1. Your full address;
2. The date, time, and place;
3. Any necessary explanation regarding the kind of event or program.

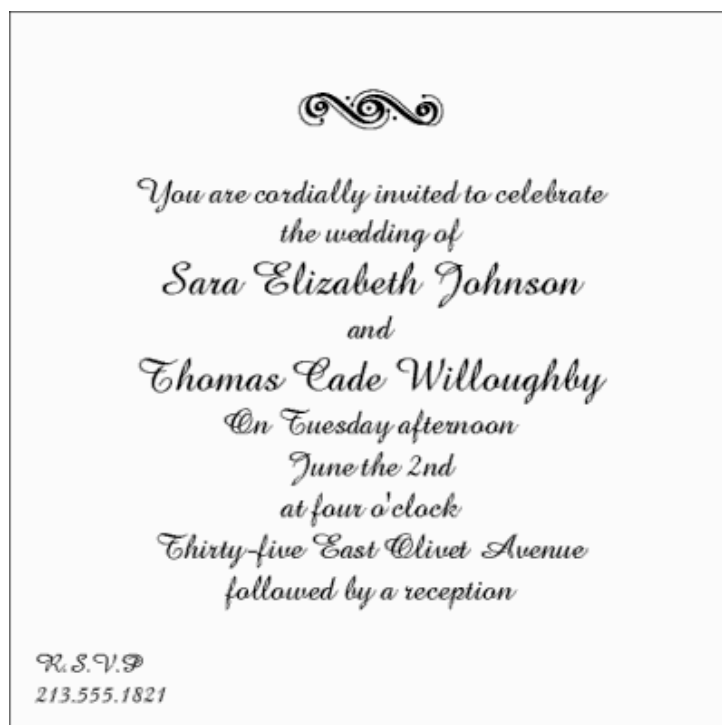
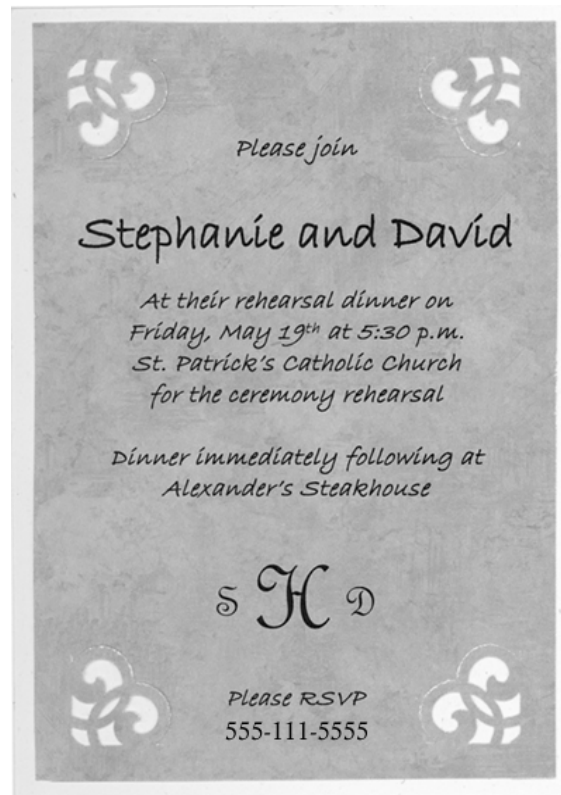
The format of personal invitation is similar to the one of personal letter. The illustration is as the following:



1. **The Heading:** It consists of three lines. The first line contains your address. The second one is the name of your town and postal code (if there is one). The third shows the date. The most common written date is month day, year.
2. **The Salutation:** It greets the reader. The usual form is the word “dear” followed by the person name who is addressed to. There is a comma after the salutation.
3. **The Body:** The body is the real letter itself. In a common personal letter, the first line is indented. The example can be seen on the letter above.
4. **The Closing:** If the closing consists of more than one word, only the first word of the closing is capitalized.

5. **The Signature:** The signature is below the closing whether the letter is typed or hand-written. It should not trail off the space of the right margin.

Examples of Invitation Letter:



TASK 1

After understanding the part of invitation letter above, now read these invitation letters and answer the questions below.

*Jl. A. Yani 202
Semarang
June 16th, 2009*

*Hi, Friends.
Please come and join to my birthday party of the 17th anniversary, on:
Date : June 24th, 2009
Time : 03:00 p.m.
Place : Kampung Laut Resto
Jl. Marina Semarang*

See you and have fun with me

*Code dress : blue and black
Best regards: Suci*

Questions:

1. Who has the party?
2. How old is Suci at that time of celebration?
3. What event will be held based on the invitation?
4. Is the party held in the afternoon or in the evening?
5. If you are invited, what color of shirt will you wear?

*Mr. and Mrs. Kusno Raharjo
Request the pleasure of
Mr. and Mrs. Wiryo Subroto*

*for dinner
on Wednesday, the third of October
at seven o'clock
Jl. Merapi no. 78*

*RSVP
Jl. Merapi no. 78 Boyolali
0276-356789*

Questions:

1. When will it be held?
2. What activity will be held?
3. Who extends the invitation?
4. Where should Mr. And Mrs. Subroto come to?
5. Do you think it is a formal invitation or informal invitation?

Read this reply letter and answer the questions.

Jl. Imam Bonjol 199
Semarang

Dear Martha,

It will be wonderful to go with you to Karimunjawa Island! As I count the days, I can hardly wait for the time to get there. I'll be ready when you arrive the morning of July 2.

Affectionately,
Etty

Questions:

1. Where would they go?
2. Who sends the letter above?
3. When would she be ready to go?
4. What date did she write the letter?
5. According to the letter above, does she accept her friend's invitation?

Read the following letter and choose the best answer by crossing a, b, c, d.

Jl. Imam Bonjol 199
Semarang

Dear Martha,

I'm sorry that I have to turn down your invitation. I'd give anything if I could go with you to Karimunjawa Island, but Dad needs me at the store. Since nearly all of his clerks are on vacation, I have to stay around to help out. I hope that you and your family have a good trip.

Sincerely,
Etty

1. Why did Joyce write the letter?
 - a. She wanted to go.
 - b. She is a good writer.
 - c. She missed her friend.
 - d. She cannot comply with an invitation.

2. Why couldn't Joyce go with Mary?
 - a. She was lazy.
 - b. She has to keep the store.
 - c. Dad wanted her to stay at home.
 - d. Dad wanted her to go around the store.

3. What does the word turn down (line 5) mean?
 - a. Refuse
 - b. Accept
 - c. Turn up.
 - d. Put up with

4. Why were some clerks absent?
 - a. They were keeping the store
 - b. They were taking days off
 - c. They were having a rest
 - d. They were sleeping.

5. What is the synonym of the word *nearly* (line 8)?
 - a. Just
 - b. Quite
 - c. More
 - d. Almost

TASK 2

Answer the following questions before reading the text below.

1. What do you know about “the awards”?
2. Why is the awards given?

3. Can you mention the awards that your school gives? What are they?

Work with partner. Read the dialogues showing preference, and then answer the questions underneath.

Garuda Indonesia's Announcement

Welcome

Dear Passengers,

We would like to welcome you, and we hope you enjoy your flight with Garuda Indonesia today.

We would like to share with you the good news that Garuda recently received an important award from London based magazine "Travel Weekly East." The award's title was the "Innovator: Crisis Busting Award."

These awards were presented by Travel Weekly East magazine to institutions, companies and individuals in recognition of their outstanding achievements or performances.

A panel of 20 jurists representing various segments of the industry deliberated on the awards and chose Garuda as a recipient for its ability to overcome severe financial problems while at the same time improving previously poor service levels. Garuda as a company was able to make great improvements in its service and operations.

This success will surely become more meaningful as Garuda's passengers also begin to experience the many changes and improvements that we have made.

Finally, once again we would like to thank you for flying Garuda Indonesia today.

Best Regards,

Abdulgani



President & CEO

Answer the following question based on the text.

1. Where do you find this text?
2. What is the name of the rewards?
3. Why is Garuda chosen to receive the award?
4. What kind of jurists appointed Garuda as the winner of the winner?
5. What is the purpose of the letter?

TASK 3

Based on the text above, put tick (V) on T (true) or F (False) to the following statements based on the text

No	Statement	T	F
1.	Garuda was named as the “innovator: crisis busting awards” by Travel Weekly East.		
2.	The award was given to Garuda because Garuda made an outstanding achievement.		
3.	Garuda got an award only because Garuda can overcome the severe financial problems.		
4.	Garuda did not make any change of its services.		
5.	The awards were presented by Travel Weekly East magazine		

TASK 4

Write the number of the paragraph in which these following statements are written.

1. A number of jurists took part in making decision to decide the winner. ()
2. Garuda got good news from Travel Weekly East. ()
3. The awards were given to institutions, companies, and individuals making a great achievement. ()

TASK 5

Read the dialogues showing preference, and then answer the questions underneath.

Ta is going to be 18 years old next Sunday. Her parents plan to make a party for her. She wants to invite all her friends to the party. Now she is typing the invitation to her friends.

Jakarta
July 27, 2006

Dear friends

I'm going to celebrate my 18th birthday on July 20, 2006. The party is going to be held at our house at 11 Jl. Kenari 4 Yogyakarta at 9 o'clock in the morning.

Can you come?

We'll have a good time together.

Yours,
Tya Puspa

Answer the following questions based on the invitation above.

1. When is this invitation written?
2. Who wrote this invitation?
3. What is Tya going to do with her 18th birthday?
4. When is the party going to be held?
5. Do you happen to know where the party is going to be?

Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMK N 1 Depok

Mata Pelajaran: Bahasa Inggris
(Bottom-up Approach)

Kelas/semester: X/2

Pertemuan ke: 1-2

Alokasi Waktu: 2 x 80 menit

Skill: Reading

Standar Kompetensi: Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar: (1.7) Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.

Indikator:

- Mengidentifikasi penggunaan *preference* dalam bacaan.
- Mengidentifikasi dan menyebutkan ungkapan *preference* yg digunakan kepada orang lain.
- Mengidentifikasi dan menyebutkan ungkapan untuk menanyakan *preference* seseorang dengan tepat.
- Mengidentifikasi dan menyebutkan ungkapan untuk menjawab pertanyaan tentang *preference* dengan tepat.

Tujuan Pembelajaran:

Siswa dapat mengidentifikasi *main idea* dan *supporting sentences* serta bentuk-bentuk ungkapan dalam dalam bacaan mengenai *preference*.

Materi Pembelajaran:

- Berbagai ungkapan untuk menyatakan pilihan.
- Text yang menunjukan tentang *preference*.

Metode Pembelajaran:

Presentation Practice Production (PPP)

1. Ceramah
2. Latihan
3. Tanya Jawab
4. Evaluasi

Teaching Approach:
Bottom – up Approach

Langkah-langkah Pembelajaran:

A. Kegiatan Pendahuluan

1. Apersepsi:
 - Berdo'a dan salam
 - Absensi siswa
2. Motivasi :
 - Perkenalan materi dan manfaatnya untuk memotivasi siswa.
 - Menanyakan pada siswa materi yang belum dipahami dan mau ditanyakan atau dibahas kembali.
 - Melakukan *pre-reading activity* dalam bentuk *short quiz* mengenai *vocabulary* yang berkaitan dengan ungkapan *preference*.

B. Kegiatan Inti.

1. Siswa diberikan contoh bentuk-bentuk ungkapan *preference* yang sering mereka temui dalam kehidupan sehari-hari.
2. Siswa diberikan contoh-contoh text yang berkaitan dengan materi untuk dibaca dan dipahami.
3. Siswa dibimbing untuk mencari kata-kata yg kurang dimengerti dan mengidentifikasi maknanya menggunakan kamus.
4. Siswa dibimbing untuk mengidentifikasi makna dan penggunaan dari kata-kata baru yang mereka temui dalam bacaan.
5. Siswa dibimbing untuk mengidentifikasi ungkapan *preference* dari bagian paling sederhana dengan baik dan benar hingga yang rumit.
6. Siswa dibimbing untuk mengidentifikasi bagian-bagian dari ungkapan *preference* melalui contoh teks dengan baik dan benar.
7. Dengan bimbingan guru:
 - Siswa mengerjakan soal latihan dari buku sumber/modul.
 - Siswa mencari dan meneliti soal dan kata-kata baru dalam bacaan yang berkaitan dengan ungkapan *preference*.
 - Siswa mendiskusikan tentang hasil yang diperoleh terutama kata-kata baru yang mereka pelajari dari sumber bacaan.
 - Siswa mempelajari *grammar* yang berkaitan dengan pokok bahasan.

C. Kegiatan akhir

1. Meminta siswa untuk mengutarakan apa yang mereka rasakan selama mengikuti kegiatan belajar.
2. Memiminta siswa untuk menyimpulkan apa yang telah mereka pelajari.
3. Memberi PR dengan mengerjakan soal latihan dari buku sumber.

Alat dan Sumber Belajar :

1. Fasilitas:

- Kelas/lab bahasa dan perlengkapannya
 - Peralatan yang mendukung
2. Sumber Belajar:
- English For SMK 1
 - English For Vocational Schools
 - Kamus Inggris- Indonesia

Penilaian:

TOTAL	SCORE

Sleman, 25 April 2012
 Mengetahui:
 Mahasiswa Peneliti

Pradana Akbar T.
 NIM: 07202241051

Rencana Pelaksanaan Pembelajaran

Nama Sekolah: SMK N 1 Depok

Mata Pelajaran: Bahasa Inggris
(Interactive Reading Approach)

Kelas/semester: X/2

Pertemuan ke: 1-2

Alokasi Waktu: 2 x 80 menit

Skill: Reading

Standar Kompetensi: Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar: (1.7) Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumu

Indikator:

- Mengidentifikasi penggunaan *preference* dalam bacaan.
- Mengidentifikasi dan menyebutkan ungkapan *preference* yg digunakan kepada orang lain.
- Mengidentifikasi dan menyebutkan ungkapan untuk menanyakan *preference* seseorang dengan tepat.
- Mengidentifikasi dan menyebutkan ungkapan untuk menjawab pertanyaan tentang *preference* dengan tepat.

Tujuan Pembelajaran:

Siswa dapat mengidentifikasi *main idea* dan *supporting sentences* serta bentuk-bentuk ungkapan dalam dalam bacaan mengenai *preference*.

Materi Pembelajaran:

- Berbagai ungkapan untuk menyatakan pilihan.
- Texts yang menunjukan tentang *preference*.

Presentation Practice Production (PPP)

1. Ceramah
2. Latihan
3. Tanya Jawab
4. Evaluasi

Teaching Approach:
Interactive Reading Approach

Langkah-langkah Pembelajaran:

A. Kegiatan Pendahuluan

1. Apersepsi:
 - Berdo'a dan salam
 - Absensi siswa
2. Motivasi :
 - Perkenalan materi dan manfaatnya untuk memotivasi siswa.
 - Menanyakan pada siswa materi yang belum dipahami dan mau ditanyakan atau dibahas kembali
 - Melakukan *pre-reading activity* dengan menanyai siswa seputar hal-hal mengenai ungkapan *preference* dalam bahasa Inggris yang mereka ketahui.

B. Kegiatan Inti

1. Dengan mengacu pada *background knowledge* siswa, siswa diminta untuk menyebutkan macam-macam ungkapan *preference* yang pernah mereka temui di kehidupan sehari-hari.
2. Siswa diminta menyebutkan macam-macam responses dalam ungkapan *preference* dalam bahasa Inggris yang mereka ketahui.
3. Siswa diberikan contoh-contoh text yang berkaitan dengan materi *preference* untuk dibaca dan diidentifikasi.
4. Siswa dibimbing untuk mengidentifikasi ungkapan tentang *preference* mulai dari bagian paling sederhana dengan baik dan benar hingga yang rumit.
5. Siswa dibimbing untuk mengidentifikasi kata-kata baru yang belum dimengerti dalam ungkapan *preference* dan mencari maknanya menggunakan kamus.
6. Dengan *background knowledge*, siswa diajak kembali menyebutkan ungkapan yang mereka dapatkan dalam text.
7. Dengan bimbingan guru:
 - Siswa mengerjakan soal latihan dari buku sumber/modul.
 - Siswa mencari dan meneliti soal dan kata-kata baru yang dianggap sulit oleh siswa.
 - Siswa mendiskusikan tentang hasil yang diperoleh terutama kata-kata baru yang mereka pelajari dari sumber bacaan.
 - Siswa mempelajari *grammar* yang berkaitan dengan pokok bahasan.

C. Kegiatan akhir

1. Meminta siswa untuk mengutarakan apa yang mereka rasakan selama mengikuti kegiatan belajar.
2. Membuat kesimpulan tentang apa yang telah dipelajari.
3. Memberi PR dengan mengerjakan soal latihan dari buku sumber.

Alat dan Sumber Belajar :

1. Fasilitas:
 - Kelas/lab bahasa dan perlengkapannya
 - Peralatan yang mendukung
2. Sumber Belajar:
 - English For SMK 1
 - English For Vocational Schools
 - Kamus Inggris- Indonesia

Penilaian:

TOTAL	SCORE

Sleman, 25 April 2012

Mengetahui:

Mahasiswa Peneliti

Pradana Akbar T.

NIM: 07202241051

EXERCISES

TASK 1

Find the meaning on the list. You may check them on your dictionary or discuss them with your friends.

1. Hobby =
2. Collect =
3. Stamp =
4. Match =
5. Bar =
6. Relax =
7. Company =
8. Most =
9. Food-stall =
10. Hold/held =
11. Tiny =
12. Organize =
13. Island =
14. Square =
15. Situated =
16. Contest =
17. Park =
18. Admission fee =
19. Essential =
20. Concert =

TASK 2

Now, read the information below. You may discuss some difficult sentences with your friends. After that, answer the following questions carefully.

Bird Singing Contests in Singapore

Do you have a hobby? Of course you do. Many people have hobbies; some people collect stamps from all over the world, some collect match boxes or small bar of soap, some play different kinds of sports and others play music. In Singapore, there are about 15.000 people whose hobbies are listening to the songs of birds, while relaxing at home or in the company of other bird-song lovers. They are mostly members of Singapore Bird Club and they come from all walks of life: doctors, teachers, food-stall owners, office works and bus drivers.



Every year, ten bird singing contests are held in this tiny but clean and well-organized republic, a small island of 225 square miles situated at the Malay Peninsula. Even if there is no contest, on Sundays people gather at parks where they enjoy the bird songs. On such park is at Toa Payoh, one of the many new towns in Singapore. There is no admission fee and anybody can just come to watch and to listen. But it is essential to come early because the “concert” is over by about eight o’clock.

Individually, answer the questions below.

1. Who are the members of the Singapore Bird Club?
2. How many times do they hold the bird singing contest in one year?
3. What do people in Singapore do at TOA PAYOH Park?
4. Do people have to pay to watch the contests?
5. Why do people have to come early to the park?

Based on the information you have got from the text, write *T* for true statement and *F* if the statement is false.

1. (...) Collecting matchboxes is a leisure activity for some people
2. (...) Playing sports and playing music are relaxing.
3. (...) Only rich people belong to the Singapore Bird Club.
4. (...) Every ten years, the contests are held in Singapore.
5. (...) The admission fee to watch the contest is very expensive.

TASK 3

Read the text below carefully, and then answer the following questions.

One Man in a Boat

Fishing is my favorite sport. I prefer fishing to any other sport. I often fish for hours without catching anything. But this does not worry me. Some fishermen are unlucky. Instead of catching fish, they catch old boots. After having spent whole mornings on the river, I always go home with an empty bag. 'You must give up fishing!' my friends say. 'It's a waste of time.' But they don't realize one important thing. I'm not really interested in fishing. I am only interested in sitting in a boat and doing nothing at all!



Answer the questions related to the text correctly.

1. What is the writer's favorite sport?
2. What do some unlucky fishermen catch?
3. Is the writer as lucky as they are, or is he not so lucky?
4. Does he ever catch anything?
5. What is the only thing that interests him?

Find the synonym of these words bellow:

- | | |
|-------------|-------------|
| 1. favorite | have to |
| 2. worry | vacant |
| 3. catch | house |
| 4. unlucky | afraid |
| 5. empty | throw |
| 6. realize | unfortunate |
| 7. give up | grab |
| 8. waste | understand |
| 9. must | surrender |

10 home

most interesting

Find whether these statements are true or false:

1. () Fishing is not the writer favorite sport.
2. () The writer always catches a fish.
3. () The writer is really interested in fishing.
4. () Sitting in a boat is the writer's activity that he likes most.
5. () The fishermen always go fishing in the morning.

TASK 4**Read the text below carefully, and then answer the following questions.****A Mango Tree**

There are some trees in our school. Among them, there is a mango tree. The tree is in front of our classroom. The mango tree is very old. Maybe, it is the oldest tree at the school. The trunk is very big. It takes two children with arms outstretched to completely circle it. Surprisingly, it still bears a lot of fruit. No wonder, when mango season comes, my friends and I get excited. We all like to come to school really early so we can pick all the good ones. Because the mango is delicious and healthy, most of my friends like mango better than any fruit. Before going home, we cannot help taking a look at mouthwatering sight on the tree, hoping that we might climb it again the next day.

**Answer the questions related to the text correctly.**

1. How do they know that the mango tree is very old?
 - a. by knowing that the tree was there before the school was built
 - b. by knowing that there are so many trees in their school
 - c. by realizing that the mango tree has a very big trunk

- d. by stretching the children arms to completely circle
 - e. by realizing that mango season always comes
2. Why do the reader and his friends get excited?
 - a. because there are many trees in the school
 - b. because they will have a holiday season
 - c. because the mango season has come
 - d. because they love playing in circle
 - e. because they loves mango trunk
 3. Why do most of the writer's friends like mango better than any fruit?
 - a. because the mango is cheap and easy to get
 - b. because the mango is tasty and good health
 - c. because the mango is familiar to them
 - d. because their parents also love mango
 - e. because they never eat any other fruit
 4. What is the antonym of word "early"?
 - a. on time
 - b. heavily
 - c. slowly
 - d. sleep
 - e. late
 5. What do they hope before going home?
 - a. They hope they can see the mango tree again next day
 - b. They hope to bring more mangoes to school next day
 - c. They hope to climb the mango tree again tomorrow
 - d. They hope they are able plant another mango tree
 - e. They hope to carry mangoes for their parents

Find the synonym of these words bellow:

- | | |
|--------------|-----------|
| 1. old | arrive |
| 2. pick | tasty |
| 3. come | attracted |
| 4. excited | huge |
| 5. delicious | aged |

6. climb	take
7. big	ascend
8. hope	aid
9. surprisingly	wish
10. help	shockingly

TASK 5

Work with partner. Read the dialogues showing preference, and then answer the questions underneath.

- Tya : I'm Thirsty. Do you have anything to drink?
 Siti : Well, I'm sure we have some drinks in the fridge.
 Let me have a look. What would you like to drink, Sprite or Coca-cola?
 Tya : I'd prefer Sprite, please.
 Siti : Here you are, I'm not very fond of Sprite, so I'll take the other one.
 Tya : Hey, I remember now. I think we still have some biscuits in the kitchen.
 Would you like me to fetch them for you?
 Siti : Oh, please don't bother. I'd rather have the Coke.
 Tya : All right then.
 Siti : I have an idea. Why don't we go and find out if there's a good film in town.
 Tya : Do you really want to go out now?
 Siti : Not really. I just thought you might be bored sitting here.
 Tya : No, no. Going out sounds a good idea, but I think I'd rather stay at home.
 I'm a bit tired, you know.
 Siti : Ok. I'll stay too.

Questions:

1. What drink are there in the refrigerator?
2. What would Siti and Tya prefer to drink?
3. Is Siti fond of Sprite?
4. What does Siti suggest they should do?
5. Does Tya think it is a good idea?
6. How do the two girls spend their time?

TASK 6

Work with partner. Read the reading text, and then answer the questions underneath.

The Story of Smart Monkey and Dull Crocodile

In a sunny day there was a monkey who really loved to eat bananas. He wanted to cross a river to find some bananas for lunch. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

**Questions:**

1. When did the event occur?

2. What is the monkey favorite food?
3. Why did the monkey want to cross the river?
4. How did the monkey cross the river?
5. What did the crocodile want from the monkey?
6. Did the crocodile try to trick the monkey? How?
7. Which one was smarter, the crocodile or monkey? (add your reason)
8. How did the monkey trick the crocodile?
9. Word “bank” in paragraph 3 means
10. What lesson can you learn from this story?

**Please find at least 5 some unfamiliar words and discuss them with your friends.
After that make your own 5 different sentences with those 5 words.**

SCHEDULES OF THE STUDY

The Schedules of the Study

Date	Time	Class	Material	Activities	K.D.
Tuesday, 24 April 2012	08:30	X PM 1	Soal Pre-test	<i>Mengerjakan pre-test, pembahasan dan evaluasi.</i>	1.7
Tuesday, 24 April 2012	10:50	X AP 1	Soal Pre-test	<i>Mengerjakan pre-test, pembahasan dan evaluasi.</i>	1.7
Thursday, 26 April 2012	10:10	X PM 1	Reading Texts: My Hobby in Collecting Stamps and I Love Traditional Dance (Capability)	<i>Mengulas materi yang disampaikan guru sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi.</i>	1.7
Monday, 30 April 2012	08:00	X AP 1	Reading Texts: My Hobby in Collecting Stamps and I Love Traditional Dance (Capability)	<i>Mengulas materi guru sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi.</i>	1.7
Tuesday, 1 May 2012	08:30	X PM 1	Reading Texts: The Dictionary and Its Uses and Mr. Samuel's Family (Capability)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi, memberi gambaran tentang materi selanjutnya.</i>	1.7
Tuesday, 1 May 2012	10:50	X AP 1	Reading Texts: The Dictionary and Its Uses and Mr. Samuel's Family (Capability)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi, memberi gambaran tentang materi selanjutnya.</i>	1.7

Thursday, 3 May 2012	10:10	X PM 1	Reading Texts: Bird Singing Contests in Singapore and One Man in a Boat (Preference)	<i>Penyampaian materi baru, mengerjakan soal latihan, penilaian, pembahasan dan evaluasi.</i>	1.7
Monday, 7 May 2012	08:00	X AP 1	Reading Texts: Bird Singing Contests in Singapore and One Man in a Boat (Preference)	<i>Penyampaian materi baru, mengerjakan soal latihan, penilaian, pembahasan dan evaluasi.</i>	1.7
Tuesday, 8 May 2012	08:30	X PM 1	Reading Texts: A Mango Tree and The Story of Smart Monkey and Dull Crocodile (Preference)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi.</i>	1.8
Tuesday, 8 May 2012	10:50	X AP 1	Reading Texts: A Mango Tree and The Story of Smart Monkey and Dull Crocodile (Preference)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi.</i>	1.8
Thursday, 10 May 2012	10:10	X PM 1	Reading Texts: Suci's 17 th Birthday Anniversary, Mr. and Mrs. Kusno Raharjo's dinner invitation, and Etty's invitation to Martha (Invitation)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi, memberi gambaran tentang materi selanjutnya.</i>	1.8

Monday, 14 May 2012	08:00	X AP 1	Reading Texts: Suci's 17 th Birthday Anniversary, Mr. and Mrs. Kusno Raharjo's dinner invitation, and Etty's invitation to Martha (Invitation)	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa, mengerjakan soal latihan, pembahasan dan evaluasi, memberi gambaran tentang materi selanjutnya.</i>	1.8
Tuesday, 15 May 2012	08:30	X PM 1	Reading Texts: Garuda Indonesia's Announcement and Tya Puspa's Party (Invitation)	<i>Penyampaian materi baru, mengerjakan soal latihan, penilaian, pembahasan dan evaluasi.</i>	1.8
Tuesday, 15 May 2012	10:50	X AP 1	Reading Texts: Garuda Indonesia's Announcement and Tya Puspa's Party (Invitation)	<i>Penyampaian materi baru, mengerjakan soal latihan, penilaian, pembahasan dan evaluasi.</i>	1.8
Thursday, 17 May 2012	10:10	X PM 1	Soal Post-test.	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa selama mengikuti pembelajaran, mengerjakan soal Post- Test, pembahasan dan evaluasi.</i>	1.8
Monday, 21 May 2012	08:00	X AP 1	Soal Post-test.	<i>Mengulas materi sebelumnya, membahas seputar kesulitan siswa selama mengikuti pembelajaran, mengerjakan soal Post- Test, pembahasan dan evaluasi.</i>	1.8

**RESEARCH INSTRUMENTS
(PRE-TEST AND POST-TEST)**

PRE-TEST INSTRUMENT

CHOOSE THE CORRECT ANSWER FOR THESE MULTIPLE-CHOICE QUESTIONS BELOW.

Text 1

Good afternoon, fellows. May I introduce myself? My name is Rafael Romero. Just call me Rafa. I was born in Mexico, but my parents moved to the USA when I was young. Then, I changed my nationality into American, so I'm an American. I can speak both English and Spanish. I come to Indonesia to learn about the culture because I like dancing traditional dances better than any dance. I dream to be a professional dancer one day. That is why I have to study hard. Now, I live in Bantul, a small town southward Yogyakarta. I'm glad to know you all and hope that I can get help from you especially in speaking Indonesian. Thank you.



6. Who is introducing himself?
 - a. Rafael Romero.
 - b. Rafael's parents.
 - c. Mexican teacher.
 - d. Romero's brother.
 - e. A Mexican student.
7. Where was he born?
 - a. In Yogya.
 - b. In Bantul.
 - c. In Europe.
 - d. In Mexico.
 - e. In Canada.
8. Where do his parents live?
 - a. In Yogyakarta.
 - b. In Indonesia.
 - c. In America.
 - d. In Bantul.
 - e. In Spain.

9. The word “*learn*” (in line 6) means.....
 - a. move
 - b. share
 - c. make
 - d. study
 - e. write
10. What does he do in Indonesia?
 - a. Performing dance in Bantul
 - b. Learning Indonesian language
 - c. Learning a culture in Indonesia
 - d. Swimming in the Parangtritis beach
 - e. Teaching dance to Yogyakarta students

Text 2

Attention: You are not allowed to bring mobile phones and electronics devices in the classroom during the school day. Put them all in the lockers to avoid having detention. If your gadgets are taken, you only have a chance to take them back during the Saturday detention.



11. What is the announcement about?
 - a. Office regulation.
 - b. Prohibition at school.
 - c. The regulation at house.
 - d. The description of mobile phones.
 - e. The announcement of electronic devices.
12. According to the text, the word “*you*” refers to....
 - a. Schools
 - b. Officers
 - c. Students
 - d. Lecturers
 - e. Gardeners
13. What will happen if someone disobeys the rule?
 - a. He has to come back on Saturday.
 - b. He has to leave the classroom.
 - c. His gadget will be seized.
 - d. He will do assignments.
 - e. He will be rewarded.

Text 3

The New Armouries Restaurant provides a wide range of refreshments from morning coffee, salads, sandwiches, and hot meals to afternoon tea. It is accessible to wheelchairs, with a disabled toilet available.



Opening hours: 09.30-17.00 1 nov-28 Feb

14. What is the text about?
 - a. Offering kinds of drink.
 - b. Offering food and drink.
 - c. Giving places for refreshing.
 - d. Opening the new restaurant.
 - e. Providing wheelchairs for disabled.

15. What does the word "*accessible*" (in line 3) means?
 - a. unobtainable
 - b. impossible
 - c. restricted
 - d. unhandy
 - e. reachable

16. Who can get benefit from the restaurant best?
 - a. The children.
 - b. The old women.
 - c. Those who are sick.
 - d. Those who cannot walk.
 - e. Those who will go to toilet.

17. What time does the restaurant open?
 - a. 09.00
 - b. 17.30
 - c. 17.00
 - d. 09.03
 - e. 09.30

Text 4

Hendra's parents were spending two nights in out 1
 of town. They left Hendra a note telling to do many
 things. He must water the plants every afternoon. He
 must wash his and his sister's clothes and iron the school
 uniform. At night, he must not forget to turn on the lights. 5
 His parents also told him to lock the doors at the bed
 time. He must pay the newspaper boy on Sunday
 morning, and he may not buy a new magazine. They
 wanted him to pick them up at the station on Sunday at
 3:00 p.m. He must come not later than 3:15 p.m. 10



18. How long were Hendra's parents going away?
 - a. More than three weeks.
 - b. More than two months.
 - c. More than three nights.
 - d. More than two weeks.
 - e. More than a night.
19. How did they request Hendra to do some jobs?
 - a. By telling all their neighbor.
 - b. By leaving a note to Hendra.
 - c. By sending hendra an e-mail.
 - d. By calling Hendra's handphone.
 - e. By writing in Hendra's facebook .
20. What is the antonym of the word "turn on" (in line 5)?
 - a. Turn in
 - b. Lock on
 - c. Look up
 - d. Wash up
 - e. Switch off

21. Where would he pick his parents up?

- a. At the town
- b. At his house
- c. At the office
- d. At the school
- e. At the station

Text 5

Mr. Jasmani is a factory worker and Mrs. 1
 Jasmani is a teacher. She teaches English in a vocational
 school in Semarang. They have been home, and at the
 moment they are relaxing with their family. Mr. Jasmani
 is sitting in a sofa, watching some news on TV. Mrs. 5
 Jasmani is beside her husband reading a woman
 magazine. Their son, Rifky, is drawing on the computer.
 Their daughter, Rika, is in her bedroom. She is practicing
 a pop song with her piano. Their other daughter, Clara,
 is in the kitchen now. She is preparing her favourite 10
 instant noodle. Their other son, Rusbad, is in the
 bathroom. He is taking a bath. Their pet, Meong the cat,
 is in the yard running after a grasshopper, and Klinchy
 the rabbit is chewing carrots in its cage.



22. What is Mrs. Jasman's job?

- a. a housewife
- b. a factory worker
- c. a news announcer
- d. a language teacher
- e. a woman magazine

23. Where is Rika practicing singing?
- In Mr Jasman's bedroom
 - In her own bathroom
 - In front of T.V.
 - In the school
 - In her room
24. What is the synonym of the word "*chewing*" (in line 14)?
- munching
 - drinking
 - slowing
 - putting
 - hiding

Text 6

To	: Angelia Wibisono
Date	: 22/11
Time	: 10.15 while you were out
From	: Mr. Dzaky Akbar
Of	: Hotel Service Corporation
Phone	: (0274) 8765656
Message	: Unable to make tomorrow's meeting, let's meet next Monday. Tell all office personnel to attend it on 9.
Operator	: Selviliana Ramelan

25. The message is about
- Preparing tomorrow's meeting
 - Arranging tomorrow's meeting
 - Attending tomorrow's meeting
 - Attending the Saturday meeting
 - Postponing tomorrow's meeting
26. Who sent the memo?
- Hotel manager
 - Hotel secretary
 - Mr. Dzaky Akbar
 - Angelia Wibisono
 - Selviliana Ramelan

Text 7

Dear Didiek,

I am afraid I won't be able to meet you at the airport.
My son is hospitalized. Please directly come to my
house. The key is under the door.

Agus

27. What is the antonym of the word "*afraid*" (line 1)?
- a. scared
 - b. anxious
 - c. fearless
 - d. nervous
 - e. worried
28. Which statement is true according to the text?
- a. Didiek's son is very sick.
 - b. Agus' son is not healthy.
 - c. Agus's key is on the door.
 - d. Agus & Didiek are in hospital.
 - e. Didiek will come to the meeting.
29. Why can't Agus pick Didiek at the airport?
- a. Agus is very afraid.
 - b. His son is waiting for him.
 - c. The key is under the doors.
 - d. He has to go to somewhere immediately.
 - e. He has to accompany his son in the hospital.

Text 8

Rebecca : would you like to come to Jenny's birthday party?

Natalia : when?

Rebecca : This evening at 19.00

Natalia : I love to but I have to work overtime. I'm so sorry.



30. Why did Natalia refuse to go to Jenny's Birthday party?

- a. Because she does not like Jenny.
- b. Because she is not interested.
- c. Because she has work to do.
- d. Because it is not important.
- e. Because they are busy.

Text 9

*Mr. and Mrs. Kusno Raharjo
Request the pleasure of
Mr. and Mrs. Wiryo Subroto*

*For dinner
On Wednesday, the third of October
At seven o'clock
Jl. Merapi no. 78*

*RSVP
Jl. Merapi no. 78 Boyolali
0276-356789*

31. What activity will be held?

- a. Lunch
- b. Dinner
- c. Meeting
- d. Birthday party
- e. Wedding party

32. When will it be held?
- 3rd October at 07:00
 - 3rd October at 17:30
 - 3rd October at 07:30
 - 2nd October at 07:00
 - 2nd October at 06:00

Text 10

Jl. Melati 39
Surabaya

Dear Vicky,

It will be wonderful to have a vacation with you to Bali. As I count the days, I can hardly wait for the time to get there. Like what we have promised before, I will be waiting for you there at the airport at 10 o'clock in July 2. Please do not forget to prepare your crazy stuffs from Jakarta.



Affectionately,
Bunga

33. How will they go Bali?
- By car
 - By ship
 - By train
 - On foot
 - By plane
34. According to the letter above, which statement is true?
- Bunga lives in Jl. Melati 39.
 - Bunga accepted Bali's invitation.
 - Vicky and Bunga will not go to Bali.
 - Vicky accepted her friend's invitation.
 - Vicky and Bunga will meet at the station.
35. Where will they meet in July 2?
- Bunga's house
 - Vicky's house
 - A Bus station
 - An Airport
 - A Station

Good Luck ~

POST-TEST INSTRUMENT

CHOOSE THE CORRECT ANSWER FOR THESE MULTIPLE-CHOICE QUESTIONS BELOW.

Text 1

Good morning class. May I introduce myself? My name is Anisa Raharja. I was born in Bogor, but my parents moved to Canada when I was young. I'm an English teacher. I can speak English and several other languages such as Indonesian language, Javanese language, and Sundanese language. I come to Yogyakarta to teach English because I like to share knowledge to others. I dream to be a professional teacher. Now, I live in Sleman, a small town in the north of Yogyakarta. I'm glad to know you all and hope that I can make a good relationship with you. Thank you.



1. Who is introducing herself?
 - a. Raharja.
 - b. A doctor.
 - c. A student.
 - d. Anisa's teacher.
 - e. Anisa's daughter.
2. Where was she born?

a. In Bogor.	d. In Bandung.
b. In Bantul.	e. In Yogyakarta.
c. In Canada .	
3. Where did her parents go when Anisa was young?

a. In USA.	d. In Indonesia.
b. In Bogor.	e. In Yogyakarta.
c. In Canada.	
4. The word "*teach*" (in line 7) means

a. work	d. dream
b. hope	e. educate
c. speak	

5. What does she do in Yogyakarta?
 - a. Learning Yogyakarta's culture
 - b. Learning from Yogyakarta's culture
 - c. Visiting several graduated students
 - d. Teaching English to Yogyakarta students
 - e. Learning English with Yogyakarta students

Text 2

Attention: You are not allowed to bring cigarettes and drugs in the classroom during the school day. Do not even try to hide them from teachers. If your cigarettes or drugs are taken, you will be forced to quit the school immediately.

6. What is the announcement about?
 - a. Office regulation
 - b. Prohibition at school
 - c. The regulation at office
 - d. The description of cigarettes
 - e. The announcement of narcotics
7. According to the text, word the word "you" refers to....
 - a. Schools
 - b. Officers
 - c. Students
 - d. Teachers
 - e. Gardeners
8. What will happen if a student disobeys the rule?
 - a. He will be forced to visit the school.
 - b. He has to leave the classroom.
 - c. He must quit from the school.
 - d. He will do a final assignment.
 - e. All his drugs will be taken.



Text 3

The New-Gate Internet Cafe provides a large space of internet cafe, free hot coffee at night and hot tea in the afternoon. It has regular price, @1 hour / Rp 2000,-, and discounts 50% for all students until June.



9. What is the text about?
 - a. Offering a room.
 - b. Giving a place for fun.
 - c. Offering coffee and tea.
 - d. Opening the hot spot café.
 - e. Opening the new internet café.

10. What does the word “*regular*” (in line 3) means?
 - a. charge
 - b. valuable
 - c. exclusive
 - d. standard
 - e. payment

11. Who can get benefit from the internet cafe best?
 - a. The children
 - b. The old women
 - c. Those who can go first
 - d. Those who will drink coffee
 - e. Those who are studying at school

12. How much price should the students pay for using internet 3 hours in that internet cafe?

a. Rp 300,-	d. Rp 6000,-
b. Rp 2500,-	e. Rp 1000,-
c. Rp 3000,-	

Text 4

Silvia's parents were spending a month in out 1
 of town. They sent Silvia a short message service telling
 her to do many things. She must water the plants every
 afternoon. She must wash her and her sister's clothes
 and iron the school uniform. At night, she must not 5
 forget to turn on the lights. Her parents also told her to
 lock the doors at the bed time. She must pay the
 newspaper boy on Sunday morning, and she may not
 buy junk foods. They wanted her to pick them up at the
 Bus station on Sunday at 3:00 p.m. She must not come 10
 later than 3:15 p.m.



13. How long were Silvia's parents going away?
 - a. one month
 - b. two nights
 - c. two weeks
 - d. three nights
 - e. two months
14. How did they request Silvia to do some jobs?
 - a. By leaving a note.
 - b. By telling the neighbor.
 - c. By sending Silvia an SMS.
 - d. By calling Silvia's hand phone.
 - e. By writing in Silvia's facebook wall.
15. What is the synonym of the word "lights" (in line 6)?
 - a. lamps
 - b. doors
 - c. station
 - d. foods
 - e. radio
16. According to the text, which statement is true?
 - a. Silvia has to work at night.
 - b. Silvia's parents are not home.
 - c. Silvia must wash the uniform at night.
 - d. Silvia's parents do not care with their children.
 - e. Silvia has to pay the Sunday Ice cream in the morning.

Text 5

Mr Samuel is a Lecturer, he teaches English in 1
 University, and Mrs. Samuel is a Lawyer. They are
 home, and at the moment they are relaxing with their
 Children. Mr. Samuel is sitting in a sofa, watching some
 news on TV. Mrs. Samuel is beside her husband reading 5
 a woman magazine. Their son, Rifky, is drawing on the
 computer. Their daughter, Ayu, is in her bedroom. She
 is practicing a K-pop song with her piano. Their other
 daughter, Susi, is in the kitchen now. She is preparing
 her favorite instant noodle. Their other son, Limbad, is 10
 in the bathroom. He is taking a bath. Their pet, Cocky
 the bird, is in the cage singing happily.



17. What is Mrs. Samuel's job?
 - a. a homeroom teacher
 - b. an English lecturer
 - c. a news reporter
 - d. a housewife
 - e. a lawyer
18. What is Susi doing at home?
 - a. Pack her bag.
 - b. Prepare to sing.
 - c. Sing a K-pop song.
 - d. Listen to a pop song.
 - e. Make an instant noodle.
19. What is the synonym of the word "*preparing*"
 (in line 9)?

<ol style="list-style-type: none"> a. getting b. making c. waiting 	<ol style="list-style-type: none"> d. dividing e. drawing
---	---

Text 6

To : Tono Baskoro
Date : 22/11
Time : 10.15
While you were out
From : Mrs. Agnes M.
Of : Hotel Service Corporation
Phone : (0274) 8765656
Message : Prepare a weekly meeting
immediately. Make it tomorrow at 9 in main office.
Operator : Selviana Ramelan

20. The message is about
- Arranging tomorrow's meeting.
 - Rejecting tomorrow's meeting.
 - Canceling tomorrow's meeting
 - Attending yesterday's meeting.
 - Postponing tomorrow's meeting.
21. Who is the receiver of the memo?
- Costumer service
 - Mrs. Agnes M
 - Tono Baskoro
 - Hotel guest
 - Operator

Text 7

Dear Agus,

I am afraid I won't be able to meet you at the station.
My wife is hospitalized. Please directly come to my
apartment. My son will pick you there.

Didiek.

22. What is the **antonym** of the word “come” (line 2)?
- a. arrive
 - b. reach
 - c. leave
 - d. enter
 - e. join
23. What is the message about?
- a. Didiek wants to meet Agus at the station.
 - b. Didik takes someone to the hospital.
 - c. Agus can’t pick Didiek at the station.
 - d. Didiek’s wife works in the hospital.
 - e. Didiek’s wife has a serious illness.
24. Who sent the letter?
- a. Agus’ friend
 - b. Didiek’s son
 - c. Agus’ son
 - d. Didiek
 - e. Agus

Text 8

Tony : would you like to come to Peter’s birthday party?

Justin : when?

Tony : This evening at 19.00

Justin : I love to but I have to accompany my sister to the dentist.



25. Why did Justin refuse to go to Peter’s Birthday party?
- a. Because he has to accompany his sister.
 - b. Because he does not like Tony.
 - c. Because he has work to do.
 - d. Because it is not important.
 - e. Because it will be at 19.00.

Text 9

*Mr. and Mrs. Harry Sapoetra
Request the pleasure of
Mr. and Mrs. Notonegoro*

*for dinner
on Thursday, the third of January
at eight o'clock
Jl. K.H Ahmad Dahlan 25*

*RSVP
Jl. K.H Ahmad Dahlan 25
Yogyakarta
0274-631789*

26. What kind of event will be held?

- a. Wedding party
- b. Birthday party
- c. Meeting
- d. Dinner
- e. Lunch

27. Who are the receivers of this invitation letter?
- Mr. and Mrs. Ahmad Dahlan
 - Mr. and Mrs. Notongoro
 - Mr. and Mrs. Sapetra
 - Mr. and Mrs. Januar
 - Mr. and Mrs. Harry

Text 10

Jl. Imam Bonjol 199
Semarang

Dear Martha,

Thanks for your invitation. It will be wonderful to go with you to Karimunjawa Island! As I count the days, I can hardly wait for the time to get there. I'll be ready when you arrive in the morning of March 2.

Affectionately,
Etty



28. Who sends the letter above?
- Etty
 - Dear
 - Martha
 - Etty's friend
 - Imam Bonjol
29. According to the letter above, Etty **did not**
- want to meet Martha anymore
 - refuse her friend's invitation
 - have to go to Karimun Jawa
 - accept Martha's invitation
 - get her friend's invitation
30. Where would they go?
- Karimunjawa island.
 - Martha's house.
 - A secret island.
 - Etty's house.
 - Semarang.

Good Luck ~

ANSWER SHEET

Name	:	
Class	:	
Student Number	:	

No.	Answer
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

No.	Answer
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

No.	Answer
21.	
22.	
23.	
24.	
25.	
26.	
27.	
28.	
29.	
30.	

RESULTS OF VALIDITY AND RELIABILITY TESTS

VALIDITY TEST OF PRE-TEST INSTRUMENT**Descriptive Statistics**

	Mean	Std. Deviation	N
PRE TEST AK 1	22.0000	2.25908	30
PRE TEST AK 2	21.2000	2.78419	30

Correlations

		PRE TEST AK 1	PRE TEST AK 2
PRE TEST AK 1	Pearson Correlation	1	.154
	Sig. (2-tailed)		.418
	N	30	30
PRE TEST AK 2	Pearson Correlation	.154	1
	Sig. (2-tailed)	.418	
	N	30	30

VALIDITY TEST OF POST-TEST INSTRUMENT**Descriptive Statistics**

	Mean	Std. Deviation	N
POST TEST AK 1	22.6333	2.26645	30
POST TEST AK 2	21.7333	2.40593	30

Correlations

		POST TEST AK 1	POST TEST AK 2
POST TEST AK 1	Pearson Correlation	1	.152
	Sig. (2-tailed)		.422
	N	30	30
POST TEST AK 2	Pearson Correlation	.152	1
	Sig. (2-tailed)	.422	
	N	30	30

RELIABILITY TEST OF PRE TEST INSTRUMENT

	X	M	X-M	x
1	23	22,00	1,00	1,00
2	18	22,00	-4,00	16,00
3	23	22,00	1,00	1,00
4	25	22,00	3,00	9,00
5	25	22,00	3,00	9,00
6	21	22,00	-1,00	1,00
7	22	22,00	0,00	0,00
8	24	22,00	2,00	4,00
9	23	22,00	1,00	1,00
10	23	22,00	1,00	1,00
11	21	22,00	-1,00	1,00
12	21	22,00	-1,00	1,00
13	19	22,00	-3,00	9,00
14	25	22,00	3,00	9,00
15	22	22,00	0,00	0,00
16	22	22,00	0,00	0,00
17	24	22,00	2,00	4,00
18	21	22,00	-1,00	1,00
19	17	22,00	-5,00	25,00
20	18	22,00	-4,00	16,00
21	23	22,00	1,00	1,00
22	23	22,00	1,00	1,00
23	23	22,00	1,00	1,00
24	22	22,00	0,00	0,00
25	21	22,00	-1,00	1,00
26	22	22,00	0,00	0,00
27	25	22,00	3,00	9,00
28	18	22,00	-4,00	16,00
29	21	22,00	-1,00	1,00
30	25	22,00	3,00	9,00
	660		0,00	148,00
	EX		EX-M	Ex2

M	22,00
N	30
N-1	29,00
K	30
K-1	29,00
Rel.Coef.	0,801466

C			A	B			D	
Ex2/N-1	K/K-1	K-M	M*(K-M)	s2	Ks2	A/B	1-(A/B)	C*D
5,103448	1,034483	8,00	176	26,04518	781,3555	0,22525	0,77475	0,801466

RELIABILITY TEST OF POST TEST INSTRUMENT

	X	M	X-M	x
1	23	22,63	0,37	0,13
2	20	22,63	-2,63	6,93
3	23	22,63	0,37	0,13
4	22	22,63	-0,63	0,40
5	25	22,63	2,37	5,60
6	22	22,63	-0,63	0,40
7	22	22,63	-0,63	0,40
8	23	22,63	0,37	0,13
9	21	22,63	-1,63	2,67
10	22	22,63	-0,63	0,40
11	25	22,63	2,37	5,60
12	26	22,63	3,37	11,33
13	20	22,63	-2,63	6,93
14	20	22,63	-2,63	6,93
15	22	22,63	-0,63	0,40
16	24	22,63	1,37	1,87
17	20	22,63	-2,63	6,93
18	20	22,63	-2,63	6,93
19	19	22,63	-3,63	13,20
20	21	22,63	-1,63	2,67
21	25	22,63	2,37	5,60
22	25	22,63	2,37	5,60
23	24	22,63	1,37	1,87
24	26	22,63	3,37	11,33
25	23	22,63	0,37	0,13
26	22	22,63	-0,63	0,40
27	27	22,63	4,37	19,07
28	19	22,63	-3,63	13,20
29	22	22,63	-0,63	0,40
30	26	22,63	3,37	11,33
	679		0,00	148,97
	EX		EX-M	Ex2

M	22,63
N	30
N-1	29,00
K	30
K-1	29,00
Rel.Coef.	0,816592

C		A		B		D		
Ex2/N-1	K/K-1	K-M	M*(K-M)	s2	Ks2	A/B	1-(A/B)	C*D
5,136782	1,034483	7,37	166,7322	26,38653	791,5958	0,210628	0,789372	0,816592

**RESULTS OF NORMALITY,
HOMOGENEITY, AND
HYPOTHESIS TESTS**

DATA OF POST-TEST CONTROL GROUP

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Σ
1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	1	1	0	1	20
2	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0	0	1	0	1	1	1	1	1	21
3	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	24
4	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0	0	1	1	1	1	1	0	1	21
5	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	23
6	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	23
7	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	26
8	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	26
9	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	25
10	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	1	1	0	1	22
11	1	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	21
12	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	28
13	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	27
14	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	24
15	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	27
16	1	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	0	0	1	1	1	0	0	1	1	1	0	1	1	1	20
17	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	25
18	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	23
19	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	0	0	1	0	0	1	1	1	1	1	0	1	21
20	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	26
21	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	24
22	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	0	0	1	1	0	1	0	1	1	1	0	1	20
23	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	24
24	1	1	1	0	1	1	1	0	1	0	1	1	0	0	0	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	20
25	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	1	22
26	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	1	21
27	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	23

CATEGORIZATION

PRE-TEST OF EXPERIMENTAL GROUP					
MEAN		=	22.07		
SD		=	2.16		
Good	: $X \geq M + SD$				
Average	: $M - SD \leq X < M + SD$				
Low	: $X < M - SD$				
Category		Score			
Good	:	X	\geq	24	
Average	:	20	\leq	X	< 24
Low	:	X	$<$	20	

POST-TEST OF EXPERIMENTAL GROUP					
MEAN		=	24.63		
SD		=	1.86		
Good	: $X \geq M + SD$				
Average	: $M - SD \leq X < M + SD$				
Low	: $X < M - SD$				
Category		Score			
Good	:	X	\geq	26	
Average	:	23	\leq	X	< 26
Low	:	X	$<$	23	

PRE-TEST OF CONTROL GROUP

MEAN = 21.04

SD = 3.35

Good : $X \geq M + SD$

Average : $M - SD \leq X < M + SD$

Low : $X < M - SD$

Category		Score			
Good	:	X	\geq	24	
Average	:	18	\leq	X	< 24
Low	:	X	$<$	18	

POST-TEST OF CONTROL GROUP

MEAN = 23.22

SD = 2.42

Good : $X \geq M + SD$

Average : $M - SD \leq X < M + SD$

Low : $X < M - SD$

Category		Score			
Good	:	X	\geq	26	
Average	:	21	\leq	X	< 26
Low	:	X	$<$	21	

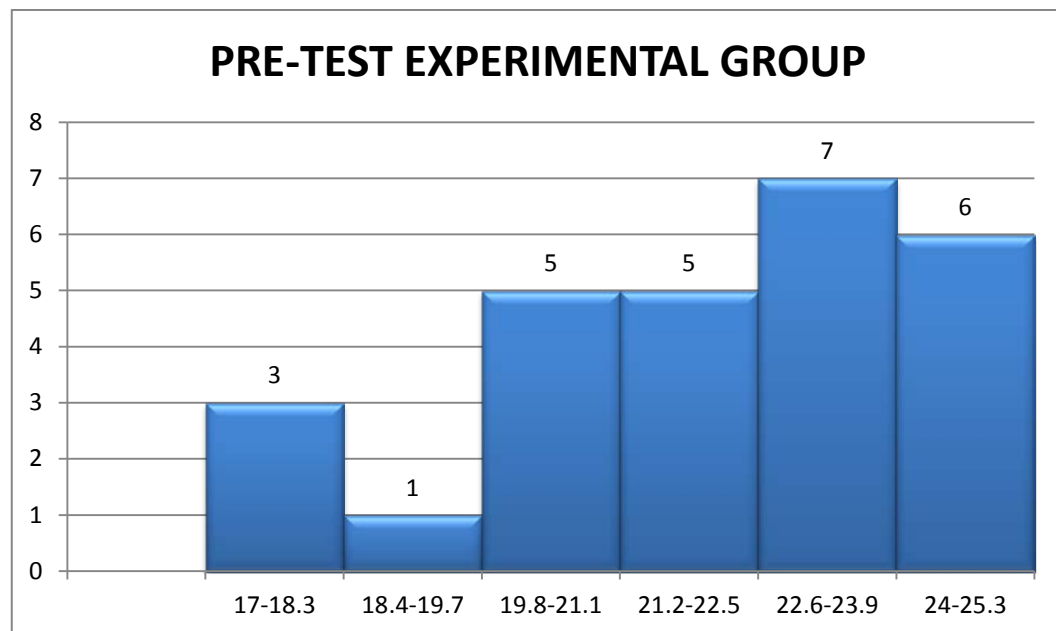
CATEGORIZATION

No	Pre-test Ex.		Post-test Ex.		Pre-test Control		Post-test Control	
	Score	Category	Score	Category	Score	Category	Score	Category
1	23	Average	23	Average	19	Average	20	Low
2	18	Low	26	Good	20	Average	21	Average
3	23	Average	29	Good	23	Average	24	Average
4	25	Good	26	Good	19	Average	21	Average
5	25	Good	25	Average	24	Good	23	Average
6	21	Average	26	Good	22	Average	23	Average
7	22	Average	24	Average	21	Average	26	Good
8	24	Good	23	Average	27	Good	26	Good
9	23	Average	25	Average	22	Average	25	Average
10	23	Average	22	Low	18	Average	22	Average
11	21	Average	25	Average	20	Average	21	Average
12	21	Average	24	Average	23	Average	28	Good
13	19	Low	23	Average	22	Average	27	Good
14	25	Good	25	Average	23	Average	24	Average
15	22	Average	25	Average	28	Good	27	Good
16	22	Average	24	Average	12	Low	20	Low
17	24	Good	26	Good	19	Average	25	Average
18	21	Average	23	Average	24	Good	23	Average
19	17	Low	27	Good	19	Average	21	Average
20	18	Low	27	Good	22	Average	26	Good
21	23	Average	25	Average	22	Average	24	Average
22	23	Average	21	Low	14	Low	20	Low
23	23	Average	23	Average	19	Average	24	Average
24	22	Average	26	Good	21	Average	20	Low
25	21	Average	23	Average	21	Average	22	Average
26	22	Average	22	Low	20	Average	21	Average
27	25	Good	27	Good	24	Good	23	Average

PRE-TEST EXPERIMENTAL GROUP

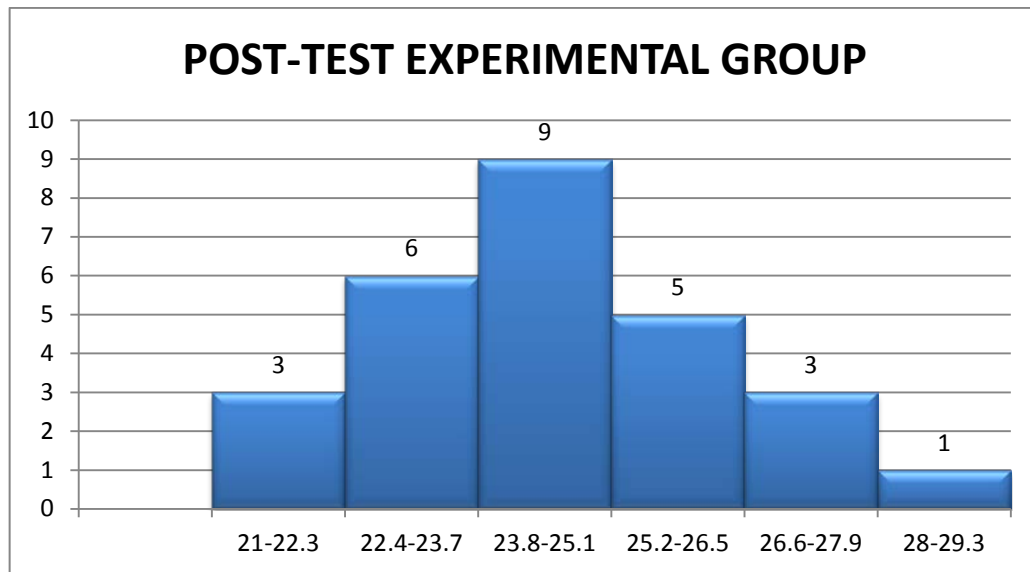
Min 17.0
 Max 25.0
 R 8
 N 27
 $K = 1 + 3.3 \log n$
 5.724
 ≈ 6
 $P = 1.33$
 ≈ 1.3

No.	Interval			F	%
1	24.0	-	25.3	6	22.2%
2	22.6	-	23.9	7	25.9%
3	21.2	-	22.5	5	18.5%
4	19.8	-	21.1	5	18.5%
5	18.4	-	19.7	1	3.7%
6	17.0	-	18.3	3	11.1%
Total				27	100.0%

**POST-TEST EXPERIMENTAL GROUP**

Min 21.0
 Max 29.0
 R 8
 N 27
 $K = 1 + 3.3 \log n$
 5.724
 ≈ 6
 $P = 1.3$

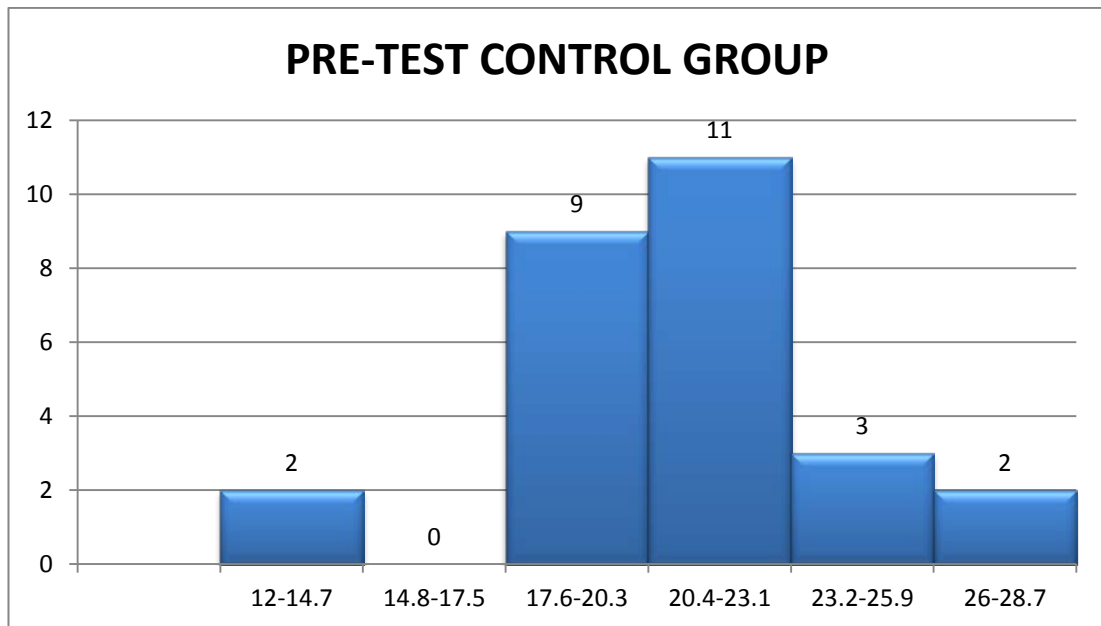
No.	Interval			F	%
1	28.0	-	29.3	1	3.7%
2	26.6	-	27.9	3	11.1%
3	25.2	-	26.5	5	18.5%
4	23.8	-	25.1	9	33.3%
5	22.4	-	23.7	6	22.2%
6	21.0	-	22.3	3	11.1%
Total				27	100.0%



PRE-TEST CONTROL GROUP

Min 12.0
 Max 28.0
 R 16
 N 27
 $K = 1 + 3.3 \log n$
 5.724
 \approx 6
 P 2.67
 \approx 2.7

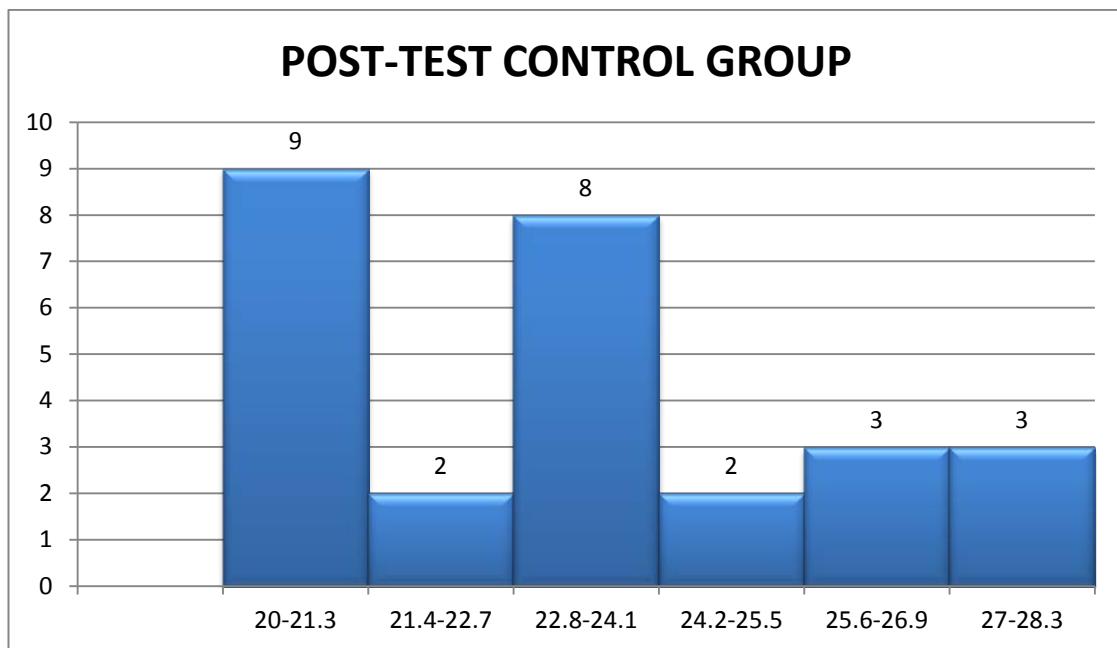
No.	Interval			F	%
1	26.0	-	28.7	2	7.4%
2	23.2	-	25.9	3	11.1%
3	20.4	-	23.1	11	40.7%
4	17.6	-	20.3	9	33.3%
5	14.8	-	17.5	0	0.0%
6	12.0	-	14.7	2	7.4%
Total				27	100.0%



POST-TEST CONTROL GROUP

Min 20.0
 Max 28.0
 R 8
 N 27
 K $1 + 3.3 \log n$
 5.724
 ≈ 6
 P 1.3

No.	Interval			F	%
1	27.0	-	28.3	3	11.1%
2	25.6	-	26.9	3	11.1%
3	24.2	-	25.5	2	7.4%
4	22.8	-	24.1	8	29.6%
5	21.4	-	22.7	2	7.4%
6	20.0	-	21.3	9	33.3%
Total				27	100.0%



Frequency Table

Experimental.Pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	6	22.2	22.2	22.2
	Average	17	63.0	63.0	85.2
	Low	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Experimental.Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	9	33.3	33.3	33.3
	Average	15	55.6	55.6	88.9
	Low	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

Control.Pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	5	18.5	18.5	18.5
	Average	20	74.1	74.1	92.6
	Low	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Control.Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	6	22.2	22.2	22.2
	Average	17	63.0	63.0	85.2
	Low	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Eks.Pre	Eks.Pos	Kontrol.Pre	Kontrol. Pos
N		27	27	27	27
Normal Parameters ^{a, b}	Mean	22.0741	24.4444	21.0370	23.1111
	Std. Deviation	2.16486	1.64862	3.34528	2.54699
Most Extreme Differences	Absolute	.162	.150	.160	.167
	Positive	.112	.143	.114	.167
	Negative	-.162	-.150	-.160	-.094
Kolmogorov-Smirnov Z		.840	.782	.832	.867
Asymp. Sig. (2-tailed)		.480	.574	.493	.440

a. Test distribution is Normal.

b. Calculated from data.

Test of Homogeneity

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pretes	2.297	1	52	.136
Postes	2.539	1	52	.117

Test of Hypothesis (T-test)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretes	Equal variances assumed	2.297	.136	1.352	52	.182	1.037	.767	-.502	2.576
	Equal variances not assumed			1.352	44.528	.183	1.037	.767	-.508	2.582
Postes	Equal variances assumed	2.539	.117	2.392	52	.020	1.407	.588	.227	2.588
	Equal variances not assumed			2.392	48.785	.021	1.407	.588	.225	2.590

Group Statistics

Kelompok		N	Mean	Std. Deviation	Std. Error Mean
Pretes	Eksperimen	27	22.074	2.165	.417
	Kontrol	27	21.037	3.345	.644
Postes	Eksperimen	27	24.630	1.864	.359
	Kontrol	27	23.222	2.423	.466

PERHITUNGAN BOBOT KEEFEKTIFAN

$$\begin{aligned}
 \text{Rata-rata } pre\text{-test} &= \frac{\text{Pre-test Experimental Group} + \text{pre-test CONTROL GROUP}}{2} \\
 &= \frac{22,074 + 21,037}{2} \\
 &= 21,555
 \end{aligned}$$

$$\begin{aligned}
 \text{Mean } post\text{-test Experimental Group} - \text{mean } pos\text{-test CONTROL GROUP} \\
 \text{Bobot keefektifan} &= \frac{\text{Mean } post\text{-test Experimental Group} - \text{mean } pos\text{-test CONTROL GROUP}}{\text{Rata-rata } pre\text{-test}} \times 100\% \\
 &= \frac{24,630 - 23,222}{21,555} \times 100\% \\
 &= 0,065 \times 100\% \\
 &= 6,5\%
 \end{aligned}$$

SAMPLES OF STUDENTS' SCORES

LETTERS OF PERMIT