

**IMPROVING THE TEACHING AND LEARNING PROCESS OF
READING THROUGH TASK-BASED APPROACH AT VIII D CLASS OF
SMPN 1 PAJANGAN IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

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



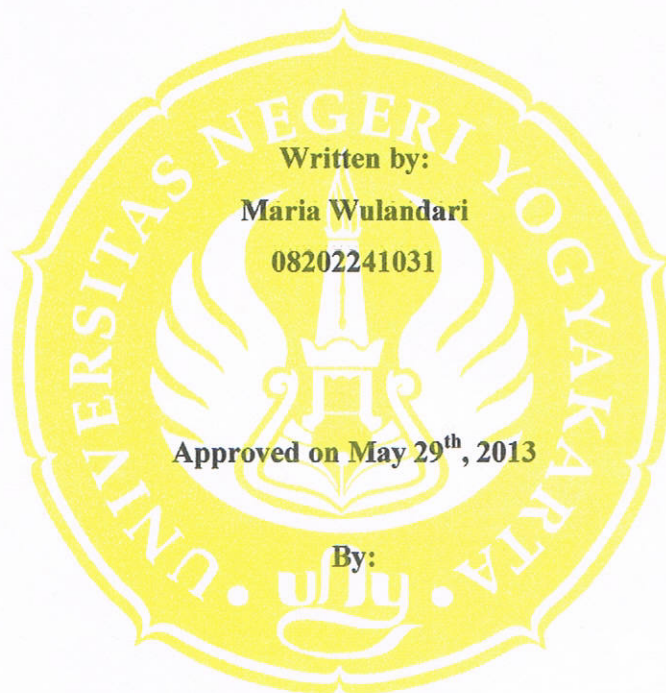
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YOGYAKARTA STATE UNIVERSITY
2013**

APPROVAL

**IMPROVING THE TEACHING AND LEARNING PROCESS OF
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SMPN 1 PAJANGAN IN THE ACADEMIC YEAR OF 2012/2013**


A Thesis



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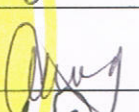
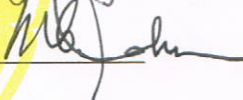
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Accepted by the Board of Examiners of the Faculty of Languages and Arts of
State University of Yogyakarta on June 13, 2013 and declared to have fulfilled the
requirements for the attainment of the *Sarjana Pendidikan* degree
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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

Yogyakarta, May 29th, 2013

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MOTTOS

“There is ease after every hardship.” (Q.S. Al-Insyirah: 6)

“Life is like riding a bicycle. To keep your balance you must keep moving.” (Albert Einstein)

*“The way to get started is to quit talking and begin doing.”
(Walt Disney)*

*“Problems are not stop signs, they are guidelines.”
(Robert H. Schuller)*

“There is no secret ingredient. It’s just you.” (Kungfu Panda)

DEDICATIONS

This thesis is specially dedicated to:

- My beloved mother and father
- My grandfather and grandmother
- My sister and brother
- My big family
- My beloved teachers from elementary up to university

*Thanks for your love, patience, care, support,
and prayer in every little step of mine.*

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I realize that this thesis is far from being perfect though it is a result of the hard work. Therefore, criticism, ideas and suggestions from readers are highly appreciated for the betterment of this thesis. Finally, I hope that this thesis will give some contributions to the improvement of the English teaching and learning.

Yogyakarta, May 29th, 2013
The Writer



Maria Wulandari

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Abstract

The objective of this research is to improve the teaching and learning process of reading at VIII D Class of SMPN 1 Pajangan through task-based approach.

This research is an action research study. The subjects of this research were 36 students of class VIII D of SMPN 1 Pajangan. The data were obtained through observations and interviews with the students and the collaborators. The data were in the forms of field notes and interview transcripts. In support to the qualitative data, the quantitative data were obtained from the pre-test and the post-test. In addition, this research applied the investigator triangulation, the theoretical triangulation and the time triangulation. The actions implemented in this research were discussing new vocabulary items and guessing meaning from context, applying skimming and scanning strategies, discussing grammar related to the text, conducting a question/answer game, providing various materials from different sources, and applying group/pair work. The tasks used in the teaching and learning process of reading by applying task-based approach were task series, ordering task and listing task.

The results of the research show that the students' motivation increased. They were more enthusiastic in learning reading. Moreover, the students were interested in various materials presented by the teacher. They could get involved actively in the reading learning process. In addition, the classroom interaction also increased. The students could interact very well with other students, the teacher and the materials during the teaching and learning process of reading. Those results show that the use of task-based approach with its accompanying actions is effective to improve the teaching and learning process of reading. Furthermore, the result of this research also shows that the improvement on the teaching and learning process affects the improvement on the students' reading comprehension ability. The students' reading comprehension ability was measured quantitatively by comparing the mean score of pre-test and post-test. The mean score of the students' reading comprehension test increases from 52.03 in the pre-test to 67.56 in the post-test. The increase of the students' reading comprehension ability is 15.53.

CHAPTER I INTRODUCTION

A. Background to the Study

Reading is one of the four English major skills besides listening, speaking and writing. In Jain and Patel (2008: 113), reading is defined as the efforts to understand the meaning of written symbols. Therefore, reading is an important skill to be mastered since it can help people to understand the meaning of written symbols in various forms in their surrounding environment. In other words, having a good reading skill, someone can understand various printed words to perform the tasks which are often found in the daily life such as understanding the direction to fill a certain form, understanding the instruction in the medicine bottle, understanding the road sign and understanding the warning signs.

According to School Based Curriculum for junior high school, after the English teaching and learning process, the students are expected to master the four language skills (listening, speaking, reading and writing) and also to have the ability to communicate both in written and oral language. In junior high school, reading skill gets a great emphasis since it has a great role for understanding literature or text book and for gaining various information about the development of education, social, health, economy, culture, science and technology. If the students can master reading skill very well, they can easily update their knowledge in order to achieve academic future and other achievements. Besides

that, reading plays an important role in the process of language acquisition since two components of reading, i.e. word recognition and comprehension are believed to foster learner's language competence (Alderson, 2000). Although reading skill is emphasised, it should be integrated with other skills.

In order to be successful in teaching reading, the English teacher needs to consider some components or factors which are possible to affect the reading learning process both from linguistic factors and non-linguistics factors. From linguistics factors, there are at least two components that need to be considered in reading class such as the ability of word recognition and comprehension, while from non-linguistic factors, there are some components that are crucial to support the reading learning process such as the motivation to learn, the interaction during the learning process, and the material used as the sources of reading.

In fact, not all teachers are aware of those factors. There were still many problems found in the reading class at junior high schools, for example, the problem of students' motivation. Students are often less motivated to actively engage in the activities in the reading class. Besides, the problem of interaction often appears in some practices of reading teaching and learning process. It is caused by the teacher's dominance during the reading teaching and learning process. The other common problem of reading is related to the students' reading ability. There are some activities/tasks implemented in the teaching and learning process of reading which are not optimal to improve the students' reading ability.

Moreover, the material that the teacher gives to the students in the reading class was monotonous.

The same condition as stated above also happened in SMPN 1 Pajangan. Therefore, the researcher conducted an action research study in SMPN 1 Pajangan. This study tries to improve the teaching and learning process of reading at VIII D Class of SMPN 1 Pajangan through implementing Task-Based Approach. Task-Based Approach is an offshoot of the recent approach to teaching English that is Communicative Language Teaching (CLT). According to the concept, this approach can create an enjoyable learning condition since it can encourage the students to be more engaged in the learning process. By creating enjoyable learning condition it is expected that the problems mentioned previously can be solved and the teaching and learning process of reading can run effectively and efficiently.

B. Identification of the Problem

To identify the problems, the observation to the class was done to know the real condition of the English teaching and learning process of reading. Besides the observation, the interview was also conducted both to the teacher and the students. Based on the observation and interviews, it was found that there were some problems related to the teaching and learning process of reading. The problems that occur can be identified as follow.

The first problem is related to students' motivation. Students' motivation in reading among the students of class VIII D of SMPN 1 Pajangan was low. It is

indicated by the students who are mostly passive in the teaching and learning process. They just sat and listened to the teacher's explanation. When the teacher gave them opportunity to ask questions, they remained silent. The students' low motivation was also indicated when the teacher was explaining the materials. They gave only little attention to the teacher's explanation. Some of them were joking with their friends and some others were seeing something happening outside the classroom. Besides, from the interview, it is found that the students' perception that English subject is difficult makes them lazy and unmotivated to engage in the reading learning process.

The second problem is related to the interaction. The interaction in the teaching and learning process especially in the reading lesson at VIII D Class of SMPN 1 Pajangan was not optimal because the communication in the interaction only happened from the teacher to students. The teacher's dominance seems very common in the classroom. The teacher gives only few opportunities to the students to engage themselves in reading activities in the form of group or pair work or in presenting their work to the teacher. Besides, low interaction also could be seen in terms of the communication among the students. There was a lack of communication among the students to discuss the materials or the tasks during the teaching and learning process.

The third problem is the students' reading ability. From the interview with the English teacher, it was known that the reading scores of the students were still low, while from the interview with the students, it was also found that the students

had some difficulties such as the vocabulary mastery and the familiarity of the text. In addition, when the students were given a text, they tended to read and translate the text word by word. If they found the words that were unfamiliar to them, they would see the dictionary. As a result, reading becomes time-consuming activity and leads to the ineffective reading learning process. The problem of reading ability becomes worse since there are few activities or tasks which can facilitate them to rehearse their reading skill.

The fourth problem is related to the material. The materials that the teacher used in the teaching and learning process of reading were also not interesting. Many of the students said that the reading materials that the teacher used were from the textbook (textbook oriented) without making some adjustment with various materials. Therefore, the students felt bored that the materials were monotonous.

The fifth problem is the problem with the media of teaching reading. In the school, there was no access of ICT (Information, Communication and Technology). Consequently, the teaching and learning process was done through the use of minimal media such as blackboard and chalks, whereas the learning media are one of the important components to support teaching and learning process of reading. The students will be more motivated if they are learning reading through some interactive media.

All of the problems above needed to be solved in order to make the teaching and learning process of reading effective and efficient. There are many ways to

improve the teaching and learning process of reading. However, the teacher should select the best according to the problem that will be solved.

C. Delimitation of the Problem

From the background to the study and the identification of the problem, it is impossible to discuss all the problems above. Besides, because of the limited time, finance, and ability, this research only focus on four of those problems namely the problem related to the students' motivation, the interaction, the students' reading ability and the material used in the teaching and learning process of reading.

Considering the problems focused above, the researcher made some efforts to improve the teaching and learning process of reading through Task-Based Approach. Task-based Approach or Task-Based Teaching is a part of Communicative Language Teaching (CLT) approach. It offers students materials with which they have to actively engage in order to achieve a goal or complete a task. It is beneficial to motivate the students in the learning process and to solve the students' problem in undersanding the materials. Task-based approach is the use of tasks/activities in learning in order that the learners can learn something by completing the tasks/activities itself. In task-based approach, there are various activities that can help the students to rehearse the reading strategies which will lead them to improve their reading ability. Besides, the activities in task-based approach can give them motivation because the students are engaged in enjoyable atmosphere. It is enjoyable because the students are engaged in group/pairs work and the activities in doing the tasks are various. In addition, this approach is

regarded as relevant and effective teaching approach because it can minimize the teacher domination in presenting the materials and maximize the interaction in the classroom during the teaching and learning process.

D. Formulation of the Problem

In reference to the limitation of the problems above, the problem of this research is formulated as follows.

How could task-based approach be implemented to improve the teaching and learning process of reading at VIII D Class of SMPN 1 Pajangan in the academic year of 2012/2013?

E. Objective of the Study

The objective of this study is to improve the teaching and learning process of reading through implementing task-based approach at VIII D Class of SMPN 1 Pajangan in the academic year of 2012/2013.

F. Significance of the Study

1. Scientific Significance

This study hopefully can give more insight into new ideas in the teaching-learning process.

2. Practical Significance

The results of the study are expected to be useful for:

a. The Students

This study provides the students with a useful experience about improving the reading learning process by implementing Task-Based Approach. They will receive appropriate tasks that can facilitate the reading learning process. Besides that, it will provide a good learning condition which can help to improve the students' motivation in learning reading.

b. The Teachers

The study provides some informative inputs for the teacher about the appropriate learning tasks that can facilitate the reading learning process. It provides some specific procedures of how to improve the students' reading learning process by implementing task-based approach. Thus, this study can be used as a reference or a direction to implement task-based approach in the teaching and learning process of reading.

c. The School

The result of this study is beneficial for the school to solve the problems found in the teaching and learning process of reading in the class.

d. Other Researchers

This study hopefully gives an inspiration and reference to other researchers in improving the teaching and learning process of reading.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. The Nature of Reading

a. The Definition of Reading

There are many definitions of reading. Celce-Murcia (2001: 119) states that reading skill is a process of trying to understand a written text. The reader has to perform a number of simultaneous tasks: decode the message by recognizing the written sign, interpret the message by assigning meaning to the string of words, and understand what the author's intention was. According to Mikulecky (2008: 1), reading is defined as thinking process which is done consciously or unconsciously. Reading involves the use of strategies to reconstruct the meaning of written language or the reading text in order to achieve the purpose. One of the strategies is relating the reading text with the reader's background knowledge. Uruquhart and Weir (cited in Grabe, 2009: 14) states that "reading is the process of receiving and interpreting information encoded in language from via the medium of print."

In summary, reading is an activity of receiving information through some stages of thinking process such as decoding, interpreting and understanding written text in order to achieve a certain purpose. Because it is the process of receiving information, reading is considered receptive skill.

b. Reading Skills

Reading is a receptive skill as stated before. Even though, it doesn't mean that reading is a passive activity. Reading involves a complex process. According to Spratt et al. (2005: 22), when people read, there are some activities involved in the brain such as understanding the text at the level of letters, words and sentence, understanding cohesion and coherence, understanding various kinds of text, relating the text to the knowledge of the world, making sense of the text and using appropriate sub skill. From this explanation, it is clear that reading is an active activity rather than a passive activity.

Reading is an activity done by people for certain reason or purpose. Spratt, et al. (2005: 22) said that the reason why people read can affect their way to read or which reading sub skill they will employ. There are some sub-skills of reading that can be used for different reasons of reading. They are: reading for specific information or scanning, reading for gist or skimming, reading for detail, extensive reading and intensive reading.

To achieve different purpose in reading, a good reader needs to master reading skills. Brown (2004: 187-188) divided reading skills into two big elements, namely micro skills and macro skills. These are micro skills and macro skills of reading stated by Brown.

Microskills

- 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 interpreting word order patterns and their significance,

- 5) Recognizing grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralisation), 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 signalling the relationship between and among clauses.

Macroskills

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

(Brown, 2004: 187-188)

In the context of teaching and learning process of reading, the teacher should introduce and teach the students those skills in order to train the learner to be a good reader.

c. The Model of Reading Process

Reading is a cognitive process including some steps of receiving information from written texts. According to Alderson (2000: 16), there are two common models of reading process. They are bottom-up approach and top-down approach. When the reader starts by knowing the letters/symbols, then recognizing the sound, interpreting the words, and after that cracking the meaning of the words, it is called as bottom-up approach. In other words, in bottom-up approach the

readers should learn from the level of recognizing the letters first before they come to the level of understanding the meaning of the words.

Before coming to the discussion of top-down processing model, there is a specific term that is closely related to top-down processing model, i.e. schema theoretic model. In schema theoretic model, the readers initiate to link and draw the information from the written text with the existing background knowledge which is relevant.

The view of schema theoretic model becomes the emphasis in top-down processing model. In top-down processing model, the readers need to contribute their knowledge in the process of receiving the incoming information from the text. The readers can understand the meaning of the text not through recognizing from the smallest part of the written symbol but through guessing or predicting or by maximizing the use of their existing knowledge.

In addition to bottom-up and top-down processing model stated by Alderson, there is one more model of reading process, i.e. interactive reading or interactive processing approach. According to Richards and Schmidt (2002: 265), interactive processing approach is a model of reading comprehension which is done both through identifying words meaning or sentences accurately and through relating the text with the reader's experiences or background information in order to get good understanding. In line with Richards and Schmidt, Brown (2001: 299) simply states that interactive reading is the blended model of bottom-up processing and top-down processing model which plays important role in successful teaching methodology.

Related to English reading and learning process, interactive reading is considered the most effective model because in interactive model the students use both bottom-up and top-down processing. Top-down processing is used when the students read and try to comprehend the text by relating the text with their background knowledge. While, bottom-up processing is used to check their understanding by giving much attention to each vocabulary, word, sentence, sound and structure in the text.

d. Factors Influencing Reading

People usually read to get something from the written material such as information, knowledge, direction, etc. Grellet (1983: 3) says that reading is not only looking at the letters and follow each line of the text, but also reading is to understand the written text. In other words, people read to understand the text. Actually, there are some factors influencing the reader's understanding of the text. Torgesen (2000) stated that those factors namely: motivation, interest, vocabulary, general knowledge, knowledge of particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of the text structure (James and Reign, 2001: 23).

Therefore, in the reading learning process, the teacher needs to be aware of those factors in order that the students can understand very well. The teacher should know the students' learning needs and their difficulties in reading. The teacher can encourage them in learning reading through some ways such as by assisting them in learning vocabularies and learning how to use the strategies of reading. Strategies are useful to be taught because it can help the students to

improve the reading comprehension as well as the efficiency of reading like what have been stated by Janzen in Richard and Renandya (2002: 289). In addition, the teacher should also make the students interested in learning so that they can be motivated. To make the students motivated, the teacher can establish a pleasant and relaxed atmosphere in the classroom (Brown, 2001: 81). If the students enjoy the learning process, they will be engaged more so that the teaching and learning process will be successful. If the process is successful, it can lead to the improvement of students' reading ability.

2. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 2000: 7). Therefore, teaching reading can be seen as the activity in guiding, facilitating, enabling and setting the condition for the learners to read. Therefore, in teaching reading, the teachers not only transfer the knowledge to the students but also play other roles which are important to enhance the students' reading ability. In teaching reading, the teachers need to guide the students in gaining knowledge and skills of reading. They also need to facilitate learning for example through giving tasks and activities which can make them interact with the reading material, the teacher and other students. The teacher is also necessary to enable the students read, for example, by giving appropriate materials that support their learning process. Last but not least, it is also important for the teacher to create good condition in which the students enjoy the learning process.

Related to the foreign language teaching situation, reading has a special focus (Richards and Renandya, 2002: 273). There are some reasons for this. First, all students want to acquire reading because they have various goals including to be able to read information around them or for other goals such as for their academic future, for their successful job, and for pleasure. Second, reading has very close relationship with written text in which serves various pedagogical purposes and linguistic exposure. In other words, reading is also a skill beneficial for enhancing the process of language acquisition.

From the reasons above, it is important to establish effective and efficient reading teaching and learning process in order to achieve the goals as well as to get the benefit of learning reading. There are many issues of teaching reading which need to be considered by the teacher to establish effective and efficient reading teaching and learning process. Some of them which are related to this study are explained below.

a. The Principles of Teaching Reading

According to Nation (2009: 6-8), there are four principles of the teaching reading. They are meaning-focused input, meaning-focused output, language-focused learning and fluency development.

The first principle is meaning-focused input. It means that in a reading course, it is important to establish practice with a range of reading purposes such as reading for understanding information, reading for getting new knowledge, reading for pleasure, reading for academic goals, and reading for writing. Besides,

the reading text should be appropriate with the language proficiency level of the students and the reading activity should be used to develop language proficiency.

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

The third principle is language-focused learning. It means that a reading course should be able to help the students to develop their reading skills as well as knowledge for effective reading. The teaching of reading should be done based on the micro skills of reading and the language features needed to read including phonemic awareness, phonics, spelling, vocabulary and grammar. Besides reading skills and language features, the learners should be given the reading strategies including previewing, predicting, posing questions, connecting to background knowledge, guessing meaning from context, etc. Then, the learners should be given training and practice in integrating a range of strategies like reciprocal teaching or concept-oriented reading. The learners also should be familiar with the structure of the texts used in reports, stories, recount and so on.

The last principle is fluency development. There are three main points in this principle. First, the teaching process of reading should help and push the learners

to develop fluency in reading. There should also be speed reading practice in words recognition and in teaching for understanding the teacher should give the material that is very familiar and contains no unknown language features. Second, the learners should enjoy reading and feel motivated to read. They should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading. Third, the learners should read a lot.

Therefore, to achieve the effectiveness of teaching reading, the teachers should consider the principles of teaching reading above. They have to consider the purpose of reading, the complexity of the texts, and the development of reading skills and strategies.

Besides achieving effective reading, efficient reading is also important to be established. There are some characteristics of efficient reading. Ur (1999: 62-63) states ten characteristics of efficient reading. They are: the language of the text is appropriate with the learner level, the topic in the text is familiar and not too far from the students' knowledge, the reader reads with sufficient vocabulary so that he/she does not waste too much time to recognize word by word, the reader focuses more to the important point in the text, the reader tries to comprehend the incomprehensible vocabulary by looking at other surrounding words and uses the dictionary if that strategy does not run well, the reader shows an active thinking process by guessing or predicting, the reader attempts to use the background information that he/she has, the reader has motivation to read because of the content of the reading material or challenging task, the reader reads because

he/she knows the purpose of reading itself, and the last is the reader does not always use the same strategies for reading with different kinds of text.

Related to the efficient reading as stated above, it can be said that when teaching reading teacher should pay attention to the materials that she/he creates, the task/activities for engaging the students in reading, the attitudes towards reading like the students' purpose in reading and the students' motivation, and the students' level of proficiency. By understanding effective and efficient reading, the teacher and the students can work cooperatively to achieve successful teaching and learning process of reading.

b. Creating Condition for Teaching Reading

In order to be successful in teaching reading, it is necessary to create good condition in reading learning process as stated by Davies (2000: 1). In addition to the physical condition in the classroom, there are other factors which are more important to be considered to achieve success in teaching reading such as motivation and interaction (Davies, 2000: 1). They are explained as follows.

1) Motivation

Motivation is an important component of learning. If one expects learning to be successful, motivation should exist in that learning process. There are some experts giving the explanation related to motivation. According to Spratt, et al. (2005: 38), motivation is a sense that encourages someone in order that she/he likes to do something. Furthermore, Brown (2001: 160-161) states that motivation can be seen from three perspectives: behaviouristic perspective, cognitive perspective and constructivist perspective. From behaviouristic perspective,

motivation is seen in very matter of fact terms. It is quite simply the anticipation of reward. By giving reward to the students or something which is valuable, the students will be encouraged to learn better. In other words, it can give them positive reinforcement. From cognitive perspective, motivation puts more emphasis on the individual decisions. Ausubel (1968) (cited in Brown, 2000: 160-161) identifies six needs of motivation. They are: the need for exploration, the need for manipulation, the need for activity, the need for stimulation, the need for knowledge and the need for ego enhancement. Then, from constructivist perspective, motivation places emphasis on social context as well as individual personal choices (Williams and Burden, 1997 cited in Brown, 2000).

From the brief description of motivation above, it can be considered that students will be motivated if they meet the needs of exploration, activity, stimulation, knowledge, self-esteem and autonomy in their learning process. On the other hand, they can be unmotivated if they do not meet with their needs in learning or the environment where they learn cannot support them. Therefore, the environment should be designed to guarantee every students success in reading (Dorn & Soffos, 2005: 66).

Motivation in learning reading is believed to be crucial. It needs to be enhanced and this is one of the teacher's responsibilities to make the students motivated during the teaching and learning process of reading. According to Harmer (2001: 53-54), there are three areas that the teachers need to consider in encouraging the students' motivation. They are described as follows.

(a) Goal and goal setting

There are two types of goal namely long-term goal and short-term goal. Long-term goal is related to the mastery of English in order to pass the exam at the end of the year, to get better job, etc. While the short-term goal is related to the goal of learning small amount of new language such as to be able to write an essay, to be able to partake in a discussion and to pass the test at the end of the week. In the English teaching and learning process, short-term goals are much closer to the students. Therefore, if the teacher can help students in the achievement of short-term goals, it will have significant effect on their motivation.

(b) Learning environment

Learning environment is one of the factors that can influence the students' motivation. An attractive classroom is a good environment to build the students' motivation during the learning process. Therefore, the teacher should be creative in establishing an attractive class or the favourable learning environment for various learner types. In addition, the teacher should be careful about the ways of giving feedback and correction. Furthermore, the teacher-students relation is considered crucial in creating the classroom condition which is motivating.

(c) Interesting classes

The students' motivation is also influenced by the interesting classes. The students will be intrinsically motivated when they are interested in the subject, activities and the topic which the teacher presents during the teaching and learning process. Therefore, the teacher should provide a variety of subjects and exercises

to keep the students engaged. Another thing which is crucial is the choice of material and the ways it is used in the lesson.

2) Interaction

“Classroom interaction is the patterns of verbal and nonverbal communication and the types of social relationship which occur within classroom” (Richard and Schmidt, 2002: 74). It is closely related to learning because of its contribution to promote learning. Classroom interaction is commonly looked from two theoretical perspectives of learning. They are sociocultural perspective and cognitive perspectives.

According to sociocultural perspective, there is a close relationship among the circumstance around the students, the social interaction built in it and the learning situation (Kumpulainen and Wray, 2002: 18). Therefore, if learning is expected to be beneficial and meaningful, the classroom interaction should be improved. As a consequence, teacher should not dominate the activities during the teaching and learning process. Involving more interaction in the classroom will give the students more opportunities to negotiate meaning with other knowledgeable members or to get scaffolding so that it can promote successful learning.

Sociocultural perspective of learning puts emphasis on how the social interaction can contribute to promote learning through negotiation of meaning and scaffolding activities. In cognitive perspective of learning, the classroom interaction can help the students in assisting their thinking process, for example, when there is a contrast argument, it will lead the students to activate their

thinking process to solve the problem (Doise and Mugny in Kumpulainen and Wray, 2002: 20).

Besides knowing how the theory of learning sees classroom interaction, it is also important to know the types of classroom interaction. There are three types of classroom interaction. First, the interaction between the teacher and the students; the interaction between the teacher and the students usually happens during the teaching and learning process. Commonly, the interaction can be seen when the teacher explains the materials to the students and then the students respond to the teacher's explanation through some ways such as clarifying, asking questions, and giving opinions. In other situations, after the teacher explains the materials, usually he/she gives questions to the students in order to build the two-way communication in the teaching and learning process. Second, the interaction also happens among the students. Usually, this type of interaction occurs in pairs or group work. The interaction is usually in the form of discussion, sharing ideas, opinion exchange, etc. Third, the interaction was between the students and the material. It usually happens when the students read the material or the text for a purpose such as to know the topic of the text, general information in the text, and the specific information of the text.

All of the types of interaction above are important to support the teaching and learning process. Therefore, the teacher can vary the activities to improve the interaction in the teaching and learning process of reading. If the interaction is good, there will be good communication which leads to the process of negotiation of meaning so that it will help the students understanding the material more easily.

3) Reading Materials

(a) Texts

Text is a source for reading activity. In reading, text means a written work which contains vocabulary, grammar, and messages established with a certain purpose. If the readers want to get the meaning of the text, they first should have the knowledge of vocabulary and grammar and also the skill of comprehension. Therefore, to practise them all, it can be achieved by doing tasks or activities in the reading learning process. Before the teacher creates tasks or activities, the reading text (the input) should be carefully selected so that it is not only give the students' knowledge but also motivate the students to learn.

Furthermore, text established in reading lesson is expected to provide the students a model for their next activity that is in the writing learning process. Because text in reading will be a model for writing activity, it should be a good text. There are other important things to be fulfilled for a good reading text as Spratt, et al. (2005: 22) states in TKT (The Teaching Knowledge Test) Course. First, text should make the students interested and motivated in the reading lesson. Therefore, the teacher needs to select the topic which is interesting and also challenging. Second, text should not too difficult for the students to understand. The difficulty can be from the aspect of vocabulary, grammar and the topic discussed in the text. It should be appropriate with their level because the text which is too difficult can become a constraint for them to learn effectively. Third, text should be able to make the students practise the relevant reading sub-skills.

The English curriculum in every level of educational institution has been established to confine what sub-skills that the students need to master based on their levels. Therefore, the ‘text’ as the material in teaching reading should follow the guidance of the English curriculum related to the sub-skills that the teacher should teach to the students. In English curriculum, there are many types of text that the students should learn: descriptive, narrative, recount, procedure, anecdote, exposition, argumentation, discussion, etc. All of them are taught based on the students’ level of education. In junior high school in which this study will be conducted especially in grade VIII, in the second semester, the English curriculum states two text types that the students should learn, i.e. narrative and recount text.

(b) Tasks

There are many definitions of ‘task’ actually. Richards and Rodgers (2001: 224) states that “a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy.”

According to Skehan (cited in Willis and Willis, 2007: 12), a task is an activity in which meaning is primary; learners are not given other people meanings to regurgitate; there is some sort of relationship to comparable real world activities; task completion has some sort of priority and the assessment of the task is in terms of outcome.

From the two definitions above it can be concluded that a task is a tool to accomplish the goal of language learning through the use of activities in the

classroom which is related to real world activities and the use of target language itself. Nunan (2004: 41) proposed three components of tasks including goals, input, and procedures.

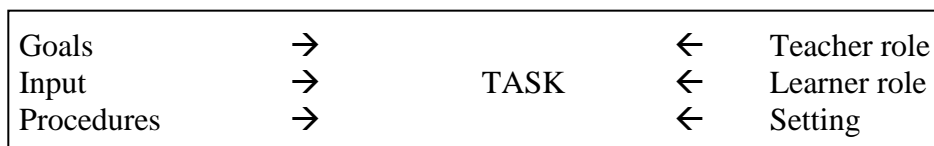


Figure 1: **The simple model of task minimum specification**

From the diagram or model above, it is known that goals, input and procedures are components which are supported by three other components namely teacher role, learner role and setting. Nunan (2004: 41) also explains the description of each components of task as shown below.

(1) Goals

Goal is the general intentions behind any learning task. Goal may relate to outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behaviour. It is also important to know that a task may also have several goals.

(2) Input

Input refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source.

(3) Procedures

Procedure specifies what learners will actually do with the input that forms the point of departure for the learning task. In considering input for language

learning, a teacher should consider some things such as authenticity, focus or goal and developing accuracy and fluency.

(4) Teacher Roles and Learner Roles

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. Teacher roles and learner roles are two sides of a coin. Giving the learners a more active role in the classroom requires the teacher to adopt a different role. According to Breen and Candlin (1998) (cited in Nunan, 2004: 67), the teacher has three main roles in the communicative classroom. The first is to act as a facilitator, the second is to act as a participant, and the third is to act as an observer and learner.

(5) Settings

Setting refers to the classroom arrangement specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. In considering settings for task-based learning, it is useful to distinguish between ‘mode’ and ‘environment’. Learning ‘mode’ refers to whether the learner is operating on an individual or a group basis. ‘Environment’ refers to where the learning actually takes place. It might be a conventional classroom in a school or language centre, a community class, a workplace setting, a self-access centre. Or a multi-media language centre.

Therefore, when designing a task, the teachers need to include those components in order that the task can function well to achieve the purpose of the teaching and learning process. Before applying task in the teaching and learning

process, first the teacher need to determine the goal of the learning. After that, the teacher should select the task input which can be in the form of verbal or non-verbal. In the form of verbal, it is such as the use of video in teaching listening and speaking, and the use of text in teaching reading and writing, while input in the form of non-verbal is like the use of picture, *realia*, and gesture. After selecting the input, the teacher can use that input to create procedures or activities in order to achieve the goal that has been determined before.

Furthermore, in delivering the tasks, it is very important to give the students opportunities to negotiate meaning in order to support the conditions of learning and language acquisition. It can be done by arranging the students or make the setting appropriate with the learning activities. Another thing to be considered when designing task is the teacher role and the learner role. The teacher as well as the students should have good responsibility and cooperation to support the task or activities which is implemented in the learning process.

3. Teaching Reading for Junior High School Students

Teaching reading in Junior High School is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for Junior High School level. Teaching and learning process of English in the Junior High School is expected to make the students reach the functional level, that is, to communicate written and orally to solve daily problems (BSNP, 2006).

In the area of teaching reading for Junior High School, students are expected to be able to comprehend written text to reach the functional level including the ability of comprehending many kinds of short functional texts, procedure texts,

descriptive texts, recount texts, and report texts. For the eighth grade students of junior high school, reading skills can be learnt through short functional texts and simple essays in the forms of descriptive, recount and narrative texts. In the first semester, students are expected to have reading skills to deal with reading aloud and comprehend short functional texts and short monologues in the forms of descriptive and recount texts to interact with the society in which the students belong. Then, in the second semester, students will learn the materials of functional texts and simple essays in forms of narrative and recount texts. In this study, the researcher will select the material about recount texts because it is one of the appropriate materials that should be taught in the second semester. The expected reading competences from the junior high school students of the eighth grade in the second semester are displayed below.

Table 1: Standard of Competence and Basic Competencies of Reading

Standard of Competence	Basic Competence
11. Comprehending meaning of the short functional texts and simple essays in the form of descriptive and recount texts.	11.1 Reading functional texts and simple short essay in the form of narrative and recount meaningfully and loudly with correct pronunciation, stress and intonation.
	11.2 Responding to the meaning of simple short functional texts using accurate, fluent, and acceptable written language to interact with the society in which the students belong.
	11.3 Responding to the meaning and rhetorical steps in the simple short essay using accurate, fluent, and acceptable written language in the form of narrative and recount texts to interact with the society in which the students belong.

4. Task-Based Approach

a. The Definition of Task-Based Approach

Richards and Rodgers (2001: 223) states that “Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.” It takes several principles of communicative language teaching view. For example:

- 1) Activities that involve real communication are essential for language learning.
- 2) Activities in which language is used for carrying out meaningful tasks promote learning.
- 3) Language that is meaningful to the learner supports the learning process.

Richards and Rodgers (2001: 223)

Another definition is provided by Richards and Schmidt (2002: 540), Task-Based Language Teaching is “a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction.”

Related to the teaching and learning process of reading, there are various tasks that can be created by the teacher. The use of tasks actually can support effective reading class. Richards and Schmidt (2002: 540) states that in language learning, ‘task’ can be an effective foundation because ‘task’ can facilitate the students to interact and communicate which then can promote negotiation of meaning and also develop the students’ awareness of grammar.

The interaction that the students can do during through communicative tasks are, for example, seeking clarification about the task, or trying to discuss and comprehend the tasks which are given, asking the teacher about something which

is related to the tasks, giving opinion and information exchange to fulfil the task together, and other kinds of interaction.

b. The Principle of Task-Based Language Teaching

Feez (1998) in Richards and Rodgers (2001: 224) also provides some key assumptions of task-based instruction as listed below:

- 1) The focus is on process rather than product.
- 2) Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- 3) Learners learn by interacting communicatively and purposively while engaged in the activities and tasks:
- 4) Activities and tasks can be either: those that learner might need to achieve in real life; those that have a pedagogical purpose specific to the classroom.
- 5) Activities and tasks of a task-based syllabus are sequenced according to difficulty.
- 6) The difficulty of a task depend on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

Meanwhile, Nunan (2004: 35-36) also proposes seven principles of task-based language teaching as explained below.

1) Scaffolding

It is important for an educator to conduct lesson or to use materials which provide supporting framework within which the learning takes place.

2) Task dependency

A task should be built based on the instructional sequence.

3) Recycling

An educator or a teacher needs to reintroduce a particular linguistic item to the learners over a period of time.

4) Active learning

The learners should have many opportunities to engage in language learning. The principle underlie this concept is that the learners will learn best if they can actively constructing their knowledge rather than only listening to the teacher's explanation.

5) Integration

The teaching and learning process should integrate some aspects of language teaching rather than only focusing on one aspect. There are three aspects considered important to be taught namely form, function and meaning.

6) Reproduction to creation

The learners should be encouraged to reproduce creative tasks from the teacher's modelling in order that they can master the three aspects: form, function and meaning.

7) Reflection

The learners should be given time to reflect what they have done or what they have got in the teaching and learning process.

Based on the explanation above, task is seen as activities that will give contribution both to the classroom interaction and to the students in understanding

the materials. Beside it is hoped to enhance the interaction and students' reading ability, task is expected to improve the students' motivation. Moreover, in task, the 'input' is an important tool to be considered. 'Input' in task and also activities in doing the task have advantages to improve the students' motivation. By using appropriate input and activities, the students will be encouraged to learn reading. Therefore, before giving task-based teaching, the teachers' work is to select the right text as material for reading, and also creating the appropriate task with which the students can improve their ability in reading and also can interact with others in the teaching and learning process of reading.

c. The Advantages of Task-Based Language Teaching

According to Richard and Rodgers (2001: 223), the use of tasks can provide better contexts because it can engage the learners more in the learning process so that the learners have better opportunities to learn.

Richard and Rodgers (2001: 228) also state that "task provide better opportunities for both input and output requirements, which are believed to be key processes in language learning." They add that tasks can be used to support the process of negotiation, modification, rephrasing and experimentation which are beneficial for the success of second language learning.

SLA research has shown some considerations for applying task-based language teaching since it can give input-output practice, negotiation of meaning and transactionally focused conversation. (Richard and Rodgers, 2001: 229)

Taking the advantages of task-based language teaching, Skehan (1998) (cited in Richard and Rodgers, 2001: 229) also suggests that "tasks can be designed

along a cline of difficulty so that learners can work on tasks that enable them to develop both fluency and an awareness of language form.”

In sum, there are many advantages of task-based learning. First, it can engage the students in the teaching and learning process. Second, it gives the students better opportunities to learn because it includes negotiation of meaning. Third, it also gives a lot of chance for the students to learn by doing because the students are required to engage in physical activity during the accomplishment of tasks. Finally, task-based learning can help the students to develop their awareness about focus on form.

d. The Stages of Task-Based Teaching and Learning

According to Willis’s framework, there are three steps of task-based language teaching: pre-task, task-cycle, and language focus (Edwards and Willis, 2005: 26). In pre-task phase, the teacher gives an introductory of the lesson by activate the students’ background knowledge. While in task-cycle, there are three sub-phases including task, planning, and report. The explanation is below.

Table 2: The Role of the Teacher and the Students in Task-Cycle Phase

Sub-Phase	Role of Teacher	Role of Students
Task	Act as monitor and encourages students	Do the task in pairs or group
Planning	<ul style="list-style-type: none"> • Ensures the purpose of the report is clear • Act as language advisor • Help students rehearse oral reports or organizes written one 	<ul style="list-style-type: none"> • Prepare to report to the class how they did the task and what they discover • Rehearse what they will say or draft a written version for the class to read
Report	<ul style="list-style-type: none"> • Act as chairperson, selecting who will speak next or ensuring all 	Present their spoken report to the class or display their written reports

Continued

Continued

	students read most of the written reports <ul style="list-style-type: none"> • May give brief feedback on content and form • May play a recording of others doing the same or a similar task. 	
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The next phase after task-cycle is language focus. It consists of two sub-phases: analysis and practice. Here is the explanation about analysis and practice in language focus phase presented in the Table 3.

Table 3: The Role of the Teacher and Students in Language Focus Phase

Sub-Phase	Role of Teacher	Role of Students
Analysis	<ul style="list-style-type: none"> • Reviews each analysis activity with the class • Brings other useful words, phrases, and patterns to students' attention • May pick up on language items from the report stage 	<ul style="list-style-type: none"> • Do consciousness-raising activities to identify and process specific language features from the task, text, and/or transcript • May ask about other features they have noticed.
Practice	Conducts practice activities after analysis activities, where necessary to build confidence	<ul style="list-style-type: none"> • Practise words, phrases and patterns from the analysis activities • Practise other features occurring in the task text or report stage • Enter useful language items in their language notebooks

Therefore, when conducting task-based learning, the teacher can adapt the procedure above. The procedure above can be adjusted with the objective of learning and the students' level of proficiency to create the successful condition for learning.

e. The Type of Tasks/Activities

According to Willis cited in Johnson (2008: 186) in task-based learning there are six types of tasks that can be used. They are: listing, sorting and ordering, comparing problem solving, sharing personal experience and creative tasks.

In addition to the types of tasks in task-based learning proposed by Willis above, there is an early strategies-based typology for developing reading skills which is proposed by Grellet cited in Nunan (2004: 61). Classroom tasks exploiting the strategies by Grellet include ordering a sequence of picture, comparing texts and picture, matching and using illustrations, completing a document, mapping it out, jigsaw reading, reorganizing the information, comparing several texts, completing a document, summarizing and note taking

Nunan (2001: 222) also proposes some considerations for selecting and ordering tasks as follows:

- 1) Procedures, or what the learners have to do to derive output from input
- 2) Input text
- 3) Output required
 - (a) Language items: vocabulary, structures, discourse structures, process ability and so on.
 - (b) Skills, both macro-skills and sub skills
 - (c) World knowledge or 'topic content'
 - (d) Text handling or conversation strategies
- 4) Amount and type of help given
- 5) Role of teachers and learners

- 6) Time allowed
- 7) Motivation
- 8) Confidence
- 9) Learning styles

Therefore, task should be chosen based on the need of the reading learning process. When selecting the input for the task, the teacher should consider the level of difficulty of language that contains in it. Besides, the teacher need to consider the content of the task which include the language items that will be taught, the micro skills that will be developed, and the topic which is established. Task selection also closely related with the role of the teacher and the students. So, in selecting the task, the teacher should determine both the teacher role and the students' role. The teacher should also consider about the time that will be allocated in order that the teaching and learning process run efficiently. Furthermore, the teacher needs also to consider the students' motivation, confidence and learning styles. By knowing the students motivation as well as students' confidence and learning styles, the teacher can put which task will be presented first and so on.

Related to the task selection, usually some schools have certain textbook in which the tasks are available. However, the teacher should not always rely on those kinds of task because not every task in the textbook can be used to optimally give the students opportunities to learn the skills based on their level of proficiency and interest. It does not mean also that the tasks provided by a certain textbook is not appropriate for the learning of reading, but it means that the

teacher need to adjust the tasks to be a meaningful tasks for the students considering the factors or other components supporting reading learning process such as the students level of proficiency, the topic of the reading material, the difficulty of the language in the task, and the procedure of doing the task.

f. Learner Roles in Task-Based Language Teaching

There are some learner roles in task-based language teaching proposed by some experts. They are as group participant, as monitor, as risk-taker and innovator (Richards and Rodgers, 2001: 235).

First, the learners are said as group participant when they do the tasks in pair or small group. Second, the learners are said as monitor when they involve in the tasks and have opportunity to notice how language is used in communication. Third, the learner are said as risk-taker and innovator when they involve in the activities of developing their language skills such as guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners.

To sum up, the role of the learners in task-based teaching is as an active participant in the learning process rather than doing the role as a passive participant who just sit in the class and listen to the teacher's explanation. Learners in task-based teaching are given many opportunities to engage in doing the tasks or activities as well as to interact with others communicatively to negotiate meaning that finally can help them to improve their skill or ability in learning language.

g. Teacher Roles in Task-Based Language Teaching

In task-based language teaching, a teacher has some roles including: selector and sequencer of tasks, preparing learners for tasks, and consciousness-raising (Richards and Rodgers, 2001: 236).

First, the teacher as a selector and sequencer of tasks, it means that the teacher selects/adapts/creates the tasks and forms them with the instructional sequence by paying attention to the learners' need, interests and language skill level. Second, the teacher has a role in preparing learners for tasks. The preparation can be like topic introduction, clarifying task instruction, helping the learners in recalling useful words, and giving partial demonstrations of task procedures. Third, the teacher needs to develop the consciousness-raising or focus on form. It means that the teacher employs a variety of form-focused techniques, including attention-focusing pre-task activities, text exploration, guided exposure to parallel tasks, and use of highlighted material.

Based on those explanations, it can be concluded that the role of the teacher in task-based teaching is as facilitator in the teaching and learning process rather than doing the role as the presenters of the information like in the Grammar Translation Method.

B. Conceptual Framework

As stated in the previous chapter, in the teaching and learning process of reading in Junior High School, the students are expected to be able to comprehend a variety of functional texts and short simple essays. They are also expected to gain knowledge and information from the texts.

However, there were some problems encountered by the teacher of SMPN 1 Pajangan I in finding the best approach which can create good condition for the students in learning reading. Based on the interview with the English teacher and the observation conducted in SMPN 1 Pajangan, the researcher found some problems. The main problems were related to the teaching and learning process of reading. First, the problem was related to the students' difficulties in comprehending the text. The students found difficulties in identifying the meaning of new vocabulary items, main idea, general information and detail information of the text. As a result, the students had a trouble in comprehending the text. The second problem was related to the students' low motivation. The students tended to become bored during the teaching and learning process. Sometimes, they ignored paying attention to the teacher and did something else other than the learning activities. Besides, the problem was related to the material uses. The teacher only used the material from course book without any variation. Lastly, the problem was related to the low interaction. During the teaching and learning process, the teacher dominated the classroom so that the students did not have many opportunities to interact actively either with the teacher or with the other students.

To overcome those problems, the researcher with the English teacher collaboratively tried to conduct action research to improve the teaching and learning process of reading through task-based approach. Task-based approach serves many advantages, i.e. Task-based approach involves the use of tasks which actually can facilitate negotiation of meaning. Negotiation of meaning is

considered helpful for the process of language acquisition as stated by Richards and Rodgers (2001: 228). Besides, task can be used to enhance the students' motivation in the learning process if it is carefully selected and is carefully sequenced based on the students' interest. Another reason is tasks with other supporting activities can maximize the interaction in the classroom during the teaching and learning process. Therefore, this approach can create favourable learning condition (Priyana, 2006) that further can help the students' difficulties in learning reading.

By implementing task-based approach, the researcher expects that the teaching and learning process of reading at VIII D Class of SMPN 1 Pajangan can improve. Furthermore, the improvement of the teaching and learning process is also expected to give impact on the students reading ability.

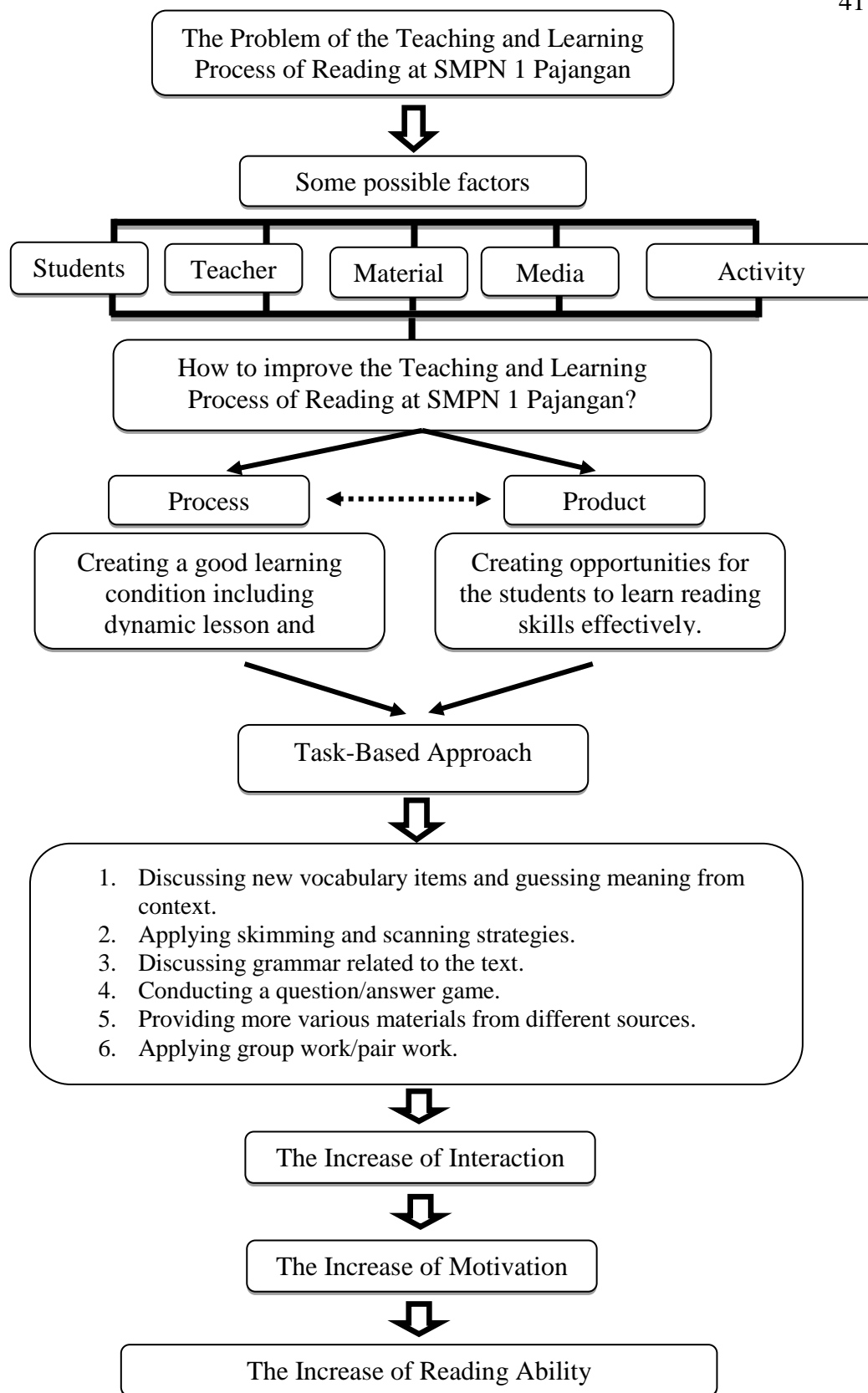


Figure 2: **Diagram of conceptual framework**

CHAPTER III RESEARCH METHODS

This chapter presents some aspects in the research method, i.e. research type, setting of the place and time, the subjects of the research, data and instruments of the research, data collection techniques, data analysis techniques, data validity and reliability and procedure of the research. The explanation of each aspect is as follows.

A. Research Type

In line with the objective of the research, to improve the teaching and learning process of reading at VIII D Class of SMPN 1 Pajangan through task-based approach, this research follows the action research design. It tries to investigate the problems existed in reading teaching and learning process and tried to solve those problems through some good actions which are believed to change the previous condition, resulting to the improvement of the teaching and learning process of reading. The actions are based on planning, acting, observing and reflecting which will be discussed later. In conducting the research, the researcher collaborated with the two collaborators namely the English teacher of class VIII D and the English teacher of class IX of SMPN 1 Pajangan. The research members consisted of VIII D class students, the collaborators, and the researcher.

B. Setting of the Place and Time

This research was conducted in SMPN 1 Pajangan. It is located at Kamijoro, Sendangsari, Pajangan, Bantul. This school was selected for the research setting

because of the researcher's interest in solving the problems related to the teaching and learning process of reading found in the school. The research was conducted in class VIII D at SMPN 1 Pajangan in the academic year of 2012/2013. It was carried out on January 23rd, 2013 to February 9th, 2013, in the second semester. It was conducted in 7 meetings. The English teaching and learning activities in class VIII D were carried out 3 times a week, 80 minutes for each meeting. The English class was held every Wednesday, Thursday, and Saturday.

C. The Subjects of the Research

The subjects of the research were the students of class VIII D of SMPN 1 Pajangan in the academic year of 2012/2013. The class consisted of 36 students. There were 19 girls and 17 boys. They were selected as the subjects of the research based on the discussion with the English teacher. There were some considerations of choosing the students of class VIII D of SMPN 1 Pajangan. First, it was related to the students' reading ability. The students of class VIII D had the lowest average of reading score if it is compared with the reading score of other classes in the same grade. Second, that problem was also culminated by the problem of students' motivation and interaction during the learning process which is not optimal. Therefore, based on the complexity of the problems, the researcher and the collaborator decided to choose class VIII D of SMPN 1 Pajangan as the subjects of this research.

D. Data and Instruments of the Research

The data of the research were qualitative and quantitative. The qualitative data were in the forms of field notes, interview transcripts. The quantitative data

were in the forms of reading comprehension scores (obtained from pre-test and post-test). The instruments of the research were in the forms of observation sheet, interview guideline, reading test (pre-test and post-test).

Besides the three main instruments previously, the researcher also used other supplementary tools such as a camera and an MP3 player to get the complete data. The camera was used to capture the conditions during the implementation of the actions, while the MP3 player was used to record the students' impression on the actions in the end of each meeting.

E. Data Collection Techniques

The data of the research were in the forms of field notes, interview transcripts, and reading comprehension test scores (obtained from pre-test and post-test). The techniques of data collection were explained as follows.

1. Observation

Observations were conducted to know what happens in the classroom when the action is implemented. The researcher and the collaborators observed the teaching and learning process of reading to obtain the information about the success of the actions and the problems that occurred during the implementation of the action. To support the observation, the researcher provided observation sheet which included some steps in implementing the actions. It was done in order that the observers could observe whether the actions done as planned before or not. Besides, the result of the observation was written in the field notes.

2. Interviews

Interviews were conducted to know the impressions from the research members about the actions implemented during the teaching and learning process of reading. Before conducting interviews, the researcher developed some questions as interview guideline but she will allow for some flexibility according to how the students and the teacher respond. It means that the interview questions were planned but if there were some unexpected responses from the students and the teacher, the researcher allowed it to get more detail data.

3. Tests

Tests (including pre-test and post-test) were used to compare the students' reading ability before and after taught by using task-based approach. It showed whether there will be improvement of students' reading ability or not by the implementation of the actions.

The pre-test and post-test in this research were in the form of multiple choice consisting of 30 items. The test materials were adapted from some textbooks. In developing the questions, the researcher based on some macro and micro-skills of reading as stated in Brown (2004: 187-188). To get the validity of the instrument, the researcher used content validity. Here, the researcher developed the test based on the basic competencies and the indicators of the basic competencies which were taken from the curriculum, the School Based Curriculum. Besides, to get the reliability of the pre-test and post-test items, the researcher tried the test out of the students from another class, i.e. class VIII C in which the students have relatively the same abilities. Then, after getting the students' score in the test, the researcher

used the help of the ITEMAN program where the Cronbach Alpha's statistics was used to find the reliability of the test.

F. Data Analysis Techniques

In this action research study the qualitative and quantitative data analysis were used. The qualitative data analyses were done by collecting the data from the interview transcripts and field notes. After collecting those data, the researcher identified the data and classified them. At the end of the analysis, the researcher drew conclusion. These steps were adopted from Miles and Huberman's explanation in Punch (2005: 197). They say that the qualitative data analysis consists of three flows of activities that are data reduction, data display, also drawing and verifying conclusion.

Besides qualitative data analysis, the researcher also used quantitative data analysis. The researcher analysed the data from the score of the students reading test (pre-test and post-test) using ITEMAN program. After analysing the data by using ITEMAN program, the students' reading score was presented in the form of means and the standard deviation. They were compared in each cycle to see the differences.

G. Data Validity and Reliability

According to Burns (1999: 161-162), there are five types of validity. They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. Democratic validity means that in the process of action research, the researcher collaborated with all parties which become the members of the research such as the teacher, students, headmaster and collaborator to discuss

about the process of implementation of task-based approach. Outcome validity means that the research was conducted based on the need of successful learning using task-based approach. Process validity means that the worth of the research took on the process not merely on the results of the research. So, the process was done systematically in order to get the complete information to describe the process in implementing task-based approach. Catalytic validity means that this research was done by considering the principle that this research will be useful and give deep understanding for the researcher and all members of the research and motivating them to do related research. Dialogic validity means that in conducting the action research when the researcher wants to take a decision, the researcher consulted others or other members of the research, the expert or even to the researcher herself in order to consider the action or to get a conclusion.

To obtain the trustworthiness, the researcher used a triangulation technique (Burns, 1999: 163-164). Burns (1999: 164) proposed four types of triangulation. They are time triangulation, space triangulation, investigator triangulation and theoretical triangulation. Nevertheless, the researcher only used three forms of triangulations, i.e. time triangulation, investigator triangulation and theoretical triangulation.

First, the researcher used time triangulation. Time triangulation meant that the data were collected over period of time. It was done to get a sense of what factors were involved in change processes. In this research, the researcher did the action from January 23rd 2013 up to February 9th 2013. The data which were collected through the period of time above were compared to formulate questions and the

action used to improve the teaching-learning process of reading. Then, the changes related to the improvement in the teaching and learning process of reading were monitored in every cycle.

Besides time triangulation, the researcher also used investigator triangulation. In this form of triangulation, the researcher used more than one observer to collect the data about teaching-learning process of reading. It was done to avoid the bias in the observation. There were at least three observers in this study, i.e. the English teacher of class VIII and the English teacher of class IX as the collaborators and the researcher herself. In this case, the researcher and the collaborators collected the same data about teaching and learning process related to the researcher's way in presenting the materials, the students' attitude in the class and the class atmosphere. After collecting the data, they crosschecked the data to see the fitness of the data.

In addition to time triangulation and investigator triangulation, theoretical triangulation was also used in this study. Theoretical triangulation meant that the data were analysed from more than one perspective from some theoretical reviews. In this study, the researcher reviewed the theories from some experts of some books.

H. Procedure of the Research

According to Kemmis and McTaggart (1988) in Burns (2010: 8), action research occurs through a dynamic and complementary process which consists of four essential phases. They are planning, action, observation and reflection.

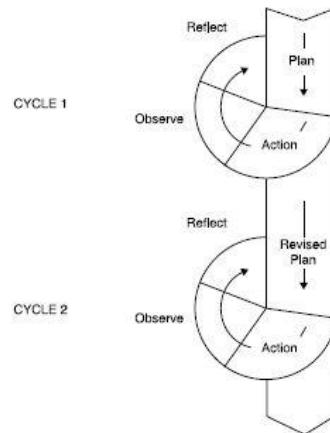


Figure 3: **Action research cycle by Kemmis and McTaggart**

The researcher used the action research steps as proposed by Kemmis and McTaggart (1988) above. The procedure is explained as follows.

1. Planning

In this step, the researcher made plan of actions to be implemented to improve the reading teaching-learning process. The researcher prepared the lesson plan based on the curriculum and syllabus from the school. Meanwhile, the materials and other instruments needed in the research were selected. The researcher tried to find the materials which are suitable based on the indicators of learning that would be achieved during the teaching and learning process if reading.

2. Action

After planning the actions, the researcher and the English teacher implemented the actions in the teaching-learning process of reading. The actions were conducted until the improvement has been achieved. During the actions, the researcher and collaborators observed the process.

3. Observation

During the process of implementing action, the researcher and the collaborators observed the events happening in the classroom. The observation was done to find out the success of the action and the problems that occurred during the implementation. The researcher, then, wrote notes about everything that happened in the class during the action.

4. Reflection

Based on the observation in the previous step, the research members did reflection about the actions. Reflection was carried out by discussing the success of each action and the problems that occurred during the actions. In this step, the researcher and the collaborators evaluated the problems and tried to find the solution so that the researcher could do better in the next cycle.

In summary, the actions implemented in this action research study were based on planning, acting, observing, and reflecting. The researcher herself and the collaborators worked together in finding the obstacles and weaknesses of students' reading ability, identifying the problems, making a plan again, carrying out the actions, and doing the observation and reflections of the actions.

CHAPTER IV

THE RESEARCH PROCESSES, FINDINGS AND DISCUSSIONS

This chapter is divided into three sections. The first section is the reconnaissance. The second section is the implementation of the actions and the the last section is the discussion of the findings. In the reconnaissance, the steps of sharpening the research problems and the actions that would be implemented were presented. Next, in the implementation of the actions, the results of observation and interview about the actions implemented in three cycles were elaborated. Finally, in the last section, the general findings were discussed. The discussion presented those findings that were related to the theories.

A. Reconnaissance

In this step, some activities were conducted by the researcher. First, observations were done to know the real condition related to the English teaching and learning process of reading at VIII D Class of SMPN 1 Pajangan. Second, interviews were also conducted to get some information about the teaching and learning process of reading from the different point of view, i.e. from the English teacher and the students. Third, the pre-test was carried out to get the data of the students' reading ability before the action was implemented.

1. Identification of the Field Problems

Based on the observation, interviews, discussions, and pre-test, there were several problems found during the teaching and learning process. The field

problems which occurred during the teaching and learning process can be seen in the table below.

Table 4: The Field Problems Related to the Teaching and Learning Process of Reading at Class VIII D SMPN 1 Pajangan.

No.	Problems	Code	Source
1	Some students had difficulties in comprehending the text.	S	Interview, Pre-test
2	Some students had low motivation in learning reading	S	Interview, Observation
3	Some students did not pay attention to the teacher's explanation.	S	Observation
4	Some students felt confused with the teacher's explanation.	S	Interview
5	The students were not confident to ask questions when they faced difficulties.	S	Interview
6	The teacher gave a little attention to the students with difficulties.	T	Interview, Observation
7	The teacher gave a little control when the students did the tasks.	T	Interview, Observation
8	The teacher did not use any media to support the teaching and learning process.	T	Interview
9	The teacher only taught using the materials from the course book.	T	Interview
10	The strategy used by the teacher to teach vocabulary in reading was not optimal.	T	Interview, Observation
11	The classroom interaction in the teaching and learning of reading was not optimal.	TLP	Interview, Observation
12	The activities in the teaching and learning of reading were not interesting.	TLP	Interview, Observation

S= Students T= Teacher TLP= Teaching and Learning Process

2. Identification of the Most Urgent and Feasible Problems to be Solved

After identifying the field problems, the researcher had discussion with the English teacher to weigh the problems based on the urgency level. It was done in order to find his opinions in categorizing the problems identified. There were 12

problems identified based on the result of the observation, interview and pre-test.

The most urgent problems are presented in Table 5.

Table 5: The Most Urgent Problems Concerning the Teaching and Learning Process of Reading at Class VIII D SMPN 1 Pajangan

No.	Problems	Code
1.	Some students had difficulties in comprehending the text.	S
2.	Some students had low motivation in learning reading.	S
3.	The teacher only taught using the materials from the course book.	T
4.	The teacher did not use any media to support the teaching and learning process.	T
5.	The strategy used by the teacher to teach vocabulary in reading was not optimal.	T
6.	The classroom interaction in the teaching and learning of reading was not optimal.	TLP

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

Table 6: The Most Feasible Problems Concerning the Teaching and Learning Process of Reading at Class VIII D SMPN 1 Pajangan

No.	Problems	Code
1.	Some students had difficulties in comprehending the text.	S
2.	Some students had low motivation in learning reading.	S
3.	The teacher only taught using the materials from the course book.	T
6.	The classroom interaction in the teaching and learning of reading was not optimal.	TLP

3. Objective Analysis

The next step after determining the most feasible problems to be solved, the researcher and the English teacher conducted an objective analysis. They analyzed the problems based on some possible factors, such as the teacher, the students, the media, the learning materials, the facilities and the activities. After that, they formulated the main causes of the problem from the possible factors mentioned previously. The alternative causes of every problem which appeared were analyzed more deeply by the researcher and the English teacher. The following table displays the results of analysis.

Table 7: **Main Causes of the Problems**

No.	Field Problems	Main Causes
1.	Some students had difficulties in comprehending the text.	<ul style="list-style-type: none"> - The students had limited grammar and vocabulary knowledge. - The students lack effective strategies in reading.
2.	Some students had low motivation in learning reading.	<ul style="list-style-type: none"> - The students considered reading in English difficult. - The students were bored with the activities which were monotonous.
3.	The teacher only taught using the materials from course book.	<ul style="list-style-type: none"> - The teacher had limited knowledge in creating or adapting the materials from other sources.
4.	The classroom interaction in the teaching and learning of reading was not optimal.	<ul style="list-style-type: none"> - The teacher did not give opportunity to the students to interact actively in the classroom. - The teacher dominated the classroom teaching and learning process of reading.

4. Determining the Actions to Solve the Problems

After identifying the main causes of the most important problems, the researcher and the English teacher tried to look for the actions that could overcome the field problems. The researcher told the English teacher about the appropriate actions as the efforts to solve the problems occurring at class VIII D SMPN 1 Pajangan. Then, the English teacher gave some considerations related to the actions which could be used in the classroom.

Finally, the researcher and the English teacher decided to apply task-based approach in order to improve the teaching and learning process of reading. According to the concept, this approach can create an enjoyable learning condition since it can encourage the students to be more engaged in the learning process. This approach is very student-centered so that it can build a good classroom interaction and minimize the teacher domination. The other reasons of choosing task-based approach were that: (1) it can provide the students with learning tasks which are motivating, (2) it gives the students opportunity to learn from different learning tasks with which they can improve their reading skills, (3) it also encourages the students to learn in different settings through group work or pair work that can help them to practise meaning negotiation, and (4) it can provide effective scaffolding in order that they can learn effectively.

After having a discussion with the English teacher, the researcher determined some specific actions to solve the problems of the teaching and learning process

of reading. Some actions were decided to be implemented. The relationship between the problems and the actions can be seen in the table below.

Table 8: The Relationship between the Field Problems and the Actions

No.	Field Problems	Actions
1.	Some students had difficulties in comprehending the text. <ul style="list-style-type: none"> - The students had limited vocabulary knowledge. - The students lack effective strategies in reading. - The students had limited knowledge of grammar. 	<ul style="list-style-type: none"> - Discussing new vocabulary items and guessing meaning from context. - Applying skimming and scanning strategies. - Discussing grammar related to the text.
2.	Some students had low motivation in learning reading.	- Conducting a question/answer game.
3.	The teacher only taught using the materials from course book.	- Providing more various materials from different sources.
4.	The classroom interaction in the teaching and learning of reading was not optimal.	- Applying group work/pair work.

The first problem was related to the students' difficulties in comprehending the text. There were three actions that would be implemented to solve this problem. The first action was discussing new vocabulary items and guessing meaning from context. These activities aimed to increase students' vocabulary mastery. Through these activities, they were expected to remember the words they learned more easily. The second action was applying skimming and scanning strategies. This activity aimed to provide the students the effective and efficient ways for reading. The last action in solving the students' difficulties was discussing grammar related to the the text. It was aimed to provide the students

with the knowledge of grammar related to the type of text they read. The awareness on grammatical features of the text would be useful for the students to comprehend the text.

The second problem was related to the students' low motivation. It was believed that the problems of students' low motivation was because of the learning atmosphere in which there was no encouragement from the teacher to the students to perform their role very well in the teaching and learning process of reading. To solve this problem, the researcher conducted a question/answer game. It was to create an enjoyable learning atmosphere with which the students would be motivated so that they could be active participants during the teaching and learning process. Therefore, conducting a question/answer activity was expected to overcome the students' low motivation.

The third problem was related to the monotonous material given by the teacher. This problem was solved by providing various materials from different sources. By providing various materials, the teacher could prevent the students from getting bored during the teaching and learning process. The teacher could vary the materials in terms of task and text. By creating and giving various tasks and texts in terms of source, level of difficulty, and learning style, the teacher could facilitate the students in the learning process effectively.

The last problem was the interaction which was not optimal during the teaching and learning process of reading. The action determined to solve this problem was applying group work/pair work. In group work, the students can

share their knowledge together in order to accomplish the tasks. In addition to the students, in group work/pair work, the teacher can play their role such as giving assistance and helping the students which have difficulties. By applying group work/pair work with the activities of doing the tasks, it is expected that the students would feel more comfortable in interacting with other students, the teacher and the material during the reading learning process.

B. The Implementation of the Actions

1. The Report of Cycle I

a. Planning

In Cycle I, the actions were carried out in three meetings. The teaching and learning schedule was presented in the table below.

Table 9: The Schedule of Cycle I

No.	Day/Date	Material
1.	Wednesday, January 23 rd 2013	Recount Texts entitled: My Adventure, Going to the Sea
2.	Saturday, January 26 th 2013	
3.	Wednesday, January 30 th 2013	

Based on the discussion with the collaborator in a democratic atmosphere, some actions were planned for Cycle I. They are discussed as follows.

The first action was discussing new vocabulary items and guessing meaning from context. It was aimed at increasing the students' vocabulary mastery, while guessing meaning from context aimed to help the students' in understanding the meaning of new vocabulary items without relying much on the use of dictionary.

The second action was applying skimming and scanning strategies. It was aimed at training the students in using appropriate strategies to comprehend the text more easily. Skimming can help the students to predict some general information of the text such as the main idea and the topic of the text, while scanning is useful to extract specific information without reading through the whole text. The application of skimming and scanning strategies was expected to solve the problems of students' difficulties in reading comprehension.

The third action was discussing grammar related to the text. It was aimed at increasing the students' knowledge of grammar. The students' awareness of grammar was expected to give contribution for the students in understanding the meaning of the English text. In Cycle I, the students would learn and practise identifying some grammatical features of the recount text such as past tense, action verbs, noun and pronouns, conjunctions, adverbs, and adjectives.

The fourth action was conducting a question/answer game. It was aimed at improving the students' motivation in learning reading. The students would be given more opportunities to show their best in reading. This action was accompanied by giving credit point to the students who could answer the questions correctly. Through implementing this action, it was expected that the students could get involved actively in the reading learning process.

The fifth action was providing more various materials from different sources. This action was aimed at varying the materials so that the students did not easily get bored and also to check the students' comprehension about the reading skills.

The materials were in the forms of text and task. There were two texts prepared. The first text entitled “My Adventure” was created by the researcher herself based on the real experience, while the second text entitled “Going to the Sea” was taken from a course book. Besides the texts, the tasks were also created. It was in the form of task series including gap-filling task, matching task, and essay questions task. In this task series, there was a text followed by five tasks which was still related to the text provided.

The sixth action was applying group work/pair work. It was aimed at building a good classroom interaction especially the interaction between the teacher and the students and among the students during the teaching and learning process.

Besides preparing the actions that would be done, the researcher prepared the lesson plan and consulted it to the English teacher to meet with the school syllabus. In implementing the action, the researcher acted as the teacher and the English teacher acted as the observer. In connection with the reflection requirement, some interview guidelines were also prepared to collect the opinions and suggestions from students and the collaborators during Cycle I. An observation sheet was also provided to support the observation done by the observer. Then, a camera was also prepared to capture the condition during the teaching and learning process of reading in Cycle I. In addition to a camera, an MP3 player was also provided to record the data related to the students’ opinion and impression about the actions implemented.

b. Action and Observation

The actions were carried out in three meetings on January 23rd, 26th, and 30th, 2013. The actions were focused on implementing the task-based approach through some actions as planned before to improve the teaching and learning process of reading at Class VIII D SMPN 1 Pajangan. The data during the actions in Cycle I were obtained through classroom observations and interviews. The complete description is provided below.

1) Meeting I

Meeting I was started by exploration stage in which the students did a brainstorming activity. The teacher introduced the topic and the objective of the learning that would be achieved. Some pictures related to unforgettable experience were presented to attract the students' attention. Then, the teacher had discussion with the students about the general information about recount text such as what recount text is and what the purpose of the recount text is. After having discussion about the general information of the text, the teacher distributed a model of recount text. The students were asked to predict the title of the text. After that, the vocabularies were discussed together. First, the students were asked to read. Finishing reading, they were asked to identify some difficult words. After finding the difficult words, they were asked to come forward to write it down on the blackboard. The teacher gave explanation about guessing meaning from context. The students were guided by the teacher to practice guessing the meaning of difficult words. After that, the explanation about skimming and scanning

strategies was delivered to the students to familiarize them with the knowledge of strategies in reading. To make the students more motivated in learning and to give deeper understanding about the content of the text, the teacher used the question/answer game. Before conducting a question/answer game, the teacher explained the instructions of the game. The teacher also told the students that in question/answer game they would be given a credit point if they could answer the questions correctly. After explaining the instruction, the teacher gave opportunity to the students to read the text. After that, the question/answer game was conducted. In this session, the students looked enthusiastic but just a small number of students who were active. It could be seen in the field note below.

P memberikan tanya jawab kepada para siswa dengan sistem beradu cepat dalam mengangkat tangan. Namun pada tanya jawab tersebut kebanyakan yang aktif hanyalah siswa yang sudah sering menjawab.
(The teacher conducted a question/answer game. The students were asked to compete in raising their hand to answer the questions. **However, in this question/answer game, the active participation in answering the teacher's questions only came from a small number of students.**)

(Appendix A/Field Note 2)

The question/answer game could not be completed in Meeting 1 because the time was over.

2) Meeting 2

In the beginning of Meeting 2, the teacher continued the question/answer game that was conducted in Meeting 1. The teacher gave opportunity to the students to be more active. It can be seen from the field note of observation below.

Dalam kegiatan tanya jawab, guru memberikan semangat pada siswa supaya lebih aktif. Para siswa memperhatikan dengan seksama

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pertanyaan yang dilontarkan oleh P dan segera membaca serta mengamati teks yang terdapat di depan mereka masing-masing. (In the question/answer activity, the teacher encouraged the students to be more active. They paid attention carefully to the questions the teacher asked then they read immediately and observe the text in front of them.)

(Appendix A/Field Note 3)

After conducting a question/answer game, the teacher guided the students to do the next activity. It was groupwork activity. The students were divided into groups of 4. There were 36 students in the class so that there were 9 groups. The texts and the answer sheets were distributed to the students. The instruction of the tasks was explained by the teacher. After that, the students did the tasks in their group. During the group work activity, the teacher and the collaborators walked around the classroom to monitor the students and to help the students with difficulties in doing the tasks. The students looked serious in reading the text and doing the task. Sometimes, when they faced difficulties they asked questions to the teacher. This condition can be seen from the piece of field note below.

P berjalan berkeliling dari kelompok satu ke kelompok yang lainnya untuk membimbing apabila siswa mengalami kesulitan dalam mengerjakan tugas serta mengontrol keaktifan siswa dalam hal kontribusinya di dalam kelompok. P banyak mendapat pertanyaan dari siswa salah satunya mengenai Task 1 yaitu mencari makna kosakata dan mengelompokkan kosakata berdasarkan part of speech. Para siswa masih banyak yang mengalami kebingungan dengan apa yang dimaksud part of speech. Seorang siswa bertanya, “miss, part of speech itu apa miss?” dan P menjawab, “part of speech itu sama dengan klasifikasi katanya apakah termasuk kata benda (noun) kata kerja (verb), kata sifat (adjective) atau kata keterangan (adverb).” (The teacher walked around from one group to another to guide them when they faced difficulties in doing the tasks and to control the students’ contribution to their group. The teacher got many questions from the students. One of the questions was related to the classification of new vocabulary items in the text based on its part of speech. Some students were still confused with the meaning of part of speech. One

Continued

of them asked the teacher a question, “Miss, what is part of speech?” and the teacher answered, “Part of speech is the classification of word. It can be noun, verb, adjective or adverb.”)

(Appendix A/Field Note 3)

The group work activity had not finished yet in Meeting 2 because the time was over. Therefore, the teacher decided to continue it in Meeting 3.

3) Meeting 3

Meeting 3 was the last meeting in Cycle I, the teacher did several activities. It was begun by continuing the previous groupwork activity. The teacher gave opportunity to the students to check their works before presenting it in the report phase. Afterwards, the teacher asked the students to report their work. After reporting their results in doing the tasks, the students were given feedback by the teacher.

The next phase was language focus activity. In language focus activity, the teacher reviewed some grammatical features of the recount texts especially about part of speech used in the recount texts such as noun, pronoun, verb, adverb, and adjective. It was done because the students needed to be aware of those grammatical features in order to comprehend the text more easily. After reviewing the grammatical features of the text, the teacher gave the students opportunity to ask questions if there was something which was still unclear. There was a student asking about the use of simple past tense. He was also confused with regular and irregular verb. However, the time was nearly running out. As a consequence, the

teacher just explained it briefly. More explanation about it would be delivered in the next meeting.

Afterwards, the confirmation stage was carried out. The teacher and the students discussed the materials they had learnt from Meeting 1 up to Meeting 3. It was carried out by asking the students about recount text; how to guess the meaning from context, how to identify information from the text such as the generic structure of the text, the topic and the detail information of the text.

c. Reflection

After conducting the actions in Cycle 1, the researcher and the collaborators conducted a discussion. They discussed the data gathered and evaluated them to make some reflections for the implementation of the actions. The reflections were conducted to find out whether the actions were successful or not so that the researcher could determine whether the actions would be sustained or modified. Besides, it was also to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, they analyzed the data from the observation during the teaching and learning process and the interviews with the students to evaluate the action conducted. Everyone was free to express their opinions, feelings and suggestions related to the actions implemented. The reflection of each action implemented was elaborated as follows.

1) Discussing New Vocabulary Items and Guessing Meaning from Context

This activity was successful in general. It was done as planned before. The students were given more opportunities to discuss new vocabulary items, causing

them to get closer with the topic. They also got more detail explanation from the teacher so that they could broaden their knowledge of vocabularies. It was done through giving some examples of sentences using a particular word so that the students could remember it easily. The interview transcript with a student below gives the justification of the successful action.

R	: <i>Bisa dijelaskan mengapa bisa membantu? (Can you explain why?)</i>
S	: <i>Menambah pengetahuan kosa kata bu. (It can add my vocabulary knowledge.)</i>
R	: <i>Saya dengar dulu juga sering belajar kosa kata, ada ga bedanya dengan belajar kosa kata yang dulu? (I heard that the English teacher usually also gives vocabulary learning section in the class. What's the difference from the past?)</i>
S	: <i>Sedikit beda bu, karena kalau sama ibu itu dijelaskan lebih detail, kalau sama pak Is itu kan langsung ditulis di papan. (It's a little bit different because recently the vocabularies were explained in more detail. Usually, Mr. Is just wrote down the meaning of new vocabulary items in the blackboard without any explanation.)</i>
R	: <i>Detail gimana ya maksudnya? (What do you mean by saying it's more detail?)</i>
S	: <i>Ya, misalnya dikasih contoh yang dibuat kalimat gitu bu, jadi tambah inget. (I mean you gave us more examples, so we could remember it more easily)</i>
(Appendix B/Interview 5)	

Besides discussing new vocabulary items contained in the text, the teacher also introduced the strategy of guessing meaning from context. However, the students were still confused since they had not been accustomed to using this strategy. When they looked for the meaning of new vocabulary items during the task-cycle, they still relied much on the use of dictionary. This following interview transcript with a student gives the evidence.

- R : *Kalau menebak kata tadi kalian sudah bisa belum? yang ga pake kamus? (Did you find the strategy of guessing meaning from context easy?)*
- S : *Sulit bu. Tadi masih buka kamus. (It's difficult. We still opened the dictionary.)*
- R : *Kenapa sulit? (Why is it difficult?)*
- S : *Belum terbiasa mungkin bu, biasanya kan langsung dilihat di kamus. (We have not been accustomed to it. Usually we directly open the dictionary.)*

(Appendix B/Interview 5)

The actions of discussing new vocabulary items and guessing meaning from context were considered helpful by the English teacher as the collaborator. The collaborator suggested the researcher to discuss more new vocabulary items so that the students get more knowledge. The collaborator also suggested the researcher to check the students' comprehension in guessing meaning from context through giving more practices. An interview transcript below showed the collaborator's opinion and suggestion towards the actions discussed above.

- R : *Bagaimana menurut bapak dengan aktivitas mendiskusikan kosa kata sulit dan menebak berdasarkan konteks? (What is your opinion about discussing the difficult words and guessing meaning from context?)*
- C1 : *Itu cukup membantu siswa dimana kosa kata itu memang bekal yang sangat penting dalam membaca. (Those could help the students in learning because providing vocabulary knowledge is important in reading.)*
- R : *Terus bagaimana dengan menebak berdasarkan konteks yang terdapat di dalam bacaan pak? (Then, how about guessing meaning from context?)*
- C1 : *Sepertinya siswa masih kurang jelas dengan cara itu mbak, mungkin sebelum menyuruh mereka mengerjakan tugas perlu dicek pemahaman mereka sudah bisa atau belum dengan cara itu sama diberi waktu buat latihan dulu. (It seemed they still got confused when they did the task about guessing meaning from context. Maybe you need to check their comprehension first about using that strategy by giving them time to practice.)*

(Appendix B/Interview 9)

2) Applying Skimming and Scanning Strategies

Besides discussing new vocabulary items and guessing meaning from context, the explanation about skimming and scanning strategies was given by the teacher. Not only was the explanation given to the students, but also the opportunity for practising it. The teacher guided the students how to find the topic of each paragraph and to identify the detail information from the recount text model provided by using those strategies. After the action conducted, the teacher interviewed the students. The students had understood about skimming strategy but they still found difficulties in applying scanning strategies. This interview transcript gives the evidence.

- | | |
|----|--|
| R | : <i>Udah paham belum tentang strategi membaca yang miss ajarkan? (Did you understand about the reading strategies I taught today?)</i> |
| S1 | : <i>Sedikit paham bu. (Yes, I understood though a little.)</i> |
| R | : <i>Kalau skimming untuk apa? (What is skimming for?)</i> |
| S1 | : <i>Untuk menemukan topik di dalam paragraf bu. (To find the topic in each paragraph.)</i> |
| R | : <i>Bagus. Kalau scanning? Coba Via untuk apa itu scanning? (Good. How about scanning? Via, What is scanning for?)</i> |
| S2 | : <i>Untuk mencari informasi tentang isi bacaan, eh iya kan bu? (When we want to find the information about the content of the text.)</i> |
| R | : <i>Ya. Betul Via. Skimming dan scanning menurut kalian sulit ga? (Yes. That's right. What do you think about skimming and scanning? Are they difficult?)</i> |
| S2 | : <i>Scanning-nya yang agak susah miss, kalau skimming kan cuma nyari topiknya jadi lebih mudah, miss. (I think scanning is more difficult. Skimming is not too difficult because it is just looking for the topic. I think it is easy.)</i> |

(Appendix B/Interview 7)

This action was also considered beneficial for the students to encourage them to use strategies when they tackled problems in reading comprehension. This following interview transcript presents the collaborator's opinion and suggestion.

- | | |
|----|---|
| R | : <i>Tadi saya mencoba mereview tentang strategi dalam membaca seperti skimming dan scanning, menurut bapak bagaimana? (Today, I had reviewed the strategies in reading such as skimming and scanning. What's your opinion about that?)</i> |
| C1 | : <i>Ya, itu memang perlu mbak. Bermanfaat supaya mereka bisa lebih memahami bagaimana caranya membaca yang baik. Kalau dulu saya juga pernah mengenalkan, tapi sekarang saya menekankan memperbanyak kosa katanya karena mereka susah sekali mbak kalau ga tahu artinya. (Yes, it was necessary. That kind of activity was beneficial so that the students could understand the way to read better. In the past, I had introduced it to them but recently I emphasize on the vocabulary enrichment because they felt difficult to read if they did not know the meaning of words.)</i> |

(Appendix B/Interview 9)

3) Discussing Grammar Related to the Text

The activity of discussing grammar related to the text gave positive results for the teaching and learning process of reading. The students got the benefit from the explanation given by the teacher about part of speech. The students could minimize their confusion about the sentence structure that usually becomes the problem in comprehending the meaning of the text. The positive result can be inferred from the interview transcript below.

- | | |
|---|--|
| R | : <i>Gimana tadi menurutmu ada kegiatan pembahasan tentang karakteristik teks recount yang part of speech? (What do you think about the discussion and explanation about the characteristics of recount text especially for the part of speech?)</i> |
| S | : <i>Menambah pengetahuan baru bu. (It can give me new knowledge.)</i> |
| R | : <i>Bermanfaat ga menurutmu buat membaca? (In your opinion, is</i> |

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	it beneficial for reading?)
S	: <i>Bermanfaat bu. (Sure. It is beneficial.)</i>
R	: <i>Bermanfaatnya gimana? (What is the benefit?)</i>
S	: <i>Ya kan kalau tahu letak-letaknya kata-katanya itu kan enak bisa tahu artinya yang mana gitu bu. (We can identify the position of each word so that we can guess the correct and the appropriate meaning of the word.)</i>
R	: <i>O gitu. (Oh. I see.)</i>
(Appendix B/Interview 14)	

However, the implementation of this action was still imperfect. Some students were still confused about past tense form, especially related to the use of regular and irregular verb. It can be inferred from the interview transcript below.

R	: <i>Oh ya, tadi dah paham belum tentang part of speech? (Have you understood about part of speech?)</i>
S	: <i>Lumayan miss. Tapi ada yang masih kurang jelas. (It's just so-so but I still have a little difficulty.)</i>
R	: <i>Oh, yang mana? (Which one?)</i>
S	: <i>Yang tentang simple past tense ada irregular sama regular tadi miss. (It's about simple past tense, especially about irregular and regular verbs.)</i>
(Appendix B/Interview 15)	

4) Conducting a Question/Answer Game

A question/answer game had been successfully implemented. This activity made the students motivated because it was enjoyable and challenging. The students' motivation was also driven by the credit point implemented by the teacher. Besides, this activity had increased the students' attention because they should concentrate so that they could find out the answer of that question from the text. These interview transcripts confirmed the students' statement about question/answer game.

- R : *Gimana dek menurut kalian tadi pembelajarannya? Coba dek Nasera dulu, gimana komentarnya? (What is your comment about the teaching and learning process of reading today? How about you Nasera? What's your comment?)*
- S1 : *Menyenangkan, mengasyikkan, seru. (It was enjoyable, fun and cool.)*
- R : *Karena? (Why?)*
- S1 : *Karena berlatih berpikir cepat-cepatan. (Because we could train ourselves to think faster.)*
- R : *Terutama kegiatan yang menyenangkan itu yang mana dek? (What part that was enjoyable?)*
- S1 : *Tanya jawab. (It was the question/answer game.)*
(Appendix B/Interview 8)

- R : *Kalau adek Definda? (What is your opinion, Definda?)*
- S2 : *Pelajarannya itu sangat menyenangkan karena berbeda dari sebelumnya. (The learning process was very enjoyable because it was different from the past.)*
- R : *Emang bedanya apa dek? (What's the difference?)*
- S2 : *Ya kan kalau sebelumnya jarang ada tanya jawab dan game kayak gini miss jadi membosankan. (In the past, there was no question/answer game so that the class was boring.)*
- R : *O gitu ya. Selain itu? (Oh, I see. What else?)*
- S2 : *Emm...ini miss, untuk melatih konsentrasi. (Emm...this question/answer game could train me to concentrate on the lesson.)*
(Appendix B/Interview 8)

Based on the discussion between the researcher and the collaborator, this activity would be continued in the next cycle because it was effective for comprehension and it was good to motivate the students at the beginning of the lesson.

- R : *Iya bu, terima kasih. Bu saya ingin menanyakan gimana pendapat ibu tentang pemberian game tanya jawab kemarin? (Thank you, Mom. What is your opinion about the question/answer game?)*
- C2 : *Sangat bagus itu mbak. Saya dulu juga pernah pake seperti itu tanya jawab, tapi karena sekarang saya ngajar di kelas 3 sudah fokus ujian jadi cuma mbahas soal-soal. (I think it's very good. Actually, in the past I used to apply the question/answer activity*

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- but recently I teach in class IX, so I only focus on discussing the practice test for final examination.)
- R : *Oh ya bu. Ada manfaatnya tidak bu dari aktifitas game tersebut? (Is there any benefit of that activity?)*
- C2 : *O jelas ada mbak. Pertama paling keliatan ya motivasi mereka itu lho mbak. Mereka cenderung senang keliatannya. Kemarin dho rebutan kan mbak biar sampean pilih untuk njawab. (Sure. The first benefit is related to the students' motivation. They tended to be happy with that. They competed with each other to answer the questions.)*
- R : *O gitu ya bu. Menurut ibu apa faktor yang memacu mereka untuk antusias seperti itu? (Well. According to you, what are the possible factors that had encouraged them to be enthusiastic?)*
- C2 : *Ya mungkin itu mbak mereka kan bisa saingan. Pasti mereka juga beranggapan wah temanku yang itu bisa jadi saya juga harus bisa. (Maybe it was because they can compete with others. They tended to assume that they wanted to do the best if their friends could do their best too.)*
- R : *Oh iya ya bu. Jadi bagaimana bu seandainya aktivitas seperti ini tetap ada dan berlangsung di pertemuan berikutnya? Apakah ini baik untuk dilanjutkan? (Oh, I see. So, is this activity good to be continued later?)*
- C2 : *Ya mbak dilanjutkan saja, itu sangat bagus buat motivasi siswa di awal pelajaran mbak. (Yes, I think it should be continued. It's good to motivate the students at the very beginning of the lesson.)*
- (Appendix B/Interview 12)

However, there were still many students who did not actively participate in the question/answer game. It seemed that the students were ashamed in answering the teacher's questions. They were still afraid of making mistakes.

Setelah waktu membaca habis, P memberikan tanya jawab kepada para siswa dengan sistem beradu cepat dalam mengangkat tangan. Namun pada tanya jawab tersebut kebanyakan yang aktif hanyalah siswa yang sudah sering menjawab saja. (After the reading time was over, the teacher gave the question/answer activity to the students. They should compete with each other to become the fastest in raising their hand in order that they could have the opportunity to answer the questions. However, in this activity most of the students who were active were just coming from the same students who often

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answered the questions everytime.)

(Appendix A/Field Note 5)

- R : *Tapi tadi kok ga ikut menjawab kayaknya ya waktu ada game?*
(Why did not you answer the questions in question/answer game?)
 S : *Hehehe, malu miss. (I am ashamed.)*
 R : *Kenapa kok malu? (Why?)*
 S : *Takut ga bisa, jawabannya takut salah miss. (I am afraid of answering the questions incorrectly.)*
 R : *Lho kan ga miss hukum kalau salah. Besok lagi coba menjawab ya. (Don't worry. I won't punish you if your answer is incorrect. Next time you should try to answer.)*
 S : *Iya miss. (Alright.)*

(Appendix B/Interview 6)

5) Providing More Various Materials from Different Sources

The teacher created materials and gave it to the students during the teaching and learning process in Cycle I. The materials included texts and tasks. The application of giving various texts and tasks was widely accepted by the students of Class VIII D of SMPN 1 Pajangan. Most of them paid attention when the teacher explained about the recount text model and the tasks that would be carried out. The students said that the texts were not too difficult for them because it did not provide too many new vocabulary items. The length of the texts was sufficient and the topic was also interesting. The following interview transcript shows the student's comment about the various texts given by the researcher during the teaching and learning process of reading.

- R : *Dari teks-teks yang saya berikan mudah dipahami ga? (From the texts I gave to you, did you find it difficult?)*
 S : *Lumayan bu. (It's just so-so.)*
 R : *Lumayan gimana maksudnya? (What do you mean?)*
 S : *Ya, ga terlalu sulit bu. (It's not too difficult.)*
 R : *Dari segi apanya? Misalnya apa karena kosa katanya atau*

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	<i>karena yang lain? (From what aspect? For example the vocabularies or another aspect?)</i>
S	: <i>Iya bu, kosa katanya itu ga terlalu banyak yang susah jadi agak bisa memahami. (Yes. There were few new vocabulary items so that I could understand though a little.)</i>
R	: <i>Terus tadi menurutmu terlalu panjang ga teksnya? (Then, were the texts too long?)</i>
S	: <i>Enggak kok bu. Sedang-sedang aja. (No, I think it's fair.)</i>
R	: <i>Topik dari teks-nya yang tentang "unforgettable experience" menurutmu gimana? Menarik ga buat belajar? (The topic was "Unforgettable Holiday". How did you find the topic? Was it interesting?)</i>
S	: <i>Cukup menarik bu. (Yes, it was interesting.)</i>
R	: <i>Kenapa? (Why?)</i>
S	: <i>Soalnya ada yang baru itu lho bu, bacaannya ga dari buku paket aja. (Because there was something new. The text was not only taken from the course book.)</i>
(Appendix B/Interview 13)	

The student also said that the tasks were more varied. It could help them in understanding the text. However, they could not finish the whole tasks. It might be because of many tasks which were done in limited time. Besides, it was also found that at first the student did not understand the instruction of the tasks but after the teacher explained it repeatedly, they finally understood it. The following interview transcript gives the complete description about the student's comment.

R	: <i>Kalau tugasnya gimana, ada bedanya ga dengan sebelumnya? (How about the tasks? Were they different from the previous tasks?)</i>
S	: <i>Biasa aja sih miss cuma ini lebih bermacam-macam jadi melatih kita untuk lebih paham ama bacaannya. (It was the same actually but the tasks were more varied. It could give us opportunity to practice so that we could comprehend the text easily.)</i>
R	: <i>Oh gitu, terlalu banyak ga miss kasih tugasnya? (Oh, I see. Were there too many tasks according to you?)</i>
S	: <i>Iya miss, waktunya kurang terus jadinya tadi ada yang belum selesai. (Yes, I think there were too many tasks, while the time was limited. So, some tasks were not finished.)</i>

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- R : *Kalau instruksi atau cara ngerjain tugasnya gimana, uda paham? (How about the instructions? Did you understand?)*
- S : *Tadi waktu awal-awal masih kurang paham miss tapi lama-lama ngerti setelah dijelasin lagi sama miss. (At first, we had not understood yet, but then we understood after you explained again.)*

(Appendix B/Interview 13)

In line with the students' opinion, the English teacher said that the texts given were relevant and appropriate. Besides, those texts were varied in terms of sources. The English teacher said that usually he only used the source from the textbook provided by the school. He, then, agreed to use various materials because it could enhance the students interested in reading. It can be inferred from the following interview transcript.

- R : *Pak, bagaimana dengan pemberian teks yang saya ambil dari sumber lain dan bukan dari buku biasanya? (How about the texts? I took the texts from other sources, not from the course book which was usually used.)*
- C1 : *Ya, itu bagus mbak ada variasinya. Kalau biasanya saya kan memang hanya ada dua buku paket untuk memberi materi teks pada mereka. (I think that was good. There was a variation there. Usually, I only used the texts from two course books.)*
- R : *Kalau dari pengamatan bapak, ada tidak pak pengaruhnya itu bagi siswa? (From your observation, was there any influence for the students?)*
- S : *Ya, tentu ada mbak. Itu anak-anak juga keliatannya tertarik dengan teks yang baru yang tadi diberikan. (Of course. It seemed the students were interested in the texts you gave to them.)*

(Appendix B/Interview 16)

The students also suggested the researcher to use more challenging tasks during the group work activity so that they could keep learning in an enjoyable condition.

In conclusion, the actions of giving various texts and tasks were successful. The texts were less difficult for them. They also liked the topic of the texts. Besides, giving various texts from different sources could enhance the students' interest in reading. They also could enjoy doing most of the tasks. However, it was found that the students were still confused with the instruction of the tasks. They frequently asked about the instruction of the tasks. Consequently, much time was wasted and eventually the students could not complete the whole tasks well.

6) Applying Group Work and Pair Work

Applying group work was effective since it could create a good classroom interaction in which the students could interact actively with other students and the teacher. Besides, the students were more comfortable in learning reading since they could cooperate to accomplish the tasks and help each other when they faced difficulties. The following interview transcripts give justifications.

- | | |
|---|--|
| R | : <i>Anggi, gimana menurutmu pelajaran Bahasa Inggris hari ini?</i>
(Anggi, how was the lesson today?) |
| S | : <i>Sangat menyenangkan bu.</i> (It was very exciting.) |
| R | : <i>Apa yang kamu suka dari kegiatan hari ini?</i> (What did you like from the activities?) |
| S | : <i>Yang berkelompok itu lho bu, kan bisa diskusi dengan teman.</i> (I liked the groupwork activities.) |
| R | : <i>Emang dulu ga pernah diskusi kelompok kayak gitu ya?</i> (Had you ever learnt through groupwork before?) |
| S | : <i>Gak pernah bu.</i> (No, I had never learnt through group work before.) |

(Appendix B/Interview 10)

- | | |
|---|---|
| R | : <i>Kalau menurut Tri gimana?</i> (What is your opinion, Tri?) |
| S | : <i>Ya, sangat menyenangkan hari ini bu yang mengerjakan tugas dalam kelompok.</i> (I think it was very exciting because we could do the tasks in group.) |
| R | : <i>O gitu. Menurut Tri kenapa kok menyenangkan kalo kerja</i> |

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kelompok? (Oh. I see. **Why do you think groupwork is exciting?**)

S : *Bisa lebih dekat bu sama teman-teman. Melatih kerja sama bu. Kalau ga ngerti kan bisa dikerjakan bareng-bareng. (Because through group work I can get closer to my friends. It trains how to cooperate with others. If we face difficulty, we can solve it together.)*

(Appendix B/Interview 10)

Besides the students, the teacher also showed good interaction during the groupwork activity by helping the students who had difficulties. The field note below gives the evidence about the teacher's activity during the group work.

Pada saat siswa mengerjakan tugas berdasarkan kelompoknya, P berjalan berkeliling dari kelompok satu ke kelompok yang lainnya untuk membimbing apabila siswa mengalami kesulitan dalam mengerjakan tugas serta mengontrol keaktifan siswa dalam hal kontribusinya di dalam kelompok. (When the students did the tasks in their groups, the teacher walked around from one group to another to guide the students who had difficulties in doing the tasks. She also controlled the students' contribution in each group.)

(Appendix B/Field Note 3)

However, there were still some weaknesses during the implementation of group work. First, the students were still ashamed to interact with the teacher. They were ashamed of asking questions to the teacher as indicated from the interview transcript below.

R : *Tadi ada kesulitan ga waktu kerja kelompok?* (**Did you have any difficulties during the group work?**)

S : *Iya miss. Soalnya susah. (Yes, I did. The questions were difficult.)*

R : *Emang ga dikerjain bareng?* (**Did you work together?**)

S : *Ya bareng-bareng miss, tapi yang lain juga bingung miss. (Yes, we did it together. However, my friends were also confused.)*

R : *Yang mana yang masih bingung?* (**Which one which was confusing?**)

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- S : *Yang task yang terakhir itu lho miss. (It was the last task.)*
 R : *Oh itu. Terus tadi kok ga tanya sama miss waktu miss keliling? (Oh. I know that. Why did not you ask me when I walked around?)*
 S : *Hehe. Malu je miss. (We were just ashamed.)*

(Appendix B/Interview 11)

Second, based on the interview with the Collaborator 2 as the observer, it was also found that there were still three groups which did not show a good cooperation. Apparently, some students were not satisfied with the group formation. They did not have good relation with other friends in the group so that they could not cooperate very well in doing the tasks. The interview transcript about it is presented below.

- R : *Oh ya bu, bagaimana menurut ibu group work-nya tadi? (How about the group work?)*
 C2 : *Ya, cukup bagus mbak aktivitas kerja kelompok itu. Tapi memang gimana ya, belum semuanya bisa bekerjasama dengan baik, mungkin itu juga karena ada beberapa yang agak gimana gitu sama temannya. (Well, I think the activity was good. However, not all the students gave enough contribution to their groups. It seemed that some of them still had a constraint because they had a problem with their friends in the group.)*
 R : *O, maksud ibu ada anggota grup yang kurang klop gitu ya bu? (Oh. I see. Did you mean that there were some groups in which the students did not feel comfortable with their friends in the group?)*
 C2 : *Ya, mungkin begitu mbak. (Yes, I think so.)*
 R : *Ada berapa grup yang masih belum berjalan dengan baik menurut ibu kerjasamanya? (According to you, how many groups in which the students could not cooperate very well?)*
 C2 : *Ya ada sekitar 3 grup mbak. Yang di belakang itu yang duduknya di depan saya. Terus yang di tengah paling belakang sama yang pojok di depan dekat pintu itu mbak. Kok tadi saya lihat itu ada yang ngobrol dan yang ngerjakan itu ga semuanya. (I identified three groups which showed less cooperation. The group at the back of the class which was close to my seat, then at the center*

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back row, and at the corner of the class near the door. **I saw them chatting, and only few students who did the tasks.)**

(Appendix B/Interview 12)

The researcher also discussed this problem above with the Collaborator 1. Nevertheless, the teacher and the collaborators decided not to change the group formation because it would make the students noisy. The discussion can be seen in the following interview transcript.

R : *Oh ya pak, menurut bapak bagaimana kerja kelompoknya?*
(**How about the groupwork?**)

C1 : *Untuk kerja kelompok itu kegiatan yang menarik bagi siswa mbak karena terus terang saya jarang memberi tugas kelompok. Cuma ya itu, memang kadang karakteristik anaknya susah, jadi masih ada yang kurang aktif itu beberapa. Tapi keseluruhan sudah bagus.* (For the group work, **I think that was interesting for the students. To be honest, I seldom give the task in the form of groupwork. However, it seemed that in groupwork today there were still some students who were not active. Anyway, this groupwork activity was good in general.**)

.....
R : *Saya jadi sempat berpikir apa mau dirubah gitu pak pengelompokannya?* (Now, actually **I am considering about the possibility of changing the group formation. What do you think about that?**)

C1 : *Tapi nanti kalau kita suruh milih sendiri-sendiri malah ribut itu mbak.* (**I think if you do that, they will become noisy then.**)

R : *O gitu ya pak.* (Oh. I know that, sir.)

C1 : *Iya, jadi gitu aja gak apa-apa mbak.* (Yes. **So, I think you need not change the group formation.**)

(Appendix B/Interview 16)

With regard to the interviews with the students and the discussion with collaborators, all of the actions were effective to improve the teaching and learning process of reading. The weaknesses which were still found would be fixed in the next cycle.

2. The Report of Cycle II

a. Planning

The actions in Cycle II were the same as the actions implemented in Cycle I. However, some modifications were implemented to improve the results that had been reached in Cycle I. Cycle II was carried out in two meetings. The table below shows the schedule of the teaching and learning process of reading in Cycle II.

Table 10: **The Schedule of Cycle II**

No.	Day/Date	Material
1.	Thursday, January 31 st 2013	Recount Texts entitled: Agnes Monica Biography, Barack Obama Biography
2.	Saturday, February 2 nd 2013	

Based on the discussion with the collaborators, the planned actions for Cycle II are presented below.

The first action was discussing new vocabulary item and guessing meaning from context. To improve the result that had been reached in Cycle I, the researcher would add more new vocabulary items to be discussed so that the students could enrich their vocabularies. Besides, the researcher would give more practices to the students to guess the meaning of new vocabulary items from context.

The second action was applying skimming and scanning strategies. In the implementation of this action in Cycle I, there was still a problem. The students were still confused in using scanning strategy. Therefore, in Cycle II the researcher would add more practices and tasks.

The third action was discussing grammar related to the text. In Cycle II, the researcher would give more explanation concerned with simple past tense. Besides, the researcher would give a handout. It was done to make the students pay full attention fully on the teacher's explanation instead of making notes. This was important to make the time for learning more efficient. Moreover, the researcher would add a gap-filling task related to the use of regular and irregular verbs in the simple past tense so that the students could understand more deeply.

The fourth action was conducting a question/answer game. There was a little modification for this action in Cycle II. It was known that in Cycle I some students were still ashamed to answer the questions. They were afraid of making mistakes. Therefore, in Cycle II, the students' participation would be encouraged. It would be done by giving credit point for the students who were active in answering the questions.

The fifth action was providing more various materials from different sources. In Cycle I, the researcher chose the texts by considering the topic, the level of difficulty and the length of the text. It was also done in the planning of Cycle II. There were two texts prepared. The first text entitled "Agnes Monica Biography" was taken from the internet, while the second text entitled "Barack Obama Biography" was adapted from a story book and the internet. After the texts were prepared, the tasks were created by the researcher. It was in the form of ordering task and matching task. The tasks given in Cycle II was fewer than before. The teacher made it that way to use the time efficiently and effectively during the

teaching and learning process because in the previous cycle the students could not learn more thoroughly since the time ran out.

The sixth action was applying group work/pair work. There were still some problems of implementing group work in Cycle I. First, some students could not cooperate very well in the groupwork. This problem would be solved by giving more encouragement and attention. The encouragement given was related to the way the students did the tasks. The students would be asked to compete with other groups to be the best group. Then, there would be reward for the best group. In addition, the researcher would give more attention to the groups which had the problem as mentioned previously. The second problem was they were still ashamed in asking questions to the teacher. Therefore, the researcher would encourage them so that they did not feel ashamed anymore.

Besides preparing the actions that would be done, the researcher prepared the lesson plan. The lesson plan was consulted to the English teacher to meet with the school syllabus. The same as the previous cycle, the researcher also acted as the teacher and the English teacher acted as the observer. Before the implementation of the actions, an interview guideline was prepared to collect the opinions and suggestions from students as well as from the collaborators. Then, an observation sheet was also provided to support the observation that would be done by the observers. The last, a camera and an MP3 player were prepared to support the data collection during the research.

b. Action and Observation

Cycle II consisted of two meetings. The actions were carried out on January 31st, 2013 and February 2nd, 2013. As stated previously, in Cycle II the students learnt a topic about biography. The teaching and learning process is described below.

1) Meeting 1

It was started by exploration stage in which the teacher reviewed the last material by asking some questions to the students related to what they had learnt before. The teacher, then, introduced the topic and the objective of the learning that would be achieved.

Afterwards, the model of recount text in the form of biography was presented. The teacher explained in brief what biography is. Then, the students were asked to read at glance and wrote the new vocabulary items on the blackboard. After that, the teacher discussed with the students those new vocabulary items. After discussing about new vocabulary items, the teacher gave a brief review of skimming and scanning strategies. Then, the teacher and the students discussed the main idea of the text. After that, the teacher gave the students opportunity to read the text more deeply so that they could understand the detail information of the text. Then, the teacher conducted a question/answer game as in the previous cycle. Before conducting the question/answer game, the teacher gave the instructions of the game. It was also informed to the students about the new rule for giving point. Each student who was brave to answer the questions would be

given credit points. The students who could give the correct answer would get 2 points, while those who gave the wrong answer would only get 1 point.

In task-cycle, the teacher divided the students into 9 groups as in the previous cycle. Then, the teacher distributed the text entitled Barack Obama Biography. The teacher gave the time for the students in their group to read and discuss the meaning of the new vocabulary items found in the text. After giving sufficient time for reading and discussing the new vocabulary items in the group, the teacher checked their result of discussion by asking the meaning of some new vocabulary items to the students randomly. In the middle of the discussion time, the bell rang. The teacher decided to continue the lesson in the next meeting.

2) Meeting 2

Meeting 2 was conducted to continue the previous meeting in Cycle II. In Meeting 2, the teacher firstly reviewed the materials in the previous meeting. After that, the teacher asked the students to sit in their group. The teacher, then, distributed a set of jumbled sentences to each group. The teacher asked the students to do the task by arranging the jumbled sentences into a good order so that it would become a short biography of Obama. The teacher told the students that the task was a competitive task. So, the fastest group with the best answer would be given a reward later. After the students finished their work in the first session task, the teacher led the students to move on to the next tasks. The next tasks were in the forms of matching task. The teacher gave the instruction of the tasks to the students. After that, the students did the tasks in their group. They

looked serious in doing the tasks. Meanwhile, the teacher walked around to control the students' activity and to help the students with difficulties in doing the tasks. After finishing the tasks in session 2, the students reported their answers. The teacher gave feedback to the students and discussed some parts which were still difficult for the students. After the discussion, the teacher gave opportunity to the students to learn grammar related to recount texts, i.e. simple past tense. Firstly, the teacher gave a handout to the students about simple past tense, the formula of simple past tense and the explanation of regular and irregular verbs. The teacher explained the material in the handout. Then, the students were asked to do a gap-filling task related to the use of regular and irregular verbs. After practising the material about simple past tense, the students were given opportunity by teacher to ask questions related to simple past tense. Having conducted the grammar activity, the teacher then led the students to move on to the last stage of the teaching and learning process of reading, i.e. confirmation. In confirmation stage, the teacher did not forget to give the students praise because they had done all of the activities well. The teacher also asked the students whether they had some difficulties during the accomplishment of the tasks or not. No one asked questions. It seemed that the students had understood the materials of Meeting 1 and Meeting 2. The teacher and the students did lesson summary activities before the lesson ended. The teacher also gave homework to the students. The students were asked to look for the examples of recount text from different sources such as magazine, storybook, internet, and other sources.

c. Reflection

The collaborators and the researcher did the reflection after all actions had been implemented in two meetings. Several problems found in Cycle II were discussed with the collaborators to fulfill the democratic validity and the dialogic validity. The results of the reflection were gained from the observations and the interviews done after each meeting finished.

1) Discussing New Vocabulary Items and Guessing Meaning from Context

The implementation of these actions was successful in general. To enrich the students' vocabularies, the researcher presented more new vocabulary items in the recount text model. In discussing new vocabulary items in Cycle II, the researcher gave examples of sentences using new vocabulary items and used derivational affixes so that the students could broaden their knowledge of vocabularies. This following interview transcript gives the evidence.

- | |
|--|
| <p>R : <i>Terkait dengan kita mendiskusikan kosa kata di awal pelajaran, apakah itu membantu dalam belajar membaca?</i> (Related to the discussion about some new vocabulary items, did it help you in learning reading?)</p> <p>S : <i>Sangat membantu.</i> (Yes, of course. It was very helpful.)</p> <p>R : <i>Alasannya?</i> (What is the reason?)</p> <p>S : <i>Ya, jadinya kita lebih jelas miss. Jadi tahu banyak tentang kata-kata yang ada biasanya dipakai untuk menceritakan biografi.</i> (The explanation was clearer. So, we could discover about the words which are related to biography.)</p> <p>R : <i>Bisa disebutkan contohnya kosa kata apa?</i> (Can you mention the examples of those words?)</p> <p>S : <i>Misalnya kayak tadi miss, "graduation" yang artinya "lulus" sama "graduate" yang artinya "sarjana".</i> (For example the word "graduation" which means "lulus" and the word "graduate" which means "sarjana" in Bahasa Indonesia.)</p> <p>R : <i>Oh ya. Jadi tambah paham ya?</i> (Oh, I see. Did you get better understanding through this activity?)</p> |
|--|

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S : *Iya miss. (Yes, I did.)*

(Appendix B/Interview 18)

In Cycle II, the teacher also encouraged the students to practice guessing meaning from context. Some students had understood how to guess the meaning of new vocabulary items through context. Moreover, the students considered this strategy helpful for them in looking for the meaning of new vocabulary items. This was confirmed by the students' statement below.

- R : *Gimana dek tadi menebak kata baru melalui konteks yang ada di bacaan sudah bisa? (Have you understood how to guess the meaning from context?)*
- S : *Lumayan, miss. Tambah paham daripada sebelumnya. (It's just so-so. I could understand more easily.)*
- R : *Apa yang membuatmu bisa lebih paham sekarang? (What made you understand?)*
- S : *Lebih jelas, miss. Kan tadi juga diulang caranya sama dibuat latihan bareng-bareng. (It was clearer than before because we have repeated the use of this strategy and we have practised it together.)*
- R : *Membantu mempermudah ga dalam mencari makna kosa kata baru? (Was it helpful to make you easier in looking for the meaning of new vocabulary items?)*
- S : *Cukup membantu, miss. (Yes. It was helpful.)*

(Appendix B/Interview 19)

2) Applying Skimming and Scanning Strategies

In Cycle II, the teacher reviewed about skimming and scanning strategies so that the students become more familiar with them. The teacher also provided more practices to use skimming and scanning strategies through some tasks. The teacher guided the students in implementing skimming and scanning strategies. Apparently, the students had understood how to use skimming and scanning

strategies in doing the tasks. The following interview transcript can give the evidence.

- R : *Terus tadi gimana paham belum tentang skimming dan scanning?* (Then, how about skimming and scanning. **Have you understood?**)
- S : *Paham bu.* (**Yes, I have understood.**)
- R : *Miss tanya kalau untuk mencari informasi rinci pakai apa?* (I ask you: **When you want to look for the detail information, what strategy will you apply?**)
- S : *Scanning bu.* (**Scanning.**)
- R : *Kalau informasi umum misalnya ide pokok?* (**How about the general information, for example the main idea?**)
- S : *Pakai skimming kan bu?* (**Using skimming strategy.**)
- R : *Iya betul sekali. Kamu masih ada kesulitan ga dalam menggunakan skimming dan scanning untuk memahami bacaan?* (Yes, that's correct. **Do you have difficulties in using skimming and scanning in comprehending the text?**)
- S : *InsyaAllah ga ada bu, tadi kan udah dibahas dalam kelompok terus didiskusikan sama semuanya jadi tambah jelas bu.* (**No, I don't have difficulties anymore because we have discussed in the group and also in the whole class. So, I could comprehend more easily.**)
- R : *Kira-kira itu bisa membantumu belajar memahami bacaan?* (**Did the skimming and scanning strategies help you in comprehending the text?**)
- S : *Sangat membantu bu. Mempermudah karena jadi tahu caranya mencari jawaban kalau ada pertanyaan itu.* (**It's very helpful especially when I looked for the answer to a question related to the text.**)

(Appendix B/Interview 19)

According to the collaborator, this action had given better result in improving the students' understanding of the text. The students could understand how to use the strategies of skimming and scanning in looking for the information in the text. This interview below transcript presents the collaborator's opinion based on the observation about the implementation of skimming and scanning strategies.

- R : *Bagaimana pendapat bapak ketika saya mengadakan diskusi atau pembahasan tentang skimming dan scanning tadi? (What is your opinion about the activity of discussing skimming and scanning strategies?)*
- C1 : *Saya kira itu bagus untuk pemahaman, mbak. Ternyata anak-anak juga bisa mencari informasi di dalam bacaan menggunakan skimming dan scanning. (I think it was good to improve the students' comprehension. It seemed, now, the students had been understood about how to look for the information in the text using skimming and scanning.)*
- R : *Bagaimana perbedaannya bila dibandingkan dengan pertemuan sebelumnya pak? (What was the difference of this action compared with that of the previous cycle?)*
- C1 : *Saya kira ini meningkat lebih baik daripada sebelumnya karena kalau sebelumnya itu kan masih ada anak yang bingung keliatannya. Sebenarnya bukan strategi yang baru cuma mereka perlu dibiasakan. Mungkin karena tadi juga sudah direview lagi jadi mereka bisa lebih paham. (I think there was an improvement. In the previous cycle there were still some students who looked confused. In my opinion, actually, skimming and scanning strategies are not new strategies. They just needed to be accustomed to it. I think today they could understand more easily because you have given more review about those strategies.)*
(Appendix B/Interview 19)

Therefore, this action was helpful to solve the students' difficulties in reading especially related to comprehension. Giving opportunity to the students in the discussion was also beneficial to check the students' understanding on the strategies of reading as well as the understanding of the reading material.

3) Discussing Grammar Related to the Text

The teacher gave more detail explanation related to simple past tense because in the previous cycle the students were still confused about it. To support the explanation, a handout about simple past tense was provided. The students did not need to write all of the teacher's explanation about simple past tense. They could pay attention to the teacher's explanation and give contributions in the discussion

instead of making notes in their books. The interview transcript below gives the evidence.

- | | |
|---------------------------|---|
| R | : <i>Dek, ibu kan memberi handout tentang simple past tense. Itu membantu kamu dalam belajar ga? (Today, I gave a handout about simple past tense. Did it help you in learning?)</i> |
| S | : <i>Membantu, bu soalnya ada penjelasan ama contoh-contohnya kalimatnya. (Yes, it was helpful because there was explanation and some examples.)</i> |
| R | : <i>Lebih suka mana menulis sendiri atau dikasih handout seperti tadi? (Which one did you like, taken notes or given a handout?)</i> |
| S | : <i>Dikasih handout, bu. Soalnya kan kita bisa lebih serius ndengerin penjelasan. Kalau menulis sendiri itu biasanya saya ketinggalan penjelasannya bu. (Given a handout. We became more serious with the explanation. If we took notes, usually I left behind the explanation.)</i> |
| (Appendix B/Interview 26) | |

In general, the activity of discussing grammar related to the text especially about simple past tense was successful since the students could understand the form and function of simple past tense in a recount text. It can be seen from the interview transcript below.

- | | |
|---|---|
| R | : <i>OK. Sekarang mengenai aktivitas mendiskusikan simple past tense, menurut kamu gimana dengan aktivitas itu? (OK. Now, what is your opinion about the activity of discussing simple past tense?)</i> |
| S | : <i>Bagus miss. Bisa menambah pengetahuan kita. (It was good. It could add our knowledge.)</i> |
| R | : <i>Pengetahuan apa yang kamu dapatkan setelah belajar mengenai simple past tense tadi? (What did you learn from discussing simple past tense?)</i> |
| S | : <i>Tentang susunan katanya miss. (I learnt about the structure of the sentence.)</i> |
| R | : <i>Oh gitu, selain itu? Kalau fungsinya past tense masih ingat ga? (How about the function of simple past tense? Do you still remember about that?)</i> |
| S | : <i>Ingat miss. Untuk menceritakan aktivitas yang dilakukan pada masa lalu. (Yes, I do. It's to tell an activity happened in the</i> |

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	past.)
R	: <i>Ya betul. Nah yang terakhir ni pertanyaannya. Harapan kamu untuk diskusi grammar di pertemuan selanjutnya bagaimana?</i> (Yes, that's correct. Now it's the last question. What is your expectation for the next meeting?)
S	: <i>Ya ditambahi contoh-contoh yang lebih banyak miss biar lebih jelas lagi. (I expect that you can add more examples so that it could be clearer.)</i>
(Appendix B/Interview 23)	

However, there were some students who were still confused about irregular verbs. They said that irregular verbs were more difficult to identify than regular verbs. They found it difficult because they were not always familiar with those verbs. The interview transcript below gives the evidence.

R	: <i>Gimana menurutmu dengan aktivitas mendiskusikan grammar apakah sudah paham?</i> (What about the activity of discussing grammar? Have you understood?)
S	: <i>Sedikit bu. (Yes, a little.)</i>
R	: <i>Berarti masih ada kesulitan ya. Kesulitannya apa?</i> (It means that you still have difficulties, right?)
S	: <i>Iya bu. Itu lho bu masih bingung yang irregular verbs. (Yes. Actually I am still confused about irregular verbs.)</i>
R	: <i>Oh ya. Sarannya apa buat pembelajaran yang akan datang?</i> (Oh. I see. What is your suggestion for the next meeting in discussing grammar?)
S	: <i>Dijelaskan lagi bu soalnya belum begitu paham yang irregular verbs. (I hope you will explain anymore because I have not understood the irregular verbs.)</i>
(Appendix B/Interview 24)	

To fulfill the democratic validity, the researcher discussed the problem above with the collaborator. The collaborator suggested the researcher to give more practices so that the students could be familiar with the irregular verbs.

R	: <i>Oh ya bu, tadi waktu refleksi anak-anak bilang bahwa mereka masih kesulitan bagaimana caranya biar bisa tahu kalau itu irregular verbs gitu bu. (Today, I also gave reflection time to the students for the implementation of discussing grammar</i>
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- related to the text. **Some students said that they still found difficulty with how to identify irregular verbs.**)
- C2 : *Ya mungkin mereka perlu latihan aja mbak biar tambah ingat kosa kata apa saja yang termasuk irregular verbs dan apa aja yang termasuk regular verbs. (Yes, **I think they just needed more practices in order to be familiar with the verbs including irregular verbs and regular verbs.**)*

(Appendix B/Interview 25)

4) Conducting a Question/Answer Game

In Cycle II, the question/answer game was successful. There was more participation from the students than before. The students were enthusiastic with the question/answer game. They said that it was exciting because this activity could make them get better understanding of the text in a friendly atmosphere. The following interview transcript gives the evidence.

- R : *Jadi tambah semangat ya? (You became motivated, right?)*
- S : *Iya, miss. (Yes, of course.)*
- R : *Bermanfaat ga menurutmu kegiatan seperti ini dalam belajar membaca? (According to you, is this kind of activity beneficial for learning reading?)*
- S : *Bermanfaat miss kan jadinya makin paham sama bacaannya. (Of course. **It is beneficial. We can understand the reading text more easily.**)*
- R : *Oh ya? Yang bisa membuatmu paham karena apa? (Really? What made you understand?)*
- S : *Ya, kan kalau habis menjawab terus didiskusikan sampai jelas gitu miss. (It was when we had discussion about the text after we answered the questions.)*

(Appendix B/Interview 17)

Besides, they felt more comfortable and confident to answer the teacher's questions because of the new rule which was implemented by the teacher during the question/answer game. This new rule stated that the students who tried to answer even the answer was wrong would be given 1 point and the students who

could answer correctly would be given 2 points. This rule also gave contribution in enhancing more students' participation in the question/answer game.

- | | |
|---|--|
| R | : <i>Kamu udah tunjuk jari berapa kali? (How many times have you raised your hand to answer the questions?)</i> |
| S | : <i>Baru satu kali tadi miss, hehe. (It's once.)</i> |
| R | : <i>Oh gitu. Tadi kan ada peraturan baru ya yang menjawab salah pun bisa mendapat poin, menurut kamu gimana? (Oh, I see. How about the implementation of new rule in giving credit point?)</i> |
| S | : <i>Bagus miss. Jadi kan kayak saya sama teman-teman itu tambah berani kalau mau mencoba menjawab. (It's good. My friend and I became encouraged to try to answer the questions.)</i> |

(Appendix B/Interview 17)

This activity was also considered beneficial by the students. Besides, it could help them to get closer with the topic. It also could train them how to comprehend the text through answering some questions using WH-questions. Related to WH-questions, some students were still confused with the use of WH-questions. It was indicated from the interview transcript below.

- | | |
|---|---|
| R | : <i>Bingung ga dengan pertanyaan yang miss berikan? (Were you confused in understanding the questions?)</i> |
| S | : <i>Kadang masih bingung miss. (Sometimes, I was still confused.)</i> |
| R | : <i>Apa kesulitannya? (What is your difficulty?)</i> |
| S | : <i>Membedakan pertanyaan why dan what itu lho miss soalnya hampir mirip. (It was about differentiating why and what questions because it was almost similar in meaning.)</i> |

(Appendix B/Interview 17)

5) Providing More Various Materials from Different Sources

Providing more various materials from different sources had improved the students' motivation because the material that was established in learning process was not monotonous. The text was also easy to comprehend. This was reflected

from the discussion with the students and the collaborator as presented in the following interview transcript.

- | | |
|---|--|
| R | : <i>Kalau dari variasi teksnya gimana? (How about the text variation?)</i> |
| S | : <i>Variasi? (Variation?)</i> |
| R | : <i>Macam-macamnya. Kalau biasanya kan dari buku cetak terus. (The kinds of text. Usually, the teacher only used from the course book.)</i> |
| S | : <i>Iya lumayan bervariasi miss. Jadi tambah pengetahuan baru. (Yes, I think the variation is just so-so. So we can develop our knowledge.)</i> |
- (Appendix B/Interview 21)

- | | |
|----|---|
| R | : <i>Bagaimana dengan teksnya pak? (What about the text?)</i> |
| C1 | : <i>Teksnya saya rasa sudah sesuai, bagus juga karena bervariasi. Terus terang kalau saya itu jarang pake yang ngambil dari internet seperti ini. (I think the texts were appropriate. It's good because it was varied. To be honest, I seldom use the texts from the internet.)</i> |
- (Appendix B/Interview 20)

Besides, the level of difficulty of the text related to vocabulary was appropriate for them. It was considered sufficient for the students' level. Moreover, the topic which was also familiar to them made the students easily process and understand the message containing in the text. The following interview transcript with the students and the collaborator can give the evidence.

- | | |
|---|---|
| R | : <i>Teksnya mudah dipahami ga? Apa kosakatanya terlalu banyak yang sulit? (Was the text easy? Was there too many difficult words?)</i> |
| S | : <i>Mudah dipahami bu. Ga terlalu sulit juga kok bu. Sedang-sedang saja. (It was easy to be understood. It was not too difficult. It was just fair.)</i> |
| R | : <i>Topiknya tadi tentang biografi tokoh, menurutmu gimana? (The topic was about biography. What do you think about that?)</i> |
| S | : <i>Ya, cukup menarik bu. Jadi lebih tambah wawasan. Jadi tahu tentang kehidupan tokoh. (Yes, I think it was interesting. We</i> |

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could add our knowledge. We could know about the life of the figures.)

(Appendix B/Interview 26)

R : *Kosakatanya bagaimana pak?* (**How about the vocabularies?**)

C1 : *Saya kira cukup, memang rata-rata biasanya kalau di ujian seperti ujian semester atau UN itu rata-rata segitu 200-300 kosa kata. (I think it was enough. Usually, the standard number of vocabularies for the examination is around 200-300 words.)*

(Appendix B/Interview 20)

Related to the materials in the form of tasks, the students said that the tasks were more interesting than the tasks given in the previous cycle. They were excited in doing the task especially for the ordering task because the English teacher never gave them such kind of task.

R : *Gimana dengan tugasnya kali ini?* (**How about the task?**)

S : *Tugasnya kali ini semakin menarik miss terutama yang tadi mengurutkan kalimat jadi biografi. Sebelumnya belum pernah yang seperti itu. (The tasks were more interesting especially when we were asked to do ordering task. We did not get such kind of task before.)*

(Appendix B/Interview 21)

As in the previous cycle, before doing the tasks, the teacher gave the instruction first to the students. The instruction gave in Cycle II could be understood more easily by the students. They had been accustomed to the steps of learning that they should follow.

R : *Gimana instruksi yang saya berikan uda jelas?* (**What about the instruction. Was that clear?**)

S : *Uda lebih jelas bu. Kan kayak kemarin jadi uda ga bingung bu. (Yes, it was clear. The instruction was just like yesterday. So we were not confused.)*

(Appendix B/Interview 21)

In Cycle II, all of the groups could finish the tasks. However, there were still some groups which got low score. This weakness is indicated in the interview transcript below.

- R : *Gimana tadi selesai ngerjainnya?* (Did you finish the tasks?)
 S : *Selesai miss.* (Yes, miss. We did.)
 R : *Gimana tadi betul berapa dari 10 soal itu?* (**What score did you get from 10 questions?**)
 S : *Betul cuma 5 bu.* (**It's just 5.**)
 R : *Yang sulit yang mana?* (**Which one is difficult?**)
 S : *Yang terakhir bu (mencari informasi detail).* (**The last one, miss (searching the detail information)**)
 R : *Kok sulit kenapa? Kan udah diajari strategi membaca skimming dan scanning.* (Why is it difficult? Whereas, we had learnt about skimming and scanning.)
 S : *Cuma kurang teliti aja bu. Tadi kan pengen jadi yang paling cepet selesainya.* (Maybe it's because we were not accurate in reading because we wanted to be the fastest.)

(Appendix B/Interview 22)

6) Applying Group Work/Pair Work

Group work implementation was successful in Cycle II. The students liked the group work. The interaction of the students in the group had been better than before. They discussed the tasks actively in their group.

- R : *Gimana dek pelajaran Bahasa Inggris hari ini menurutmu daripada sebelumnya?* (How about the English lesson today if it is compared with the previous one?)
 S : *Lebih enak miss. Ga bikin ngantuk, hehe.* (**It's more comfortable. We did not feel sleepy.**)
 R : *Kegiatan yang mana?* (**In what activities?**)
 S : *Yang kerja kelompok miss.* (**The group work.**)
 R : *Tadi temennya kerja semua di dalam kelompok?* (**Did all of your friends do the tasks?**)
 S : *Iya miss dikerjain bareng-bareng kok.* (**Yes. We did it together.**)

(Appendix B/Interview 22)

In Cycle II, the groups which had difficulties got more attention and assistance from the teacher. The students were more confidence to interact with the teacher because the teacher approached them. It was beneficial for the students that they could ask questions directly if they faced difficulty. The following interview transcript can give the evidence.

- | | |
|---|--|
| R | : <i>Gimana menurutmu dengan peran ibu dalam membimbing selama tugas kelompok, sudah baik belum?</i> (What is your opinion about my role in assisting the groupwork is it good enough? |
| S | : <i>Sudah cukup baik bu. Jadi kita ga kebingungan mengerjakannya.</i> (It is good. It helped us. So, we did not feel confused in doing the tasks.) |
| R | : <i>Ada manfaatnya ga ibu keliling menghampiri tiap kelompok itu?</i> (Did you consider my action in approaching each group beneficial?) |
| S | : <i>Sangat bermanfaat bu. Kami bisa tanya langsung kalau ada hal yang sulit.</i> (Yes, it's very beneficial. We could ask directly if we had difficulties.) |

(Appendix B/Interview 26)

In Cycle II, the students were also did the tasks seriously. They were also motivated because the teacher created a competitive atmosphere during the group work. The group which could finish the tasks earlier and get a good score would be given a reward. Therefore, the students were enthusiastic to cooperate actively in their groups so that their group could perform better than others. It can be inferred from these interview transcripts.

- | | |
|---|---|
| R | : <i>Dari pertemuan hari ini apa yang kamu suka?</i> (From the meeting today, what did you like?) |
| S | : <i>Belajar kelompok, miss.</i> (Groupwork.) |
| R | : <i>Kenapa suka?</i> (Why?) |
| S | : <i>Senang, miss, kegiatannya menantang.</i> (It was exciting and challenging.) |
| R | : <i>Menantang gimana maksudnya?</i> (What do you mean by |

Continued

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- challenging?)
- S : *Ya kan tadi kita berlomba gitu miss berusaha biar jadi yang terbaik. (I mean the groupwork activity was challenging **because we could compete with others to be the best group.**)*
(Appendix B/Interview 23)

- R : *Bu, gimana menurut ibu groupwork-nya yang hari ini dibanding sebelumnya? Itu yang kurang aktif kemarin sudah saya coba dekati dan perhatikan bu dibanding yang lainnya. (What is your opinion about groupwork today? Today, I also approached the students who seemed not active yesterday.)*
- C2 : *Ya, itu sudah bagus mbak, kalau didekati mungkin mereka jadi lebih serius, jadi semuanya bisa tanggung jawab dengan tugasnya. (Yes, I think it's good. When you approached them, they became more serious. **All of the students could be responsible for the tasks.**)*
- R : *Iya bu. Menurut ibu siswa semakin antusias atau tidak bu dalam kegiatan kerja kelompok? (Did you find that the students more enthusiastic in groupwork?)*
- C2 : *Ya, mereka ada peningkatan antusiasme saya kira mbak. Mungkin itu juga karena mereka lebih terpacu mengerjakan dengan cepat dan baik supaya mereka bisa memperoleh reward. (Yes, **I think there was an improvement on the students' enthusiasm.** Maybe it was because they were encouraged to do the tasks quickly. They should also do it very well so that they could get a reward.)*
(Appendix B/Interview 25)

Group work could ease the students in learning reading because they could learn from their friends. In other words, they could practice meaning negotiation to comprehend the text and to accomplish the tasks given by the teacher. In conclusion, the students were motivated learning in group work. It is expected that the formation of group work could be varied in the next meeting.

- R : *Menurutmu apa kelebihan kerja kelompok? (**According to you, what is the advantage of group work?**)*
- S : *Bisa mempermudah kalau belajar bu. Bisa sharing dalam mengerjakannya. Kadang ada yang tahu ada yang enggak gitu bu. (**It can make us learn more easily because we can share each other.** Sometimes, a student knew about a matter and*

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- others did not know about that.)
- R : *Masih ada kekurangan ga menurutmu dari kerja kelompok yang sudah dilaksanakan selama ini?* (Is there any weakness from the group work?)
- S : *Ga ada bu.* (Nothing.)
- R : *Kamu pengennya ke depan gimana kerja kelompok ini diterusin apa ga?* (**What are your expectations about group work? Can it be continued later?**)
- S : *Diterusin aja bu. Cuma mungkin bisa diganti-ganti kelompoknya biar bisa bekerjasama dengan teman berbeda.* (**Yes, I agree to be continued. Maybe the group formation can be changed so that we can cooperate with other friends who are different from the previous one.**)

(Appendix B/Interview 21)

3. The Report of Cycle III

a. Planning

In reference to reflection of the actions implemented in Cycle II, there were some activities in Cycle III that needed to be modified or improved to achieve better result. Cycle III was done in two meetings. The table below shows the schedule of the teaching and learning process of reading in Cycle III.

Table 11: **The Schedule of Cycle III**

No.	Day/Date	Material
1.	February, 6 th 2013	Recount Texts entitled:
2.	February, 7 th 2013	A Tour to the Botanic Gardens, A Trip to Bandung, My Fantastic Holiday, Going to Jakarta, a Tour to Pangandaran, Vacation to London, My Great Day in Semarang Waterfall, My Holiday in Bali.

Based on the discussion with the collaborator, the planned activities in the Cycle III can be outlined as follows.

The first action was discussing new vocabulary items and guessing meaning from context. Giving more new vocabulary items was beneficial for the students

to enrich their vocabulary knowledge. Besides, guessing meaning from context helped the students in facing the difficulties when they found new vocabulary items. Therefore, those actions would be continued in Cycle III. There was a little modification in terms of the guidance. In Cycle III, the students would be asked to try by themselves how to guess the meaning from context. It was done to check the students' understanding about the strategy of guessing meaning from context.

The second action was applying skimming and scanning strategies. This action had been successful in Cycle II. Therefore, In Cycle III, the researcher would improve the result of this action through giving them opportunity to practise better in identifying the information from the text using skimming and scanning strategies. The researcher would also give time limitation for them in doing the tasks employing skimming and scanning strategies.

The third action was discussing grammar related to the text. In Cycle II, they still felt difficult to be familiar with irregular verbs. Therefore, in Cycle III, more practices in identifying regular and irregular verbs and using it in the sentences would be given to the students after reviewing the previous material about simple past tense.

The fourth action was conducting a question/answer game. In Cycle II, some students were still confused with the use of WH-questions. Therefore, in Cycle III, the researcher would review first about the use of WH-questions before conducting a question/answer game in order that the students understood so that they became more confident in answering the questions.

The fifth action was providing various materials from different sources. In Cycle II, the texts with various tasks made the students learn reading skills effectively. Therefore, the teacher and the collaborators planned to continue this action in Cycle III. There were two texts prepared for models. The first text entitled “A Tour to the Botanic Garden” was taken from Electronic English Book (BSE). The second text entitled “A Trip to Bandung” was taken from the internet. Besides, there were 6 texts about travelling provided for task-cycle. After the texts were prepared, the tasks were created by the researcher. It was in the form of listing task.

The sixth action was applying group work/pair work. To vary the group in order that the students did not get bored, pair work would be set in Cycle III. The action of choosing pair work was also decided based on the tasks that they would accomplish. The task was considered simpler. It just consisted of two indicators, i.e. identifying the general information and detail information of the text. So, pair work was considered relevant to be applied in Cycle III.

b. Action and Observation

1) Meeting 1

The first meeting in Cycle III was begun by exploration stage. The review of previous materials was carried out. A discussion was conducted to recall the students' memory about recount text and some reading skills that they had learnt. The teacher, then, told the students about the topic and the objective of learning.

After that, a new theme of recount text was introduced by the teacher. It was about travelling. A model of text entitled “A Tour to the Botanic Gardens” was presented to the students. The teacher told to the students that they would learn the detail information of the text through doing a listing task. The explanation about listing task was given to the students. First, the teacher explained to the students that they would identify some points in the text. They were topic, character, place, time, sequence of events and conclusion. The students paid attention to the teacher’s explanation seriously. Second, the teacher also gave a model of how to use listing task to identify the detail information of the text. Giving a demonstration through the model of text was important because the students needed it before doing the task. After giving the model of a recount text, the teacher gave the students opportunities to ask questions. It was done to make sure whether the teacher’s instruction had been clear or not. There were some students asking questions about the difference of ‘main place’ and ‘other places’ in the text. The teacher explained it briefly to the students.

Afterwards, the teacher led the students to practice listing task with another text. This was done to check the students’ comprehension on the instructions of the listing task. A text entitled “A Trip to Bandung” was distributed to the students. The students were given about 5 minutes to do the listing task individually. After the students finished it, the teacher told the students that the next activity was checking the students’ answers on listing task. The teacher told that it would be done through a question/answer game. Before conducting a

question/answer game, the teacher gave explanation about WH-questions. After that, the game was carried out. There were 11 questions that the teacher asked to the students. The teacher gave opportunity for the students in certain rows.

Then, the teacher asked the students to work in pairs. The teacher distributed some papers containing 6 texts and a listing task. The students were asked to choose one of the six texts based on their interest. After determining the text, the students were asked to do the listing task in pairs. During the pairwork activity, the teacher monitored the students and helped them if there were difficulties found by the students.

In the middle of the activity, the bell rang. The teacher asked the students to continue the discussion in the next meeting. Then, the teacher ended the lesson.

2) Meeting 2

In the beginning of Meeting II, the teacher continued the previous activity. The teacher gave guidance for the students in doing the tasks. Sometimes, some students also asked the teacher to check their answers. Unlike in the previous meetings, in this session the students could do the tasks more independently. They rarely asked the teacher's help. After checking the students' works, the teacher asked the students to report the result of their discussion in the group. The reports were in the form of written report in order to use the time of the lesson efficiently.

In the report phase, there were five kinds of texts from six texts that had been chosen by the students. The teacher asked some representatives for presenting the result of the tasks. After that, the teacher and the students discussed it. After the

discussion, the teacher gave opportunity for the students to ask questions related to the material that they had learnt.

Next, the teacher and the students did language focus activity. The teacher reminded the students about simple past tense. The teacher and the students reviewed the previous materials about the formula and the components of simple past tense. In this phase, the teacher focused on giving practice to the students to use regular and irregular verbs properly. The students were also asked the students to do a gap-filling task. Then, the teacher and the students discussed it. After the language focus activity, the teacher and the students summed up the material. Finally, the teacher ended the lesson.

c. Reflection

After the two meetings in Cycle III, the researcher and the collaborator did the reflection to discuss the observation result of the teaching and learning process of reading. The teaching and learning process of reading could run well in general.

1) Discussing New Vocabulary Items and Guessing Meaning from Context

The implementation of this action was successful in Cycle III. It could make the students get closer with the topic. There was an additional technique in explaining the new vocabulary items, i.e. the researcher used synonym. It was evident that this action or activity was beneficial for the students to enrich their vocabularies. The students' opinion is shown in the following interview transcript.

<p>R : <i>Tadi kan waktu awal pelajaran kita diskusikan kosa kata baru yang ada di teks. Kesan kamu gimana sama kegiatan itu? (In the beginning of the lesson, we discussed about new vocabulary items in the text. What is your impression about</i></p>
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	that activity?)
S	: <i>Ya, itu bagus miss. Kita bisa dapat pengetahuan baru. (Yes, I think that was good miss. We got new knowledge.)</i>
R	: <i>Pengetahuan baru? Maksudnya? (New knowledge? What do you mean?)</i>
S	: <i>Ya, seperti yang ga kita tahu sebelumnya miss. Misalnya tentang persamaan katanya. (I mean the knowledge that we didn't know before.)</i>
R	: <i>Bisa bermanfaat buat pemahaman kamu dalam membaca ga? (Is it beneficial for your comprehension in reading?)</i>
S	: <i>Sangat bermanfaat miss karena kalau banyak pengetahuan kosa katanya itu kan bisa mudah kalau membaca. (Yes, it's very beneficial because if we have much knowledge of vocabulary, we will be able to read more easily.)</i>
(Appendix B/Interview 28)	

In addition, the students had already understood about guessing meaning from context. They only need little time to discuss and guess the meaning of new vocabulary items related to the recount text model presented by the teacher. The interview transcript below gives the evidence.

R	: <i>Caranya menebak kosa kata baru sudah bisa? (Can you guess the meaning of new vocabulary items?)</i>
S	: <i>Lumayan bisa miss. (Yes, I can.)</i>
R	: <i>Coba gimana caranya? Pertama apa terus kedua apa? (Can you show me how to guess the meaning from context?)</i>
S	: <i>Pertama harus lihat dulu fungsi katanya miss. (First, we should look at the function of words in the sentence.)</i>
R	: <i>Iya, terus? (Yes, and then?)</i>
S	: <i>Dilihat kata-kata di sekitarnya bu nyambung atau ga. (We look at the words around it, is it connected or not with the meaning we are looking for.)</i>
R	: <i>OK. Menurutmu dengan cara seperti itu bisa membantu kamu dalam belajar membaca ga? (OK. Did it help you in learning reading?)</i>
S	: <i>Iya miss. Kan bisa mengurangi kesulitan kalau pas kita ketemu kata-kata yang sulit. (Yes, of course. It minimized our difficulties when we faced with difficult words.)</i>
(Appendix B/Interview 28)	

2) Applying Skimming and Scanning Strategies

Applying skimming and scanning strategies was successful in Cycle III. As planned before, the teacher gave time limitation to the students in doing the task using skimming and scanning strategy. The students could do the whole tasks employing the strategies of skimming and scanning.

- | | |
|---|---|
| R | : <i>Gimana tadi bisa paham dengan teks recount yang kamu pilih?</i>
(What about the text you chose, did you understand it?) |
| S | : <i>Lumayan paham miss.</i> (Yes, we did.) |
| R | : <i>Soalnya tadi bisa dikerjakan semua?</i> (Could you do the whole tasks?) |
| S | : <i>Bisa miss. Kan udah diterangkan caranya pake skimming scanning.</i> (Yes, we could. It was because we have already been explained about skimming and scanning.) |

(Appendix B/Interview 27)

In addition, the students had been familiar with skimming and scanning strategy. They also were not confused again to differentiate them. It can be seen from the interview transcript below.

- | | |
|----|--|
| R | : <i>Coba miss kasih pertanyaan skimming dipake buat apa dan gimana caranya? Siapa yang bisa?</i> (Now, I will ask you. What are skimming and scanning for and how to use it?) |
| S2 | : <i>Aku bisa miss. Kalau skimming buat nyari topic atau main idea bacaan.</i> (Skimming is used when we want to find out the topic or the main idea of the text.) |
| R | : <i>Caranya gimana? Coba sekarang Sera yang jawab.</i> (How to use skimming? Now I will give the chance to Sera.) |
| S1 | : <i>Hehe. Apa ya miss. Ini miss dibaca sekilas untuk mencari informasi umum. Ya kan, miss.</i> (Skimming a text means we just read it at glance to get the general information.) |
| R | : <i>Iya. Terus kalau scanning buat apa hayo?</i> (Then, how about scanning?) |
| S1 | : <i>Mencari yang spesifik gitu kan, miss.</i> (Scanning is used when we want to find out the specific information.) |

Continued

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|----|--|
| R | : <i>Caranya? (How to use scanning strategy?)</i> |
| S1 | : <i>Ya, dicari kata kuncinya miss habis itu langsung dibaca kata kuncinya. (It can be done by looking for the keyword when we read the text.)</i> |

(Appendix B/Interview 29)

3) Discussing Grammar Related to the Text

The activity of discussing grammar related to the text could minimize the students' difficulty in comprehending the text. They understood that the use of simple past tense was one of the characteristics in a recount text. Learning simple past tense helped the students in understanding the meaning of the recount text. It could improve word recognition skill since there were some components that could be learnt such as about adverb of time, noun/pronoun, adjective, regular and irregular verbs. The students got the benefit of discussing the grammar related to the text. It is shown in the interview transcript below.

- | | |
|---|---|
| R | : <i>Kesulitan kamu dalam membaca bisa terbantu ga dengan pembahasan mengenai struktur kalimat yang ada dalam bacaan? (Is the knowledge of sentence structure could give contribution in helping you to minimize your reading difficulty?)</i> |
| S | : <i>Cukup terbantu miss. (Yes, I was helped with that.)</i> |
| R | : <i>Terbantunya gimana? (Can you explain more?)</i> |
| S | : <i>Ga bingung lagi sama arti katanya dalam bacaan itu miss soalnya kalau dulu bingung dengan kata- kata yang ada –ed. (We were not confused again with the meaning of words in the text because in the previous learning, before the action, we often got confused with the words with ended with –ed.)</i> |
| R | : <i>Oh ya, tentang regular verb ya. (Oh. I see. Is it about regular verb?)</i> |
| S | : <i>Iya miss. (Yes, it is.)</i> |

(Appendix B/Interview 31)

In Cycle III, the teacher gave a gap-filling task about regular and irregular verbs. The students did the task individually. They were allowed to open the dictionary to check their answers. This activity was beneficial for the students in familiarizing them with regular and irregular verbs so that they could recognize it in the text.

- | | |
|---------------------------|---|
| R | : <i>Menurutmu kalau aktivitas belajar tentang regular dan irregular verb seperti tadi perlu ga dalam membantu pemahaman membaca? (We have learnt about regular and irregular verbs. In your opinion, is it necessary for reading?)</i> |
| S1 | : <i>Perlu miss. Soalnya kadang yang irregular verb itu sering ketemu di bacaannya. (Yes, it is necessary because sometimes we found the irregular form in the text.)</i> |
| R | : <i>Oh ya, tadi latihannya dikerjakan semuanya? (Oh. I see. Did you do all of the tasks about regular and irregular verbs?)</i> |
| S1 | : <i>Iya miss. (Yes, we did.)</i> |
| R | : <i>Bermanfaat ga latihannya tadi? (Is the practice task beneficial?)</i> |
| S1 | : <i>Iya miss. Kita jadi lebih tahu macam-macamnya irregular verb soalnya kan ga bisa ditebak. Kalau banyak latihan kan jadinya lebih mudah inget. (Yes, it is beneficial. We became understand various irregular verbs. I think if we had many practices we will remember it more easily.)</i> |
| (Appendix B/Interview 32) | |

4) Conducting a Question/Answer Game

This action was successful in Cycle III. The students were enthusiastic in following this section. Their participation increased. Some students were eager to get the highest credit point. The interview transcript with the collaborator below shows the evidence.

- | | |
|---|---|
| R | : <i>Oh iya bu, ngomong-ngomong soal partisipasi siswa di pertemuan-pertemuan sebelumnya pada kegiatan tanya jawab kan masih kurang ya bu. Nah bagaimana menurut ibu dengan pertemuan kali ini? (By the way, what about the students' participation? As we know, in the previous meetings their</i> |
|---|---|

Continued

Continued

participation was still not optimal.)

C2 : *Ya, yang jelas lebih aktif dari yang kemarin-kemarin mbak, Mereka berlomba pengen dapat poin lebih banyak daripada yang lainnya. Tadi nampaknya sekitar 90% yang aktif. Kalau untuk ukuran, partisipasi siswa segitu itu sudah cukup bagus lah mbak.* (Yes, I know that. **Today, it was clear that the students were more active than before. They competed with each other to get more points. The students' active participation was about 90%. I think it is good enough.**)

(Appendix B/Interview 30)

Besides, active participation from a student could stimulate other students to get involved. They tried to answer the questions even sometimes their answer was still incorrect. They were not afraid anymore of making mistakes. It seemed they enjoyed this activity. It can be inferred from the interview transcript below.

R : *Gimana kesan kamu dengan game tanya jawab hari ini?* (**What is your impression about the question/answer game today?**)

S : *Suka miss. Karena melatih berpikir cepat.* (**I like it because it could help us to think quickly.**)

R : *Kalau menurutmu ada bedanya ga dengan kemarin?* (In your opinion, what's the difference of the question/answer game implemented today with that of yesterday?)

S : *Ya ini lebih ramai miss. Banyak yang mau jawab. Jadi kita sendiri juga pengen menjawab.* (**I think this is more cheerful. There were many students who wanted to answer. So, it could encourage us to answer the questions.**)

R : *Oh gitu. Masih takut ga kalau salah menjawabnya?* (Oh. I see. **Were you still afraid of making mistakes in answering the questions?**)

S : *Ga, miss. Lebih santai karena bisa ngumpulkan point setiap menjawab.* (**No, I was not. I became more enjoyed because I could collect the credit point everytime I tried to answer.**)

(Appendix B/Interview 28)

5) Providing Various Materials from Different Sources

The modification that the teacher did by giving various texts and tasks had also been successful. The students could take the benefit of various tasks and texts. The students said that they were interested in the activity of choosing the

texts based on their interest. The students were happy because they were given opportunity to determine the text for completing the task. They chose their text by some considerations such as from the aspect of vocabulary which could be understood easily and from the aspect of topic which was familiar to them. It can be inferred from these interview transcripts below.

- | | |
|---------------------------|---|
| R | : <i>Menurutmu gimana aktivitas memilih teks sesuai dengan kemauanmu?</i> (According to you, how was the activity of choosing the text based on your interest?) |
| S | : <i>Itu menyenangkan miss karena kita bisa milih sendiri. Sesuatu yang beda, miss. Sebelumnya belum pernah. (It was exciting because we could choose the text by ourselves. It was something different. We did not do it in the past.)</i> |
| R | : <i>Gimana caranya tadi kamu milih teks?</i> (How did you choose the text?) |
| S | : <i>Dicari yang kosa kata sulitnya sedikit miss. (We looked at the text containing few new vocabulary items.)</i> |
| (Appendix B/Interview 31) | |

- | | |
|---------------------------|---|
| R | : <i>Luthfi, tadi kok milih teks yang ini kenapa?</i> (Luthfi, why did you choose this text?) |
| S1 | : <i>Lebih mudah dipahami bu. (It can be understood easily.)</i> |
| R | : <i>Kenapa?</i> (Why?) |
| S1 | : <i>Ga asing itu lho bu. Dulu juga pernah ke Jakarta. (It's not strange for me. In the past, I also ever had a trip to Jakarta.)</i> |
| (Appendix B/Interview 27) | |

In addition to the interesting texts, the use of listing task was helpful for the students because they could learn how to understand the text more easily. The tasks were carried out through classifying the information contained in the text by some points such as the topic of the text, the character containing in it, the places, the sequence of events and the conclusion of the story. The interview transcript below gives the evidence.

- R : *Gimana kesan kalian tentang listing task? Sulit ga? (What is your impression about listing task? Is it difficult?)*
- S1 : *Ga, miss. (No. It is not.)*
- R : *Menurutmu tugasnya yang seperti tadi bisa membantu pemahaman ga? (In your opinion, **did the tasks useful for your comprehension in reading?**)*
- S1 : *Sangat membantu miss. Berbeda sama dulu. (It's very helpful. **It's different from the past learning.**)*
- R : *Maksudnya? (What do you mean?)*
- S1 : *Ya jadi tambah paham miss karena soalnya per bagian kayak mencari tokohnya, tempat kejadiannya gitu miss. (We could understand more because the questions were set in a good way to classify the information in the text such as the characters, the places, and other information)*
- (Appendix B/Interview 32)

6) Applying Group Work and Pair Work

The implementation of pair work in Cycle III had been successful. The interaction among the students was better than before. Through working with comfortable teammates, the students could cooperate very well.

- R : *Miss mau tanya tentang pendapat kalian mengenai penggantian formasi kelompok yang kemarin berempat kemudian sekarang cuma berdua, kesan kalian gimana? (I would like to ask your opinion about **the group formation changes.** What is your impression?)*
- S2 : *Ya ga apa-apa bu. Kan ga bosan. Terus juga lebih tenang. (I think it doesn't matter. **It could overcome our boredom and it could create a calm condition.**)*
- R : *Maksudnya tenang? (What do you mean?)*
- S2 : *Kalau berempat itu kan kadang rame bu. (If we were set in a group of four usually we became a little noisy.)*
- R : *Oh gitu. Kalau kerjasamanya menurutmu gimana, bagus yang berdua atau berempat? (Oh. I see. How about the cooperation, which one do you like, when you cooperate in the group of four or in the group of two?)*
- S2 : *Sama aja bu. Pokoknya kalau dikerjakan bersama-sama itu jadi lebih mudah sama lebih cepat selesainya bu. (It's just the same. **Most importantly is we could cooperate together so the tasks could be accomplished more easily.**)*
- (Appendix B/Interview 32)

In the middle of the pair work activity, the teacher monitored the students by walking around the class. Some students asked questions related to the difficult part in doing the tasks. They were not afraid anymore of asking questions to the teacher or showing their works to the teacher in order that the teacher checked it.

- | | |
|----|---|
| R | : Menurut pengamatan ibu bagaimana interaksi siswa dengan saya sebagai guru apakah sudah ada interaksi yang bagus? (What about the interaction between the students and the teacher?) |
| C2 | : Ya, cukup bagus mbak. Mereka sudah ga malu lagi untuk bertanya kalau ada kesulitan atau untuk maju menunjukkan pekerjaannya. (I think the interaction was already good. The students were not ashamed anymore to ask questions to the teacher and to come forward to show their work.) |

(Appendix B/Interview 33)

Regarding the reflections of Cycle III that all actions were successful in improving the teaching and learning process of reading and the objective of the research was achieved, the researcher and the collaborators agreed to end the research in this cycle.

C. Findings and Discussion

As stated previously, this study was began on January 23rd, 2013 and ended on February 9th, 2013. It was aimed to improve the teaching and learning process of reading at VIII D class of SMP N 1 Pajangan through task-based approach. All of the actions had been conducted successfully in three cycles.

Before the action research study was conducted, the process of teaching reading encountered many problems. Some students had difficulties in comprehending the text. They had limited vocabulary knowledge and grammar.

They also did not use effective reading strategies in reading. Besides, they also had low motivation. In reference to the materials, the materials used were monotonous. Moreover, the classroom interaction during the teaching and learning process was not optimal.

After the action research study was conducted by implementing Task-Based approach with its accompanying actions, there were some changes occurred in the teaching and learning process of reading at VIII D Class of SMPN 1 Pajangan.

The action of guessing meaning from context helped the students when they dealt with difficult words. It also helped the students in comprehending the text. Meanwhile, the action of discussing new vocabulary items made the students get closer with the topic and enrich their vocabulary knowledge. By having much knowledge of vocabulary, the students were helped in understanding the meaning of the text more easily. The more vocabulary items they master, the better their understanding of the text.

Meanwhile, applying skimming and scanning strategies was effective. In the beginning of the lesson, the teacher gave the model of how to skim and how to scan the text to find out the general and the detail information of the text. In the task-cycle phase, the students did the tasks using skimming and scanning strategies. They could do the tasks well and the knowledge of skimming and scanning strategies was useful for the students since it could help them in understanding the entire text such as the general and the detail information of the

text. It can be concluded that having the ability in applying skimming and scanning strategies in reading can benefit students to comprehend the text.

In addition, discussing grammar related to the text had given positive result. This activity allowed the students to increase their awareness of grammar which is an important part of learning reading. Through understanding part of speech which was taught in Cycle I and simple past tense which was taught in Cycle 2 and Cycle 3, the students could comprehend the meaning of the recount text better. They were not confused anymore because they had understood the function and the form of words or sentences so that they could relate ideas in the text more easily.

Conducting a question/answer game was effective in improving the students' motivation. The students' motivation could increase. They were motivated in the beginning of the lesson and they could engage more in the learning process of reading. Their motivation increased because they found that the question/answer game was exciting and attractive. They also enjoyed the question/answer game since it was challenging. In addition, the use of comprehension question was also believed to be effective for the students to understand the content of the text and attract the students' attention to deal with the reading materials. Moreover, the use of credit point could support the passive students to be active participants. By giving credit point, the teacher could maintain the students' motivation. Formerly, they were ashamed in answering the teacher's questions. After the teacher gave

credit point for them, they became more confident in trying to answer the questions.

In addition, the action of providing various materials from different sources gave positive result. Various materials prepared by the teacher were widely accepted by the students. The students found that the materials were not monotonous in terms of the sources (texts) and the forms of tasks given by the teacher. The variation of the materials could give positive influence to the students' interest in reading. They were also facilitated in rehearsing their reading skills through the tasks which were presented by the teacher. In addition, the texts were appropriate for the students in terms of its length and its level of difficulty so that they did not feel frustrated in reading.

Last but not least, the application of group/pair work was proven to be effective in building a good classroom interaction during the teaching and learning process of reading. The classroom interaction was more varied. The interaction between the teacher and the students was good. The teacher did not dominate the teaching and learning process. The students were not ashamed anymore in interacting with the teacher such as by asking the questions, answering the questions and participating in the discussion. Meanwhile, the interaction among the students also increased. It was facilitated by the implementation of group work/pair work. In group/pair work, the students could cooperate together in accomplishing the tasks given by the teacher. Besides, they became motivated in learning reading because they group work facilitated them to help each other

when they faced difficulties. Apart from the types of interaction mentioned above, the interaction between the students and the materials also increased. The students could pay their full attention to the learning materials during the teaching and learning process of reading.

In reference to the discussion above, this following table shows the summary of changes related to the implementation of each action.

Table 12: The Summary of Changes in the Action Research Cycle

No.	Pre-Condition	Cycle I	Cycle II	Cycle III
1	Some students had difficulties in comprehending the text.	-	-	-
	The students had limited vocabulary knowledge.	The students' vocabulary knowledge increased but they were still confused in guessing the meaning from context.	The students' vocabulary knowledge increased. They could guess the meaning from context although they still needed teacher's guidance.	The students' vocabulary knowledge increased. They could guess the meaning from context more independently than before.
	The students lacked effective strategies in reading.	The students comprehended about skimming and scanning strategies. However, they still needed teacher's guidance to implement the strategies.	The students could apply skimming strategies. However they still found difficulties in applying scanning strategies.	The students could apply skimming and scanning strategies to find out the general and the detail information of the text.

Continued

Continued

	The students had limited knowledge of grammar.	The students understood some grammatical features containing in the recount text. However, they were still confused about simple past tense.	The students understood the grammatical features in a recount text. They also understood the form and function of simple past tense in a recount text. However, they still found difficulty in understanding regular and irregular verbs.	The students could identify the grammatical features of a recount text. They also understood the use of simple past tense and differentiate the use of regular and irregular verbs in a recount text.
2	Some students had low motivation in learning reading.	Some students were motivated, resulting in the increase of the participation during the learning process. However, some passive students were still reluctant to participate.	The students had higher motivation than before. The students' participation increased including the participation from the passive students. The use of credit point also forced the students to do their best.	Most of the students were more motivated to participate in the reading learning process. Moreover, the use of credit point still kept them to do their best.
3	The teacher only taught using the material from the course book.	The students got varied materials from different sources. However, some of the students still could not finish all of the tasks given by the teacher.	The students got varied and interesting materials. They also can do the task well. However, there were some students who got the low score especially in identifying the detail information of the text.	The students got more varied and interesting materials from any sources. They could do the task well and their scores were good as well.

Continued

Continued

4	The interaction in the teaching and learning of reading was not optimal.	The teacher had good interaction to the students since the teacher did not dominate the class hours. The students had good interaction to the other students since students had opportunity to interact with others in group work. However, the students were still ashamed to interact with the teacher especially when asking the questions to the teacher.	The teacher showed better interaction to the students. The teacher gave more attention to the students with difficulties in doing the tasks. The students had better interaction to the other students. They interact actively in the discussion to fulfill the tasks. They also did not afraid to ask questions to the teacher when they faced difficulties.	The classroom interaction during the teaching and learning process of reading was increased from all types of interaction, i.e. the teacher-student, the student-teacher, and the students-students interaction. The teacher had better role in guiding the students. The students were also brave to interact with the teacher. Besides, the students showed good cooperation with others.
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After the implementation of Task-Based Approach with its accompanying actions, there were also some improvements on the condition of the teaching and learning process of reading. Those improvements can be seen in the table below.

Table 13: The Condition of the Teaching-Learning Process

No.	Before the Action	After the Action
1.	The teacher's teaching was teacher-centered.	The teacher's teaching is learner-centered.
2.	The teacher put emphasis on using translation method.	The teacher put emphasis on using reading strategies.
3.	The reading materials were uninteresting.	The reading materials are interesting.
4.	The activities of reading were monotonous.	The activities of reading are more various.

Furthermore, the improvement on the teaching and learning process of reading actually also affected the improvement on the students' reading comprehension ability. The summary of the result of the pre-test and post-test is presented in Table 14.

Table 14: The Data of the Students' Reading Comprehension Test

Test	Frequency	Mean	Standard Deviation
Pre-Test	36	52,03	7,22
Post-Test	36	67,56	5,27

Table 14 shows that the mean score of post-test is higher than the mean score of pre-test. The increase score of the students' reading comprehension test is 15.53 showing that there is an improvement of students' reading comprehension ability.

In relation to the validity concept mentioned in Chapter III, this study had fulfilled the five validity criteria proposed by Anderson et al. (1994, in Burns, 1999). In the reconnaissance step, the dialogic validity was fulfilled by conducting discussion between the researcher and the English teacher. This discussion included several activities such as identifying the field problems, identifying the urgent and feasible problems to be solved, doing an objective analysis, and determining the actions for solving the problems. In the implementation of the actions, the democratic validity was fulfilled since the researcher also gave opportunity for the research members (the English teachers and the students) to express their feelings, opinions and suggestions related to the actions implemented. This was done through interviewing the collaborators and the

students. Their response, opinion and suggestion were used to make a plan to improve the next action. In the reflection step, the outcome validity was fulfilled by looking at the result of the action done. The result of the actions covered some aspects such as the increase of the students' motivation, the increase of the classroom interaction and the improvement of students' reading ability. Moreover, the catalytic validity was also met in this study since there were some changes occurred during the study. Lastly, the process validity was also met in this study since the data about the teaching and learning process were collected from the two points of view, namely from the English teacher as the collaborator and the students.

The reliability of the research was obtained by using three triangulation techniques mentioned by Burns (1999: 164). The researcher collected the data at one point in time (time triangulation). Besides, the researcher crosschecked the findings by using some genuine data such as the field notes, interview transcript and other records. Those data were obtained from different observers (investigator triangulation). Furthermore, the data were analyzed from more than one perspective (theoretical triangulation).

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter consists of three points. They are conclusions, implications, and suggestions. These points are presented as follows.

A. Conclusions

After all the actions in the research were conducted, there were some points emphasised for the findings. The essential findings of the research in the form of qualitative data were presented below.

1. The implementation of discussing new vocabulary items was effective. The discussion of new vocabulary items was done through some ways namely by making sentences using new vocabulary items, learning from derivational affixes and learning from the synonym. It could facilitate the students to enrich their vocabularies and to get closer with the topic. The implementation of the strategy of guessing meaning from context was also effective. It could help the students in dealing with their difficulties when they faced new vocabulary items.
2. The learning of reading by applying skimming and scanning strategies was effective. This action gave better results in improving the students' understanding of the text. The students could understand how to use the strategies of skimming and scanning in looking for the information in the text. These strategies were very beneficial since it helped the students to minimize their difficulties in comprehending the text. The students were familiar with

those strategies. They also could differentiate when they should use skimming or scanning.

3. The activity of discussing grammar related to the text was effective. The students could understand some grammatical features of recount text. They also understood the form and function of simple past tense in a recount text. By understanding grammatical features, the students could comprehend the text more easily.
4. The implementation of a question/answer game was effective. The students' motivation increased through this activity. There were two factors that motivated them to be involved in this game. First, it was because of the activity itself that was challenging and exciting. Second, it was also because of the points/rewards. Most of the students could pay attention very well during the question/answer game. The activity helped the students to concentrate so that they could get closer to the topic or the material that would be learnt. Besides, it could improve the teacher-students and the students-teacher interaction.
5. The use of different texts and tasks during the teaching and learning process of reading was effective to vary the reading materials. Most of the students were interested more in reading using various kinds of texts as it was not boring and more varied. The use of appropriate reading texts which was in their level with interesting topic could help the students learn more easily

than before. The use of appropriate tasks with clear instruction also helped the students to learn reading skills effectively and efficiently.

6. The implementation of group work/pair work was effective. Group work/pair work had created a good situation for the students during the teaching and learning process since the students got the opportunity to interact both with the other students and with the teacher. The teacher-student and the students-students interaction could run well during the task-cycle. The interaction was beneficial for the students because by interaction the students could share and discuss the difficult part of the text and tasks together. As a result, the students felt more comfortable in learning because the group work/pair work could minimize their anxiety with the difficulties they found during the learning process.

In terms of quantitative data, the post-test score of the students' reading comprehension showed improvement from the pre test score. The pre-test score was 52.03, while the post-test score was 67.56. It means that there was an improvement of the students' reading comprehension ability by 15.53.

B. Implications

With regard to the result of the research, the implementation of task-based approach supported with its accompanying actions is believed to improve the teaching and learning process of reading at VIII D Class of SMPN 1 Pajangan. Task-based approach supported by another activity could improve the favorable learning condition that later is expected to improve their reading ability.

Therefore, it is highly suggested for the English teacher to use task-based approach in the teaching and learning process of reading.

C. Suggestions

1. To the English Teacher

It is essential for the English teachers to improve the teaching and learning process of reading. It can be done by applying appropriate approaches so that the students will be motivated and interested in the teaching and learning process of reading. If the students were motivated and interested in the teaching and learning process of reading, the students will comprehend the reading material easily.

One of the approaches is task-based approach. Task-based approach considered effective in reading teaching-learning process because it is believed to be able to increase the students' engagement in the learning process. Nevertheless, in the process of implementing task-based approach, the teachers should consider the selection of appropriate materials including the texts and tasks that will be used. Besides, the teachers should vary the activities and the settings of the class in order to prevent the students from getting bored. In addition to the material, activities and setting, the teachers should also understand the students' difficulties on the reading skills in order to know the appropriate strategies that can be used to solve their difficulties. Furthermore, the teachers are necessary to consider the time allocation in order that the teaching and learning process can be conducted efficiently.

2. To Other Researchers

The focus of this study deals with the teaching and learning process of reading by using task-based approach. For other researchers, there are some issues that can be interesting topics to be investigated more. In this research, there were few weaknesses, for example, the teacher still felt difficult in finding the good material that was interesting for the students. Therefore, for other researchers, they can further develop the task-based material that is appropriate to the students at certain level of proficiency or certain subject area. In addition, other researchers can also conduct other research from different angles of the teaching and learning process of reading.

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APPENDICES

APPENDIX A

Field Notes

Field Note 1**Hari/Tanggal** : Sabtu, 27 Oktober 2012 (*Pre-Observation*)**Keterangan** :**P= Peneliti****K1= Kolaborator 1 (Guru Bahasa Inggris Kelas VIII : H. Ismanto PS, S.Pd.)**

Pukul 11.40 P dan K1 masuk ke ruang kelas VIII D. Suasana kelas sedikit gaduh. Beberapa siswa masih bercanda dan mengobrol. K1 menuju ke meja guru dan P langsung mengambil tempat di belakang untuk mengobservasi KBM di kelas. Tidak lama kemudian kondisi kelas mulai tenang dan tidak gaduh. K1 membuka pelajaran dengan salam dan mengecek kehadiran siswa. K1 menyampaikan pada siswa bahwa pada hari itu ada tamu mahasiswa UNY yakni P yang bermaksud mengamati KBM guna menyelesaikan tugas dari kampus untuk menyusun skripsi. Para siswa menoleh ke belakang dan P memberi senyuman ramah kepada mereka. K1 meminta siswa untuk menyiapkan buku paket Bahasa Inggris dan membuka pada halaman tentang recount text. K1 juga meminta siswa mengeluarkan buku tugas dan menunjukkan tugas yang sudah diselesaikan di rumah. Tugas yang diberikan oleh K1 berupa menerjemahkan teks. Setelah siswa siap dengan tugas di tangannya masing-masing, K1 menginstruksikan kepada siswa untuk mencocokkan sembari K1 mengoreksi dan mendiktekan terjemahan yang benar. K1 juga menyampaikan sebelumnya bahwa hasil terjemahan mereka tersebut akan dimasukkan dalam nilai tugas. K1 meminta siswa menilai sendiri-sendiri hasil terjemahannya dengan memberi skor 1 pada setiap kalimat yang terjemahannya sudah cocok atau benar. K1 kemudian mulai membaca dan menerjemahkan kalimat per kalimat. Siswa mengoreksi dan mencocokkan terjemahannya dengan terjemahan yang didiktekan oleh K1. Setelah selesai membahas terjemahan teks, K1 mengambil *form* daftar nilai siswa yang ada dimeja guru dan meminta siswa untuk mendiktekan skor benar yang didapat oleh masing-masing siswa dalam menerjemahkan teks. Selanjutnya, K1 menginstruksikan pada siswa untuk mengerjakan tugas yang terdapat di buku paket. Tugas tersebut merupakan soal yang ada kaitannya dengan teks yang telah diterjemahkan sebelumnya. Para siswa diminta mengerjakan tugas secara individu, sedangkan K1 berkeliling namun hanya melihat-lihat kondisi dan mengontrol serta memastikan bahwa siswa telah mengerjakan. Tidak lama kemudian K1 meninggalkan kelas. Siswa mulai gaduh dan saling bertanya jawaban dari tugas yang K1 berikan tersebut. Beberapa menit kemudian K1 masuk kembali ke dalam kelas. Siswa yang tadinya ribut segera tenang kembali dan mengerjakan sendiri-sendiri. K1 kemudian meminta siswa untuk menghentikan mengerjakan tugas tersebut dan menyampaikan bahwa akan segera memulai mengoreksi jawaban. K1 dan siswa mengoreksi jawaban. K1 memberikan tambahan dengan sedikit penjelasan setiap kali soal dijawab. Siswa nampak kurang aktif, hanya 1 atau 2 orang yang mau menjawab ketika K1 bertanya apa jawaban dari sebuah item soal. Beberapa siswa terutama di bagian belakang ada yang merebahkan kepalanya di meja. Ada pula yang mencuri-curi mengobrol dengan temannya ketika K1 sedang mengoreksi dan membahas jawaban dari tugas tersebut. Setelah sesi pembahasan tugas selesai, K1 meminta siswa untuk melihat halaman lain pada buku paket. Materi berikutnya yang akan disampaikan oleh K1 masih terkait dengan teks *recount*. K1 meminta siswa untuk membaca sekitar 5 menit dan menuliskan kata-kata sulit di papan tulis. Siswa satu per satu maju dan menuliskan kata-kata yang dirasa sulit oleh mereka di papan tulis. Kemudian K1 secara langsung menuliskan arti dalam Bahasa Indonesia dari kata-kata sulit yang telah ditulis oleh siswa tersebut. Para siswa mencatat kata-kata sulit dan artinya yang telah tertulis di papan tulis. Jam pelajaran Bahasa Inggris hampir habis, sebelum menutup pelajaran, K1 memberi tugas rumah lagi kepada siswa untuk menerjemahkan teks yang sudah diartikan kata-kata sulitnya tersebut dan mengerjakan

soal di buku paket yang merupakan bagian dari teks tersebut. Beberapa saat kemudian bel pulang berbunyi. K1 menutup dan mengakhiri pertemuan hari itu dengan ucapan salam.

Field Note 2

Hari/Tanggal : Rabu, 23 Januari 2013 (*Meeting 1 Cycle 1*)

Keterangan :

P= Peneliti

K1= Kolaborator 1 (Guru Bahasa Inggris Kelas VIII : H. Ismanto PS, S.Pd.)

K2= Kolaborator 2 (Guru Bahasa Inggris Kelas IX: Astuti K., A.Md.)

Pukul 08.20 P dan K1 masuk ke dalam kelas. Suasana kelas masih sedikit gaduh karena pergantian pelajaran dari Bahasa Indonesia ke Bahasa Inggris. K1 menyapa para siswa dan memberitahukan bahwa untuk beberapa pertemuan, para siswa akan belajar Bahasa Inggris bersama P. K1 juga memperkenalkan P serta maksud kedatangannya ke kelas VIII D. Setelah itu K1 mempersilakan P agar mulai meng-*handle* kelas dan K1 berjalan menuju tempat duduk di bagian belakang untuk mengamati proses KBM. Pada saat itu, K2 juga telah siap di kelas VIII D untuk melakukan observasi terhadap KBM yang akan berlangsung. P membuka pertemuan dengan mengucapkan “*Good morning, everybody?*” “*How are you?*”. Siswa merespon “*Good morning?*”, “*I’m fine, and you?*” P menjawab “*I’m fine too. Thank you.*” Lalu P memperkenalkan dirinya dan memberitahukan tujuannya secara singkat. P mengatakan bahwa di kelas VIII D, ia akan melakukan sebuah penelitian tindakan kelas dan berharap bahwa apa yang akan diberikan kepada siswa dalam pembelajaran Bahasa Inggris nanti akan dapat bermanfaat untuk meningkatkan kemampuan Bahasa Inggris siswa terutama pada *reading skill*. P juga memberitahukan pada siswa sekilas mengenai *Task-Based Approach* yaitu sebuah pendekatan dalam pembelajaran dimana siswa akan banyak belajar melalui berbagai variasi tugas-tugas yang diberikan dan didukung oleh *games* yang menyenangkan serta bekerja dalam kelompok. Setelah memberitahukan sekilas mengenai *Task-Based Approach*, P mengajak siswa untuk membuat kontrak belajar yang diantaranya: a) siswa harus membawa kamus dalam setiap pelajaran Bahasa Inggris, b) siswa harus mencoba menggunakan beberapa ungkapan Bahasa Inggris selama di dalam kelas, seperti ketika meminta izin ke kamar mandi ataupun ketika berdoa di akhir pelajaran, c) siswa akan diberikan *reward and punishment* (bagi siswa yang aktif akan diberikan *point plus*), d) bagi siswa yang akan menjawab pertanyaan, atau ingin bertanya, atau ingin berkomentar terlebih dahulu harus mengacungkan tangan. Setelah kontrak belajar, P memulai *brainstorming* mengenai materi yang akan diajarkan yakni *Recount Text*. Pertama-tama P menunjukkan gambar kepada siswa. P meminta perhatian siswa dengan mengatakan “*Have a look at this picture, please.*” Siswa memperhatikan gambar yang ada di depan kelas yang berupa dua orang sedang berkayak. Lalu P bertanya pada siswa “*Can you say something about this picture?*” “*What is the name of this activity?*” Siswa nampak memperhatikan gambar dan serius mendengarkan apa yang ditanyakan oleh P. Kemudian ada seorang siswa (Devan) menjawab “kano”. “Ya, hampir betul,” kata P. Tepatnya adalah “*Canoeing*”. Selanjutnya, “*What is the name of this activity?*” (sambil menunjukkan gambar poster lainnya). Lalu seorang siswa (Angga) menjawab “*Picnic, miss*” P menjawab “*It could be, but there’s another one which is more specific, is there another opinion?*” “*Study tour, miss*” kata seorang siswa (Tri Handoko). P menjawab “*Yes, I think study tour is more appropriate for this picture.*” P kemudian menunjukkan gambar-gambar poster lainnya yang berkaitan dengan tema “*My Unforgettable Experience*” serta menanyakan pada siswa tentang aktifitas yang ada di gambar tersebut. P lalu mengatakan pada siswa bahwa pengalaman-pengalaman yang menarik dan tidak terlupakan tersebut dapat diceritakan pada orang lain. Cerita tentang pengalaman seseorang di masa lalu yang dituangkan dalam sebuah teks disebut juga teks recount. P

me-recall kembali ingatan siswa mengenai teks *recount*. P bertanya kepada siswa “*What is recount text?*” Semua siswa terdiam, belum ada siswa yang berani menjawab. Kemudian P berkata lagi “*What do you know about recount text?*” Lalu beberapa siswa mengacungkan tangan. Seorang siswa menjawab dengan terbata-bata “*Orientation*”. Sedangkan siswa-siswa yang lainnya mulai sibuk membuka-buka buku catatannya. P merespon jawaban siswa tersebut dengan mengucapkan “*OK. Good. Orientation is a part of a recount text.*” “*A recount text itself is a text that tells about the experience in the past.*” Lalu P menuliskan definisi *recount text* di papan tulis. P juga menambahkan penjelasan dengan Bahasa Indonesia. Kemudian P menanyakan *generic structure* dari *Recount Text*. Nampak mulai banyak siswa yang menjawab berkaitan dengan pertanyaan tersebut, lalu P menuliskan *generic structure* dari *recount text* di papan tulis dan menjelaskannya dalam Bahasa Indonesia. Setelah membahas pengertian dan *generic structure* dari *recount*, P menanyakan fungsi sosial dan tujuan dari teks *recount*. Seorang siswa (Anggi) menjawab bahwa teks *recount* untuk menceritakan masa lalu. P menimpali jawaban tersebut dan menambahkan penjelasan bahwa teks *recount* untuk menceritakan kejadian atau aktivitas yang terjadi pada masa lampau yang bertujuan untuk memberi informasi atau menghibur pembacanya. Lalu P mengajak siswa mulai mendalami *recount text* dengan memberikan sebuah teks *recount* kepada semua siswa. Siswa diminta membaca sekilas (1 menit) teks tersebut. Namun ketika siswa membaca teks, bel istirahat berbunyi. Akhirnya P meminta siswa menghentikan kegiatan membaca dan mempersilakan siswa untuk istirahat. Setelah bel masuk berbunyi, P masuk ke dalam kelas. P berdiri di depan kelas sambil menunggu siswa-siswa masuk semua. Setelah semua siswa di dalam kelas, P menanyakan kepada siswa apakah sudah siap untuk memulai pelajaran lagi. Siswa serempak menjawab bahwa mereka siap memulai pelajaran lagi. P menanyakan kepada siswa apakah sudah dibaca sekilas teks yang tadi diberikan. Siswa menjawab sudah. P kemudian mengambil lembar absensi untuk menuliskan “*point*” yang diperoleh oleh siswa karena P akan melakukan sebuah *game* tanya jawab. P berkata “*Are you ready?*” Siswa-siswa menjawab “*Ready*” Kemudian P memulai dengan pertanyaan “*What is the text about?*” Lima orang siswa mengacungkan tangan dan menjawab pertanyaan tersebut dan P memberikan *point* kepada siswa yang jawabannya sesuai. P juga memberikan penjelasan dari jawaban-jawaban siswa tentang mengapa sebuah topik bisa dikatakan sesuai dengan bacaan dan mengapa yang lain tidak sesuai. P kemudian meminta siswa menulis bagian-bagian *generic structure* dari teks tersebut di samping setiap paragraf seperti *Orientation*, *Events*, dan *Re-Orientation*. Siswa nampak mengerjakan dengan tenang, ada pula yang berdiskusi dengan teman sebangkunya. P berkeliling memantau siswa yang sedang mengerjakan tugas tersebut. P juga membantu apabila ada siswa yang bertanya. Lalu P menanyakan kepada siswa nama dari *generic structure* setiap paragraf. Paragraf dari teks tersebut ada lima paragraf. P menanyakan dengan *games* tanya jawab seperti yang dilakukan sebelumnya saat menanyakan topik dari teks *recount*. Saat P menanyakan nama *generic structure* dari paragraf pertama, siswa berebut mengacungkan tangan dan menjawab pertanyaan yang diajukan oleh P. Karena P melihat sedari tadi hanya siswa itu-saja yang mengacungkan tangan lebih cepat dan lebih sering, maka P berusaha membuat pemerataan agar semua siswa berkesempatan dengan membagi pertanyaan berdasarkan deretan meja. Pada paragraf 2 pertanyaan diberikan kepada para siswa yang duduk di deretan meja ke-1, untuk paragraf 3 pertanyaan diberikan kepada para siswa yang duduk di deretan meja ke-2, untuk paragraf 4 pertanyaan diberikan kepada para siswa yang duduk di deretan meja ke-3, dan untuk paragraf 5 pertanyaan diberikan kepada para siswa yang duduk di deretan meja ke-4. Setelah itu, P meminta siswa untuk menemukan kata-kata sulit di dalam teks. Sebelum P mendiskusikan bersama siswa kata-kata sulit tersebut, P memberi penjelasan tentang bagaimana cara atau strategi mengartikan kata-kata sulit yakni dengan menebak menggunakan konteks yang ada. P meminta siswa menulis kosa kata sulit di papan tulis. Lalu P bersama siswa membahasnya dengan menggunakan strategi menebak berdasarkan

konteks. Salah satunya P membahas kosa kata “*depart*”, P menerangkan dengan mengambil kata yang dekat maknanya yakni “*go*” sehingga siswa mengerti makna dari kata “*depart*” tersebut. Selain itu, dalam menerjemahkan secara tidak langsung, P juga menggunakan teknik *gesture* atau menggunakan gerak tubuh seperti ketika ada siswa yang bertanya tentang kata “*curved*”, P menunjukkan dengan menggerakkan tangannya. Setelah membantu siswa dalam menemukan makna kata-kata sulit tersebut, P juga menuliskan kata-kata sulit dan artinya di papan tulis. Lalu meminta siswa membaca teks lebih dalam lagi selama kurang lebih 5 menit karena selanjutnya akan diadakan *games* tanya jawab lagi tentang informasi yang ada di dalam teks. Siswa mengerjakan instruksi P dengan membaca teks dan nampak beberapa siswa berdiskusi dengan teman sebangku. Setelah lima menit berlalu, P menanyakan kepada siswa “*Have you finished?*” Beberapa siswa menjawab “belum bu”, ada juga yang mencoba menjawab dengan Bahasa Inggris, “No, bu, belum selesai bu” Lalu P menerangkan bagaimana menjawab pertanyaan “*Have you finished?*” yakni bila sudah mengatakan “*yes*” namun bila belum selesai mengatakan “*not yet*”. Setelah itu P memberi tambahan waktu untuk mereka lebih memahami teks. Tambahan waktu yang diberikan adalah 5 menit. Setelah waktu membaca habis, P memberikan tanya jawab kepada para siswa dengan sistem beradu cepat dalam mengangkat tangan. Namun pada tanya jawab tersebut kebanyakan yang aktif hanyalah siswa yang sudah sering menjawab. Baru satu tanya jawab ternyata bel pulang sudah berbunyi sehingga P menginstruksikan kepada para siswa agar belajar lagi di rumah karena pada pertemuan yang akan datang, *games* tanya jawab masih akan dilanjutkan lagi. P mengucapkan terima kasih dan mengucapkan salam kepada siswa sebelum meninggalkan kelas.

Field Note 3

Hari/Tanggal : Sabtu, 26 Januari 2013 (*Meeting 2 Cycle 1*)

Keterangan :

P= Peneliti

K1= Kolaborator 1 (Guru Bahasa Inggris Kelas VIII : H. Ismanto PS, S.Pd.)

K2= Kolaborator 2 (Guru Bahasa Inggris Kelas IX: Astuti K., A.Md.)

Pada pukul 10.05 bel pergantian jam berbunyi. P dan K1 masuk ke dalam kelas. Sebagian siswa nampak sedang mengobrol dan bercanda satu sama lain. Sebagian juga yang sedang mempersiapkan buku dan alat tulisnya. Tidak lama kemudian P berdiri di depan kelas dan menyapa para siswa dengan menggunakan Bahasa Inggris “*Good Morning, everybody?*” dan siswa menjawab “*Good Morning*” Lalu P melanjutkan “*How’s life?*” Siswa terdiam. Kemudian P mengulang lagi dengan suara yang lebih keras “*How’s life?*” Para siswa menjawab “*Yes*”. Kemudian P menuliskan di papan tulis dan menjelaskan tentang makna pertanyaan “*How’s life?*” serta memberitahukan ungkapan yang sesuai untuk merespon pertanyaan tersebut. Setelah menyapa siswa, P melakukan *small talk* sebelum melanjutkan materi. P bertanya pada para siswa “*How about your holiday?*”. “Kemarin hari Kamis libur ya”, kata P menambahkan dalam Bahasa Indonesia. Siswa masih terdiam, P melanjutkan “*What did you do on holiday?*” Para siswa menjawab bersahut-sahutan: “*Fishing*”, “*Swimming*”, “*Playing Play Station*”. P memberikan komentar tentang kegiatan-kegiatan siswa pada saat liburan tersebut. P kemudian memulai memasuki materi dengan terlebih dahulu menanyakan kepada siswa apakah di rumah para siswa telah membaca teks berjudul “*My Adventure*”. P menjelaskan bahwa *games* tanya jawab yang dilaksanakan pada hari Rabu (23 Januari 2013) akan dilanjutkan pada pertemuan saat itu. P memberi sedikit waktu untuk siswa agar bersiap-siap. Dalam persiapan tersebut para siswa ada yang mengeluarkan kertas yang memuat teks tersebut dan ada pula yang membaca dan mencoba memahami teks tersebut. P menerangkan kepada siswa bahwa dalam *games* tanya jawab hari itu ada

sedikit perbedaan dengan *games* tanya jawab pada pertemuan sebelumnya. Pada pertemuan sebelumnya P memberikan kesempatan menjawab kepada siswa-siswa secara *random* yakni bagi siapa yang lebih cepat mengacungkan tangan. Tetapi pada pertemuan kali ini, P ingin memberikan kesempatan secara lebih merata kepada siswa untuk menjawab, sehingga P membatasi setiap butir pertanyaan agar dijawab oleh siswa di barisan tertentu. Dengan demikian hanya siswa di barisan tertentu saja yang boleh beradu cepat mengacungkan tangan untuk menjawab. Untuk kelas VIIID terdapat 4 barisan meja yakni barisan meja 1, 2, 3 dan 4. Jumlah pertanyaan dalam tanya jawab tersebut 12 pertanyaan dimana di dalamnya terdapat unsur 5W+1H. Setiap baris meja mendapat 3 pertanyaan yang berbeda dengan pertanyaan yang diberikan kepada baris meja lainnya. Pertanyaan yang dilontarkan yakni berkaitan dengan teks *recount* berjudul “*My Adventure*”. P membacakan pertanyaan dalam Bahasa Inggris. P menunjuk siswa yang mengacungkan tangan tercepat untuk menjawab pertanyaan. Apabila jawaban salah, P melempar kesempatan kepada siswa lain yang masih dalam satu barisan meja. Namun apabila dalam satu barisan meja yang ditunjuk tersebut tidak ada yang bisa menjawab, P melempar kesempatan kepada siswa-siswa di barisan meja sebelahnya, dan seterusnya sampai pertanyaan terjawab atau jawaban mendekati benar. Setiap setelah siswa menjawab, baik dengan jawaban yang benar maupun belum 100% benar, P membahas dan mendiskusikan jawaban tersebut. Dalam kegiatan tanya jawab tersebut para siswa nampak antusias terutama setiap kali pertanyaan dibacakan oleh P. Mereka memperhatikan dengan seksama pertanyaan yang dilontarkan oleh P dan segera membaca serta mengamati teks yang terdapat di depan mereka masing-masing. Sesekali P mengulang pertanyaannya dan mengeraskan suaranya dalam membacakan pertanyaan apabila siswa masih nampak kebingungan. Apabila siswa bertanya kepada P tentang maksud pertanyaan tersebut, P menjelaskan dengan kata-kata lain dalam Bahasa Inggris atau dengan *gesture* sampai siswa paham dengan maksud pertanyaan. Ketika siswa menjawab dengan suara lirih, P mengatakan “*Say it louder, please.*” Sebagaimana dalam kesepakatan sebelumnya, dalam kegiatan tanya jawab bagi siswa yang menjawab pertanyaan dengan benar, P memberikan *point* bagi siswa yang menjawab pertanyaan dengan benar. *Point-point* tersebut dituliskan dalam lembaran catatan *point* siswa yang dipegang oleh P pada saat mengadakan *games* tanya jawab tersebut. Di tengah-tengah *games* tanya jawab berlangsung, K2 memasuki ruangan kelas dan memposisikan diri di kursi paling belakang untuk mengobservasi KBM yang sedang berlangsung. Setelah pertanyaan untuk *games* tanya jawab telah habis, P menyampaikan kepada siswa “*Everybody, listen to me, please. Now, let’s move on to the next activity.*” P menyampaikan bahwa untuk menambah pemahaman mereka, akan diadakan *Group Work Activity* yakni mengerjakan tugas yang akan diberikan oleh P secara berkelompok. Respon siswa sangat antusias dan senang mengetahui hal tersebut. Namun suasana kelas menjadi sedikit gaduh. P mengatakan kepada siswa “*I’ll divide you into groups of four. Listen to me to know in what group you are.*” Lalu P menambahkan dalam Bahasa Indonesia, “*Well, pay attention please, nanti dalam satu grup akan ada 4 orang. Dengarkan baik-baik kelompok dan nama-nama yang saya sebutkan ini.*” Siswa mulai tenang kembali, kemudian P menyebutkan kelompok beserta nama-nama anggotanya. Siswa mendengarkan dengan seksama dan terkadang ada yang saling menyoraki ketika nama temannya disebutkan. Setelah selesai menyebutkan kelompok dan nama-nama anggotanya, P meminta siswa berkumpul dengan kelompoknya masing-masing, “*Everybody, now please sit in your group.*” Para siswa mulai sibuk berpindah tempat duduk dan berkumpul dengan kelompoknya masing-masing. Tidak lama kemudian, para siswa telah duduk berdasarkan kelompok. Ada 9 kelompok yang masing-masing terdiri dari 4 siswa. P mendistribusikan beberapa *print out* teks *recount* kepada setiap siswa. Sedangkan untuk tiap kelompok, P mendistribusikan *Answer Sheet* yang merupakan lembar jawab sekaligus memuat instruksi tugas-tugas yang harus dikerjakan secara berkelompok. Setelah mendistribusikan semua perangkat tugas kelompok, P menjelaskan

instruksi-instruksi tugas yang akan mereka kerjakan. Dalam sesi tersebut menghabiskan waktu cukup lama karena banyak siswa yang bertanya baik karena memang belum memahami instruksi tugas yang diberikan maupun sekedar untuk mengklarifikasi pemahaman mereka dalam mencerna instruksi yang diberikan. P berusaha menjelaskan secara gamblang tentang instruksi dan memberi contoh. Beberapa siswa menyampaikan bahwa mereka mengalami kesulitan mencerna penjelasan dengan Bahasa Inggris, lalu P menjelaskan instruksi tugas dengan diselingi penggunaan Bahasa Indonesia. Setelah memahami instruksi dari tugas yang diberikan, para siswa mulai sibuk di dalam kelompoknya masing-masing mengerjakan tugas yang diberikan oleh P. P memberikan sebuah teks dan 5 macam tugas yang harus diselesaikan oleh siswa. Lima macam tugas tersebut diantaranya untuk meningkatkan perbendaharaan kosakata Bahasa Inggris melalui bacaan/teks, meningkatkan pemahaman mengenai *generic structure* teks *recount*, meningkatkan pemahaman dalam menentukan topik pada bacaan, dan meningkatkan pemahaman tentang informasi rinci dari teks *recount*. Pada saat siswa mengerjakan tugas berdasarkan kelompoknya, P berjalan berkeliling dari kelompok satu ke kelompok yang lainnya untuk membimbing apabila siswa mengalami kesulitan dalam mengerjakan tugas serta mengontrol keaktifan siswa dalam hal kontribusinya di dalam kelompok. P banyak mendapat pertanyaan dari siswa salah satunya mengenai *Task 1* yaitu mencari makna kosakata dan mengelompokkan kosakata berdasarkan *Part of Speech*. Para siswa masih banyak yang mengalami kebingungan dengan apa yang dimaksud *Part of Speech*. “*miss, part of speech* itu apa *miss*?” dan P menjawab “*part of speech* itu sama dengan klasifikasi katanya apakah termasuk kata benda (noun) kata kerja (verb), kata sifat (adjective) atau kata keterangan (adverb).” Beberapa diantara siswa ada juga yang masih mengalami kesulitan tentang arti/makna *Verb, Noun*, dan *Adverb*. Bel tanda pulang telah berbunyi, namun para siswa belum ada satupun yang berhasil menyelesaikan secara utuh dari *Task 1* hingga *Task 5*. Mengetahui hal tersebut P kemudian mempersilakan kepada siswa agar melanjutkan tugas kelompok tersebut di luar jam pelajaran Bahasa Inggris. Para siswa kemudian berpindah ke tempat duduk masing-masing dan bersiap-siap untuk pulang. P menutup pelajaran dan mengakhiri dengan salam.

Field Note 4

Hari/Tanggal : Rabu, 30 Januari 2013 (*Meeting 3 Cycle 1*)

Keterangan :

P= Peneliti

K1= Kolaborator 1 (Guru Bahasa Inggris Kelas VIII : H. Ismanto PS, S.Pd.)

K2= Kolaborator 2 (Guru Bahasa Inggris Kelas IX: Astuti K., A.Md.)

Pada pukul 08.25 bel pergantian jam berbunyi. P, K1 dan K2 masuk ke dalam kelas. Para siswa telah duduk di tempatnya masing-masing walaupun kondisi sedikit gaduh karena masih banyak siswa yang mengobrol dan bercanda. P mempersiapkan segala perlengkapan dan materi. Tidak lama kemudian P sudah berdiri di depan kelas menyapa siswa, “*Good Morning, everyone?*” Siswa menjawab “*Good morning.*” P melanjutkan “*How are you?*” Siswa menjawab “*I’m fine, and you*”, “*I’m very well. Thank you*”, jawab P. Lalu P mengecek kehadiran siswa dengan bertanya “*Who is absent today?*” Siswa menjawab, “*NIHIL*”. P menimpali dan memberi penekanan, “*So, no one absent today, right? OK. Good.* Kalau ada yang tidak hadir berarti Bahasa Inggrisnya apa? Ada siswa yang menimpali, “*alpa*”. Ada pula yang menjawab “*absent*”. Lalu P menambahkan, “*OK Good, absent.* Kalau lawan katanya *absent* apa? *Do you know the antonym of absent?*” Siswa masih terdiam dan menyimak. Lalu P menuliskan di papan tulis kata “*present*” sambil menyampaikan kepada siswa, “*OK. The antonym of absent is “present”* atau yang berarti “*hadir*” ya. Jadi kalau *absent* tadi artinya tidak hadir, ini kalau *present* artinya hadir. P kemudian melanjutkan, “*So, today we’re going to continue*

our activity in the last meeting on Saturday. Have you done all of the tasks?” Siswa masih terdiam. Lalu P menandaskan kembali dengan tempo yang lebih pelan, *“Have you finished all of the tasks? I mean group tasks”* Kemudian siswa menjawab, *“not yet”*. Mengetahui bahwa masih ada beberapa kelompok yang belum menyelesaikan tugasnya, P kemudian meminta siswa untuk duduk berdasarkan kelompok. P menginstruksikan kepada siswa untuk melanjutkan mengerjakan dan mengecek kembali jawaban tugas kelompok dengan alokasi waktu 10 menit. Para siswa kemudian berdiskusi di kelompoknya masing-masing dengan penuh keseriusan. Di beberapa kelompok nampak terdapat selingan canda tawa siswa pada saat mengerjakan tugas tersebut. P berkeliling dari kelompok yang satu ke kelompok yang lain guna mengecek serta membantu siswa apabila ada hal-hal yang ditanyakan terkait tugas. Para siswa dapat dengan tertib mengikuti aturan main dalam sesi tugas kelompok tersebut seperti ketika akan bertanya kepada P dan meminta bimbingan di kelompoknya, mereka mengacungkan tangan terlebih dahulu, dan apabila ada lebih dari satu yang mengacungkan tangan mereka dapat menunggu giliran dengan tertib. Setelah waktu yang dialokasikan untuk mengerjakan tugas kelompok habis, P meminta siswa untuk memperhatikan instruksi berikutnya. Setiap kelompok diminta untuk maju ke depan dan menuliskan jawaban sesuai dengan pembagian tugas yang telah ditentukan oleh P sehingga semua item soal terjawab dan semua kelompok mendapat kesempatan menuliskan jawaban di papan tulis. Setelah semua item jawaban tertulis di papan tulis, bel istirahat berbunyi. P mempersilakan para siswa untuk beristirahat. Bel masuk setelah istirahat telah berbunyi, para siswa memasuki kelas dan duduk di tempatnya masing-masing. Sebagian siswa ada yang masih menghabiskan makanan dan minumannya di luar ruang kelas. P memasuki kelas dan siswa yang di luar segera masuk dan mempersiapkan diri mengikuti pelajaran. Suasana kelas masih gaduh selama kurang lebih 5 menit. Setelah kondisi kelas kondusif, P bersama-sama siswa mendiskusikan semua item jawaban yang telah tertulis di papan tulis. P juga menambahkan penjelasan pada item-item tertentu yang dianggap sulit oleh siswa. Dalam sesi pembahasan ini P juga memberikan kesempatan kepada siswa untuk bertanya apabila ada hal yang masih kurang jelas atau tidak dimengerti. Beberapa siswa bertanya mengenai kosakata dan *part of speech* karena terdapat beberapa kosa kata yang memiliki lebih dari satu *part of speech* seperti kata *fish* yang bisa merupakan *Noun* dan bisa merupakan *Verb*. P kemudian menjelaskan kepada siswa tentang bagaimana perbedaan penggunaan kata tersebut. P memberikan *praises* (pujian) kepada semua siswa karena telah menyelesaikan seluruh tugas dengan baik walaupun masih terdapat beberapa kesalahan. P kemudian membagikan handout yang berisi materi seputar Part of Speech (noun, verb, adverb, dan adjective) yang terdapat di dalam teks yang telah mereka pelajari. P memberi waktu kepada siswa membaca dalam hati dan mempelajari handout tersebut. Lalu P menjelaskan kepada siswa materi yang ada di handout tersebut. Pada sesi tersebut siswa memperhatikan dengan seksama penjelasan P sambil membaca handout di depan masing-masing. Dalam menjelaskan sesekali P juga mengecek pemahaman siswa tentang materi grammar tersebut seperti menanyakan kata tertentu dalam sebuah kalimat apakah dapat digolongkan pada *verb* atau *noun*. Beberapa siswa masih mengalami kesalahan dalam menjawab dan menggolongkan, namun P segera menjelaskan kembali cara membedakan kedua jenis kata kerja tersebut. P memberikan kesempatan kepada siswa untuk bertanya. Seorang siswa bertanya tentang simple past tense karena belum memahami tentang perbedaan regular dan irregular verb. P menerangkan secara singkat bahwa regular verb biasanya diakhiri dengan *-ed* sedangkan irregular verb bentuknya tidak beraturan. Siswa masih nampak bingung dan mulai meminta P memberikan contoh tentang irregular verb. P menyampaikan pada siswa bahwa waktu hampir habis sehingga penjelasan akan dilanjutkan pada pertemuan selanjutnya. P *me-review* materi yang dipelajari selama 3 kali pertemuan melalui serangkaian aktifitas dengan *Task-Based Approach*. P menanyakan terlebih dahulu kepada siswa apa yang telah mereka pelajari selama ini. Kemudian P memberi penekanan terhadap jawaban siswa dan menjelaskan.

Dalam kegiatan tersebut nampak para siswa membuka-buka kembali buku catatannya. Selain itu beberapa siswa juga aktif menjawab pertanyaan P. Sebagian yang lain menyimak dan memperhatikan pada saat P menjelaskan. Selain mereview materi yang telah dipelajari, P juga mengajak siswa untuk merefleksi tugas yang telah dikerjakan. P menanyakan pada siswa tentang kesulitan yang masih dialami siswa dalam mengerjakan tugas. Dari kebanyakan siswa menyatakan bahwa mereka masih mengalami kesulitan dalam mengerjakan Task 5 yakni berkaitan dengan mencari detail informasi pada teks. Tidak lama kemudian setelah berdiskusi tentang kesulitan siswa selama mengerjakan tugas, bel pergantian jam berbunyi. P menutup pertemuan dan mengucapkan salam sebelum meninggalkan kelas.

Field Note 5

Hari/Tanggal : Kamis, 31 Januari 2013 (*Meeting 1 Cycle 2*)

Keterangan :

P= Peneliti

K1= Kolaborator 1 (Guru Bahasa Inggris Kelas VIII : H. Ismanto PS, S.Pd.)

K2= Kolaborator 2 (Guru Bahasa Inggris Kelas IX: Astuti K., A.Md.)

Pukul 11.40 P, K1 dan K2 masuk ke dalam kelas. Suasana kelas masih sedikit gaduh karena pergantian pelajaran. P menunggu sekitar 2 menit hingga suasana tenang lalu seperti biasa P menyapa siswa dan menanyakan kehadiran siswa. P mengulas sedikit tentang materi sebelumnya yakni teks *recount* dengan tema *unforgettable holidays*. P lalu menyampaikan pada siswa bahwa pada hari itu materi yang akan dipelajari masih seputar *recount text* namun teks yang akan dipelajari topiknya berbeda dari sebelumnya yakni tentang *biography*. Selanjutnya P menjelaskan lebih dalam tentang apa yang dimaksud biografi, isi yang terdapat dalam cerita biografi dan menyampaikan bahwa biografi adalah salah satu macam teks *recount* disamping teks yang berkaitan dengan pengalaman masa lalu. Sebelum melanjutkan, P mendistribusikan teks berjudul *Agnes Monica Biography*. Lalu P meminta siswa membaca sekilas teks tersebut, "*Read the text at glance, you have 2 minutes to read it.*" Siswa mulai membaca teks yang diberikan. Setelah waktu membaca habis, P menanyakan kepada siswa, "*What is the text about?*" Rifa mengacungkan tangan dan menjawab. "*Agnes Monica*" P menimpali, "*Yes, this is about Agnes Monica Biography.*" Setelah membahas secara umum apa teks biografi, P mengajak siswa membahas contoh teks biografi yang berjudul *Agnes Monica Biography* tersebut. P meminta siswa untuk membaca kembali teks tersebut dan memberi waktu 5 menit untuk menemukan kata-kata sulit. P membagi siswa menjadi 4 kelompok (4 barisan meja) agar masing-masing menemukan kata-kata sulit sesuai bagian paragraf yang diberikan, misalnya barisan meja pertama mencari kata-kata sulit pada paragraf pertama, barisan meja kedua mencari kata-kata sulit pada paragraf kedua dan seterusnya. Instruksi tersebut berjalan dengan baik. Para siswa yang sudah menemukan kata-kata sulit segera menuliskan di papan tulis. Setelah pencarian kata-kata sulit selesai, P mengajak siswa membahas kata-kata sulit tersebut sambil memperhatikan teks yang ada. Dalam sesi pembahasan kata-kata sulit tersebut P tidak langsung memberikan arti dari kosa kata-kosa kata yang dituliskan siswa di papan tulis. P mendorong siswa untuk menggunakan strategi menebak dengan menggunakan konteks. P menjelaskan bagaimana cara menggunakan strategi tersebut lalu memberi kesempatan pada siswa untuk menebak. Bagi siswa yang tebakkannya hampir mendekati benar diberikan point tambahan. Siswa terlihat lebih aktif dalam berpartisipasi mendiskusikan kosa kata sulit tersebut. P membimbing siswa untuk melihat terlebih dahulu fungsi katanya kemudian melihat kata-kata disekitarnya. Beberapa siswa sudah dapat memberikan jawaban yang mendekati makna yang tepat atau makna yang sebenarnya. P bertanya pada siswa, "*coba apa makna kata *release*, siapa yang mau mencoba menebak artinya?*" Beberapa siswa mengacungkan tangan. P memilih

Desi untuk menjawab. “mengeluarkan, miss”, jawabnya. P menimpali, “OK. Good. How do you know?” Desi menjawab, “dari kata-kata di sebelahnya, miss.” “OK. Betul sekali. Jadi dicari *clue* atau petunjuknya ya. Nah coba Desi tunjukkan kata-kata yang mana yang bisa membantu menemukan arti dari kata *release* disitu?”, tanya P. “*Album* itu lho miss. Jadi Agnes mengeluarkan album gitu tho miss,” jawab Desi. P memberikan umpan balik dan membahas setiap jawaban siswa. Terkadang untuk menjelaskan P juga menggunakan *gesture* dalam memberikan pemahaman kepada siswa tentang kata-kata sulit tersebut. Selain membahas kata-kata yang tertulis di papan tulis, P juga menghubungkan dengan kata-kata baru lainnya yang berkaitan dengan kosa kata-kosa kata yang dituliskan siswa di papan tulis (derivasi). Setelah pembahasan kosa kata sulit. P menjelaskan materi baru dari teks *recount* yakni bagaimana mencari *main idea* dari setiap paragraf. Siswa mendengarkan dan memperhatikan penjelasan P. Setelah itu, P menyampaikan kepada siswa bahwa hari itu akan diadakan *Question and Answer Game*. Siswa diberi waktu 10 menit dan diminta membaca lebih mendalam untuk memahami teks yang telah diberikan karena selanjutnya akan ada *game* tersebut. Tidak lama kemudian siswa sudah memulai membaca dengan tenang. P menghentikan para siswa yang pada saat itu masih membaca karena waktu yang telah ditentukan untuk membaca telah habis. P kemudian menyampaikan kepada siswa bahwa permainan akan dimulai dengan P bertanya hal-hal berkaitan dengan teks, siswa diminta menjawab dengan beradu cepat satu sama lain. P juga menerangkan instruksi permainan dan peraturan baru sebelum game tanya jawab dimulai. Peraturan baru yakni siswa dengan jawaban yang salah tetap mendapatkan *point* yakni 1 *point*, sedangkan siswa dengan jawaban benar mendapatkan 2 *point*. Pada tanya jawab kali ini P memberikan kesempatan kepada siswa-siswa di tiap barisan meja yang satu ke meja yang lain secara berurutan supaya mendapatkan partisipasi siswa yang lebih merata. P mengajukan total sebanyak 10 pertanyaan terkait biografi Agnes Monica. Pertanyaan yang diberikan selain tentang topic dan *generic structure* kebanyakan menggunakan 5W+1H yakni mengenai informasi rinci dari teks. Para siswa aktif dalam mengacungkan tangan dan menjawab. Apabila terdapat banyak siswa yang cepat dalam mengacungkan tangan ingin menjawab, P memberikan kesempatan kepada siswa yang jarang menjawab terlebih dahulu. Setelah pertanyaan habis dan sesi permainan tanya jawab seputar teks selesai, P mengatakan kepada para siswa, “*Well, everybody, now let's do another activity.*” Para siswa nampak ribut, mereka masih kurang puas karena mereka masih ingin mengikuti permainan tanya jawab tersebut. Terdengar suara-suara mereka berkata, “yaaah, kok sudah selesai” atau ada juga yang menimpali, “lagi aja bu, saya kan belum bu” P menjelaskan pada siswa bahwa pada pertemuan-pertemuan berikutnya lagi permainan tersebut akan diberikan namun pada saat tersebut akan ada kegiatan lain yang tidak kalah seru. Akhirnya para siswa mulai tenang. “*We'll have a group discussion again,*” kata P. Lalu siswa mulai nampak antusias kembali. Ada siswa yang menimpali, “horeey, sip bu”. Di sudut lain seorang siswa mengajukan *request* dengan mengatakan, “Bu, kelompoknya diganti saja ya bu anggotanya?” P pun kemudian menjawab dan menawarkan *request* tersebut kepada para siswa yang lain, “Baiklah saya kembalikan pada kelas, *pay attention please*, ada yang usul bahwa kelompoknya diganti saja, bagaimana menurut yang lain?” Kebanyakan siswa hanya terdiam, sebagian kecil ada yang menjawab, “tidak usah saja bu, yang kemarin aja” P menimpali kembali, “Baiklah, ini yang diam bagaimana pendapatnya, siapa yang setuju kalau diubah?” Hanya sebagian kecil yang mengacungkan tangan. P melanjutkan dengan bertanya lagi, “Kalau yang setuju kelompoknya tetap?” Ternyata lebih banyak yang setuju bila susunan anggota kelompoknya tetap sehingga diputuskan bahwa kelompok tetap seperti pada pertemuan sebelumnya. Akhirnya siswa yang tadinya menginginkan perubahan dapat menerima keputusan tersebut dengan baik. P lalu meminta siswa duduk bersama kelompok masing-masing. P membagikan teks berjudul Barack Obama *Biography*. Setiap kelompok diminta untuk mendiskusikan kata-kata sulit dan apabila tidak kunjung memahami artinya siswa diminta menuliskannya di papan tulis. Setelah waktu yang ditentukan habis, P meminta

perhatian semua siswa untuk memperhatikan papan tulis. P membahas dan mendiskusikan kata-kata sulit bersama siswa. Mula-mula P membaca sebuah kosakata kemudian menanyakan pada siswa di grup yang lain apakah memahami makna kosa kata tersebut, bila ada yang sudah tahu/memahami makna kosakata tersebut maka P menuliskan maknanya secara langsung disertai penjelasan yang dikaitkan dengan teks. Namun apabila ternyata tidak satupun siswa yang mengetahui sebuah kosa kata di papan tulis maka seperti biasa P membimbing siswa menggunakan konteks dan petunjuk yang ada dalam teks untuk mengartikan kata-kata sulit tersebut. Setelah kurang sekitar 5 menit dari bel pulang, P menghentikan diskusi dan pembahasan kata-kata sulit tersebut walaupun belum semua kata-kata sulit terbahas pada sesi tersebut. P menyampaikan bahwa diskusi dan pembahasan kata-kata sulit tersebut akan dilanjutkan pada awal pertemuan berikutnya. P meminta siswa untuk kembali ke tempat duduk masing-masing. Tidak lama kemudian bel pulang berbunyi. Sebelum menutup pelajaran, P juga berpesan pada siswa bahwa teks tersebut akan digunakan untuk tugas kelompok berikutnya sehingga harus dipelajari dan dipahami di rumah. Kemudian P menutup pelajaran an mengakhiri dengan mengucapkan salam, *“Well, everybody, that’s all for today. Thank you very much for your attention. See you.”*

Field Note 6

Hari/Tanggal : Sabtu, 2 Februari 2013 (*Meeting 2 Cycle 2*)

Keterangan :

P= Peneliti

K1= Kolaborator 1 (Guru Bahasa Inggris Kelas VIII : H. Ismanto PS, S.Pd.)

K2= Kolaborator 2 (Guru Bahasa Inggris Kelas IX: Astuti K., A.Md.)

Pada pukul 10.05 bel pergantian jam berbunyi. P, K1 dan K2 memasuki ruang kelas VIID. Sebagian siswa nampak sedang mengobrol dan bercanda satu sama lain. Sebagian juga yang sedang mempersiapkan buku dan alat tulisnya. P berdiri di depan kelas dan menyapa para siswa dengan menggunakan Bahasa Inggris *“Good Morning, everybody?”* dan siswa menjawab *“Good Morning”* Lalu P melanjutkan *“How are you?”* Siswa menjawab, *“I’m fine, and you?”* P menjawab, *“I’m fine too, thank you.”* Lalu P sedikit bertanya kepada siswa, *“If you are in bad condition what will you say to answer ‘How are you?’?”* Tidak ada siswa yang menjawab. P melanjutkan, *“If you are in bad condition, for example when you are sick, you can say ‘I’m not feeling very well.’”* P menuliskan ekspresi tersebut di papan tulis. Para siswa mencatat ungkapan tersebut tanpa disuruh oleh P. P menanyai salah satu siswa dengan ungkapan tersebut dan siswa tersebut berhasil menjawab dengan baik. P meminta siswa mengeluarkan kertas berisi teks biografi Obama yang telah dibagikan pada pertemuan sebelumnya. Lalu P dan siswa melanjutkan pembahasan kata-kata sulit yang belum selesai pada pertemuan sebelumnya. Sebagian besar siswa telah mencari makna kata-kata sulit tersebut di kamus sehingga pada saat itu pembahasan berlangsung tidak terlalu lama. P memberi sedikit waktu kepada siswa untuk mencatat kata-kata sulit dan maknanya. P menyampaikan pada siswa bahwa tugas kelompok akan segera diberikan. Namun sebelumnya P meminta siswa untuk duduk di kelompoknya masing-masing. Beberapa siswa berpindah dari tempat duduknya semula dan berkumpul dengan kelompoknya. P juga menyampaikan bahwa dalam tugas kelompok kali ini akan ada sedikit *game* yang akan dimainkan. Siswa nampak antusias ingin mengetahui game tersebut, mereka memperhatikan dengan serius apa yang akan disampaikan oleh P. P memberitahukan pada siswa bahwa mereka akan bermain dalam sebuah tugas yang diberikan yakni *Ordering Task* dimana di dalam tugas tersebut para siswa diminta untuk menyusun *jumbled-sentences* untuk menghasilkan sebuah biografi singkat Obama seperti yang terdapat pada teks. Kelompok yang tercepat

selesai diminta untuk mengacungkan tangan bersama-sama dan P akan mencatat kelompok mana yang tercepat. Mendengar hal itu siswa nampak bersemangat dan senang. P segera membagikan amplop yang berisi jumbled sentence ke setiap kelompok dan meminta pada para siswa untuk tidak membuka sebelum P menyatakan permainan dapat dimulai. Para siswa mematuhi instruksi tersebut dan beberapa saat kemudian P memberi aba-aba mulai kepada para siswa untuk mengerjakan *Ordering Task* tersebut. Para siswa antusias dan bersemangat mengerjakan tugas tersebut. Mereka berfokus pada kelompoknya masing-masing dengan saling berdiskusi terutama tentang bagaimana peletakan kalimat-kalimat yang ada. Dalam waktu sekitar 5 menit sudah ada 3 kelompok yang selesai dan mengumpulkan tugas pada P. 5 menit kemudian kelompok yang lain menyusul dan semua kelompok telah selesai menyelesaikan *Ordering Task*. P kemudian mendistribusikan tugas selanjutnya yakni berkaitan dengan menentukan *main idea* tiap paragraf dan mengidentifikasi informasi rinci dalam teks biografi Obama dalam bentuk *Matching Task*. Sebelum tugas dikerjakan oleh siswa, P terlebih dahulu menjelaskan instruksi dari tugas tersebut. Siswa menyimak dan bertanya tentang hal yang belum dimengerti terkait dengan instruksi tugas. Kemudian siswa yang telah menerima *answer sheet* dari tugas tersebut mulai mengerjakan dan berdiskusi bersama dalam kelompok. P mengunjungi kelompok satu dan yang lainnya secara bergantian. Siswa yang mengalami kebingungan di tengah mengerjakan tugas bertanya pada P dan P membimbing siswa dalam mengerjakan tugas-tugas tersebut. Setelah sekitar 15 menit, semua siswa telah selesai mengerjakan tugas-tugas yang diberikan. P meminta siswa memperhatikan. P menyampaikan kepada siswa bahwa pada saat itu akan ada sesi pembahasan dan diskusi sebagaimana yang sudah dilakukan pada pertemuan-pertemuan sebelumnya. P mengajak siswa untuk memperhatikan tiap pertanyaan atau item tugas dan membahas bersama. Dalam sesi pembahasan, P mengajak siswa berpartisipasi aktif dengan menanyakan alasan mereka mendapatkan jawaban dari setiap item soal. Pada suatu kesempatan P bertanya pada siswa, “Coba sekarang nomor 2. Beberapa siswa mengacungkan tangan. P meminta Rifa untuk menjawab. Rifa menjawab, “Obama spent four years to finish his law school. Paragraph 3, miss.” “OK. Good. Kira-kira untuk mengetahui informasi tentang itu gimana caranya?” “Scanning, bu”, jawab Rifa. P melanjutkan lagi bertanya, “OK. Jadi dicari dulu apanya?” “Kata kuncinya,” jawab Rifa. “Ya. Disitu kita bisa pakai kata kunci “law school” ya. Setelah kata kunci, langkah selanjutnya apa Suryanto?” “Dicari dalam bacaannya bu,” jawab siswa tersebut. Kemudian P merespon jawaban tersebut dengan memberi sedikit penekanan, “Ya, betul. Difokuskan mencari kata itu dulu lalu dibaca kalimat yang ada di sekitarnya.” Setelah pembahasan dan diskusi tugas, P meminta siswa mengumpulkan *answer sheet* setiap kelompok beserta lembar refleksi kelompok. Lalu P bertanya jawab dengan siswa mengenai kesulitan siswa dalam mengerjakan tugas. Lalu P mengingatkan kembali tentang *Simple Past Tense*. P menyampaikan pada siswa bahwa mereka akan kembali membahas dan berlatih penggunaan *Simple Past Tense*. Beberapa siswa sibuk menyiapkan buku catatan dan ada pula yang sibuk menyiapkan *handout* berisi materi *Simple Past Tense* yang diberikan oleh P pada pertemuan sebelumnya. P mengulas kembali tentang *Simple Past Tense* beserta formulanya. Pada ulasan *grammar* pertemuan ini P lebih banyak memberikan contoh daripada pada sesi ulasan *grammar* sebelumnya. Siswa nampak mulai lebih paham dibandingkan sebelumnya. P memberikan kesempatan kepada para siswa untuk berlatih membuat kalimat *Simple Past Tense* di papan tulis. Mula-mula P menuliskan beberapa kata kerja di papan tulis. Beberapa siswa maju secara sukarela untuk mencoba membuat kalimat yang berpola *Simple Past Tense*. Dari kalimat yang dibuat oleh 3 orang siswa yang maju secara struktur sudah benar. Namun masih terdapat beberapa kesalahan kecil seperti dari segi *spelling* dan belum diletakkannya *preposition* yang tepat. P menulis beberapa kata kerja lagi dan meminta siswa untuk mencoba membuat kalimat. Pada sesi tersebut mulai banyak siswa yang ingin mencoba. Para siswa berebut ingin maju namun P hanya menunjuk 3 orang siswa untuk maju. Setelah siswa-siswa tersebut membuat kalimat, P mengoreksi dan bersama-sama

siswa mengidentifikasi kalimat berdasarkan pola *Simple Past Tense*. Setelah beberapa latihan meengidentifikasi kalimat simple past tense yang terdapat di dalam teks, P mengecek pemahaman siswa dengan menanyakan beberapa hal terkait yang sudah dijelaskan oleh P. P meminta siswa untuk tidak melihat handout. P mulai bertanya, “Coba siapa yang ingat bagaimana susunan kalimat simple past tense?” Beberapa siswa mengacungkan tangan. P meminta Hesti untuk menjawab. Hesti dapat menjawab dengan benar, “Subject-Verb2-Object/Adverb”. P merespon bahwa jawaban tersebut sudah benar serta memberikan pujian pada Hesti. Lalu P melanjutkan lagi dengan bertanya, “What is the function of simple past tense?” P menunjuk siswa di belakang yakni Tri. Tri menjawab, “untuk menceritakan kejadian masa lalu bu.” Sebelum menutup sesi language focus, P memberi kesempatan pada siswa untuk merefleksi apa yang masih terasa sulit bagi mereka. Seorang siswa yakni Anggi bertanya bagaimana cara memahami irregular verbs karena hal tersebut tidak pasti. P memberikan penjelasan bahwa mereka harus banyak berlatih sehingga mereka mudah mengingat kata kerja yang termasuk dalam irregular verb sehingga mereka mudah memahami maknanya ketika membaca sebuah teks. Setelah sesi belajar grammar yang terkait dengan teks selesai, P me-review kembali pembelajaran dengan topik *biography* dari sejak awal hingga akhir. P bertanya pada siswa tentang apa saja yang sudah dipelajari. Siswa saling bersahutan menjawab bahwa selama ini sudah belajar diantaranya kosa kata (*vocabulary*), mencari *main idea* dan mencari informasi rinci dari sebuah teks. P juga bertanya pada siswa apakah ada kesulitan selama pembelajaran dan apakah siswa memiliki pertanyaan terkait pelajaran selama ini untuk ditanyakan pada P. Siswa tidak ada yang mengajukan pertanyaan lalu P memberi tugas rumah kepada siswa untuk mencari contoh teks-teks recount dan diperbolehkan dari berbagai sumber. P menutup pelajaran dan mengakhiri dengan salam.

Field Note 7

Hari/Tanggal : Rabu, 6 Februari 2013(*Meeting 1 Cycle 3*)

Keterangan :

P= Peneliti

K1= Kolaborator 1 (Guru Bahasa Inggris Kelas VIII : H. Ismanto PS, S.Pd.)

K2= Kolaborator 2 (Guru Bahasa Inggris Kelas IX: Astuti K., A.Md.)

Pada pukul 08.25 P, K1 dan K2 memasuki ruang kelas VIII D. Para siswa yang tadinya berkegiatan dan belum duduk di tempat duduk segera memposisikan diri di tempat duduknya masing-masing. P menyapa siswa seperti biasa dengan salam dan sapaan dalam Bahasa Inggris, “*Good morning everybody.*” Siswa menjawab, “*Good morning.*” P bertanya lagi “*How are you today?*” Siswa menjawab, “*I’m fine, and you?*” P menimpali, “*I’m very well, thank you.*” P mengecek kehadiran siswa dengan menanyakan, “*Is anybody absent today?*” Beberapa siswa menjawab, “*Irfan, Miss*” P bertanya lagi, “*Why he doesn’t come?*” Ada seorang siswa mencoba menjawab dengan menggunakan Bahasa Inggris walau ungkapan yang diucapkan masih kurang lengkap. Rifa menjawab, “*Sick, Miss*” P menimpali jawaban Rifa dengan mengatakan, “*Irfan is sick or we can say he is not feeling very well. Rifa, thank you for the information. Hopefully Irfan will get better soon*” P lalu sedikit bertanya jawab dengan siswa dan mengulas apa saja yang telah dipelajari pada pertemuan sebelumnya yakni tentang teks biografi. P menyampaikan pada siswa bahwa pada hari itu masih akan belajar teks *recount*. Namun sebelum masuk pada materi, P meminta siswa menunjukkan hasil pekerjaan rumah yang telah ditugaskan yakni mencari teks recount. Siswa menunjukkan teks recount masing-masing yang sudah diperoleh. Dari teks-teks yang dibawa oleh siswa ternyata cukup bervariasi, mereka mendapatkan teks dari berbagai sumber seperti internet, buku paket, dan buku soal. Setelah itu, P meminta siswa untuk mengumpulkan

teks-teks tersebut. Kemudian P memberi penjelasan kembali tentang teks recount. P menyampaikan bahwa teks recount dibagi menjadi 3 jenis yakni *personal recount*, *biographical recount* dan *procedural recount*. Pada kesempatan tersebut jenis teks recount yang akan dipelajari adalah mengenai *personal recount* dengan topik baru yakni “*Travelling*”. P juga menyampaikan bahwa pada kesempatan tersebut teks-teks yang akan dibaca tidak akan berbeda jauh dari teks-teks yang dibaca siswa pada topik pertama kali P mengajar di kelas yakni tentang “*Unforgettable Holidays*”. P meminta siswa untuk berpasangan. Mereka diminta untuk mendiskusikan dan menebak kosa kata yang tertulis di papan tulis yang terkait dengan teks. Dalam waktu relatif singkat mereka sudah selesai mendiskusikan dan menuliskan tebakan di papan tulis. Tebakan siswa hampir 90% sudah benar. Lalu P membahas serta memperjelas dengan mendiskusikan kosa kata-kosa kata tersebut. Setelah pembahasan kosa kata, P bertanya jawab dengan siswa tentang strategi membaca skimming dan scanning. P bertanya pada siswa, “Masih ingat kemarin tentang skimming dan scanning?” Miss tanya ya sama Dica, kalau kita mau mencari informasi umum dalam sebuah teks, strategi apa yang bisa digunakan?” Dica menjawab, “Skimming miss.” “OK. Good. Dica. Now how about looking for detail information, coba Nasera.” Nasera menjawab, “Scanning miss.” “Excellent.” Now, you are going to practice again to identify general information and detail information of the text using skimming and scanning strategies. Lalu P membagikan teks model yang berjudul “*A Tour to the Botanic Gardens*”. Kemudian P memperkenalkan listing task pada siswa. Lalu P menyampaikan bahwa siswa akan belajar lebih mendalam lagi berkaitan dengan mengidentifikasi topik dan informasi rinci dari teks *recount* melalui *listing task*. P menjelaskan apa yang dimaksud *listing task* yakni bahwa mereka akan belajar merangkum apa yang terdapat di dalam teks dengan menemukan beberapa poin di dalam teks seperti *topic*, *character*, *place*, *time*, *sequence of events* dan *conclusion*. Siswa terlihat mendengarkan dengan tenang dan serius. Beberapa saat kemudian P mulai membahas dan mendiskusikan satu per satu poin dari teks model yakni teks yang berjudul “*A tour to the Botanic Gardens*”. P lalu memberikan kesempatan kepada para siswa untuk bertanya hal-hal yang belum jelas. Setelah itu, P mendistribusikan lagi sebuah teks berjudul “*A Trip to Bandung*” dengan poin-poin dalam *listing task* yang harus diisi siswa. P memberi waktu kepada siswa untuk mencoba mengisi sendiri poin-poin tersebut sebagaimana yang sudah dicontohkan sebelumnya. Lalu P dan siswa membahas bersama jawaban dari *listing task* tersebut melalui kegiatan *Question and Answer game*. Sebelum kegiatan tersebut dimulai, P mereview secara singkat tentang penggunaan pertanyaan dalam bentuk WH-questions karena pada pertemuan sebelumnya siswa masih ada yang merasa bingung dengan penggunaan WH-questions. Tidak lama kemudian Question/Answer game dimulai. Siswa tampak antusias dan semakin banyak siswa yang sebelumnya belum pernah menjawab namun pada saat tersebut memanfaatkan kesempatan yang diberikan oleh guru dengan mencoba menjawab pertanyaan. Karena banyaknya siswa yang ingin menjawab, P membuat peraturan baru yakni pertanyaan akan dibagi kepada per baris bangku sehingga kompetisi berlangsung antar teman per baris bangku. Dengan demikian, P berharap bisa memberikan pertanyaan secara merata. Siswa yang masih kurang paham dengan jawaban temannya diberi kesempatan lagi oleh P untuk bertanya dengan mengacungkan tangan terlebih dahulu. P menjawab dan menjelaskan lagi bila ada siswa yang kurang paham. Tidak lama kemudian bel istirahat berbunyi sehingga P mempersilakan para siswa untuk istirahat. Bel masuk berbunyi, P mengkondisikan siswa dan menunggu siswa menjadi tenang sebelum memulai pelajaran lagi. P lalu menyampaikan bahwa aktifitas berikutnya mereka akan bekerja dalam kelompok lagi namun hanya terdiri dari 2 orang setiap kelompok atau berpasangan dengan teman semeja. P memberikan instruksi untuk tugas yang harus dikerjakan oleh siswa. Tugas tersebut sama seperti apa yang sudah dibahas bersama sebelumnya yakni mengidentifikasi beberapa poin di dalam teks seperti *topic*, *character*, *place*, *time*, *sequence of events* dan *conclusion*. Dalam tugas yang diberikan oleh P tersebut terdapat 6

teks yang harus dipilih oleh siswa salah satunya (sesuai keinginan mereka) dan kemudian dikerjakan. Tugas setiap kelompok adalah mengidentifikasi *topic, character, place, time, sequence of events* dan *conclusion* dari teks yang telah ditentukan mereka. Sebelum siswa mulai mengerjakan tugas tersebut, P memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang belum dipahami baik dari instruksi tugas maupun materi. Para siswa mengerjakan *listing task* dengan serius di dalam kelompok masing-masing. Pada sesi tersebut P juga menghampiri siswa yang bertanya atau membutuhkan bimbingan. Seorang Siswa bertanya tentang cara menuliskan jawaban pada bagian *sequence of events*. Mereka masih bingung apakah harus ditulis secara lengkap atau tidak. P menjelaskan bahwa mereka cukup menulis *point-point* penting saja dengan sebuah kalimat sederhana yang terdiri dari *Subject, Verb* dan *Adverb* atau *Object*. Selain menanyakan hal yang tidak mereka mengerti, siswa juga meminta P untuk mendatangi kelompoknya agar P mengecek jawaban mereka. Setelah 15 menit, beberapa kelompok mengacungkan tangan pertanda bahwa mereka sudah selesai mengerjakan. Tidak berapa lama kemudian disusul oleh kelompok-kelompok yang lain. Setelah sekitar kurang 5 menit waktu pergantian pelajaran, *me-review* apa yang telah dipelajari hari itu dan memberikan kesempatan pada siswa untuk bertanya bila ada kesulitan atau ada hal yang kurang dipahami dari tugas yang diberikan. Tidak ada siswa yang bertanya. Siswa nampak sudah memahami instruksi yang diberikan oleh P. P lalu menutup pelajaran dan mengakhiri dengan salam, “*See you tomorrow.*”

Field Note 8

Hari/Tanggal : Kamis, 7 Februari 2013 (*Meeting 2 Cycle 3*)

Keterangan :

P= Peneliti

K1= Kolaborator 1 (Guru Bahasa Inggris Kelas VIII : H. Ismanto PS, S.Pd.)

K2= Kolaborator 2 (Guru Bahasa Inggris Kelas IX: Astuti K., A.Md.)

Pada pukul 11.40 bel tanda masuk berbunyi. Di dalam kelas, para siswa kelas VIII D masih nampak berkeliaran karena jam tersebut merupakan jam setelah istirahat. P, K1 dan K2 memasuki kelas. P menenangkan siswa dan menunggu hingga kelas relatif kondusif untuk melanjutkan kegiatan pembelajaran pada pertemuan sebelumnya. Setelah kelas menjadi lebih tenang, P menyapa siswa, bertanya tentang kondisi siswa, dan mengecek kehadiran siswa. P kemudian menanyakan pada siswa apakah tugas kelompok berpasangan sudah selesai. Siswa menjawab bahwa mereka belum selesai sepenuhnya. P memberikan kesempatan kepada para siswa untuk melanjutkan mengerjakan tugas kelompok dan mengoreksi kembali jawaban apabila sudah selesai. P berkeliling mengontrol para siswa yang sedang bekerja di kelompoknya masing-masing. Sese kali masih ada siswa yang mengacungkan tangan dan ingin bertanya. Sebagian yang lain tidak bertanya namun hanya bermaksud menunjukkan pekerjaan mereka dan memastikan apakah sudah benar atau belum. P melangkah dan mengecek pekerjaan siswa dari satu kelompok ke kelompok yang lain. Dari 6 teks yang diberikan oleh P diketahui bahwa ternyata siswa memilih teks yang berbeda-beda sehingga nampak ada variasi antara kelompok satu dengan yang lainnya dalam hal pemilihan teks. Setelah waktu yang diberikan oleh P melanjutkan tugas kelompok sudah habis, P meminta siswa untuk memperhatikan instruksi yang diberikan P berikutnya. Sebagaimana biasanya setelah tugas dikerjakan, P dan siswa membahas bersama tugas yang sudah dikerjakan tersebut. Karena bervariasi teks yang mereka pilih, P meminta satu kelompok sebagai perwakilan setiap teks. Karena hanya 5 teks yang dipilih oleh siswa dalam tugas kelompok tersebut maka ada 5 kelompok sehingga yang diminta oleh P untuk maju ada 5 kelompok. Pemilihan kelompok yang maju dipilih berdasar kemauan kelompok tersebut.

Para siswa antusias ingin menuliskan jawaban hasil kerja diskusi mereka di papan tulis, dari sekian banyak kelompok yang mengacungkan tangan, P menunjuk yang tercepat. Karena terbatasnya ruang kosong di papan tulis maka P meminta siswa maju dengan 2 sesi. Sesi pertama untuk Teks 2, Teks 3 dan Teks 4 dan sesi kedua untuk Teks 5 dan Teks 6. Setiap perwakilan kelompok maju dan menuliskan jawabannya di papan tulis. Setelah itu P membahas dan mendiskusikan bersama siswa. P mengoreksi kesalahan-kesalahan dan memberikan pujian bagi seluruh siswa karena telah mengerjakan dengan baik dan hasilnya memuaskan walaupun masih terdapat beberapa kesalahan. Kegiatan pembahasan tugas sesi pertama tersebut kemudian dilanjutkan sesi kedua. Setelah selesai semua diskusi dan pembahasan tersebut, P memberi kesempatan kepada siswa untuk bertanya jawab seputar tugas dan materi yang telah diberikan. Karena tidak ada pertanyaan dari siswa, P menyampaikan pada siswa bahwa mereka akan melanjutkan pada kegiatan berikutnya. Seperti biasa, kegiatan berikutnya adalah *grammar focus*. Siswa kembali diminta melihat pada teks dan menyebutkan kata-kata kerja yang digunakan dalam teks tersebut. Lalu P menuliskan beberapa contoh *action verbs* yang disebutkan oleh siswa. P mengulas kembali kalimat berpola *Simple Past Tense* terutama pada penggunaan kata kerja *Regular* dan *Irregular*. Lalu P memberikan latihan kepada siswa secara individual untuk melengkapi tabel berisi *Action Verbs* yang diambilkan dari teks dan meminta siswa mengidentifikasi apakah kata kerja tersebut termasuk *Regular Verb* atau *Irregular Verb*. Sembari membimbing dan mengecek siswa yang sedang mengerjakan, P memberi kesempatan pada siswa untuk bertanya bila masih kurang mengerti. Sekitar 10 menit kemudian, P meminta siswa untuk berhenti mengerjakan dan membahas bersama. Setelah latihan singkat tersebut P menyampaikan pada siswa tentang kegiatan *grammar focus* selanjutnya yang berupa latihan langsung di papan tulis. P menerangkan instruksi secara singkat. P menjelaskan kepada siswa bahwa mereka akan berlomba membuat kalimat *simple past tense* secara langsung dengan menuliskan di papan tulis. P menentukan kata kerja yang akan digunakan. Selanjutnya siswa yang ingin mencoba membuat kalimat *simple past tense* tunjuk jari dan bagi yang tercepat diberikan kesempatan oleh P untuk merangkai kalimatnya di papan tulis. Jika kalimat sudah benar maka siswa yang maju tersebut mendapat point tambahan sebagaimana pada *question/answer game*. Siswa sangat antusias dan banyak yang ingin mencoba. P akhirnya tidak hanya menuliskan satu kata kerja namun ada 10 kata kerja yang dituliskan di papan tulis. P menunjuk 10 siswa untuk maju dan membuat kalimatnya sendiri berdasarkan formula *simple past tense* yang sudah dipelajari. Setelah dirasa cukup, *language focus phase* dihentikan oleh P. P kemudian bersama-sama siswa merangkum materi yang telah dipelajari hari itu. P juga tidak lupa menanyakan pada siswa apakah ada hal yang masih ingin ditanyakan lagi tentang materi dan tugas yang telah diberikan. Para siswa tidak ada yang mengajukan pertanyaan. Akhirnya P menyampaikan bahwa pada hari Sabtu, 9 Februari 2013 akan dilaksanakan *post-test*. Para siswa banyak yang bertanya apakah *post-test* tersebut. P menjelaskan apa yang dimaksud *post-test* tersebut dan segala hal yang berkaitan dengan *post-test* seperti jumlah soal dan bentuk soal *post-test*. Setelah menjawab beberapa pertanyaan siswa mengenai *post-test*, P mengucapkan terima kasih kepada para siswa atas kerjasamanya dan perhatian selama ini saat P mengajar di kelas VIII D. P kemudian menutup pelajaran dan mengakhiri dengan salam sebelum meninggalkan kelas.

APPENDIX B

Interview Transcripts

Interview 1 (Pre-Observation)**Day/Date : Friday/October 26th, 2013****Place : Teacher Room****Respondent :****R= Researcher****C1= Collaborator 1 (H.Ismanto P.S., S.Pd. / The English Teacher of Class VIII D)**

- R : Selamat pagi pak. Maaf pak, saya boleh minta waktunya sebentar pak untuk wawancara? Ini tentang KBM Bahasa Inggris di kelas VIII pak.
- C1 : Oh ya mbak silahkan. Bagaimana mbak?
- R : Begini pak, saya ingin tanya mulai dari *skill* Bahasa Inggris yang ada 4 *skill* itu pak. Kalau di kelas, bapak paling sering atau banyak mengajarkan *skill* yang mana pak?
- C1 : Kalau mengenai itu sebetulnya ya sesuai dengan RPP-nya, tapi sekarang ini kan menyesuaikan dengan SKL mbak. Karena kita mengacu pada SKL dan di SKL itu fokusnya reading dan writing ya itu yang ditekankan.
- R : Baik pak, kemudian menyangkut *reading* itu pak, seperti yang tadi bapak sampaikan mendapat penekanan lebih ya pak, apakah menurut bapak sejauh ini siswa sudah menguasai dengan baik keterampilan *reading*?
- C1 : Ya kalau itu ada yang sudah mencapai dan ada yang belum mbak. Ada yang memang tingkat pemahamannya sudah bagus ada juga yang masih sangat jauh. Ya itu kan juga bawaan dari SDnya dulu tho mbak. Ada juga itu siswa yang memang sulit sekali mbak untuk dipahamkan.
- R : Baik pak, tadi bapak sempat mengatakan “sulit”, kalau kesulitan atau masalah dalam pelajaran Bahasa Inggris selama ini apa pak yang bapak rasakan ketika mengajar di kelas?
- C1 : Ya, kalau masalah mungkin ya dari kemampuan membaca mereka yang masih lemah itu mbak. Masalahnya kan kalau *reading* itu kadang teksnya juga panjang-panjang apalagi di soal-soal yang dibuat dari luar itu. Jadi butuh penguasaan kosakata yang banyak juga. Saya itu biasanya juga sudah kasih kosa-kata baru dan artinya di tiap pertemuan.
- R : Oh ya pak, untuk latihan memperbanyak kosa kata ya pak. Terus kalau kelas yang kemampuan membacanya tergolong rendah itu di kelas berapa ya pak?
- C1 : Saya rasa itu ya di kelas VIII D mbak. Nanti kalau mau PTK bisa di sana saja mbak. Kalau yang VIIIA sampai VIIC itu sudah lumayan ya walau masih ada kesulitan juga tentunya. Ga ada kelas yang semuanya terus pinter gitu tho mbak.
- R : Oh iya pak, heterogen ya pak rata-rata kelasnya.
- C1 : Iya mbak.
- R : Baik pak, kalau begitu saya ikut saran bapak nanti menggunakan kelas VIID untuk penelitian. Kalau kelas VIID itu bagaimana ya pak karakteristik siswanya, maksud saya begini pak bila diprosentase kira-kira berapa persen siswa yang masih lemah dalam *reading*?
- C1 : Ya kalau persentasenya itu, 1/3 level atas, 1/3 level tengah dan 1/3 level bawah.
- R : Oh gitu ya pak. Kemudian bagaimana dengan motivasi siswa sendiri pak dalam aktivitas pembelajaran *reading* di kelas?
- C1 : Ya karena tadi levelnya berbeda-beda otomatis juga dari motivasinya itu beda mbak. Susah juga kita kalau untuk membuat mereka bisa sama-sama motivasi semua. Biasanya kalau di kelas itu ya ada yang sangat antusias, ada juga yang biasa-biasa saja. Bagi anak yang memang kemampuannya lemah rata-rata kurang motivasi.
- R : Oh seperti itu ya pak.
- C1 : Iya, itu biasanya anak yang kosa-katanya rendah itu ogah-ogahan gitu mbak.
- R : Kalau menurut bapak dalam belajar membaca siswa kesulitannya apa ya pak?
- C1 : Ya seperti tadi saya katakan mbak, di kosa kata. Sekarang ini kurikulum KBK ini terlalu luas, terlalu bebas. Kalau dulu kan dibatasi kalau misalnya kelas VIII ya 500 kosa kata, kelas IX targetnya 1000 kosa kata, itupun dicari kosa kata yang harian yang sering dipake itu lho. Tetapi kalau sekarang ini apalagi soal-soal yang dibuat dari luar itu sangat luas, mereka itu sangat bebas kalau membuat soal untuk ulangan tengah semester, ulangan semester apalagi ujian akhir. Bahkan kadang-kadang juga diambilkan teks-teks yang

- sangat langka, gurunya saja banyak kosa kata yang tidak tahu, seperti itu.
- R : Emm jadi kesulitannya *reading* pada kosa kata ya pak.
- C1 : Ya, kalau yang ditanyakan tentang gambaran umum, informasi rinci, yang tersurat, tersirat, mereka lumayan.
- R : Kalau begitu pak, selama ini bapak mengatasi kesulitan mereka seperti itu bagaimana pak?
- C1 : Kalau saya agak detail itu, kosa kata itu mesti saya perbanyak, misalnya pake derivasi, ya kita siapkan lah kosa kata itu sebaik-baiknya. Kemarin waktu pertama kali masuk kelas VIII itu juga sudah saya berikan kata benda, kata kerja seperti itu.
- R : Di semester awal itu ya pak.
- C1 : Iya, belum tentang teks itu. Nanti coba aja lihat di catatan siswa.
- R : Oh iya pak. Kalau bapak mengajar teks *recount* biasanya langkah-langkahnya. Bagaimana pak?
- C1 : Ya ada *pre-reading*, *whilst-reading* dan *post-reading*. Biasanya ya saya berikan dulu kata-kata barunya, setelah itu mereka memahami, menjawab pertanyaan, kita cocokkan dan kita ambil kesimpulan.
- R : Kalau menerjemahkan pernah atau tidak pak?
- C1 : Nah kalau menerjemahkan itu merupakan tugas. Jadi kan ada teks di buku paket itu. Saya berikan kata-kata barunya beberapa kemudian saya suruh menerjemahkan di rumah. Kemudian kita bahas, kita nilai sebagai nilai tugas.
- R : Hasilnya bagaimana pak kalau tugas menerjemahkan itu?
- C1 : Ya bagus-bagus. Tapi itu kan juga tidak yakin benar kalau itu memang hasil pribadi karena tugas di rumah. Mungkin ada yang *njiplak* temannya dan sebagainya gitu kan tidak bisa ngawasi tho.
- R : Oh begitu ya pak. Tapi rata-rata mereka selesai semua mengerjakan tugasnya ya pak?
- C1 : Selesai dan nilainya bagus-bagus ada yang 8, 9, 10, 8, 9, 10 seperti itu. Gak ada yang di bawah 7.
- R : Oh ya pak, berarti mereka bisa maksimal ketika mengerjakan tugas di rumah ya pak.
- C1 : Iya. Kalau yang pinter-pinter gitu dapat baik ya cenderungnya memang hasil karya sendiri. Tapi kalau 1/3 yang *low* tadi nilainya dapat baik itu ya sebenarnya kita juga curiga kan mbak. Tapi memang mau tidak mau kita harus percaya pada mereka.
- R : Kalau teks yang bapak berikan khususnya *recount* biasanya bagaimana variasinya pak?
- C1 : Saya biasanya memberikan beberapa teks *recount* baik yang pengalaman pribadi maupun pengalaman orang lain. Yang pengalaman pribadi kan yang *subject*-nya yang memakai "I".
- R : Iya pak. Kemudian kalau siswa mengalami kesulitan biasanya banyak yang bertanya langsung pada bapak atau pada temannya?
- C1 : Biasanya tanya pada temannya dulu, lalu pada gurunya. Atau mereka kalau tidak tahu biasanya mencari di kamus.
- R : Kalau dari partisipasi siswa dalam proses KBM bagaimana pak? Mereka aktif atau ada juga yang kurang begitu aktif.
- C1 : Bervariasi. Ya memang masih banyak yang kurang aktif, mungkin ya karena memang anaknya begitu, kemampuannya itu kurang. Tapi dimanapun saya kira ga ada yang 100% aktif, 90 % itu seandainya bisa aktif sudah bagus.
- R : Biasanya bagaimana bapak memotivasi siswa yang kurang aktif?
- C1 : Biasanya saya beri pertanyaan dan mengerjakan di papan tulis malahan.
- R : Kalau yang aktif di kelas berapa persen pak?
- C1 : Kurang lebih ya 78%.
- R : Oh ya pak. Bapak pernah mengajarkan strategi-strategi membaca seperti *scanning*, *skimming* itu pak?
- C1 : Ya, pernah. Itu kan ada hubungannya dengan tadi, bentuk-bentuk pertanyaan itu tadi.
- R : Berarti siswa-siswa sudah paham mengenai itu ya pak?
- C1 : Itu kan ya bisa dikatakan sudah pola lama kalau *scanning*, *skimming*, *referring*, *inferring*. Kalau sekarang kan itu tadi gambaran umum, informasi inti yang tersurat itu kan *scanning*, yang tersirat itu kan *skimming*, rujukan kata itu ya *referring* itu.
- R : Iya pak. Kemudian kalau selama mengajar *reading* bapak mengambil materinya darimana

- pak?
- C1 : Saya biasanya dari buku-buku, ada buku *English in Focus*, *Let's Talk* itu.
- R : *Let's Talk* itu apa ya pak?
- C1 : Buku ya buku pegangan siswa.
- R : Kayak buku paket gitu ya pak?
- C1 : Ya kayak buku paket.
- R : Terus isinya apa ya pak materi atau soal-soal?
- C1 : Ya juga materi tidak hanya soal thok. Kalau yang kelas IX itu banyak diberikan latihan soal.
- R : Kalau media yang biasa bapak gunakan di dalam kelas?
- C1 : Kalau media itu saya tidak pakai media mbak, karena memang tidak ada. Jadi ya cuma menggunakan media yang ada seperti papan tulis.
- R : Kalau tugas-tugas yang bapak berikan biasanya bentuknya apa saja pak?
- C1 : Mengerjakan PR dari *English in Focus*, khan anak-anak bawa pulang bukunya.
- R : Mengerjakan yang ada di buku paket berarti ya pak. Setelah itu kalau sudah dikerjakan dikoreksi bersama-sama gitu ya pak?
- C1 : Iya, dibahas.
- R : Terus ada tugas-tugas lain selain dari buku paket gitu pak?
- C1 : Ya itu dari sumber lain misal seperti *Let's Talk* tadi.
- R : Kalau mereka lebih suka atau paling suka diberi tugas seperti apa pak?
- C1 : Kalau tugas itu ya kelihatannya biasa. Ga ada yang kelihatan suka sekali gitu.
- R : Oh ya pak. Kalau mereka sudah mengenal seperti internet gitu pak?
- C1 : Ya mestinya sudah, tapi tidak semuanya. Saya kira tidak ada 50% yang paham internet itu. Mungkin lho mbak tapi saya sendiri belum pernah memberi tugas lewat internet.
- R : Ya pak. Kalau menurut bapak secara keseluruhan dari proses belajar mengajar *reading* yang perlu ditingkatkan apa ya pak?
- C1 : Yang perlu ditingkatkan?
- R : Iya, mungkin ada masalah dalam KBM khususnya *reading* pak?
- C1 : Yang pertama itu motivasi, kosa kata dan pemahaman *reading skill* dari SKL itu.
- R : SKL yang perlu dipahami lagi apa pak?
- C1 : Pertama dari mengenal jenis-jenis teks, tujuannya untuk apa, isinya bagaimana dan sebagainya.
- R : Kalau kayak mencari gambaran umum, *specific information* itu mereka sudah paham ya pak?
- C1 : Kebanyakan sudah tapi ya itu tadi mencarinya itu terkendala kosa kata.
- R : Level kosa kata yang sudah mereka kuasai saat ini berapa pak perkiraan bapak?
- C1 : Ya antara 500-600. Itu bagi anak yang pinter sekitar 1000.
- R : Perbedaan itu dipengaruhi oleh apa pak?
- C1 : Kalau yang menguasai banyak itu ketika saya beri kosakata mereka itu *sergep* (rajin) gitu, mereka mempelajari di rumah.
- R : Sedangkan yang lain tidak terlalu rajin gitu ya pak ya.
- C1 : Iya. Yang lain cuma sekedar ngikuti saja, mencatat itu juga ogah dan sebagainya.
- R : Kalau bapak sering memberikan tugas dalam bentuk tugas kelompok gitu pak?
- C1 : Tidak terlalu sering tapi ya pernah dulu ada tugas kelompok. Biasanya semeja, kan praktis ga usah merubah tempat duduk.
- R : Bagaimana respon mereka pak ketika diberi tugas kelompok seperti itu?
- C1 : Antusias. Dengan *partnernya* itu biasanya senang.
- R : Oh ya pak. Ya mungkin itu dulu pak yang ingin saya tanyakan pada wawancara kali ini. Terima kasih banyak pak atas waktunya.
- C1 : Iya mbak sama-sama.

Interview 2 (Pre-Observation)**Day/Date : Saturday/October 27th, 2013****Place : Classroom of VIII D****Respondent : R= Researcher S= Student (Elina Anggraini)**

- R : Maaf ya dek ganggu sebentar, mbak mau tanya-tanya sebentar boleh? Ini tentang proses belajar mengajar Bahasa Inggris di kelas.
- S : Iya mbak.
- R : Dek, pelajaran Bahasa Inggris kamu punya kesulitan ga?
- S : Kesulitannya apa ya mbak, itu mbak kalau membaca masih suka bingung.
- R : Bingung kenapa?
- S : Bacaannya susah dipahami sama pertanyaannya yang diberikan juga susah.
- R : Oh gitu. Terus yang lain apa lagi? Kalau mencari gambaran umum dari sebuah bacaan gitu susah ga menurutmu?
- S : Susah.
- R : Susahnya kenapa?
- S : Bingung mbak pokoknya. Kosa katanya itu lho mbak.
- R : Kalau di kelas biasanya ada tugas seringnya tugas individu atau kelompok?
- S : Tugas individu mbak. Malah hampir ga pernah kalau tugas kelompok itu.
- R : Kalau kamu lebih suka mana tugas individu atau tugas kelompok?
- S : Kalau aku ya tugas individu aja mbak soalnya dulu pernah kalau tugas kelompok itu temannya ga ikut ngerjain.
- R : Oh gitu, jadi kalau misal tugas kelompok kamu pengennya semua teman ngerjain gitu ya.
- S : Iya mbak.
- R : Terus kamu suka ga mempelajari teks-teks Bahasa Inggris gitu untuk mengasah keterampilan membaca?
- S : Ga terlalu suka sih mbak.
- R : Oh. Kenapa ga suka?
- S : Gurunya kurang jelas mbak neranginnya.
- R : Oh ya. Kalau menurutmu pengennya gimana? Atau selama ini apa sih yang perlu ditingkatkan dari pembelajaran Bahasa Inggris di kelas terutama untuk mengasah keterampilan membaca?
- S : Ya pengennya gurunya suaranya lebih jelas dan juga materinya jelas gitu lho mbak.
- R : Emang selama ini gimana?
- S : Kurang jelas dan membosankan mbak.
- R : Kamu misalnya kurang jelas gitu tanya ga ke guru Bahasa Inggrisnya?
- S : Kalau mau tanya bingung mbak apa yang mau ditanyain.
- R : Oh gitu. Terus kalau guru Bahasa Inggrisnya gimana, sering memberi pertanyaan pada siswa?
- S : Ya, kadang-kadang.
- R : Kamu sering menjawab?
- S : Enggak mbak.
- R : Kenapa?
- S : Ga bisa mbak.
- R : Oh gitu. Kemudian selama ini Guru Bahasa Inggris sering memberi tugas ga?
- S : Iya mbak. Biasanya ngasi tugasnya pertanyaan gitu, atau menerjemahkan di rumah.
- R : Gimana hasilnya kamu kalau diberi tugas gitu?
- S : Ya ada yang bagus ada juga yang enggak.
- R : Oh ya materi pelajaran Bahasa Inggris biasanya diambil dari mana?
- S : Dikasih sama gurunya.
- R : Itu dari pake buku paket?
- S : Iya mbak.
- R : Oh ya. OK dek kita cukupkan dulu wawancaranya. Makasih banyak ya dek informasinya.
- S : Sama-sama mbak.

Interview 3 (Pre-Observation)

Day/Date : Monday/October 29th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student (Tri Handoko)

- R : Dek, maaf yang ganggu waktunya bentar. Mbak mau tanya-tanya tentang pembelajaran Bahasa Inggris.
- S : Iya mbak. Wah tapi jangan susah-susah mbak.
- R : Ga kok ga saya tanya dengan memakai Bahasa Inggris. Ohya dek, tadi kan pas pelajaran membaca mbak lihat kamu kayak kurang semangat gitu, kenapa?
- S : Ngantuk mbak.
- R : Oh gitu, kalau pelajaran membaca teks seperti tadi itu kamu masih merasa ada kesulitan ga dek?
- S : Sulit mbak.
- R : Kenapa?
- S : Ya pemahaman katanya tu mbak, khan banyak yang belum tahu artinya.
- R : Oh ya dalam membaca menurutmu apa kesulitan besar kamu?
- S : Kata yang belum dimengerti mbak.
- R : O, gitu. Kalau gurunya biasanya mengajar langkah-langkahnya gimana dek?
- S : Ya biasanya pertama disuruh baca dulu bacaan di buku paket, terus kalo ada kata-kata sulit ntar diartikan sama gurunya.
- R : Ada yang tanya gitu atau gimana?
- S : Enggak mbak, kita nulis ke papan tulis yang kita anggap sulit terus ntar gurunya yang mengartikan, terus yang lain kita terjemahkan sendiri, dicocokkan terus ngerjain soal gitu mbak.
- R : Oh gitu ya. Oh ya tadi kan aktivitasnya membaca dulu ya, sebelum membaca ada aktivitas lain ga, kayak mengulas pelajaran sebelumnya?
- S : Ga ada mbak, langsung disuruh buka buku paket dan membaca.
- R : Oh ya. Terus pak Is sering ngasih tugas ga?
- S : Iya mbak.
- R : Seringnya tugas individu atau kelompok?
- S : Individu.
- R : Kamu lebih suka mana individu atau kelompok?
- S : Saya lebih suka tugas kelompok karena khan bisa sharing mbak kayak dulu waktu di kelas VII pernah.
- R : O dulu pernah ya di kelas VII. Kalau di kelas VIII?
- S : Di kelas VIII ini jarang, malah hampir ga pernah.
- R : Terus kesulitanmu selain kosa kata apa?
- S : Memahami bacaannya mbak.
- R : Kalau mencari seperti apa ide pokok dari sebuah bacaan gitu kamu kesulitan ga?
- S : Ya lumayan sulit mbak.
- R : Oh ya menurut kamu cara mengajar pak Is gimana?
- S : Cukup membosankan karena hanya mencari yang ga tahu. Selain itu juga tidak ada canda. Kalau ada canda itu biasanya lebih bisa masuk mbak.
- R : Biasanya pak Is sering memberi pertanyaan secara lisan ga?
- S : Kadang-kadang.
- R : Kamu suka menjawab ga kalau ada pertanyaan dari pak Is?
- S : Kadang-kadang suka jawab mbak. Tapi kalau ga tahu ya ga jawab.
- R : Kamu suka bertanya ga sama pak Is kalau ada kesulitan?
- S : Ga berani mbak, malu. Tanya sama teman biasanya.
- R : Terus keinginan kamu pelajaran Bahasa Inggris mesti gimana biar enak belajarnya terutama yang ada kaitannya dengan belajar memahami bacaan?
- S : Pengennya ya lebih menyenangkan gitu lho mbak, ada canda. Kalau ada canda itu saya mudah masuk mbak.

R : Oh ya. OK dek, makasih banyak ya untuk waktunya dan juga informasinya.

Interview 4 (Pre-Observation)

Day/Date : Monday/October 29th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student (Fitri Cahyani)

R : Dek, minta waktunya ngobrol-ngobrol bentar ya.

S : Iya mbak.

R : Mbak mau tanya dek terkait pelajaran tadi. Tadi kan belajar tentang teks atau bacaan *recount* ya. Adek masih mengalami kesulitan ga kalau belajar membaca teks Bahasa Inggris seperti tadi?

S : Iya, lumayan sulit.

R : Kok sulit kenapa?

S : Ya soalnya kalau mengartikan masih suka kebalik-balik mbak. Bingung.

R : Kalau pas dikasih tugas seperti tadi kamu sudah paham pertanyaannya belum?

S : Paham tapi kadang ada juga yang ga paham.

R : Kalau ga paham gitu kamu biarin atau gimana?

S : Tanya sama teman, kadang juga lihat di kamus.

R : Tanya ke gurunya ga?

S : Enggak.

R : Kok ga nanya?

S : Malu, takut salah.

R : Oh gitu. Oh ya, kalau menurutmu bagaimana suasana pembelajaran Bahasa Inggris apa sudah baik?

S : Menurut saya itu suasananya monoton mbak, tugasnya gitu-gitu aja jarang ada tugas di luar kayak nyari di internet gitu.

R : Oh kamu suka internetan ya?

S : Iya mbak. Dulu waktu kelas VII pernah satu kali ada tugas suruh mencari di internet. Kalau ada kayak gitu lagi kan enak jadi tambah pengetahuan.

R : Oh gitu ya. Terus kalau kamu pengennya belajar Bahasa Inggris khususnya untuk meningkatkan keterampilan membaca pengennya gimana?

S : Ya suasananya lebih berganti-ganti gitu bu, ga menerjemahkan sama jawab soal aja. Terus pengennya juga lebih jelas.

R : Lebih jelas gimana maksudnya?

S : Menerangkannya, kalau memberi penjelasan itu lho mbak.

R : Oh gitu. OK dek sampai di sini dulu ya kita ngobrolnya. Makasih banyak ya.

S : Sama-sama mbak.

Interview 5 (Meeting 1 of Cycle 1)

Day/Date : Wednesday/January 23rd, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S1= Student 1 S2= Student 2

R : Assalamualaikum wr wb. Maaf ibu minta waktu kalian sebentar ya.

S1 : Iya bu.

R : Gimana menurut kalian tadi pelajarannya? Bisa membantu lebih paham dalam membaca tidak?

S1 : Iya bu, sangat membantu.

R : Bisa dijelaskan mengapa bisa membantu?

S1 : Menambah pengetahuan kosa kata bu.

R : Saya dengar dulu juga sering belajar kosa kata, ada ga bedanya dengan belajar kosa kata yang dulu?

S1 : Sedikit beda bu, karena kalau sama ibu itu dijelaskan lebih detail, kalau sama pak Is itu kan langsung ditulis di papan.

R : Detail gimana ya maksudnya?

- S1 : Ya, misalnya dikasih contoh yang dibuat kalimat gitu bu, jadi tambah inget.
 R : Terus, kalau menebak kata tadi kalian sudah bisa belum? Yang ga pake kamus?
 S2 : Sulit bu. Tadi masih buka kamus.
 R : Kenapa sulit?
 S2 : Belum terbiasa mungkin bu, biasanya kan langsung dilihat di kamus.
 R : Oh gitu. Terus, kalau mengenai skimming dan scanning tadi sudah paham belum?
 S2 : Lumayan bu.
 R : Lumayan gimana?
 S2 : Ya, maksudnya itu kan bisa membuat lebih mudah gitu bu.
 R : Oh, mudah mencari informasi dalam bacaannya gitu?
 S2 : Iya bu.
 R : OK. Kemudian kalau pendapatmu tentang game tanya jawab tadi gimana?
 S1 : Asyik bu, seru.
 R : Besok-besok pengen dilanjutkan ga game tanya jawabnya menurut kalian?
 S1 : Iya bu soalnya jadi tambah semangat kalau ada game. Ga bosan itu lho bu.
 R : OK. Kita akan lanjutkan ya pada pertemuan yang lain nanti. Oh ya, mungkin itu dulu yang ibu tanyakan pada kalian. Terima kasih waktunya ya.

Interview 6 (Meeting 1 of Cycle 1)

Day/Date : Wednesday/January 23rd, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student

- R : Halo dek, namanya siapa dek?
 S : Irfan bu.
 R : Ga istirahat?
 S : Sudah tadi bu.
 R : Ibu boleh minta waktunya bentar? Ini masuknya jam 11.40 kan?
 S : Iya bu.
 R : OK. Bentar aja ya. Pertama ibu mau tanya gimana pendapatmu tentang pembelajaran Bahasa Inggris hari ini?
 S : Menarik bu.
 R : Yang mana yang menarik?
 S : Yang game tanya jawab bu.
 R : Tapi tadi kok ga ikut menjawab kayaknya ya waktu ada game?
 S : Hehehe, malu miss.
 R : Kenapa kok malu?
 S : Takut ga bisa, jawabannya takut salah miss.
 R : Lho kan ga miss hukum kalau salah. Besok lagi coba menjawab ya.
 S : Iya miss.
 R : Wah udah bel masuk ya. OK deh kalau gitu ibu tanya itu aja dulu. Makasih ya.

Interview 7 (Meeting 1 of Cycle 1)

Day/Date : Wednesday/January 23rd, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S1= Student 1 S2= Student 2

- R : Halo Nur, Via? Ibu minta waktunya wawancara sebentar ya?
 S1 & S2 : Iya bu.
 R : Nur dulu, ibu mau tanya tadi kesannya tentang pembelajaran gimana?
 S1 : Lebih jelas ya Vi?
 S2 : Iya bu.
 R : Bisa sedikit lebih diterangkan maksudnya lebih jelas itu gimana?
 S1 : Materinya itu bu.

- R : Oh gitu. Apa aja yang kalian inget materinya? Coba Nur kamu inget apa aja tadi?
- S1 : Skimming sama scanning bu.
- R : Ya, betul sekali. Udah paham belum tentang strategi membaca yang miss ajarkan?
- S1 : Sedikit paham bu.
- R : Kalau skimming untuk apa?
- S1 : Untuk menemukan topik di dalam paragraf bu.
- R : Bagus. Kalau scanning? Coba Via untuk apa itu scanning?
- S2 : Untuk mencari informasi tentang isi bacaan, eh iya kan bu?
- R : Ya. Betul Via. Skimming dan scanning menurut kalian sulit ga?
- S2 : Scanning-nya yang agak susah miss, kalau skimming kan cuma nyari topiknya jadi lebih mudah, miss.
- R : Oh gitu. Kalau pembahasan kosa kata sebelum kita mendiskusikan skimming dan scanning tadi menurut kalian bermanfaat ga?
- S2 : Bermanfaat bu, kalau dibahas gitu kan ga bingung artinya.
- R : Berarti itu tetap perlu ya?
- S2 : Iya bu.
- R : Terus, kalau game tanya jawab kayak tadi menurut kalian gimana?
- S2 : Menyenangkan bu. Jadi rame dan ga ngantuk.
- R : Baiklah. Untuk sementara ini dulu yang ibu tanyakan. Makasih ya.

Interview 8 (Meeting 1 of Cycle 1)

Day/Date : Wednesday/January 23rd, 2013

Place : Library

Respondent : **R= Researcher**

S1= Student 1

S3= Student 3

S2= Student 2

S4= Student 4

- R : Adek-adek, maaf menyita waktu sebentar ya sebelum kalian pulang, *miss* mau tanya-tanya tentang pembelajaran Bahasa Inggris tadi. Gimana dek menurut kalian tadi pembelajarannya? Coba dek Nasera dulu, gimana komentarnya?
- S1 : Menyenangkan, mengasyikkan, seru.
- R : Karena?
- S1 : Karena berlatih berpikir cepat-cepatan.
- R : Terutama kegiatan yang menyenangkan itu yang mana dek?
- S1 : Tanya jawab.
- R : Tanya jawab ya, yang cepat-cepatan gitu ya.
- S2 : Iya.
- R : Kalau adek Definda?
- S2 : Pelajarannya itu sangat menyenangkan karena berbeda dari sebelumnya.
- R : Emang bedanya apa dek?
- S2 : Ya kan kalau sebelumnya jarang ada tanya jawab dan game kayak gini *miss* jadi membosankan.
- R : O gitu ya. Selain itu?
- S2 : Emm...ini *miss*, untuk melatih konsentrasi.
- R : Oh gitu. OK. Kalau kamu dek, gimana komentarnya?
- S3 : Ya, tadi itu menyenangkan karena kalau tanya jawab itu kan bisa menambah nilai, jadi kita bisa berusaha mencapai nilai yang bagus. Nanti kalau ada Bahasa Inggris nanti kan malemnya bisa belajar.
- R : Oh gitu ya. OK. Nah kalau menurut Devan?
- S4 : Baik, kalau seperti itu tadi kan membuat saya dan teman-teman bersemangat untuk menjawab karena pasti kita menginginkan mendapat poin sebanyak-banyaknya.

Interview 9 (Meeting 1 of Cycle 1)**Day/Date : Wednesday/January 23rd, 2013****Place : Teacher Room****Respondent :****R= Researcher****C1= Collaborator 1 (H.Ismanto P.S., S.Pd. / The English Teacher of Class VIII D)**

- R : Selamat siang pak. Maaf pak mengganggu, saya ingin wawancara sebentar pak jika bapak ada waktu.
- C1 : Oh ya mbak, sekarang saja, silahkan. Duduk sini mbak.
- R : Iya pak, terima kasih. Oh ya pak saya mulai dengan pertanyaan yang pertama. Bagaimana menurut bapak dengan aktivitas mendiskusikan kosa kata sulit dan menebak berdasarkan konteks?
- C1 : Itu cukup membantu siswa dimana kosa kata itu memang bekal yang sangat penting dalam membaca.
- R : Terus bagaimana dengan menebak berdasarkan konteks yang terdapat di dalam bacaan pak?
- C1 : Sepertinya siswa masih kurang jelas dengan cara itu mbak, mungkin sebelum menyuruh mereka mengerjakan tugas perlu dicek pemahaman mereka sudah bias atau belum dengan cara itu sama diberi waktu buat latihan dulu.
- R : Oh gitu ya pak. Baik pak mungkin untuk selanjutnya saya mungkin perlu tambahkan sedikit latihan. Kemudian ini pak, tadi saya mencoba mereview tentang strategi dalam membaca seperti skimming dan scanning, menurut bapak bagaimana?
- C1 : Ya, itu memang perlu mbak. Bermanfaat supaya mereka bisa lebih memahami bagaimana caranya membaca yang baik. Kalau dulu saya juga pernah mengenalkan, tapi sekarang saya menekankan memperbanyak kosa katanya karena mereka susah sekali mbak kalau ga tahu artinya.
- R : Oh begitu ya pak. Kemudian kalau mengenai game tanya jawab tadi bagaimana pendapat bapak?
- C1 : Ya itu aktivitas yang menarik dan menyenangkan buat siswa mbak.
- R : Oh gitu ya pak. Baik pak kemudian ini insyaAllah yang terakhir pertanyaannya. Kalau menurut bapak apa kekurangan dalam proses pembelajaran maupun dari saya dalam mengajar yang nantinya perlu ditingkatkan?
- C1 : Kekurangan ya? Yang pertama mungkin tadi suaranya kurang keras. Dan yang kedua kalau bias penggunaan *classroom English*-nya sedikit dikurangi, saya khawatir nanti kalau *full English* ada yang ga paham mbak, jadi dicampur saja.
- R : Oh iya pak. Terima kasih pa katas sarannya. Untuk kali ini saya cukupkan dulu pak wawancaranya. Terima kasih pak untuk waktunya.

Interview 10 (Meeting 2 of Cycle 1)**Day/Date : Saturday/January 26th, 2013****Place : Classroom of VIII D****Respondent : R= Researcher S1= Student 1 S2= Student 2**

- R : Siang adek-adek. Wawancara sebentar ya. Namanya siapa?
- S1 : Anggi.
- S2 : Tri.
- R : OK. Anggi, gimana menurutmu pelajaran Bahasa Inggris hari ini?
- S1 : Sangat mengasyikkan bu.
- R : Apa yang kamu suka dari kegiatan hari ini?
- S1 : Yang berkelompok itu lho bu, kan ias diskusi dengan teman.
- R : Emang dulu ga pernah diskusi kelompok kayak gitu ya?

- S1 : Gak pernah bu.
 R : Kalau menurut Tri gimana?
 S2 : Ya, sangat menyenangkan hari ini bu yang mengerjakan tugas dalam kelompok.
 R : O gitu. Menurut Tri kenapa kok menyenangkan kalo kerja kelompok?
 S2 : Bisa lebih dekat bu sama teman-teman. Melatih kerja sama bu. Kalau ga ngerti kan bisa dikerjakan bareng-bareng.
 R : OK deh, tadi susah ga memahami teks atau bacaannya?
 S2 : Ga terlalu susah bu. Bisa dipahami.
 R : Terus tugasnya gimana yang Task 1 sampai Task 5 tadi?
 S2 : Lumayan sulit bu. Tapi senang dikerjakan bareng jadi bisa lebih ringan mengerjakannya.
 R : Oh ya. Kalau gitu senang ya kalau kerja kelompok gitu.
 S2 : Iya bu.
 R : Baiklah, sementara ini dulu yang ingin ibu tanyakan. Makasih ya Anggi dan Tri.

Interview 11 (Meeting 2 of Cycle 1)

Day/Date : Saturday/January 26th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student

- R : Siang dek, kok belum pulang?
 S : Hehe. Masih nunggu Fitri miss di kantin.
 R : Oh gitu. Kebetulan, miss tanya-tanya bentar ya.
 S : Tanya apa miss?
 R : Gak kok ini tentang pembelajaran Bahasa Inggris selama dua hari ini dengan saya?
 S : Ya, cukup menyenangkan miss.
 R : Yang kegiatan apa yang menyenangkan?
 S : Yang tanya jawab, miss sama yang berkelompok.
 R : Paling suka yang mana?
 S : Tanya jawab miss soalnya seru.
 R : Kalau yang kerja kelompok?
 S : Asyik juga miss sebenarnya.
 R : Oh gitu. Tadi ada kesulitan ga waktu kerja kelompok?
 S : Iya miss. Soalnya susah.
 R : Emang ga dikerjain bareng?
 S : Ya bareng-bareng miss, tapi yang lain juga bingung miss.
 R : Yang mana yang masih bingung?
 S : Yang task yang terakhir itu lho miss.
 R : Oh itu. Terus tadi kok ga tanya sama miss waktu miss keliling?
 S : Hehe. Malu je miss.
 R : Wah ga usah malu dek, malu bertanya sesat di jalan lho. Besok lagi kalau ga ngerti langsung tanya ya.
 S : Iya miss.

Interview 12 (Meeting 2 of Cycle 1)

Day/Date : Saturday/January 26th, 2013

Place : Teacher Room

Respondent :

R= Researcher

C2= Collaborator 2 (Astuti K., A.Md. / The English Teacher of Class IX)

- R : Bu maaf mengganggu waktunya, mau tanya-tanya sebentar.
 C2 : Oh iya. Silahkan mbak.
 R : Iya bu, terima kasih. Bu saya ingin menanyakan gimana pendapat ibu tentang pemberian

- game tanya jawab kemarin?
- C2 : Sangat bagus itu mbak. Saya dulu juga pernah pake seperti itu tanya jawab, tapi karena sekarang saya ngajar di kelas 3 sudah fokus ujian jadi cuma mbahas soal-soal.
- R : Oh ya bu. Ada manfaatnya tidak bu dari aktifitas game tersebut?
- C2 : O jelas ada mbak. Pertama paling keliatan ya motivasi mereka itu lho mbak. Mereka cenderung senang keliatannya. Kemarin dho rebutan kan mbak biar sampean pilih untuk njawab.
- R : O gitu ya bu. Menurut ibu apa faktor yang memacu mereka untuk antusias seperti itu?
- C2 : Ya mungkin itu mbak mereka kanbisa saingan. Pasti mereka juga beranggapan wah temanku yang itu bisa jadi saya juga harus bisa.
- R : Oh iya ya bu. Jadi bagaimana bu seandainya aktivitas seperti ini tetap ada dan berlangsung di pertemuan berikutnya? Apakah ini baik untuk dilanjutkan?
- C2 : Ya mbak dilanjutkan saja, itu sangat bagus buat motivasi siswa di awal pelajaran mbak.
- R : Oh ya bu, bagaimana menurut ibu group work-nya tadi?
- C2 : Ya, cukup bagus mbak aktivitas kerja kelompok itu. Tapi memang gimana ya, belum semuanya bisa bekerjasama dengan baik, mungkin itu juga karena ada beberapa yang agak gimana gitu sama temannya.
- R : O, maksud ibu ada anggota grup yang kurang klop gitu ya bu?
- C2 : Ya, mungkin begitu mbak.
- R : Ada berapa grup yang masih belum berjalan dengan baik menurut ibu kerjasamanya?
- C2 : Ya ada sekitar 3 grup mbak. Yang di belakang itu yang duduknya di depan saya. Terus yang di tengah paling belakang sama yang pojok di depan dekat pintu itu mbak. Kok tadi saya lihat itu ada yang ngobrol dan yang ngerjakan itu ga semuanya.
- R : Oh gitu ya bu. Baik bu nanti kita upayakan diperbaiki lagi. Terus mengenai materinya bagaimana bu?
- C2 : Ya, itu tentang recount text kan mbak. Jadi ya sudah sesuai.
- R : Penjelasan saya menurut ibu sudah cukup atau ada yang kurang?
- C2 : Sepertinya sudah cukup jelas ya. Ada pembahasan kosa kata, terus mencari informasi umum dan spesifik. Itu kan juga yang biasanya merupakan indikatornya yang harus dikuasai siswa.
- R : Kalau variasi tugas-tugasnya gimana menurut ibu yang tadi saya berikan Task 1-Task 5.
- C2 : Itu cukup bervariasi mbak. Jadi bisa buat latihan mereka memahami bacaan.
- R : Oh iya satu lagi bu. Bu, apakah ada kekurangan yang bisa ibu sampaikan mengenai proses belajar mengajar dan cara mengajar saya?
- C2 : Saya rasa sudah cukup bagus mbak. Mungkin ya cuma itu mbak suara mbaknya mungkin bisa lebih dikeraskan. Karena kemarin pas saya mendekati beberapa siswa yang dibelakang itu, saya bilang kok ga jawab, mereka bilang katanya ga dengar pertanyaannya.
- R : Oh ya bu. Makasih masukannya bu. Semoga pertemuan berikutnya saya bisa lebih keras suaranya bu.

Interview 13 (Meeting 3 of Cycle 1)

Day/Date : Wednesday/January 30th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student

- R : Dari teks-teks yang saya berikan mudah dipahami ga?
- S : Lumayan bu.
- R : Lumayan gimana maksudnya?
- S : Ya, ga terlalu sulit bu.
- R : Dari segi apanya? Misalnya apa karena kosa katanya atau karena yang lain?
- S : Iya bu, kosa katanya itu ga terlalu banyak yang susah jadi agak bisa memahami.
- R : Terus tadi menurutmu terlalu panjang ga teksnya?
- S : Enggak kok bu. Sedang-sedang aja.

- R : Topik dari teks-nya yang tentang “unforgettable experience” menurutmu gimana? Menarik ga buat belajar?
- S : Cukup menarik bu.
- R : Kenapa?
- S : Soalnya ada yang baru itu lho bu, bacaannya ga dari buku paket aja.
- R : Kalau tugasnya gimana, ada bedanya ga dengan sebelumnya?
- S : Biasa aja sih miss cuma ini lebih bermacam-macam jadi melatih kita untuk lebih paham ama bacaannya.
- R : Oh gitu, terlalu banyak ga miss ngasih tugasnya?
- S : Iya miss, waktunya kurang terus jadinya tadi ada yang belum selesai.
- R : Kalau instruksi atau cara ngerjain tugasnya gimana, uda paham?
- S : Tadi waktu awal-awal masih kurang paham miss tapi lama-lama ngerti setelah dijelasin lagi sama miss.

Interview 14 (Meeting 3 of Cycle 1)

Day/Date : Wednesday/January 30th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student

- R : Gimana tadi menurutmu ada kegiatan pembahasan tentang karakteristik teks recount yang part of speech?
- S : Menambah pengetahuan baru bu.
- R : Bermanfaat ga menurutmu buat membaca?
- S : Bermanfaat bu.
- R : Bermanfaatnya gimana?
- S : Ya kan kalau tahu letak-letaknya kata-katanya itu kan enak bisa tahu artinya yang mana gitu bu.
- R : O gitu.

Interview 15 (Meeting 3 of Cycle 1)

Day/Date : Wednesday/January 30th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student

- R : Oh ya, tadi dah paham belum tentang part of speech?
- S : Lumayan miss. Tapi ada yang masih kurang jelas.
- R : Oh, yang mana?
- S : Yang tentang simple past tense ada irregular sama regular tadi miss.
- R : Terus pengennya gimana?
- S : Ya, lebih dijelaskan lagi miss.

Interview 16 (Meeting 3 of Cycle 1)

Day/Date : Wednesday/January 30th, 2013

Place : Science Laboratory

Respondent :

R= Researcher

C1= Collaborator 1 (H.Ismanto P.S., S.Pd. / The English Teacher of Class VIII D)

- R : Oh ya pak, menurut bagaimana kerja kelompoknya?
- C1 : Untuk kerja kelompok itu kegiatan yang menarik bagi siswa mbak karena terus terang saya jarang memberi tugas kelompok. Cuma ya itu, memang kadang karakteristik anaknya susah, jadi masih ada yang kurang aktif itu beberapa. Tapi keseluruhan sudah bagus.

- R : Iya pak, kemarin kata bu Astuti juga begitu. Masih ada sekitar tiga grup yang interaksinya masih kurang. Mungkin karena faktor ketidak-klop-an ya pak?
- C1 : Ya, itu memang kadang jadi permasalahan kalau kita mau mengelompokkan siswa.
- R : Iya ya pak. Saya jadi sempat berpikir apa mau dirubah gitu pak pengelompokannya?
- C1 : Tapi nanti kalau kita suruh milih sendiri-sendiri malah ribut itu mbak.
- R : O gitu ya pak.
- C1 : Iya, jadi gitu aja gak apa-apa mbak.
- R : Baik pak. Kemudian satu lagi pak yang ingin saya tanyakan. Pak, bagaimana dengan pemberian teks yang saya ambil dari sumber lain dan bukan dari buku biasanya?
- C1 : Ya, itu bagus mbak ada variasinya. Kalau biasanya saya kan memang hanya ada dua buku paket untuk memberi materi teks pada mereka.
- R : Kalau dari pengamatan bapak, ada tidak pak pengaruhnya itu bagi siswa?
- S : Ya, tentu ada mbak. Itu anak-anak juga keliatannya tertarik dengan teks yang baru yang tadi diberikan.

Interview 17 (Meeting 1 of Cycle 2)

Day/Date : Thursday/January 31th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student

- R : Minta waktunya bentar ya dek.
- S : Iya miss.
- R : Gimana kesannya tentang pelajaran Bahasa Inggris hari ini?
- S : Menyenangkan dan cukup menantang miss.
- R : Maksudnya?
- S : Yang game tadi lho miss.
- R : Kamu udah tunjuk jari berapa kali?
- S : Baru satu kali tadi miss, hehe.
- R : Oh gitu. Tadi kan ada peraturan baru ya yang menjawab salah pun bisa mendapat poin, menurut kamu gimana?
- S : Bagus miss. Jadi kan kayak saya sama teman-teman itu tambah berani kalau mau mencoba menjawab.
- R : Jadi tambah semangat ya?
- S : Iya miss.
- R : Bermanfaat ga menurutmu kegiatan seperti ini dalam belajar membaca?
- S : Bermanfaat miss kan jadinya makin paham sama bacaannya.
- R : Oh ya? Yang bisa membuatmu paham karena apa?
- S : Ya, kan kalau habis menjawab terus didiskusikan sampai jelas gitu miss.
- R : Oh gitu. Tapi ngomong-ngomong kamu bingung ga dengan pertanyaan yang miss berikan?
- S : Kadang masih bingung miss.
- R : Apa kesulitannya?
- S : Membedakan pertanyaan why dan what itu lho miss soalnya hampir mirip.

Interview 18 (Meeting 1 of Cycle 2)

Day/Date : Thursday/January 31th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student

- R : Dek, minta waktunya bentar ya, miss mau tanya-tanya.
- S : Iya miss.
- R : Sebelumnya namanya siapa dek. Maaf miss lupa nama kamu.
- S : Yunawan miss.
- R : Oh iya. Yunawan yang pertama miss mau tanya terkait dengan kita mendiskusikan kosa

- kata di awal pelajaran, apakah itu membantu dalam belajar membaca?
- S : Sangat membantu.
- R : Alasannya?
- S : Ya, jadinya kita lebih jelas miss. Jadi tahu banyak tentang kata-kata yang ada biasanya dipakai untuk menceritakan biografi.
- R : Bisa disebutkan contohnya kosa kata apa?
- S : Misalnya kayak tadi miss, “graduation” yang artinya “lulus” sama “graduate” yang artinya “sarjana”.
- R : Oh ya. Jadi tambah paham ya?
- S : Iya miss.
- R : Kalau mengenai aktifitas mendiskusikan skimming dan scanning, pendapatmu gimana, makin menambah pemahamanmu ga dalam membaca?
- S : Iya miss. Jadi tahu caranya biar mencarinya lebih mudah.
- R : Masih bingung ga sama skimming dan scanning?
- S : Udah enggak, miss. Kemarin yang masih bingung. Kalau tadi kan juga dah ada latihannya.
- R : OK. Selanjutnya miss mau tanya tentang game tanya jawab. Menurutmu gimana game tanya jawab hari ini?
- R : Menyenangkan miss.
- S : Alasannya?
- R : Ya seru aja miss tertantang karena pengen banyak-banyakan point.
- S : Uda jawab berapa kali kamu dek?
- R : Empat kali kalau ga salah miss sama kemarin.
- S : Sip. Kalau gitu besok-besok ditingkatkan lagi ya. Seneng kan sama game tanya jawabnya?
- R : Iya miss.

Interview 19 (Meeting 1 of Cycle 2)

Day/Date : Thursday/January 31th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student

- R : Dek, miss mau mewawancarai kamu bentar ya?
- S : Iya miss.
- R : Gimana dek tadi menebak kata baru melalui konteks yang ada di bacaan sudah bisa?
- S : Lumayan miss. Tambah paham daripada sebelumnya.
- R : Apa yang membuatmu bisa lebih paham sekarang?
- S : Lebih jelas miss. Kan tadi juga diulang caranya sama dibuat latihan bareng-bareng.
- R : Membantu mempermudah ga dalam mencari makna kosa kata baru?
- S : Cukup membantu, miss.
- R : Terus tadi gimana paham belum tentang skimming dan scanning?
- S : Paham bu.
- R : Miss tanya kalau untuk mencari informasi rinci pakai apa?
- S : Scanning bu.
- R : Kalau informasi umum misalnya ide pokok?
- S : Pakai skimming kan bu?
- R : Iya betul sekali. Kamu masih ada kesulitan ga dalam menggunakan skimming dan scanning untuk memahami bacaan?
- S : InsyaAllah ga ada bu, tadi kan udah dibahas dalam kelompok terus didiskusikan sama semuanya jadi tambah jelas bu.
- R : Kira-kira itu bisa membantumu belajar memahami bacaan?
- S : Sangat membantu bu. Mempermudah karena jadi tahu caranya mencari jawaban kalau ada pertanyaan itu.

Interview 20 (Meeting 1 of Cycle 2)**Day/Date : Thursday/January 31th, 2013****Place : Science Library****Respondent :****R= Researcher****C1= Collaborator 1 (H.Ismanto P.S., S.Pd. / The English Teacher of Class VIII D)**

- R : Selamat siang pak. Sebelumnya maaf mengganggu waktu bapak.
- C1 : Iya ga apa-apa kok mbak. Pripun ada yang bias saya bantu.
- R : Seperti biasa pak, ini ada beberapa hal yang ingin saya tanyakan tentang pembelajaran hari ini. Yang pertama menurut bapak bagaimana diskusi kosa kata hari ini?
- C1 : Ya, sudah berjalan lancar saya kira mbak. Tadi juga sudah lebih banyak kosa kata barunya yang dibahas daripada sebelumnya.
- R : Oh ya pak. Kemudian bagaimana pendapat bapak ketika saya mengadakan diskusi atau pembahasan tentang skimming dan scanning tadi?
- C1 : Saya kira itu bagus untuk pemahaman mbak. Ternyata anak-anak juga bisa mencari informasi di dalam bacaan menggunakan skimming dan scanning.
- R : Bagaimana perbedaannya bila dibandingkan dengan pertemuan sebelumnya pak?
- C1 : Saya kira ini meningkat lebih baik daripada sebelumnya karena kalau sebelumnya itu kan masih ada anak yang bingung keliatannya. Sebenarnya bukan strategi yang baru cuma mereka perlu dibiasakan. Mungkin karena tadi juga sudah direview lagi jadi mereka bisa lebih paham.
- R : Bagaimana dengan teksnya pak?
- C1 : Teksnya saya rasa sudah sesuai, bagus juga karena bervariasi. Terus terang kalau saya itu jarang pake yang ngambil dari internet seperti ini.
- : Kosakatanya bagaimana pak?
- C1 : Saya kira cukup, memang rata-rata biasanya kalau di ujian seperti ujian semester atau UN itu rata-rata segitu 200-300 kosa kata.

Interview 21 (Meeting 2 of Cycle 2)**Day/Date : Saturday/February 2nd, 2013****Place : Library****Respondent : R= Researcher S= Student**

- R : Wawancara bentar ya dek.
- S : Iya miss.
- R : Gimana pendapatmu tentang pelajaran hari ini?
- S : Belajarnya menyenangkan lah miss pokoknya.
- R : Menyenangkan karena apa?
- S : Kalau kerja kelompok itu lho miss. Jadi bisa lebih mudah ngerjainnya.
- R : Suka ya kalau diberi tugas berkelompok gini?
- S : Iya miss. Sebelumnya ga pernah kayak gini. Cuma gitu-gitu aja.
- R : Menurutmu apa kelebihan kerja kelompok ini?
- S : Bisa mempermudah kalau belajar bu. Bisa sharing dalam mengerjakannya. Kadang ada yang tahu ada yang enggak gitu bu.
- R : Masih ada kekurangan ga menurutmu dari kerja kelompok yang sudah dilaksanakan selama ini?
- S : Ga ada bu.
- R : Kamu pengennya ke depan gimana kerja kelompok ini diterusin apa ga?
- S : Diterusin aja bu. Cuma mungkin bisa diganti-ganti kelompoknya biar bisa bekerjasama dengan teman berbeda.
- R : O gitu. Terus, sekarang mengenai tugasnya. Kalau dibandingkan dengan tugas pada

- pertemuan kita yang sebelumnya, gimana dengan tugasnya kali ini?
- S : Tugasnya kali ini semakin menarik miss terutama yang tadi mengurutkan kalimat jadi biografi. Sebelumnya belum pernah yang seperti itu.
- R : Kalau dari variasi teksnya gimana?
- S : Variasi?
- R : Macam-macamnya. Kalau biasanya kan dari buku cetak terus.
- S : Iya lumayan bervariasi miss. Jadi tambah pengetahuan baru.
- R : Oh ya. Gimana instruksi yang saya berikan uda jelas?
- S : Uda lebih jelas bu. Kan kayak kemarin jadi uda ga bingung bu.

Interview 22 (Meeting 2 of Cycle 2)

Day/Date : Saturday/February 2nd, 2013

Place : Library

Respondent : R= Researcher S= Student

- R : Dek namanya siapa?
- S : Selli miss.
- R : Miss wawancara sebentar ya.
- S : Iya miss.
- R : Gimana dek pelajaran Bahasa Inggris hari ini menurutmu daripada sebelumnya?
- S : Lebih enak miss. Ga bikin ngantuk, hehe.
- R : Kegiatan yang mana?
- S : Yang kerja kelompok miss.
- R : Tadi temennya kerja semua di dalam kelompok?
- S : Iya miss dikerjain bareng-bareng kok.
- R : Tadi diskusinya apa aja yang didiskusikan?
- S : Ya semuanya miss.
- R : Misalnya?
- S : Yang benar salah itu lho miss.
- R : Oh gitu. Terus, gimana tadi selesai ngerjainnya?
- S : Selesai miss.
- R : Gimana tadi betul berapa dari 10 soal itu?
- S : Betul cuma 5 bu.
- R : Yang sulit yang mana?
- S : Yang terakhir bu (mencari informasi detail).
- R : Kok sulit kenapa? Kan udah diajari strategi membaca skimming dan scanning.
- S : Cuma kurang teliti aja bu. Tadi kan pengen jadi yang paling cepet selesainya.

Interview 23 (Meeting 2 of Cycle 2)

Day/Date : Saturday/February 2nd, 2013

Place : Library

Respondent : R= Researcher S= Student

- R : Dek namanya siapa?
- S : Veri, miss.
- R : Dari pertemuan hari ini apa yang kamu suka?
- S : Belajar kelompok, miss.
- R : Kenapa suka?
- S : Senang miss kegiatannya menantang.
- R : Menantang gimana maksudnya?
- S : Ya kan tadi kita berlomba gitu miss berusaha biar jadi yang terbaik.
- R : Oh gitu. Terus, ada saran ga buat kegiatan kerja kelompoknya?
- S : Ga ada miss. Sudah baik menurut saya miss.

- R : OK. Sekarang mengenai aktivitas mendiskusikan simple past tense, menurut kamu gimana dengan aktivitas itu?
- S : Bagus miss. Bisa menambah pengetahuan kita.
- R : Pengetahuan apa yang kamu dapatkan setelah belajar mengenai simple past tense tadi?
- S : Tentang susunan katanya miss.
- R : Oh gitu, selain itu? Kalau fungsinya past tense masih ingat ga?
- S : Ingat miss. Untuk menceritakan aktivitas yang dilakukan pada masa lalu.
- R : Ya betul. Nah yang terakhir ni pertanyaannya. Harapan kamu untuk diskusi grammar di pertemuan selanjutnya bagaimana?
- S : Ya ditambahi contoh-contoh yang lebih banyak miss biar lebih jelas lagi.

Interview 24 (Meeting 2 of Cycle 2)

Day/Date : Saturday/February 2nd, 2013

Place : Library

Respondent : R= Researcher S= Student

- R : Namanya siapa dek? Miss minta waktunya bentar ya buat wawancara.
- S : Risma, bu.
- R : Oh iya Risma gimana komentarmu tentang pelajaran hari ini?
- S : Menyenangkan miss.
- R : Kenapa?
- S : Kerja kelompok miss.
- R : OK. Gimana dengan pemahaman kamu dalam belajar membaca, bertambah atau tidak setelah belajar sama miss selama ini?
- S : Bertambah miss. Lebih enak miss belajarnya.
- R : Kenapa begitu?
- S : Ya soalnya kan diterangkan dengan jelas, tugasnya ga sulit-sulit banget sama ada kerja kelompoknya miss.
- R : Oh gitu. Ohya mengenai pelajaran hari ini gimana menurutmu dengan aktivitas mendiskusikan grammar apakah sudah paham?
- S : Sedikit bu.
- R : Berarti masih ada kesulitan ya. Kesulitannya apa?
- S : Iya bu. Itu lho bu masih bingung yang irregular verbs.
- R : Oh ya. Sarannya apa buat pembelajaran yang akan datang?
- S : Dijelaskan lagi bu soalnya belum begitu paham yang irregular verbs.

Interview 25 (Meeting 2 of Cycle 2)

Day/Date : Saturday/February 2nd, 2013

Place : Teacher Room

Respondent : C2= Collaborator 2 (Astuti K., A.Md. / The English Teacher of Class IX)

- R : Assalamualaikum wr wb. Ibu saya mau tanya beberapa hal terkait pembelajaran hari ini.
- C2 : Iya mbak. Silahkan.
- R : Bu, gimana menurut ibu groupwork-nya yang hari ini dibanding sebelumnya? Itu yang kurang aktif kemarin sudah saya coba dekati dan perhatikan bu dibanding yang lainnya.
- C2 : Ya, itu sudah bagus mbak, kalau didekati mungkin mereka jadi lebih serius, jadi semuanya bisa tanggung jawab dengan tugasnya.
- R : Iya bu. Menurut ibu siswa semakin antusias atau tidak bu dalam kegiatan kerja kelompok?
- C2 : Ya, mereka ada peningkatan antusiasme saya kira mbak. Mungkin itu juga karena mereka lebih terpacu mengerjakan dengan cepat dan baik supaya mereka bisa memperoleh reward.
- R : Oh iya selanjutnya bagaimana bu dengan pemberian materi seputar *simple past tense*?
- C2 : Ya itu memang penting mbak karena itu kan salah satu karakteristik dari teks *recount*. Dan juga kan pengetahuan itu berguna tho mbak kalau mereka nanti belajar menulis teks *recount*.

- R : Iya bu. Penjelasan saya sudah cukup jelas atau belum menurut ibu?
 C2 : Saya kira cukup jelas mbak.
 R : Oh ya bu, tadi waktu refleksi anak-anak bilang bahwa mereka masih kesulitan bagaimana caranya biar bisa tahu kalau itu *irregular verbs* gitu bu.
 C2 : Ya mungkin mereka perlu latihan aja mbak biar tambah ingat kosa kata apa saja yang termasuk *irregular verbs* dan apa aja yang termasuk *regular verbs*.

Interview 26 (Meeting 2 of Cycle 2)

Day/Date : Monday/February 4th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher, S= Student

- R : Dek Angga ibu minta waktunya ngobrol bentar ya.
 S : Iya bu. Kok datang hari ini bu? Kan ga ada pelajaran Bahasa Inggris hari ini?
 R : Iya, ibu ada perlu ke Pak Ismanto. Jadi sekalian mampir ke kelas kalian mau tanya-tanya. Ini masih jam istirahat kan?
 S : Iya bu.
 R : OK langsung aja ya. Ibu mau tanya terkait pelajaran yang hari sabtu kemarin. Nah kan kemarin ada tugas terus dikerjakan dalam kelompok seperti sebelum-sebelumnya. Menurut pendapatmu itu bisa membantu kamu dalam belajar ga khususnya dalam belajar membaca?
 S : Iya bu. Sangat membantu. Kalau ada kerja kelompok gitu kan kita bisa diskusi buat memahami bacaannya sama mengerjakan tugasnya. Kalau ada kesulitan bisa saling tanya.
 R : Oh gitu terus gimana menurutmu dengan peran ibu dalam membimbing selama tugas kelompok, sudah baik belum?
 S : Sudah cukup baik bu. Jadi kita ga kebingungan mengerjakannya.
 R : Ada manfaatnya ga ibu keliling menghampiri tiap kelompok itu?
 S : Sangat bermanfaat bu. Kami bisa tanya langsung kalau ada hal yang sulit.
 R : Oh ya. Mengenai teksnya mudah dipahami ga? Apa kosakatanya terlalu banyak yang sulit?
 S : Mudah dipahami bu. Ga terlalu sulit juga kok bu. Sedang-sedang saja.
 R : Topiknya tadi tentang biografi tokoh, menurutmu gimana?
 S : Ya, cukup menarik bu. Jadi lebih tambah wawasan. Jadi tahu tentang kehidupan tokoh.
 R : OK. Kalau tugasnya? Bisa mengerjakan semuanya?
 S : Iya bu.
 R : Betul berapa?
 S : Lupa bu. Tapi lebih banyak daripada yang tugas sebelumnya.
 R : Good. Oh ya mengenai kegiatan mendiskusikan *simple past tense*. Menurutmu itu penting ga buat pemahaman kamu dalam belajar membaca?
 S : Iya miss. Kan jadi tahu strukturnya sama nyari artinya kata-kata yang apa itu bu, verb.
 R : Oh, *irregular* sama *regular verb*.
 S : Iya bu.
 R : Oh ya ibu jadi inget dek. Ibu kan memberi *handout* tentang *simple past tense*. Itu membantu kamu dalam belajar ga?
 S : Membantu, bu soalnya ada penjelasan ama contoh-contohnya kalimatnya.
 R : Lebih suka mana menulis sendiri atau dikasih *handout* seperti tadi?
 S : Dikasih *handout*, bu. Soalnya kan kita bisa lebih serius ndengerin penjelasan. Kalau menulis sendiri itu biasanya saya ketinggalan penjelasannya bu.
 R : Oh gitu. OK. Sementara ini dek yang saya mau tanyakan. Makasih banyak ya waktunya. See you Wednesday.
 S : See you, miss.

Interview 27 (Meeting 1 of Cycle 3)

Day/Date : Wednesday/February 6th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S1= Student 1

S2= Student 2

- R : Hallo Dica dan Luthfi. Miss wawancara sebentar ya.
 S1 & S2 : Iya miss.
 R : Gimana tadi bisa paham dengan teks recount yang kamu pilih?
 S1 : Lumayan paham miss.
 R : Soalnya tadi bisa dikerjakan semua?
 S1 : Bisa miss. Kan udah diterangkan caranya pake skimming scanning. Tapi belum selesai semuanya miss.
 R : Oh ya ga apa-apa bisa dilanjutkan besok.
 R : Nah, kalau Luthfi tadi milih teks yang mana?
 S2 : Yang ini bu.
 R : Oh yang Going to Jakarta ini ya.
 S2 : Iya bu.
 R : Luthfi, tadi kok milih teks yang ini kenapa?
 S2 : Lebih mudah dipahami bu.
 R : Kenapa?
 S2 : Ga asing itu lho bu. Dulu juga pernah ke Jakarta.
 R : Oh gitu.

Interview 28 (Meeting 1 of Cycle 3)

Day/Date : Wednesday/February 6th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student

- R : Dek, miss minta waktunya bentar ya buat wawancara.
 S : Waduh kok saya miss.
 R : Iya ga apa-apa. Mau ya?
 S : Iya miss.
 R : Namanya siapa?
 S : Hanung.
 R : OK. Hanung tadi mengikuti pelajaran Bahasa Inggris kan. Nah miss mau tanya gimana kesan kamu tentang pelajaran hari ini?
 S : Hehe. Tambah asyik miss.
 R : Bisa membantu kamu lebih baik dalam belajar membaca ga?
 S : Cukup membantu miss.
 R : Oh ya. Tadi kan waktu awal pelajaran kita diskusikan kosa kata baru yang ada di teks. Kesan kamu gimana sama kegiatan itu?
 S : Ya, itu bagus miss. Kita bisa dapat pengetahuan baru
 R : Pengetahuan baru? Maksudnya?
 S : Ya, seperti yang ga kita tahu sebelumnya miss. Misalnya tentang persamaan katanya.
 R : Bisa bermanfaat buat pemahaman kamu dalam membaca ga?
 S : Sangat bermanfaat miss karena kalau banyak pengetahuan kosa katanya itu kan bisa mudah kalau membaca.
 R : OK. Terus, kalau caranya menebak kosa kata baru sudah bisa?
 S : Lumayan bisa miss.
 R : Coba gimana caranya? Pertama apa terus kedua apa?
 S : Pertama harus lihat dulu fungsi katanya miss.
 R : Iya, terus?
 S : Dilihat kata-kata di sekitarnya bu nyambung atau ga.
 R : OK. Menurutmu dengan cara seperti itu bisa membantu kamu dalam belajar membaca ga?
 S : Iya miss. Kan bisa mengurangi kesulitan kalau pas kita ketemu kata-kata yang sulit.
 R : Oh gitu ya. Terus miss juga mau tanya gimana kesan kamu dengan game tanya jawab hari ini?

- S : Suka miss. Karena melatih berpikir cepat.
 R : Kalau menurutmu ada bedanya ga dengan kemarin?
 S : Ya ini lebih ramai miss. Banyak yang mau jawab. Jadi kita sendiri juga pengen menjawab.
 R : Oh gitu. Masih takut ga kalau salah menjawabnya?
 S : Ga miss. Lebih santai karena bisa ngumpulkan point setiap menjawab.

Interview 29 (Meeting 1 of Cycle 3)

Day/Date : Wednesday/February 6th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S1= Student 1 (Nasera) S2= Student 2 (Rindang)

- R : Hai Nasera, Rindang, miss ganggu sebentar boleh ga?
 S1 : Boleh gak ya? hehehe...Boleh miss. Mau wawancara lagi ya miss?
 R : Iya nih. Mau tanya-tanya tentang pelajaran tadi. Gimana dengan pelajaran hari ini? Menyenangkan atau tambah bosen?
 S1 : Makin menyenangkan, miss.
 R : Kalau menurut Rindang?
 S2 : Ya, sama miss. Menyenangkan, tambah jelas.
 R : Oh ya, mengenai materi tentang skimming dan scanning sudah paham atau masih bingung?
 S1 : Sudah lebih paham miss karena diberi latihan dan juga dibahasnya lebih jelas.
 S2 : Iya miss.
 R : Kalian udah paham beneran caranya skimming dan scanning?
 S1 : InsyaAllah paham, miss, hehe.
 R : Rindang juga?
 S2 : Iya miss.
 R : Coba miss kasih pertanyaan skimming dipake buat apa dan gimana caranya? Siapa yang bisa?
 S2 : Aku bisa miss. Kalau skimming buat nyari topic atau main idea bacaan.
 R : Caranya gimana? Coba sekarang Sera yang jawab.
 S1 : Hehe. Apa ya miss. Ini miss dibaca sekilas untuk mencari informasi umum. Ya kan miss.
 R : Iya. Terus kalau scanning buat apa hayo?
 S1 : Mencari yang spesifik gitu kan, miss.
 R : Caranya?
 S1 : Ya, dicari kata kuncinya miss habis itu langsung dibaca kata kuncinya.
 R : Great! Wah kalian ternyata sudah paham ya.
 S1 : Iya donk miss. Hehe. Mana hadiahnya miss?
 R : Hehe. Hadiahnya nanti ya. Besok kalau pas tes nilainya paling bagus, miss kasih hadiah.
 S1 : Wah iya lho miss.
 R : InsyaAllah ya. Yang penting semangat terus belajarnya. Yaudah makasih ya Nasera dan Rindang.
 S1 & S2 : Iya miss. Sama-sama.

Interview 30 (Meeting 1 of Cycle 3)

Day/Date : Wednesday/February 6th, 2013

Place : Teacher Room

Respondent : C2= Collaborator 2 (Astuti K., A.Md. / The English Teacher of Class IX)

- R : Bu, bagaimana pendapat ibu tentang pelajaran hari ini secara keseluruhan?
 C2 : Secara umum sudah lebih baik mbak dari kemarin-kemarin. Anak-anak juga sudah

- terbiasa belajar dengan langkah-langkah mbak Maria dalam mengajar.
- R : Oh gitu ya bu. Dalam hal semangat mereka bagaimana bu?
- C2 : Semangat mereka juga semakin meningkat. Apalagi pas tanya jawab mereka itu kelihatan sekali semangatnya mbak.
- R : Oh iya bu, ngomong-ngomong soal partisipasi siswa di pertemuan-pertemuan sebelumnya pada kegiatan Tanya jawab kan masih kurang ya bu. Nah bagaimana menurut ibu dengan pertemuan kali ini?
- C2 : Ya, yang jelas lebih aktif dari yang kemarin-kemarin mbak. Mereka berlomba pengen dapat poin lebih banyak daripada yang lainnya. Tadi nampaknya sekitar 90% yang aktif. Kalau untuk ukuran, partisipasi siswa segitu itu sudah cukup bagus lah mbak.
- R : Oh gitu ya bu. Kemudian kalau dari kerja kelompoknya gimana bu?
- C2 : Saya rasa sudah baik itu mbak.
- R : Kalau dalam hal kerjasama antar siswanya bagaimana bu?
- C2 : Saya lihat mereka sudah bisa kerjasamanya sudah bagus. Tadi pas saya keliling sudah kelihatan mereka kerjasama saling bantu, ada yang nulis, ada yang membaca dan mencari jawabannya.

Interview 31 (Meeting 2 of Cycle 3)

Day/Date : Thursday/February 7th, 2013

Place : Classroom of VIII D

Respondent : R= Researcher S= Student

- R : Arisma, miss minta waktunya sebentar ya untuk wawancara. Ga apa-apa kan?
- S : Iya miss.
- R : Menurutmu gimana aktivitas memilih teks sesuai dengan kemauanmu?
- S : Itu menyenangkan miss karena kita bisa milih sendiri. Sesuatu yang beda, miss. Sebelumnya belum pernah.
- R : Gimana caranya tadi kamu milih teks?
- S : Dicari yang kosa kata sulitnya sedikit miss.
- R : Oh gitu ya. OK. Kemudian miss juga mau tanya kesulitan kamu dalam membaca bisa terbantu ga dengan pembahasan mengenai struktur kalimat yang ada dalam bacaan?
- S : Cukup terbantu miss.
- R : Terbantunya gimana?
- S : Ga bingung lagi sama arti katanya dalam bacaan itu miss soalnya kalau dulu bingung dengan kata- kata yang ada -ed.
- R : Oh ya, tentang regular verb ya.
- S : Iya miss.

Interview 32 (Meeting 2 of Cycle 3)

Day/Date : Thursday/February 7th, 2013

Place : Library

Respondent : R= Researcher S= Student

- R : Siang Dani dan Rifa. Makasih ya sudah meluangkan waktunya buat wawancara. OK kita bisa mulai ya. Pertama miss mau sama kalian gimana kesan kalian tentang listing task? Sulit ga? Coba Dani dulu?
- S1 : Ga, miss.
- R : Menurutmu tugasnya yang seperti tadi bisa membantu pemahaman ga?
- S : Sangat membantu miss. Berbeda sama dulu.
- R : Maksudnya?
- S1 : Ya jadi tambah paham miss karena soalnya per bagian kayak mencari tokohnya,

- tempat kejadiannya gitu miss.
- R : OK. Kalau menurut Rifa?
- S2 : Bagus miss. Tugasnya lebih mudah dan bisa lebih jelas itu lho miss.
- R : Oh gitu. OK sekarang kalau mengenai kerja kelompoknya gimana?
- S1 : Baik kok miss. Bisa dikerjakan semua bareng-bareng.
- R : OK. Bagus kalau gitu. Tapi miss mau tanya tentang pendapat kalian mengenai penggantian formasi kelompok yang kemarin berempat kemudian sekarang Cuma berdua, kesan kalian gimana?
- S2 : Ya ga apa-apa bu. Kan ga bosan. Terus juga lebih tenang.
- R : Maksudnya tenang?
- S2 : Kalau berempat itu kan kadang rame bu.
- R : Oh gitu. Kalau kerjasamanya menurutmu gimana, bagus yang berdua atau berempat?
- S2 : Sama aja bu. Pokoknya kalau dikerjakan bersama-sama itu jadi lebih mudah sama lebih cepat selesainya bu.
- R : Oh ya. Yang penting kalau semuanya sama-sama bekerja ya berapapun jumlah anggota kelompoknya?
- S2 : Iya miss.
- R : OK. Nah satu lagi ya pertanyaan buat kalian. Buat Dani ya sekarang. Menurutmu kalau aktivitas belajar tentang regular dan irregular verb seperti tadi perlu ga dalam membantu pemahaman membaca?
- S1 : Perlu miss. Soalnya kadang yang irregular verb itu sering ketemu di bacaannya.
- R : Oh ya, tadi latihannya dikerjakan semuanya?
- S1 : Iya miss.
- R : Bermanfaat ga latihannya tadi?
- S1 : Iya miss. Kita jadi lebih tahu macam-macamnya irregular verb soalnya kan ga bisa ditebak. Kalau banyak latihan kan jadinya lebih mudah inget.

Interview 33 (Meeting 2 of Cycle 3)

Day/Date : Thursday/February 7th, 2013

Place : Teacher Room

Respondent : C2= Collaborator 2 (Astuti K., A.Md. / The English Teacher of Class IX)

- R : Selamat siang bu, maaf saya mohon ijin mau wawancara sebentar bu.
- C2 : Oh iya mbak, silahkan.
- R : Bu, tadi secara umum bagaimana proses pembelajaran yang ibu amati?
- C2 : Saya rasa makin baik mbak. Sepertinya anak-anak juga sudah terbiasa dengan kegiatan-kegiatannya jadi ga terlalu gaduh dan banyak bertanya seperti kemarin.
- R : Oh ya bu, mengenai kegiatan berpasangan tadi kan ada kegiatan memilih teks sendiri lalu digunakan untuk mengerjakan tugas listing ya bu. Menurut ibu itu bagaimana?
- C2 : Kegiatannya ya mbak?
- R : Iya bu.
- C2 : Itu juga cukup menarik mbak. Mereka cukup antusias memilih sendiri teks yang memang mereka suka atau mungkin juga mereka anggap kosa katanya ga terlalu sulit.
- R : Baik bu. Oh ya bu ini masih mengenai groupwork. Menurut pengamatan ibu bagaimana interaksi siswa dengan saya sebagai guru apakah sudah ada interaksi yang bagus?
- C2 : Ya, cukup bagus mbak. Mereka sudah ga malu lagi untuk bertanya kalau ada kesulitan atau untuk maju menunjukkan pekerjaannya.
- R : Oh gitu ya bu. Oh ya bu saya juga sekalian mau Tanya bu bagaimana dengan actions yang lainnya bu seperti mendiskusikan kosa kata, menebak makna kata baru, mempelajari grammar dan menyediakan teks serta tugas yang bervariasi?
- C2 : Menurut saya so far so good mbak. Itu semua tentu bisa membantu mendukung siswa lebih memahami dalam belajar membaca.

Interview 34 (Cycle 1-Cycle 3)

Day/Date : Friday/February 15th, 2013

Place : Teacher Room

Respondent : R= Researcher

C1= Collaborator 1 (H.Ismanto P.S., S.Pd. / The English Teacher of Class VIII D)

- R : Assalamualaikum wr wb.
- C1 : Waalaikumsalam wr wb.
- R : Maaf pak mengganggu waktunya sebentar mau tanya-tanya terkait proses pembelajaran selama ini dengan saya menerapkan *Task-Based Approach*.
- C1 : Ya, silahkan mb.
- R : Menurut bapak adakah perubahan suasana belajar daripada sebelumnya?
- C1 : Ya jelas ada karena lebih bervariasi. Dan otomatis kalau yang ngajar itu guru biasanya yang sudah dari dulu berinteraksi kan biasa-biasa saja. Tapi setelah ada kedatangan Bu Maria kan ada suatu hal yang baru ya penampilan yang baru, materi baru, metode baru, jadi mereka lebih tertarik.
- R : O gitu ya pak. Kemudian dari segi peningkatan aktivitas siswa apakah ada perubahan pak?
- C1 : Juga ada. Terutama ketika kerja kelompok, bisa saling membantu. Itu sebetulnya sekarang sedang dikembangkan *Lesson Study*, itu ada yang *Lesson Study* berbasis sekolah pas MGMP kemarin, itu kan intinya kerja kelompok.
- R : Oh ya pak, kalau selama ini bapak juga sering memberikan kegiatan kerja kelompok atau tidak pak?
- C1 : Ya, pernah tapi tidak sering.
- R : Kemudian dari kerja kelompok dan kegiatan-kegiatan lainnya yang bapak bisa amati perubahan apa yang ada dari mereka dalam belajar Bahasa Inggris?
- C1 : Ya, tentu ada mbak, semakin antusias dan semangat. Ya memang kalau kita berupaya itu tidak bisa 100% karena memang ada anak yang tipe belajarnya agak berbeda, ya 1 atau 2 orang itu masih ada yang kurang, tapi ya 90% sudah aktif lah.
- R : Bagaimana pendapat bapak mengenai tugas-tugas yang saya berikan, salah satunya itu adalah menyusun kalimat acak yang merupakan sebuah biografi singkat dari seorang tokoh?
- C1 : Ya, itu menarik sekali bagi anak-anak apalagi mereka harus cepet-cepetan menyusun.
- R : Terus terang saya sendiri juga pernah memberi tugas menyusun, tapi itu menyusun paragraf bukan kalimat kalimat acak seperti itu.
- C1 : O iya pak bagaimana menurut pendapat bapak mengenai tugas rumah yang saya berikan untuk mencari contoh teks recount?
- R : Kalau tugas rumah itu saya liat sangat menarik bagi mereka. Terus terang saya belum pernah buat tugas kayak gitu. Itu tantangan bagi siswa ternyata mereka juga bias mencari teks. Itu ada yang dari internet, buku soal, buku paket. Itu menarik, menantang.
- C1 : Oh ya pak. Kemudian bagaimana menurut bapak mengenai listing task dan sebelumnya diawali dengan pemilihan teks berdasarkan interest mereka?
- R : Ya itu juga bagus, bisa membuat mereka berpikir kreatif dalam memilih teks karena teksnya juga bermacam-macam jadi mereka juga bisa menyesuaikan dengan kemampuan.
- C1 : Oh ya pak. Kemudian tentang *game* tanya jawab setiap awal materi itu menurut bapak bagaimana? Yang cepet-cepetan itu pak.
- R : Oh itu ya. Itu juga membuat siswa kan aktif dan lebih harus konsentrasi itu, kalau tidak konsentrasi tidak bisa menjawab.
- C1 : Kalau menurut bapak, keaktifan siswa dalam berpartisipasi dalam game itu sudah cukup merata atau belum pak?
- R : Terutama anak yang belakang2 itu kurang aktif. Mungkin daya tangkap mereka yang kurang.
- C1 : Menurut bapak bagaimana mengenai tindakan penguatan seperti vocabulary dan grammar?
- R : Itu memang baik. Kalau saya sendiri *vocabulary* itu memang vital. Kalau ada teks selalu

saya suruh cari *new vocabulary*-nya apa saja terus nanti saya tuliskan artinya di papan biar mereka ngerti.

C1 : Adakah manfaat yang didapat?

R : Jelas ada, manfaatnya banyak sekali kan namanya belajar itu proses kalau diberi macam-macam seperti itu dia mengalami keterampilan proses, keterampilan proses belajar.

C1 : Menurut bapak apakah ada implikasinya bagi bapak selaku guru bahasa inggris.

R : Ya ada, kemarin pas di kelas lain saya juga menggunakan kegiatan dan tugas-tugas yang dipakai bu Maria di VIII D.

C1 : Di kelas apa ya pak?

R : Ya di semua kelas itu, kelas VIII ABC

C1 : Bagaimana tanggapan mereka pak?

R : Ya lebih aktif, lebih menarik lebih menantang. Selain karena kegiatannya mungkin juga karena sumber-sumbernya yang kan bervariasi, ada yang dari luar juga, lebih banyak.

C1 : Selama ini kan saya sumber saya tu hanya buku paket, buku yang ada di sekolah dan buku-buku lain.

R : Kalau tugas yang diterapkan di kelas lain itu contohnya apa pak?

C1 : Yang kemarin itu *listing task*, *ordering task*, sama yang 6 teks itu juga saya pakai.

R : Hasilnya bagaimana pak?

C1 : Ya rata-rata baik, di atas 7.

R : Baik pak kalau menurut bapak kalau *Task-Based Approach* ini diterapkan sebagai variasi pembelajaran?

C1 : Ya itu memang salah satu memang bisa dijadikan variasi. Kan kita perlu bermacam macam model. Tapi ya bagaimanapun yang perlu disesuaikan itu seperti eksplorasi, elaborasi dan konfirmasi karena itu merupakan harga mati sesuai dengan Permendiknas Nomor 41 Tahun 2006 Standar Proses.

R : Baik pak. Mungkin ini dulu yang ingin saya tanyakan pak. Terima kasih atas waktunya pak. Oh ya pak, saya mohon ijin lain waktu saya masih ke sini lagi untuk berkonsultasi dengan bapak bila ada data yang masih perlu dilengkapi.

C1 : Oh ya silahkan mbak. InsyaAllah saya bantu.

APPENDIX C

Lesson Plans

LESSON PLAN
(MEETING 1, 2 & 3)

School : SMP Negeri 1 Pajangan
Subject : English
Class/Semester : VIII D / 2
Academic Year : 2012/2013
Time Allocation : 6 x 40 minutes (3 meetings)
Skill : Reading
Text Type : *Recount*
Theme : *Unforgettable Holidays*

A. Standard Competence

11. Comprehending the meaning of short functional texts and simple essays in the form of *recount* and *narrative* texts to interact with the closest environment.

B. Basic Competence

- 11.3 Responding the meaning and rhetorical steps in simple short essays in the form of *recount* and *narrative* texts accurately, fluently, and with acceptable way related to the closest environment.

C. Teaching Objectives

The objective of the teaching and learning process is to make the students able to respond the meaning and rhetorical steps of simple short essays in the form of *recount* accurately, fluently, and with acceptable way related to the closest environment.

D. Indicators

In the end of the lesson, the students will be able to:

1. Identify the generic structure of recount texts.
2. Identify the topic of recount texts.
3. Identify the detail information of recount texts.

E. Teaching Materials and Media

1. Teaching Materials

a. Recount Texts

➤ Text for Pre-Task

My Adventure

Last month, my friends and I had a great adventure to Srau Beach, Pacitan. We departed in the morning from a friend's house at Ponorogo.

We went there via Ponorogo-Pacitan Road. On the way, we saw much beautiful scenery such as farm, forest, river and mountain. This was also very challenging because the road we passed is curved and it was around the mountain.

After about 3 hours, we arrived at Srau Beach, Pacitan. Then, we did our prayer in a mosque near the beach. After that, we ran to the beautiful white-sand beach. We enjoyed playing sand, seeing the beautiful scenery of the beach, and taking some pictures together. We spent our time in the beach about 2 hours.

Finally, we went home to Yogyakarta almost in the evening. On the way home, we passed some hills and took a picture there with the beautiful sunset as the background.

We arrived at Yogyakarta at 9 p.m. We were very tired but it was a very amazing adventure.

➤ Text for Task-Cycle

Going to the Sea

Last Year, I had a holiday with my family. We went to a place at the seaside and borrowed a boat from one of our friends. Then, we enjoyed doing some activities around the seaside.

First, we sailed and had races against other boats on the sea. However, when the sea was rough, we sailed on a small lake near the sea. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friend's boat.

After that, we also fished together. We caught the fish with a hook, line and small pieces of bread. There were not many fish in the lake, but in the sea we caught a lot. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

Finally, we saw an island about a mile from our friend's house, and we decided to sail there. In that island, the water was very clean, and there was a beautiful beach with white sand and no rocks. We bathed there. Then, we went home by boats.

We were tired but it was an exciting experience.

(Adapted from: *Scaffolding English for Junior High School Grade VIII*, 2008)

➤ Recount text

It is a text that tells about past experiences/events. It tells “what happened.” It focuses on a sequence of events, all of which relate to the occasion. It also has expression of attitude and feeling, usually made by the writer about the events. The social function of recount texts usually is to inform or to entertain the reader.

(Adapted from: *Scaffolding English for Junior High School Grade VIII*)

➤ Kinds of Recount Text

Based on the book of “English on Sky 2 for Junior High School Year VIII”. There are three kinds of recount text. They are personal recount, biographical recount and procedural recount. *A personal recount* usually retells an experience in which the writer/speaker was personally involved. *A biographical recount* tells information about a person by retelling past events and achievements in that persons’ life. *A procedural recount* records events such as science experiment or a cooking experience.

➤ Generic Structure of Recount Text

Generic structure of a recount include:

- 1) *orientation*; Introduction to the characters, time and place of occurrence.
- 2) *events*; The events, recounted in chronological order (sequence).
- 3) *re-orientation*; The conclusion of all events, can also contain comments or impression of the author based on the experience.

➤ Grammatical Features of Recount Text

Common grammatical features of a recount include:

- 1) use of nouns and pronouns to identify people, animals, or things involved.
(e.g. I, we, my friends, boat, fish, island, etc.)
- 2) use of action verbs to refer to events. (e.g. depart, see, run, pass, etc.)
- 3) use of past tense to locate events in relation to writer’s time.
(e.g. We departed in the morning from a friend’s house at Ponorogo.)
- 4) use of conjunctions and time connectives to sequence the events.
(e.g. then, after that, finally, etc.)
- 5) use of adverbs and adverbial phrases to indicate place and time.
(e.g. at 9 p.m., at Ponorogo, etc.)
- 6) use of adjectives to describe nouns. (e.g. beautiful, challenging, amazing, etc.)

b. Vocabulary

- When we read sometimes we find some new vocabulary items. To know the meaning of new vocabulary items, we do not need to always look up in a dictionary. Sometimes we can look at the surrounding context. It is usually called “guessing meaning through context.” The context is the words around a new vocabulary item.
- How to guess the meaning from context? Sometimes words in other sentences or in another part of the sentence are clues to the meaning of new vocabulary item. For example in the text “My Adventure”: *This was also very challenging because the road we passed is curved and it was around the mountain.* (paragraph 2 line 4 and 5). Here are the clues to the meaning of the word curved : It is related to the ‘road’ around the ‘mountain’. So, curved can be described as the condition of road around the mountain. (Adapted from: *Interaction 1: A Reading Skills Book 3rd Edition*)

c. Topic

- When you read for the meaning, you should begin by looking for the topic. This help you connect what you read to what you already know. In order to find the topic, ask yourself. “What is this about? What is the general idea?”
(Adapted from: *More Reading Power*)

d. Detail Information

- The detail information in a recount text is all information about the content of the recount text, i.e. who was involved in the story, when the story happened, what activities that the characters did, where it happened, etc.
 - The questions that are frequently used to identify the detail information of the text are WH-questions i.e. who, what, when, where, why, and how. These are examples of WH-questions about a Recount Text entitled “My Adventure”:
- 1) Where did the writer and her friends go last month?
 - 2) How was the road they passed?
 - 3) What did they do in Srau beach?
 - 4) Where did they stay before they went to Pacitan?
 - 5) How long did they spend their time at the beach?

e. Language Focus

- Simple past tense is used to express something that happened in the past. Here is the pattern.

<i>S + V2 + O/Adverb</i>

Examples:

- ✓ We went there via Ponorogo-Pacitan Road.
S V2
 - ✓ We ran to the beautiful white-sand beach.
S V2
 - ✓ We arrived at Yogyakarta at 9 p.m.
S V2
- There are two kinds of V2 (in the form of Regular Verb and Irregular Verb).
Example:

Regular Verb		Irregular Verb	
V1	V2	V1	V2
Depart	Departed	Have	Had
Passed	Passed	Go	Went
Arrive	Arrived	See	Saw
Borrow	Borrowed	Do	Did
Sail	Sailed	Spend	Spent
Collect	Collected	Take	Took

Note: In *Regular Verb* it is very often the past simple ends in -ed.

- Usually the following adverbs of time are used in simple past tense:
- Last month
 - Yesterday
 - Last year
 - Last holiday

2. Learning Media

- a. Print out of a recount text entitled "My Adventure"
- b. Print out of a recount text entitled "Going to the Sea"
- c. Answer sheets.
- d. Pictures.

F. Teaching Method

EEC (Exploration, Elaboration, Conformation)

G. Teaching and Learning Activities

No	Activities	Classroom English	Time
1	Exploration		(20')
	a. The teacher greets and asks the students' condition.	<i>Good morning everyone. How are you?</i>	
	b. The teacher checks the attendance list.	<i>Who is absent today?</i>	
	c. The teacher introduces herself to the students.	<i>Let me introduce myself. I'll be teaching you English for some meetings.</i>	
	d. The teacher introduces the <i>Task-Based Approach</i> and the rules that will be applied in the teaching and learning process.	<i>We will learn together through Task-Based Approach. So, you'll do the reading and you'll be given various tasks to finish together in groups. If the time is sufficient, there will be also games.</i>	
	e. The teacher shows pictures and elicits information from the students about it.	<p><i>Before beginning the materials, let me show you some pictures. Can you say something about that picture?</i></p> <p><i>Good. You can guess very well the activities people do in the picture. These all are about unforgettable experience, our theme for the lesson today.</i></p> <p><i>Usually people express their unforgettable experiences in the form of written texts. It is called recount texts.</i></p>	
	f. The teacher elicits information about recount texts e.g. the generic structure and the social function of a recount text.	<i>What do you know about recount text?</i>	
2	Elaboration		
	A. Pre-Task		(20')
	1) The teacher shows the model of recount texts and asks the students to read at glance.	<p><i>Well, everybody. Have a look at the text.</i></p> <p><i>Now, what is the text about?</i></p>	
	2) The teacher asks the students to identify the generic structure of the text.	<i>Everybody, have a look at the text again. We've discussed about generic structure before. Now, show me the generic structure of this text.</i>	

3) The teacher asks the students to underline the new vocabulary items. Then, the teacher and the students discuss the meaning of the new vocabulary items.	<i>OK. Now read again the text. While reading, please underline the difficult words according to you. After that we'll discuss it together.</i>	
4) The teacher tells the students about how to deal with difficult words. Then, the teacher and the students discuss the meaning of the new vocabulary items in the text.	<i>Everybody, pay attention please. We'll learn how to deal with difficult words. When we find a new vocabulary item, we do not need to always look up a dictionary. We can guess the meaning from context.</i>	
5) The teacher asks the students to read again about 5 minutes to understand more the text.	<i>Read the text again. After this we'll discuss it together.</i>	
6) The teacher has discussion with the students in the form of Question and Answer games about the detail information of the text. The teacher guides the students in comprehending the text.	<i>OK everybody. Now, we'll discuss the content of the text through a game. This is a Question and Answer game.</i> <i>I'll ask you a question about the content of the text. You should answer it orally. Before you answer my question you should raise your hand. I will choose you who raise a hand faster than others.</i> <i>If the answer is right you'll get two points from me, while if your answer is wrong you'll still get one point. So, don't be afraid to try and collect the points.</i>	
B. Task Cycle		
1) Task		(35')
a. The teacher divides the students into some groups. Each group consists of 4-5 students.	<i>Everybody, pay attention please. I'll divide you into some groups. Listen to me carefully because I'll read the members name of your group.</i>	
b. The teacher asks the students to sit in their group.	<i>Everybody, please come to your group.</i>	

c. The teacher distributes the texts and answer sheets to the students.	<i>These are the text for you, pass these texts to your friends, please.</i>	
d. The teacher explains about the instruction of the tasks to the students.	<i>Well, I will explain you how to do the tasks.</i>	
e. The teacher asks the students in the groups to do the reading and to finish the tasks that follow. (Task 1-5)	<i>Well, everybody, now you can start working with your group.</i>	
2) Planning		(15')
a. The teacher asks the students to prepare and check their work before it is presented.	<i>OK. Everyone have you finished? If you've finished you can check again your answer.</i>	
b. The teacher guides and controls each group in discussing the tasks.	<i>You may ask me if there's something you've not understood.</i>	
3) Report		(25')
a. Some groups report or present their result of discussion. b. The teacher controls the classroom by asking the other students to listen to their friend's presentation. c. The teacher gives feedback from their presentation.	<i>Well, now please listen to the group that will present their result of discussion. Then, we'll discuss it together.</i>	
C. Language Focus		
1) Analysis		(15')
a. The teacher asks the students to pay attention to the previous text. b. The teacher explains about the Simple Past Tense.	<i>OK everybody. Now, pay attention to the text. What tenses does the writer use in the text?</i> <i>Yes, that's correct. Simple Past Tense. What is the formula for Simple Past Tense?</i>	
2) Practice		(20')
a. The teacher tells the students that they're going to rehearse Simple Past Tense. b. The teacher asks some volunteers to come in front of the class to rehearse Simple Past Tense.	<i>Well, to understand more about Simple Past Tense, we'll practice together the Simple Past Tense formula by trying to produce some sentences.</i>	

3	Confirmation		(10')
	a. The teacher gives comment and praises to the students for the task completion.	<i>Good. You all are excellent. I'm proud of you that you all can do the tasks very well though of course there are still some mistakes but it doesn't matter because you are in the process of learning.</i>	
	b. The teacher checks the students' understanding.	<i>OK. Now everyone. Is everything clear? Do you have any questions?</i>	
	c. The teacher asks the students' difficulties during the lesson.	<i>Do you have any difficulties during the lesson today?</i>	
	d. The teacher and the students sum up the lesson.	<i>What have we learnt today?</i>	
	e. The teacher says goodbye.	<i>All right, I think that's all for today. Let's end the class. See you.</i>	

H. Tasks

(Attached)

I. Assessment

➤ Scoring Scheme

No.	Scoring Scheme	Score
1	Complete information, appropriate information, and understandable	4
2	Some information, less appropriate information, and understandable	3
3	Limited information, less appropriate information, and difficult to be understood	2
4	Limited information, no appropriate information, and difficult to be understood	1
5	No answer	0

➤ Scoring Technique

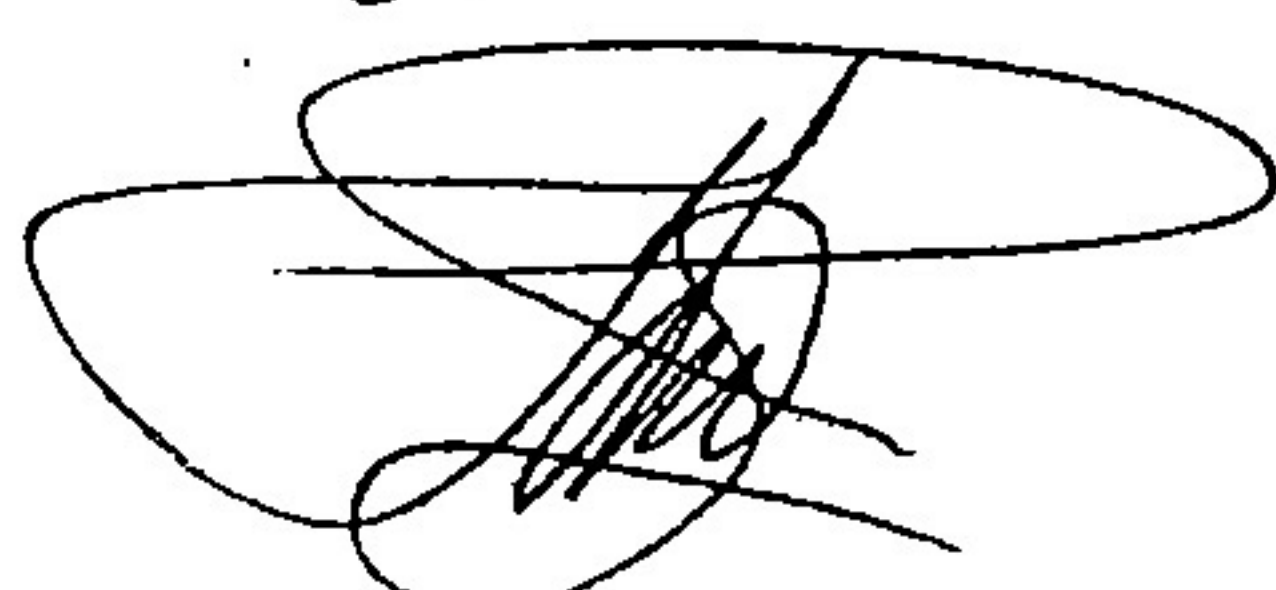
The Score of Task 1	: <u>The number of the right answer</u> x 100 20
The Score of Task 2	: <u>The number of the right answer</u> x 100 10
The Score of Task 3	: <u>The number of the right answer</u> x 100 5
The Score of Task 4	: <u>The number of the right answer</u> x 100 5
The Score of Task 5	: <u>The number of the right answer</u> x 100 5 (questions) x 4 (maximum score per item)
Total Score	: <u>The Score of (Task 1+ Task 2+Task 3+Task 4+Task 5)</u> x 100 5

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LESSON PLAN
(MEETING 4 & 5)

School : SMP Negeri 1 Pajangan
Subject : English
Class/Semester : VIII D / 2
Academic Year : 2012/2013
Time Allocation : 4 x 40 minutes (2 meetings)
Skill : Reading
Text Type : *Recount*
Theme : *Biography*

A. Standard Competence

11. Comprehending the meaning of short functional texts and simple essays in the form of *recount* and *narrative* texts to interact with the closest environment.

B. Basic Competence

11. 3 Responding the meaning and rhetorical steps in simple short essays in the form of *recount* and *narrative* texts accurately, fluently, and with acceptable way related to the closest environment.

C. Teaching Objectives

The objective of the teaching and learning process is to make the students able to respond the meaning and rhetorical steps of simple short essays in the form of *recount* accurately, fluently, and with acceptable way related to the closest environment.

D. Indicators

In the end of the lesson, the students will be able to:

1. Identify the main idea of recount texts.
2. Identify the detail information of recount texts.

E. Teaching Materials and Media

1. Teaching Materials

a. Recount Texts

➤ Text for Pre-Task

Agnes Monica Biography

Agnes Monica was born in Jakarta on July 1, 1986. Agnes completed Tarakanita elementary education in Jakarta. Then, she continued her education to Junior Pelita Harapan. Agnes was very excellent in her academics.

Agnes began her career as a singer when she was six. She recorded his first children's album entitled *The Meow*. After that, she released her second album which is a duet album with Eza Yayang. The album was named the *Best Children's Album* in 1999. In addition to singing and releasing an album, Agnes also did her job as a presenter of children in some television programs such as *Children's Video Anteve*, *Tralala-Trilili* and *Diva Romeo*.

In 2003, Agnes released her first adult album entitled *And the Story Goes*. Her success in Indonesian music industry encouraged Agnes to expand her career in the international arena. The result was amazing. Agnes was awarded two years in a row over her appearance in the arena of Asia Song Festival in Seoul, South Korea, in 2008 and 2009.

In addition to commercial success, Agnes was believed to be the anti-drug ambassador. Along with her popularity, the look and the style of her dressing become a trend among young people.

➤ Text for Task-Cycle

Barack Obama Biography

Obama was **born** in Hawaii in 1961. When he was two years old, his parents **divorced**. Then, Obama **lived** in Indonesia with his mother and **stepfather** for part of his **childhood**. At the age of 10, he was sent back to Hawaii to **finish** high school.

After high school, Obama studied at Occidental College in Los Angeles for two years. Then, he **transferred** to Columbia University in New York. He **graduated** in 1983 with a **degree** in Political Science. In 1988, Obama **entered** Harvard Law School. The next year, he **met** Michelle Robinson, an **associate** at Sidley & Austin **law firm** in Chicago. In February 1990, Obama was **elected** the first African-American editor of the Harvard Law Review, and he graduated *magna cum laude* in 1991.

After law school, Obama **returned** to Chicago to practice as a **civil rights lawyer**, **joining** the firm of Miner, Barnhill & Galland. He also **taught** at the University of Chicago Law School, and helped **organize voter** registration drives during Bill Clinton's presidential **campaign** in 1992.

On October, 1992, he and Michelle were married. They **moved** to Kenwood, on Chicago's South Side, and **welcomed** two daughters: Maila (born in 1998) and Sasha (born in 2001).

(Adapted from: <http://www.biography.com/people/barack-obama-12782369>)

➤ Recount text

It is a text that tells about past experiences/events. It tells “what happened.” It focuses on a sequence of events, all of which relate to the occasion. It also has expression of attitude and feeling, usually made by the writer about the events.

➤ Kinds of Recount Text

Based on the book of “English on Sky 2 for Junior High School Year VIII”. There are three kinds of recount text. They are personal recount, biographical recount and procedural recount. *A personal recount* usually retells an experience in which the writer/speaker was personally involved. *A biographical recount* tells information about a person by retelling past events and achievements in that persons’ life. *A procedural recount* records events such as science experiment or a cooking experience.

➤ Generic Structure of Recount Text

Generic structure of a recount include:

- 1) *orientation*; Introduction to the characters, time and place of occurrence.
- 2) *events*; The events, recounted in chronological order (sequence).
- 3) *re-orientation*; The conclusion of all events, can also contain comments or impression of the author based on the experience.

➤ Grammatical Features of Recount Text

Common grammatical features of a recount include:

- 1) use of nouns and pronouns to identify people, animals, or things involved.
(e.g. Agnes Monica, Eza Yayang, education, career, album, etc.)
- 2) use of action verbs to refer to events.
(e.g. record, release, begin, continue, etc.)
- 3) use of past tense to locate events in relation to writer’s time.
(e.g. Agnes completed Tarakanita elementary education in Jakarta.)
- 4) use of conjunctions and time connectives to sequence the events.
(e.g. then, after that, finally, etc.)
- 5) use of adverbs and adverbial phrases to indicate place and time.
(e.g. in Jakarta, in 2003)
- 6) use of adjectives to describe nouns.
(e.g. excellent, amazing, beautiful)

b. Vocabulary

- When we read sometimes we find some new vocabulary items. To know the meaning of new vocabulary items, we do not need to always look up in a dictionary. Sometimes we can look at the surrounding context. It is usually called “guessing meaning through context.”
- How to guess the meaning from context? Sometimes examples of the meaning of new vocabulary items are in another sentence or in another part of the sentence. The words *for example*, *for instance*, and *such as* are clues to meaning through examples. For example in the text “Agnes Monica Biography”: *Agnes also did her job as a presenter of children in some television programs such as Children's Video Anteve, Tralala-Trilili and Diva Romeo*. The examples of television programs are Children's Video Anteve, Tralala-Trilili and Diva Romeo).

(Adapted from: *Interaction 1: A Reading Skills Book 3rd Edition*)

c. Main Idea

- The main idea of a paragraph is the author's idea about the topic. It is always a complete sentence that includes both the topic and the idea that the author wishes to express about the topic.

(Adapted from: *More Reading Power*)

d. Detail Information

- The detail information in a recount text is all information about the content of the recount text, i.e. who was involved in the story, when the story happened, what activities that the characters did, where it happened, etc.
- The questions that are frequently used to identify the detail information of the text are WH-questions i.e. who, what, when, where, why, and how. These are examples of WH-questions about a Recount Text entitled “Agnes Monica Biography”:
 1. How old was she when she began her career as a singer?
 2. What was the name of Agnes Monica's first album?
 3. What was Agnes Monica in Diva Romeo program?
 4. Where did the Asia Song Festival take place?
 5. When did Agnes Monica release her first adult album?

e. **Language Focus**

- Simple past tense is used to express something that happened in the past. Here is the pattern.

$S + V2 + O/Adverb$

Examples:

- ✓ Obama studied at Occidental College in Los Angeles.
S V2
- ✓ Obama entered Harvard Law School.
S V2
- ✓ He met Michelle Robinson.
S V2

- There are two kinds of V2 (in the form of Regular Verb and Irregular Verb).

Example:

Regular Verb		Irregular Verb	
V1	V2	V1	V2
Divorce	Divorced	Meet	Met
Live	Lived	Teach	Taught
Transfer	Transferred	See	Saw
Graduate	Graduated	Go	Went
Elect	Elected	Make	Made
Return	Returned	Bring	Brought

Note: In *Regular Verb* it is very often the past simple ends in -ed.

- Usually the following adverbs of time are used in simple past tense:
- Yesterday
 - Last week
 - Two years ago
 - Last holiday

2. **Learning Media**

- a. Print out of a recount text entitled "Agnes Monica Biography"
- b. Print out of a recount text entitled "Barack Obama Biography"
- c. Print out of jumbled-sentences about the short biography of Obama.
- d. Answer sheets.

F. **Teaching Method**

EEC (Exploration, Elaboration, Conformation)

G. Teaching and Learning Activities

No	Activities	Classroom English	Time
1	Exploration		(20')
	a. The teacher greets and asks the students' condition.	<i>Good morning everybody. How's life?</i>	
	b. The teacher checks the attendance list.	<i>Is anybody absent today?</i>	
	c. The teacher reviews about recount text and last material about "unforgettable holiday."	<i>Do you remember what we've learned from the tasks in the last meetings?</i> <i>Yes, that's right. Last meeting we discussed about recount text especially about unforgettable holiday.</i> <i>We've also learned about how to identify the meaning of difficult words, the topic of recount text, the generic structure and the detail information of the text.</i>	
	d. The teacher tells the students about what will be learned and the purpose of learning.	<i>Today we will learn another kind of recount, i.e. biography.</i>	
2	Elaboration		
	A. Pre-Task		(20')
	1) The teacher introduces a new model of recount text i.e. biography.	<i>Pay attention please. There are at least three kinds of recount text. One of them is biography.</i>	
	2) The teacher explains about what biography is.	<i>What do you know about biography?</i> <i>Good. Biography is a text that tells about someone's experience and achievements in his/her life.</i>	
	3) The teacher asks the students to read the text at glance and find the difficult words in it.	<i>Read the text at glance; find the difficult words in it. You have 2 minutes. You can start from now.</i>	
	4) The teacher discusses with the students about the difficult words in the text.	<i>OK everybody. We've some difficult words here. Let's discuss it together.</i>	

5) The teacher discusses with the students about the main idea of each paragraph in the text.	<i>Well, pay attention. Now we'll learn one new thing to improve our understanding of the text, i.e. identifying the main idea.</i>	
6) The teacher asks the students to read deeper the text in order that the students can understand the detail information of the text.	<i>Please read the text again, read it more careful in order that you can understand.</i>	
7) The teacher has discussion with the students in the form of Question and Answer games about the detail information of the text. The teacher guides the students in comprehending the text.	<p><i>OK everybody. We'll discuss the content of the text through a game. This is a Question and Answer game.</i></p> <p><i>I'll ask you a question about the content of the text. You should answer it orally. Before you answer my question you should raise your hand. I will choose you who raise a hand faster than others.</i></p> <p><i>If the answer is right you'll get two points from me, while if your answer is wrong you'll still get one point. So, don't be afraid to try and collect the points.</i></p>	
B. Task Cycle		
1) Task		(35')
a. The teacher divides the students into some groups. Each group consists of 4-5 students.	<i>Everybody, pay attention please. I'll divide you into some groups. Listen to me carefully because I'll read the members name of your group.</i>	
b. The teacher asks the students to sit in their group.	<i>Everybody, please come to your group.</i>	
c. The teacher distributes a new text in the form of biography entitled "Barack Obama Biography"	<i>These are the text for you, pass these texts to your friends, please.</i>	
d) The teacher asks the students to discuss the difficult words with their friends in the group.	<i>Have you found the difficult words? Discuss it with your friend and find the meaning together.</i>	

d. The teacher and the students discuss the difficult words or new vocabulary items in the text.	<i>OK everybody. Now, please read the text and find the difficult words. We'll discuss it together.</i>	
e. The teacher distributes an envelope to each group containing jumbled sentences.	<i>I'll give each group this envelope containing jumbled-sentences. Don't open it before I give you the instruction to open it.</i>	
f. The teacher gives instruction to the students about the "Ordering Task".	<i>In the first session, we'll do an Ordering Task. You should arrange these jumbled-sentences into a good order. It is related to Obama's biography.</i> <i>Try to compete with other groups. I'll give more points to the group that can finish early. The faster the better.</i> <i>Don't forget to raise your hand if you have finished.</i>	
g. The teacher asks the students to submit their result on "Ordering Task".	<i>Now, which group has finished? Submit it now. The time is up.</i>	
h. The teacher gives the next instruction to the students to do the next tasks (Identifying the main idea and the detail information of the text.	<i>OK class, we've finished the first task. Now, You'll do the next tasks i.e. finding the main idea of recount text.</i>	
i. The teacher distributes the answer sheets of the next tasks.	<i>Have you all got the answer sheets?OK. Good.</i>	
j. The teacher asks the students to do the tasks.	<i>Now, listen to me. Do the two tasks. The first task is about the main idea of the text and the second task is about the content or detail information of the text.</i> <i>Discuss the tasks in your group.</i>	

	2) Planning		(15')
	a. The teacher asks the students to prepare and check their work before it is presented.	<i>OK. Everyone have you finished? If you've finished you can check again your answer.</i>	
	b. The teacher guides and controls each group in discussing the tasks.	<i>You may ask me if there's something you've not understood.</i>	
	3) Report		(25')
	a. Some groups report or present their result of discussion.	<i>Well, now please listen to the group that will present their result of discussion. Then, we'll discuss it together.</i>	
	b. The teacher controls the classroom by asking the other students to listen to their friend's presentation.		
	c. The teacher gives feedback from their presentation.		
	C. Language Focus		
	1) Analysis		(15')
	a. The teacher asks the students to pay attention to the previous text. b. The teacher explains about the Simple Past Tense.	<i>OK everybody. Now, pay attention to the text. What tenses does the writer use in the text? Yes, that's correct. Simple Past Tense. What is the formula for Simple Past Tense?</i>	
3	2) Practice		(20')
	a. The teacher tells the students that they're going to rehearse Simple Past Tense. b. The teacher asks some volunteers to come in front of the class.	<i>Well, to understand more about Simple Past Tense, we'll practice together the Simple Past Tense formula by trying to produce some sentences.</i>	
	Confirmation		(10')
	a. The teacher gives comment and praises to the students for the task completion.	<i>Good. You all are excellent. I'm proud of you that you all can do the tasks very well though of course there are still some mistakes but it doesn't matter because you are in the process of learning.</i>	
	b. The teacher checks the students' understanding.	<i>Is everything clear? Do you have any questions?</i>	
	c. The teacher asks the students' difficulties during the lesson.	<i>Do you have any difficulties during the lesson today?</i>	
	d. The teacher and the students sum up the lesson.	<i>What have we learnt today?</i>	
	e. The teacher says goodbye.	<i>All right, I think that's all for today. Let's end the class. See you.</i>	

H. Tasks

(Attached)

I. Assessment

The teacher assesses based on the tasks answered by the groups with the scoring as followed:

Score of Task 1 : $\frac{\text{The Number of the Right Answer in Task 1}}{11} \times 100$

Score of Task 2 : $\frac{\text{The Number of the Right Answer in Task 1}}{4} \times 100$

Score of Task 3 : $\frac{\text{The Number of the Right Answer in Task 2}}{5} \times 100$

Total Score : $\frac{\text{The Score of Task 1} + \text{The Score of Task 2} + \text{The Score of Task 3}}{3}$

J. References

1. Book

Kim, Elaine and Pamela Hartmann. 1990. *Interactions One: A Reading Skills Book (3rd Edition)*. Singapore: McGraw-Hill International Editions.

Mikulecky, Beatrice S. and Linda Jeffries. 1996. *More Reading Power*. New York: Longman

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Bantul, January 31st 2013

Acknowledged by:
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LESSON PLAN
(MEETING 6 & 7)

School : SMP Negeri 1 Pajangan
Subject : English
Class/Semester : VIII D / 2
Academic Year : 2012/2013
Time Allocation : 4 x 40 minutes (2 meetings)
Skill : Reading
Text Type : *Recount*
Theme : *Travelling*

A. Standard Competence

11. Comprehending the meaning of short functional texts and simple essays in the form of *recount* and *narrative* texts to interact with the closest environment.

B. Basic Competence

11. 3 Responding the meaning and rhetorical steps in simple short essays in the form of *recount* and *narrative* texts accurately, fluently, and with acceptable way related to the closest environment.

C. Teaching Objectives

The objective of the teaching and learning process is to make the students able to respond the meaning and rhetorical steps of simple short essays in the form of *recount* accurately, fluently, and with acceptable way related to the closest environment.

D. Indicators

In the end of the lesson, the students will be able to:

1. Identify the topic of recount texts.
2. Identify the detail information of recount texts.

E. Teaching Materials and Media

1. Teaching Materials

a. Recount Texts

➤ Text for Pre-Task

A Tour to the Botanic Garden

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself. Then, she explained what we were going to do. Next she took us in to the green house. It was most interesting.

Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

(Adapted from: *Contextual Teaching and Learning: Bahasa Inggris SMP*, 2008)

➤ Text for Task-Cycle

A Trip to Bandung

Last Month, my friends and I had a wonderful trip to Bandung. We had three days trip there, from Friday to Sunday.

We left for Bandung on Friday afternoon and it only took about three and half an hour by car from Tangerang, our home town. We started at 2 P.M and arrived around 5.30 P.M in Bandung. As soon as we arrived in Bandung, we took a rest in a hotel at the downtown Bandung.

On Saturday 7.30 A.M, we drove to Ciampelas to buy some jeans and t-shirts. After 2 hours shopping there, we went to Ciwidey. It took about one and half an hour to be in Ciwidey. In Ciwidey, we had a warm water bathing. All of us jumped into the warm water and enjoyed it a lot. Our body soaked in a big warm swimming pool for about an hour before we stopped. At 1 P.M. on Saturday, we took a rest in of villager's house near Ciwidey.

After taking a rest, around 4 P.M. we went to Strawberry Park located in Ciwidey. We learnt how to plant the strawberry and of course ate some products made of strawberry, such as fried rice, cake and juice. After that, we came back to hotel to drop our luggage. After 2 hours in the hotel, we went to Cibaduyut for shoes shopping. At around 9 P.M, we went to Dago Street to enjoy Saturday night there. On Sunday Morning, we packed up and went back to Tangerang. We were very happy that we could enjoy some interesting places in Bandung.

(Adapted from: <http://sirogoal.blogspot.com/2011/10/trip-to-bandung.html>)

➤ Recount text

It is a text that tells about past experiences/events. It tells “what happened.” It focuses on a sequence of events, all of which relate to the occasion. It also has expression of attitude and feeling, usually made by the writer about the events.

(Adapted from: *Scaffolding English for Junior High School Grade VIII*)

➤ Kinds of Recount Text

Based on the book of “English on Sky 2 for Junior High School Year VIII”. There are three kinds of recount text. They are personal recount, biographical recount and procedural recount. *A personal recount* usually retells an experience in which the writer/speaker was personally involved. *A biographical recount* tells information about a person by retelling past events and achievements in that persons’ life. *A procedural recount* records events such as science experiment or a cooking experience.

➤ Generic Structure of Recount Text

Generic structure of a recount include:

- 1) *orientation*; Introduction to the characters, time and place of occurrence.
- 2) *events*; The events, recounted in chronological order (sequence).
- 3) *re-orientation*; The conclusion of all events, can also contain comments or impression of the author based on the experience.

➤ Grammatical Features of Recount Text

Common grammatical features of a recount include:

- 1) use of nouns and pronouns to identify people, animals, or things involved.
(e.g. Students, we, garden, morning tea, green house, bus, etc.)
- 2) use of action verbs to refer to events.
(e.g. walk, explain, go, return, etc.)
- 3) use of past tense to locate events in relation to writer’s time.
(e.g. We looked at all the lovely plants.)
- 4) use of conjunctions and time connectives to sequence the events.
(e.g. after that, next, finally, etc.)
- 5) use of adverbs and adverbial phrases to indicate place and time.
(e.g. on Thursday, in the Botanic Gardens, etc.)
- 6) use of adjectives to describe nouns.
(e.g. lovely, interesting, happy, etc.)

b. Topic

- When you read for the meaning, you should begin by looking for the topic. This help you connect what you read to what you already know. In order to find the topic, ask yourself. "What is this about? What is the general idea?"

(Adapted from: *More Reading Power*)

c. Detail Information

- The detail information in a recount text is all information about the content of the recount text, i.e. who was involved in the story, when the story happened, what activities that the characters did, where it happened, etc.
- To identify the detail information of recount texts, a reader can use mind-mapping technique. Mind-mapping technique can be done through identify some items in recount text such as *the topic of the story, the characters, the time in which the story happened, the place where the story happened, the sequence of events and the conclusion of the writer about his/her story.*

d. Language Focus

- Simple past tense is used to express something that happened in the past. Here is the pattern.

<i>S + V2 + O/Adverb</i>

Examples:

- ✓ On Thursday 24 April, Year Eight students went to the Botanic Gardens.

S *V2*

- ✓ We took some pictures.

S *V2*

- ✓ She explained what we were going to do.

S *V2*

- There are two kinds of V2 (in the form of Regular Verb and Irregular Verb).
Example:

Regular Verb		Irregular Verb	
V1	V2	V1	V2
Walk	Walked	Get	Got
Look	Looked	Have	Had
Explain	Explained	See	Saw
Enjoy	Enjoyed	Go	Went
Arrive	Arrived	Make	Made
Jump	Jumped	Come	Came

Note: In *Regular Verb* it is very often the past simple ends in -ed.

- Usually the following adverbs of time are used in simple past tense:
- Yesterday
 - Last month
 - Two years ago
 - Last holiday

2. Learning Media

- a. Print out of a recount text entitled "A Tour to the Botanic Gardens"
- b. Print out of a recount text entitled "A Trip to Bandung"
- c. Print out of six texts with the theme "Travelling".
- d. Answer sheets.

F. Teaching Method

EEC (Exploration, Elaboration, Conformation)

G. Teaching and Learning Activities

No	Activities	Classroom English	Time
1	Exploration		(20')
	a. The teacher greets and asks the students' condition.	<i>Good morning everybody. How are you today?</i>	
	b. The teacher checks the attendance list.	<i>Is anybody absent today?</i>	
	c. The teacher reviews about recount text and last material about "biography."	<i>Do you remember what we've learned from the tasks in the last meetings?</i> <i>Yes, that's right. Last meeting we discussed about recount text especially about biography.</i>	

		<i>We've also learned about how to identify the meaning of difficult words, the main idea of the text and the detail information of the text.</i>	
	d. The teacher tells the students about what will be learned and the purpose of learning.	<i>Today we will learn recount text again. We will learn deeper to understand the topic and the detail information of the text.</i>	
2	Elaboration		
	A. Pre-Task		(20')
	1) The teacher introduces a new theme of recount i.e. travelling	<i>Pay attention please. There are at least three kinds of recount text. One of them is personal experience. What we'll learn today is about personal experience especially with the theme 'travelling'.</i>	
	2) The teacher distributes the text entitled "A Tour to the Botanic Gardens"	<i>Have you all got the texts? OK. Good.</i>	
	3) The teacher gives explanation about learning through listing task.	<i>OK everybody, we'll learn to know the content of this text easily and quickly. This is through a listing task. Here in this form, we have some items about the text. Let's fill and discuss it together to understand more.</i>	
	4) The teacher discusses with the students about the detail information of the text through a listing task.	<i>Everybody, we'll start to do this listing task together. Have a look at the first item i.e. topic. So, what is the topic of the text?</i>	
	5) The teacher gives opportunity to the students if there are some questions.	<i>Is it clear about listing task? If you have questions, please ask me. If you have no question so far, I'll give you a listing task to rehearse once again before you do the task in pairs.</i>	
	6) The teacher distributes the text entitled "A Trip to Bandung".	<i>Have you all got the texts? OK. Good.</i>	
	7) The teacher gives an opportunity to the students to practice doing a listing task.	<i>Now, read the text and complete this form of information about the content of the text. Try to do it individually, then we'll discuss it.</i>	

8) The teacher discuss about the listing tasks that the students have done. The discussion is in the form of Q/A game. After the students answer the question from the teacher, the teacher explains it more clearly.	<p><i>OK everybody. We'll discuss the content of the text through a game. This is a Question and Answer game.</i></p> <p><i>I'll ask you a question about the content of the text. You should answer it orally. Before you answer my question you should raise your hand. I will choose you who raise a hand faster than others.</i></p> <p><i>If the answer is right you'll get two points from me, while if your answer is wrong you'll still get one point. So, don't be afraid to try and collect the points.</i></p>	
B. Task Cycle		
1) Task		(35')
a. The teacher divides the students into some groups. Each group consists of 2 students. (in pairs)	<i>Everybody, pay attention please. I'll give you a task in order that you can understand more about the text. Do it in pairs.</i>	
b. The teacher distributes six texts and answer sheets to the students.	<i>Have all groups got the text? OK. Good.</i>	
c. The teacher explains about the instruction of the tasks to the students.	<i>Now, I will explain you how to do the tasks.</i>	
d. The teacher asks the students to do the listing task.	<i>This is a listing task like what we've discussed before. You should fill in the form here related to the content of the text. Please do it with your partner.</i>	
2) Planning		(15')
a. The teacher asks the students to prepare and check their work before it is presented.	<i>OK. Everyone have you finished? If you've finished you can check again your answer.</i>	
b. The teacher guides and controls each group in discussing the tasks.	<i>You may ask me if there's something you've not understood.</i>	
3) Report		(25')
a. Some groups report or present their result of discussion.	<i>Well, now please pay attention to the report by group.....</i>	
b. The teacher controls the classroom by asking the other students to listen to their friend's presentation.	<i>Let's discuss the result of your discussion.</i>	
c. The teacher gives feedback from their presentation.		

	C. Language Focus		
	1) Analysis		(15')
	a. The teacher asks the students to pay attention to the previous text. b. The teacher explains about the Simple Past Tense.	<i>OK everybody. Pay attention to the text.</i> <i>Do you remember what irregular verb is? How about regular verb? Can you mention some irregular verbs and regular verbs in the text?</i>	
	2) Practice		(20')
	a. The teacher gives an exercise to make the students understand in differentiating the use of irregular and regular verbs. b. The teacher asks some volunteers to write the answer of the exercise in the board. c. The teacher checks the answer and gives feedback.	<i>Well, to understand more about the use of regular and irregular verbs, I'll give you this exercise.</i>	
3	Confirmation		(10')
	a. The teacher gives comment and praises to the students for the task completion.	<i>Good. I'm proud of you that you all can do the tasks very well though of course there are still some mistakes but it doesn't matter because you are in the process of learning.</i>	
	b. The teacher checks the students' understanding.	<i>Is everything clear? Do you have any questions?</i>	
	c. The teacher asks the students' difficulties during the lesson.	<i>Do you have any difficulties during the lesson today?</i>	
	d. The teacher and the students sum up the lesson.	<i>What have we learnt today?</i>	
	e. The teacher says goodbye.	<i>I think that's all for today. Let's end the class. See you.</i>	

H. Tasks

(Attached)

I. Assessment

➤ Scoring Scheme

No.	Scoring Scheme	Score
1	Complete information, appropriate information, and understandable	4
2	Some information, less appropriate information, and understandable	3
3	Limited information, less appropriate information, and difficult to be understood	2
4	Limited information, no appropriate information, and difficult to be understood	1
5	No answer	0

➤ Scoring Technique

$$\text{Total Score} = \frac{\text{The score of all items}}{28} \times 100$$

J. References

1. Book

Kirn, Elaine and Pamela Hartmann. 1990. *Interactions One: A Reading Skills Book (3rd Edition)*. Singapore: McGraw-Hill International Editions.

Mikulecky, Beatrice S. and Linda Jeffries. 1996. *More Reading Power*. New York: Longman.

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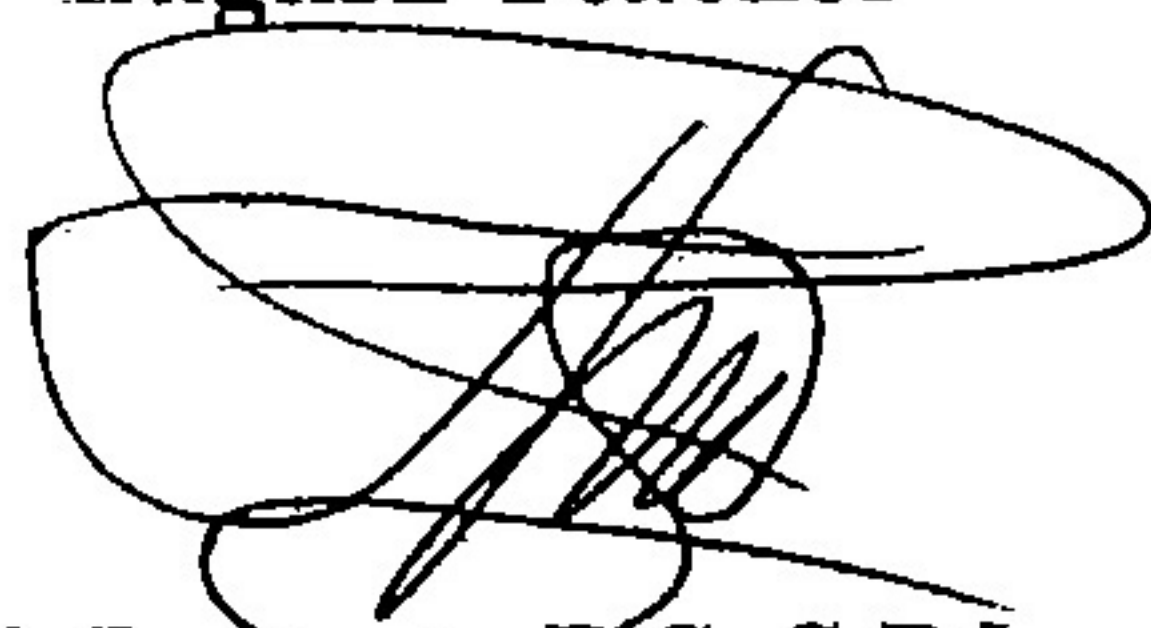
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APPENDIX D

Course Grid

**COURSE GRID OF THE TEACHING AND LEARNING OF READING
FOR STUDENTS OF GRADE VIII OF SMPN 1 PAJANGAN**

Cycle 1

Standard of Competence	Basic Competence	Materials	Learning Activity	Indicators	Assessment	Source	Media
Comprehending meaning of the short functional texts and simple essays in the form of descriptive and recount texts.	Responding the meaning and rhetorical steps in simple short essay using accurate, fluent, and acceptable written language in the form of descriptive and recount texts to interact with the society in which the students belong.	<p>Texts:</p> <ol style="list-style-type: none"> 1. My Adventure. 2. Going to the Seaside. <p><u>Recount Text</u></p> <ol style="list-style-type: none"> 1. Recount is a text that tells the events or experiences in the past. The past events are established in chronological order according to time or events. 2. Generic Structure <u>Orientation</u>: Introduction to the characters, time and place of occurrence. <u>Events</u>: The events, recounted in chronological order (sequence). <u>Re-orientation</u>: the conclusion of all events, can also contain comments or impression that the author recounted the experience. 	<ol style="list-style-type: none"> 1. Opening activities <ul style="list-style-type: none"> • Greeting to the students • Checking students' attendance list • Checking students readiness 2. Main teaching and learning activities <ol style="list-style-type: none"> a. Pre-Task <ul style="list-style-type: none"> ✓ The teacher introduces the topic through brainstorming activity. ✓ The teacher asks the students to predict what they are going to read. b. Task Cycle <ol style="list-style-type: none"> 1) Task <ul style="list-style-type: none"> ✓ The students do tasks in pairs/groups. ✓ The teacher monitors and encourages the students. 2) Planning <ul style="list-style-type: none"> ✓ The students prepare their report to the 	<ol style="list-style-type: none"> 1. Identifying the generic structure. 2. Identifying the topic of the text. 3. Identifying the detail information of the text. 	<ol style="list-style-type: none"> a. Technique: written test b. Form: short answer task, matching task and essay task. 	<p>Kirn, Elaine and Pamela Hartmann. 1990. <i>Interactions One: A Reading Skills Book (3rd Edition)</i>. Singapore: McGraw-Hill International Editions.</p> <p>Priyana, Joko. 2008. <i>Scaffolding English for Junior High School grade VIII</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p>	<ol style="list-style-type: none"> a. Print out of a recount text entitled "My Adventure" b. Print out of a recount text entitled "Going to the Sea" c. Answers sheets. d. Pictures

		<p>3. Language features</p> <ul style="list-style-type: none"> a. Use of nouns and pronouns to identify people, animals, or things involved. (e.g. I, we, my friends, boat, fish, island, etc.) b. Use of action verbs to refer to events. (e.g. depart, see, run, pass, etc.) c. Use of past tense to locate events in relation to writer's time. (e.g. We departed in the morning from a friend's house at Ponorogo.) d. Use of conjunctions and time connectives to sequence the events. (e.g. then, after that, finally, etc.) e. Use of adverbs and adverbial phrases to indicate place and time. (e.g. at 9 p.m., at Ponorogo, etc.) f. Use of adjectives to describe nouns. (e.g. beautiful, challenging, amazing, etc.) 	<p>class and rehearse the language they will be used to report the task. They can ask questions to the teacher if they find the difficulties.</p> <ul style="list-style-type: none"> ✓ The teacher controls the students activities and gives a guidance. <p>3) Report</p> <ul style="list-style-type: none"> ✓ The students present their spoken reports to the class. ✓ The teacher gives feedback and correct the mistakes. <p>c. Language Focus</p> <p>1) Analysis</p> <ul style="list-style-type: none"> ✓ The students learn grammar from the text established before. ✓ The teacher explains the grammatical items of the text. <p>2) Practice</p> <ul style="list-style-type: none"> ✓ The teacher gives a task to the students in order that they practice useful language items. 			<p>Mikulecky, Beatrice S. and Linda Jeffries. 1996. <i>More Reading Power</i>. New York: Longman.</p>	
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Cycle 2

Standard of Competence	Basic Competence	Materials	Learning Activity	Indicators	Assessment	Source	Media
Comprehending meaning of the short functional texts and simple essays in the form of descriptive and recount texts.	Responding the meaning and rhetorical steps in simple short essay using accurate, fluent, and acceptable written language in the form of descriptive and recount texts to interact with the society in which the students belong.	<p>Texts:</p> <ol style="list-style-type: none"> Agnes Monica Biography. Barack Obama Biography. <p><u>Recount Text</u></p> <ol style="list-style-type: none"> Recount is a text that tells the events or experiences in the past. The past events are established in chronological order according to time or events. Generic Structure <u>Orientation</u>: Introduction to the characters, time and place of occurrence. <u>Events</u>: The events, recounted in chronological order (sequence). <u>Re-orientation</u>: the conclusion of all events, can also contain comments or impression that the author recounted the experience. 	<ol style="list-style-type: none"> Opening activities <ul style="list-style-type: none"> Greeting to the students Checking students' attendance list Checking students readiness Main teaching and learning activities <ol style="list-style-type: none"> Pre-Task <ul style="list-style-type: none"> ✓ The teacher introduces the topic through brainstorming activity. ✓ The teacher asks the students to predict what they are going to read. Task Cycle <ol style="list-style-type: none"> Task <ul style="list-style-type: none"> ✓ The students do tasks in pairs/groups. ✓ The teacher monitors and encourages the students. Planning <ul style="list-style-type: none"> ✓ The students prepare their report to the class and rehearse the language they will be 	<ol style="list-style-type: none"> Identifying the main idea of the text. Identifying the detail information of the text. 	<ol style="list-style-type: none"> Technique : written test Form: ordering task and matching task. 	<p>Kirn, Elaine and Pamela Hartmann. 1990. <i>Interactions One: A Reading Skills Book (3rd Edition)</i>. Singapore: McGraw-Hill International Editions.</p> <p>Priyana, Joko. 2008. <i>Scaffolding English for Junior High School grade VIII</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>Mikulecky, Beatrice S.</p>	<ol style="list-style-type: none"> Print out of a recount text entitled "Agnes Monica Biography" Print out of a recount text entitled "Barack Obama Biography" Print out of jumbled-sentences about the short biography of Obama

		<p>3. Language features</p> <ul style="list-style-type: none"> a. Use of nouns and pronouns to identify people, animals, or things involved. (e.g. Agnes Monica, Eza Yayang, education, career, album, etc.) b. Use of action verbs to refer to events. (e.g. record, release, begin, continue, etc.) c. Use of past tense to locate events in relation to writer's time. (e.g. Agnes completed Tarakanita elementary education in Jakarta.) d. Use of conjunctions and time connectives to sequence the events. (e.g. then, after that, finally, etc.) e. Use of adverbs and adverbial phrases to indicate place and time. (e.g. in Jakarta, in 2003) f. Use of adjectives to describe nouns. (e.g. excellent, amazing, beautiful) 	<p>used to report the task. They can ask questions to the teacher if they find the difficulties.</p> <ul style="list-style-type: none"> ✓ The teacher controls the students activities and gives a guidance. <p>3) Report</p> <ul style="list-style-type: none"> ✓ The students present their spoken reports to the class. ✓ The teacher gives feedback and correct the mistakes. <p>c. Language Focus</p> <p>1) Analysis</p> <ul style="list-style-type: none"> ✓ The students learn grammar from the text established before. ✓ The teacher explains the grammatical items of the text. <p>2) Practice</p> <ul style="list-style-type: none"> ✓ The teacher gives a task to the students in order that they practice useful language items. 			<p>and Linda Jeffries. 1996. <i>More Reading Power</i>. New York: Longman.</p> <p>http://musica.ndcelebritis.blogspot.com/2012_03_01_archive.html</p> <p>http://www.biography.com/people/barack-obama-12782369</p>	<p>d. Answers sheets.</p>
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Cycle 3

Standard of Competence	Basic Competence	Materials	Learning Activity	Indicators	Assessment	Source	Media
Comprehending meaning of the short functional texts and simple essays in the form of descriptive and recount texts.	Responding the meaning and rhetorical steps in simple short essay using accurate, fluent, and acceptable written language in the form of descriptive and recount texts to interact with the society in which the students belong.	<p>Texts:</p> <ol style="list-style-type: none"> 1. A Tour to Botanic Gardens. 2. A Trip to Bandung <p><u>Recount Text</u></p> <ol style="list-style-type: none"> 1. Recount is a text that tells the events or experiences in the past. The past events are established in chronological order according to time or events. 2. Generic Structure <u>Orientation</u>: Introduction to the characters, time and place of occurrence. <u>Events</u>: The events, recounted in chronological order (sequence). <u>Re-orientation</u>: the conclusion of all events, can also contain comments or impression that the author recounted the experience. 	<ol style="list-style-type: none"> 1. Opening activities <ul style="list-style-type: none"> • Greeting to the students • Checking students' attendance list • Checking students readiness 2. Main teaching and learning activities <ol style="list-style-type: none"> a. Pre-Task <ul style="list-style-type: none"> ✓ The teacher introduces the topic through brainstorming activity. ✓ The teacher asks the students to predict what they are going to read. b. Task Cycle <ol style="list-style-type: none"> 1) Task <ul style="list-style-type: none"> ✓ The students do tasks in pairs/groups. ✓ The teacher monitors and encourages the students. 2) Planning <ul style="list-style-type: none"> ✓ The students prepare their report to the class and rehearse the 	<ol style="list-style-type: none"> 1. Identifying the topic of the text. 2. Identifying the detail information of the text. 	<ol style="list-style-type: none"> a. Technique : written test b. Form: listing task. 	<p>Kirn, Elaine and Pamela Hartmann. 1990. <i>Interactions One: A Reading Skills Book (3rd Edition)</i>. Singapore: McGraw-Hill International Editions.</p> <p>Priyana, Joko. 2008. <i>Scaffolding English for Junior High School grade VIII</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>Mikulecky, Beatrice S.</p>	<ol style="list-style-type: none"> a. Print out of a recount text entitled "A Tour to the Botanic Gardens" b. Print out of a recount text entitled "A Trip to Bandung" c. Print out of six texts with the theme Travelling d. Answers sheets.

		<p>3. Language features</p> <ul style="list-style-type: none"> a. Use of nouns and pronouns to identify people, animals, or things involved. (e.g. Students, we, garden, morning tea, green house, bus, etc.) b. Use of action verbs to refer to events. (e.g. walk, explain, go, return, etc.) c. Use of past tense to locate events in relation to writer's time. (e.g. We looked at all the lovely plants.) d. Use of conjunctions and time connectives to sequence the events. (e.g. after that, next, finally, etc.) e. Use of adverbs and adverbial phrases to indicate place and time. (e.g. on Thursday, in the Botanic Gardens, etc.) f. Use of adjectives to describe nouns. (e.g. lovely, interesting, happy, etc.) 	<p>language they will be used to report the task. They can ask questions to the teacher if they find the difficulties.</p> <ul style="list-style-type: none"> ✓ The teacher controls the students activities and gives a guidance. <p>3) Report</p> <ul style="list-style-type: none"> ✓ The students present their spoken reports to the class. ✓ The teacher gives feedback and correct the mistakes. <p>c. Language Focus</p> <p>1) Analysis</p> <ul style="list-style-type: none"> ✓ The students learn grammar from the text established before. ✓ The teacher explains the grammatical items of the text. <p>2) Practice</p> <ul style="list-style-type: none"> ✓ The teacher gives a task to the students in order that they practice useful language items. 			<p>and Linda Jeffries. 1996. <i>More Reading Power</i>. New York: Longman.</p> <p>Widiati, Utami. 2008. <i>Contextual Teaching and Learning: Bahasa Inggris Sekolah Menengah Pertama</i>. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.</p> <p>http://sirogoal.blogspot.com/2011/10/trip-to-bandung.html</p>	
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APPENDIX E

Learning Materials and Tasks

My Adventure

Last month, my friends and I had a great adventure to Srau Beach, Pacitan. We departed in the morning from a friend's house at Ponorogo.

We went there via Ponorogo-Pacitan Road. On the way, we saw much beautiful scenery such as farm, forest, river and mountain. This was also very challenging because the road we passed is curved and it was around the mountain.

After about 3 hours, we arrived at Srau Beach, Pacitan. Then, we did our prayer in a mosque near the beach. After that, we ran to the beautiful white-sand beach. We enjoyed playing sand, seeing the beautiful scenery of the beach, and taking some pictures together. We spent our time in the beach about 2 hours.

Finally, we went home to Yogyakarta almost in the evening. On the way home, we passed some hills and took a picture there with the beautiful sunset as the background.

We arrived at Yogyakarta at 9 p.m. We were very tired but it was a very amazing adventure.

Questions:

1. Where did the writer and her friends go last month?
2. How was the road they passed?
3. How long did it take from a friend's house to Sarau beach?
4. What did they do in Srau beach?
5. What is the writer's comment about her adventure?
6. Where did they stay before they went to Pacitan?
7. What did they see along the way to Srau Beach?
8. How long did they spend their time at the beach?
9. What paragraph that tells about the writer's journey from Ponorogo to Pacitan?
10. What paragraph that tells about the activities the writer did in the beach?
11. Which part of the text is called Orientation? Why?
12. Which part of the text is called Re-Orientation? Why?

A. Getting Started

Look at the picture and answer the questions.



1. What is the name of the place?
.....
2. Have you ever visited that kind of place?
.....
3. When did you go there?
.....
4. With whom did you go there?
.....
5. How was that place?
.....

B. Preparing to Read

Think about the answers to these questions. The passage you read later will answer them.

1. Where did the family go on holiday last year?
2. What did they do there?
3. Why did they need to be careful at the lake?
4. What did they use to catch the fish?
5. What is the best title for the passage?

C. Reading

Read the passage silently and carefully. Then do the next tasks.

(The passage is attached)

D. Tasks 1

These words are taken from the passage you have read. Discuss the meaning of these words and try to guess the meaning of new words using the context in the passage.

No.	Words	Part of Speech	Meaning
1	against		
2	boat		
3	borrow		
4	catch		
5	collect		

6	damage		
7	dry		
8	fish		
9	fry		
10	grill		
11	hook		
12	race		
13	rock		
14	sail		
15	seaside		
16	shallow		
17	sharp		
18	taste		
19	weather		
20	wood		

E. Tasks 2

Write the missing words in the blanks. Choose from the words in the box.

1. Parangtritis is a popular resort located about 27 km from Yogyakarta city.
2. When the is good, we can enjoy holiday to the seaside
3. Two runners racing each other.
4. They information about the community.
5. The pie too sweet.
6. You should be careful because this knife is very
7. Smoking can seriously your lungs.
8. She the ball with one hand.
9. We are going to some chicken in the kitchen.
10. He around the world.

weather	damage
caught	tasted
grill	sharp
collected	sailed
seaside	against

F. Tasks 3

Name each part of the recount text below. (orientation, event 1, event 2, etc. and resolution)

Last Year, I had a holiday with my family. We went to a place at the
seaside and **borrowed** a **boat** from one of our friends. Then, we enjoyed doing some activities around the seaside.

First, we **sailed** and had **races against** other boats on the sea. However,
 when the sea was rough, we sailed on a small lake near the sea. We were very careful on this lake because there were a lot of **sharp rocks** there, and the water was **shallow**. We did not want to **damage** our friend's boat.

After that, we also **fished** together. We **caught** the fish with a **hook**,
 line and small pieces of bread. There were not many fish in the lake, but in the sea we caught a lot. The fish were not very big, but they **tasted** very good. When the **weather** was fine, we sailed to the land at lunch time, **collected** pieces of **dry wood** and **fried** or **grilled** our fish over them on the beach.

Finally, we saw an island about a mile from our friend's house, and
 we decided to sail there. In that island, the water was very clean , and there

was a beautiful beach with white sand and no rocks. We bathed there. Then, we went home by boats.

We were tired but it was an exciting experience.

(Adapted from: *Scaffolding*, 2008)

G. Tasks 4

Match each paragraph with its topic. Write the correct letter on the line.

1. _____ Having a holiday to the seaside.
2. _____ Sailing activity.
3. _____ Fishing activity.
4. _____ Visiting an island.
5. _____ The conclusion about the writer's feeling.

H. Tasks 5

Turn back to the Preparing to Read section and put the answer of the questions below.

1.
2.
3.
4.
5.



Good Luck.

AGNES MONICA BIOGRAPHY



Agnes Monica was born in Jakarta on July 1, 1986. Agnes completed Tarakanita elementary education in Jakarta. Then, she continued her education to Junior Pelita Harapan. Agnes was very excellent in her academics.

Agnes began her career as a singer when she was six. She recorded his first children's album entitled *The Meow*. After that, she released her second album which is a duet album with Eza Yayang. The album was named the *Best Children's Album* in 1999. In addition to singing and releasing an album, Agnes also did her job as a presenter of children in some television programs such as *Children's Video Anteve*, *Tralala-Trilili* and *Diva Romeo*.

In 2003, Agnes released her first adult album entitled *And the Story Goes*. Her success in Indonesian music industry encouraged Agnes to expand her career in the international arena. The result was amazing. Agnes was awarded two years in a row over her appearance in the arena of Asia Song Festival in Seoul, South Korea, in 2008 and 2009.

In addition to commercial success, Agnes was believed to be the anti-drug ambassador. Along with her popularity, the look and the style of her dressing become a trend among young people.

Questions:

1. When was Agnes Monica born?
2. Where did Agnes Monica study?
3. When did she start her career as a singer?
4. With whom did Agnes Monica release her second album?
5. Did Agnes Monica have other activities besides singing?
6. What is the title of Agnes Monica's first adult album?
7. What is the title of Agnes Monica's first children album?
8. Where did the International Song Festival hold?
9. What is the impact of Agnes Monica popularity to young people?
10. What is the main idea of paragraph 1?
11. What is the main idea of paragraph 2?
12. What is the main idea of paragraph 3?
13. What is the main idea of paragraph 4?

ORDERING TASK**THE SHORT BIOGRAPHY OF “OBAMA”**

Obama was born.

Obama’s parents divorced.

Obama lived with his stepfather.

Obama moved to Hawaii.

Obama studied at Occidental College.

Obama graduated with a degree of Political Science.

Obama entered Harvard Law School.

Obama met Michelle Obama.

Obama graduated *magna cum laude* from Law School.

Obama practiced as a civil rights lawyer.

Obama got married and welcomed two daughters.

ORDERING TASK

Stick the sentences based on the correct order.

THE SHORT BIOGRAPHY OF “OBAMA”

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

A. Tasks 1

Match each paragraph with its main idea. Write the paragraph number on the line.

1. _____ Obama had some activities after graduating from law school.
2. _____ Obama married with Michelle Robinson and had two daughters.
3. _____ In his childhood, Obama moved from one place to another because his parents divorced.
4. _____ Obama continued his study in the universities until he got his doctoral degree.

B. Tasks 2

State whether the statement is true (T) or false (F) by giving a tick (✓) in the right box.

No.	Statements	T	F
1	Obama spent four years to finish his law school.		
2	Michelle Robinson met Obama when she worked at Sidley & Austin law firm in Chicago.		
3	Obama studied for two years at Occidental College, Los Angeles.		
4	Obama's parents were divorced in 1965.		
5	Obama is a graduate of Political Science from Harvard Law School.		

SIMPLE PAST TENSE

Perhatikan kalimat-kalimat di bawah ini.

1. "Last Year, I *had* a holiday with my family." → paragraph 1
2. "We *went* to a place at the seaside." → paragraph 1
3. "We *sailed* on a small lake near the sea." → paragraph 2
4. "We also *fished* together." → paragraph 3
5. "We *caught* a fish with a hook." → paragraph 3
6. "We *saw* an island about a mile from our friend's house." → paragraph 4

Kalimat-kalimat di atas merupakan kalimat berpola Simple Past Tense. **Simple Past Tense** merupakan kalimat yang menyatakan kegiatan yang dilakukan atau berlangsung pada masa lampau. Struktur dari kalimat Simple Past Tense adalah:

S	+	V2	+	O/Adv.
---	---	----	---	--------

Keterangan:

S	: Subject	V2	: Verb 2
O	: Object	Adv.	: Adverb

E.g. We sailed on a small lake near the sea.

S	V2	Adv.	Adv.
---	----	------	------

Subject adalah pelaku utama dalam kalimat tersebut atau dapat diartikan "yang melakukan suatu pekerjaan". Sedangkan **Verb 2** merupakan suatu bentuk kata kerja yang digunakan pada pembentukan kalimat Simple Past Tense yang menunjukkan bahwa pekerjaan tersebut dilakukan pada masa lampau.

Verb 2 (V2) terdiri dari dua macam, yakni:

1. Regular Verb (Kata Kerja Beraturan)
2. Irregular Verb (Kata Kerja Tidak Beraturan)

Perhatikan tabel di bawah ini:

Regular Verb	Irregular Verb
Clean → Clean <u>ed</u>	Catch → Caught
Learn → Learn <u>ed</u>	Eat → Ate
Stay → Stay <u>ed</u>	See → Saw
Walk → Walk <u>ed</u>	Sleep → Slept
Wash → Wash <u>ed</u>	Teach → Taught

LIST OF IRREGULAR VERB

V1	V2	V1	V2
be	was/were	light	lit
beat	beat	lose	lost
become	became	make	made
begin	began	mean	meant
bend	bent	meet	met
bet	bet	pay	paid
bite	bit	put	put
blow	blew	read	read
break	broke	ride	rode
bring	brought	ring	rang
broadcast	broadcast	rise	rose
build	built	run	ran
burst	burst	say	said
buy	bought	see	saw
catch	caught	seek	sought
choose	chose	sell	sold
come	came	send	sent
cost	cost	set	set
creep	crept	sew	sewed
cut	cut	shake	shook
deal	dealt	shine	shone
dig	dug	shoot	shot
do	did	show	showed
draw	drew	shrink	shrank
drink	drank	shut	shut
drive	drove	sing	sang
eat	ate	sink	sank
fall	fell	sit	sat

feed	fed	sleep	slept
feel	felt	slide	slid
fight	fought	speak	spoke
find	found	spend	spent
flee	fled	spit	spat
fly	flew	split	split
forbid	forbade	spread	spread
forget	forgot	spring	sprang
forgive	forgave	stand	stood
freeze	froze	steal	stole
get	got	stick	stuck
give	gave	sting	stung
go	went	stink	stank
grow	grew	strike	struck
hang	hung	swear	swore
have	had	sweep	swept
hear	heard	swim	swam
hide	hid	swing	swung
hit	hit	take	took
hold	held	teach	taught
hurt	hurt	tear	tore
keep	kept	tell	told
kneel	knelt	think	thought
know	knew	throw	threw
lay	laid	understand	understood
lead	led	wake	woke
leave	left	wear	wore
lend	lent	weep	wept
let	let	win	won
lie	lay	write	wrote

Exercise

Complete the sentences. Put the verb into the correct form.

1. "How did you learn to drive?" 'My father me.' (teach)
2. I was very thirsty. I the water very quickly. (drink)
3. Ann a lot of money yesterday. (spend)
4. The bed was very comfortable. I very well. (sleep)
5. Yesterday, they a book from the library. (borrow)

A Tour to the Botanic Gardens

By Nida

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself. Then, she explained what we were going to do. Next she took us in to the green house. It was most interesting.

Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

(Adapted from: Contextual Teaching and Learning, p.126)

QUESTIONS:

1. What is the text about?
2. Who took part in the tour to Botanic Gardens?
3. What was the first thing they did when they arrived?
4. How many spots did they visit in Botanic Garden?
5. What was the activity they do in Orchid Farm?
6. Where did they have morning tea?
7. What do you think Mrs. Rita was?
8. What did Mrs. Rita do?
9. What was the most interesting spot according to the writer?
10. How did they return to school?

My Fantastic Holiday

Last summer I got a fantastic holiday. I visited some great places in United States. I prepared everything before leaving for my hometown.

After preparing all of the things, I went to an airport and took a flight to Cleveland. I arrived at Cleveland and stayed in a hotel. I stayed there for two days. I liked to see some Cleveland Cavaliers basketball matches.

Then, I went to Hollywood. Hollywood is a famous district in Los Angeles, California. It had become world-famous as the center of the film industry. Four major film companies (Paramount, Warner Bros., RKO and Columbia) had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home but I had to go home. Next time I would return to them.

Adapted from: <http://understandingtext.blogspot.com/2011/09/example-of-recount-my-fantastic-holiday.html>

Going to Jakarta

Last holiday, my friends and I went to Jakarta. We went there for five days, starting on March 5 to 9, 2010. We took the bus to get there. We visited several objects such as planetarium, GSA, Dufan, Tapos and Cibaduyut.

On the first day, we gathered at school around 2 p.m. We left at 3 p.m. We had dinner at Lestari restaurant in Kendal. We continued the trip around 7 p.m. We arrived in Jakarta at about 4 in the morning. We went to PHI Hotels in Pondok Gede.

On the second day, we went to the Planetarium in TMII. We were there about two hours. Then, we visited Dufan and GSA. We spent time there until late afternoon. Then, we went back to the hotel.

On the third day, we went to Bandung. We visited Tapos. We were there for two hours. Our last object was Cibaduyut. We bought some souvenirs there. Around 8 p.m. we went back to Kudus.

We felt very tired, but it was an unforgettable experience.

Adopted from: <http://afieqcute.blogspot.com/2010/05/recount-text.html>

A Tour to Pangandaran

Last semester, we had a holiday to Pangandaran Beach. We went there by riding motorcycles.

The tour to Pangandaran Beach began at 09.00 a.m. in the morning. It took 5 hours from Cirebon to Pangandaran Beach. There were many stories that my friends and I got when we were in the tour such as there was my friend who got lost, ran out of fuel in the middle of jungle, and so forth.

We arrived at Pangandaran Beach at 02.00 p.m. At beach we just lied down there to stretch our muscle because of 5 hours riding. We also had lunch there by eating some foods that we brought from Cirebon.

After we had enough rest, we rented a boat and some diving equipment. Then, we began to explore Pangandaran Beach. We just had 2 hours to enjoy Pangandaran Beach.

After enjoying the beach, we stayed in our friends' house in Ciamis. We came back to Cirebon in the morning. That was very nice experience. We would never forget that moment.

Adapted from: <http://www.belajarbahasainqgris.us/2012/01/contoh-teks-recount.html>

Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight.

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

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

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

Adapted from: <http://www.belajarbahasainqgris.us/2012/01/contoh-teks-recount-vacation-to-london.html>

My Great Day in Semirang Waterfall

On Sunday, my best friend and I visited Semirang Waterfall in Ungaran. It was the first time for us to visit the waterfall. We went there by a motorcycle.

When we arrived at the hill, we felt so fresh and we could enjoy the scenery. The air was so pure and all we could see there only green and green.

In Ungaran, we took a little bit trekking to find Semirang Waterfall. It was too bad for me because the distance to see the waterfall was too far. After taking so far distance, we found Semirang Waterfall. What a beautiful waterfall. It was surrounded by the rain forest. After putting our bag, we sat on a stone and enjoyed hearing the sound of falling water. We were very relaxed with the situation there. We also played water and took some pictures together. We spent 2 hours playing around the waterfall. Before we decided to go home, we took a rest and ate some foods we brought.

Finally, we went home. It was an unforgettable moment. I really enjoyed it.

Adapted from: <http://solo-ngeblog.blogspot.com/2012/11/recount-text.html>

My Holiday in Bali

By Annisa Aulia Saharani

When I was in 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. Then, we checked in to the hotel.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. We also saw many monkeys there. After that, we went to Sukowati market for shopping. I bought some Bali T-Shirts and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Adapted from: <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

NAME : 1)..... 2)

TEXT NUMBER:

TOPIC:

CHARACTERS:

TIME:

MAIN PLACE:

OTHER PLACES:

SEQUENCE OF EVENTS:

1.

2.

3.

4.

5.

CONCLUSIONS:
(OPTIONAL)

LANGUAGE FOCUS

Fill in the blanks with suitable verb. Change the verb into the appropriate tenses if necessary.

I the Traditional Dance Competition in Jakarta last year. I my Junior High School. It my biggest competition. I practiced hard with my teacher for a month. We also the best costume we had.

We only had one day in Jakarta. We there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, wefor the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

(Adapted from: <http://sirogoal.blogspot.com>)

go

prepare

take

spend

call

wait

represent

perform

join

was

APPENDIX F

Students' Work

A. Getting Started

Look at these pictures and answer the questions.



1. What is the name of the place?
.....
2. Have you ever visited that kind of place?
.....
3. When did you go there?
.....
4. With whom did you go there?
.....
5. How was that place?
.....

B. Preparing to Read

Think about the answers to these questions. The passage you read later will answer them.

1. Where did the family go on holiday last year?
2. What did they do there?
3. Why did they need to be careful at the lake?
4. What did they use to catch the fish?
5. What is the best title for the passage?

C. Reading

Read the passage silently and carefully. Then do the next tasks.
(The passage is attached)

D. Tasks 1

These words are taken from the passage you have read. Discuss the meaning of these words and try to guess the meaning of new words using the context in the passage.

No.	Words	Part of Speech	Meaning
1	against	Verb	Melawan
2	boat	Noun	Perahu layar / sampan
3	borrow	Verb	Membawa
4	catch	Noun	Pegangan → menangkap
5	collect	Verb	Mengumpulkan
6	damage	Adjective	Kerugian → merusak
7	dry	Adjective	Kering
8	fish	Noun	Ikan
9	fry	Verb	Menggoreng

1/2

1

10	grill	Verb	Memanggang	221
11	hook	noun	Centelan → kail	1/2
12	race	(noun) verb	Balapan / perlombaan	1/2
13	rock	noun	Batu	
14	sail	verb	Berlayar	
15	seaside	noun	Tepi laut	
16	shallow	(noun) Adjective	Tempat yg dangkal	
17	sharp	Adjective	Tajam	
18	taste	Verb	Merasakan	
19	weather	noun	Cuaca	
20	wood	noun	Kayu	

E. Tasks 2

Write the missing words in the blanks. Choose from the words in the box.

- Parangtritis is a popular seaside resort located about 27 km from Yogyakarta city.
- When the weather is good, we can enjoy holiday to the seaside.
- Two runners racing against each other.
- They collected information about the community.
- The pie tasted too sweet.
- You should be careful because this knife is very sharp.
- Smoking can seriously damage your lungs.
- She caught the ball with one hand. → caught
- We are going to grill some chicken in the kitchen.
- He sailed around the world.

weather	damage
caught	tasted
grill	sharp
collected	sailed
seaside	against

F. Tasks 3

Name each part of the recount text below. (e.g. Orientation, Event 1, Event 2, Event 3, Re-Orientation)

Last Year, I had a holiday with my family. We went to a place at the seaside and borrowed a boat from one of our friends. Then, we enjoyed doing some activities around the seaside.

First, we sailed and had races against other boats on the sea. However, when the sea was rough, we sailed on a small lake near the sea. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friend's boat.

After that, we also fished together. We caught the fish with a hook, line and small pieces of bread. There were not many fish in the lake, but in the sea we caught a lot. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

Finally, we saw an island about a mile from our friend's house, and we decided to sail there. In that island, the water was very clean, and there was a beautiful beach with white sand and no rocks. We bathed there. Then, we went home by boats.

We were tired but it was an exciting experience.

Orientation

Event 1

Event 2

Event 3

Re-Orientation

(Adapted from: Scaffolding, 2008)

G. Tasks 4

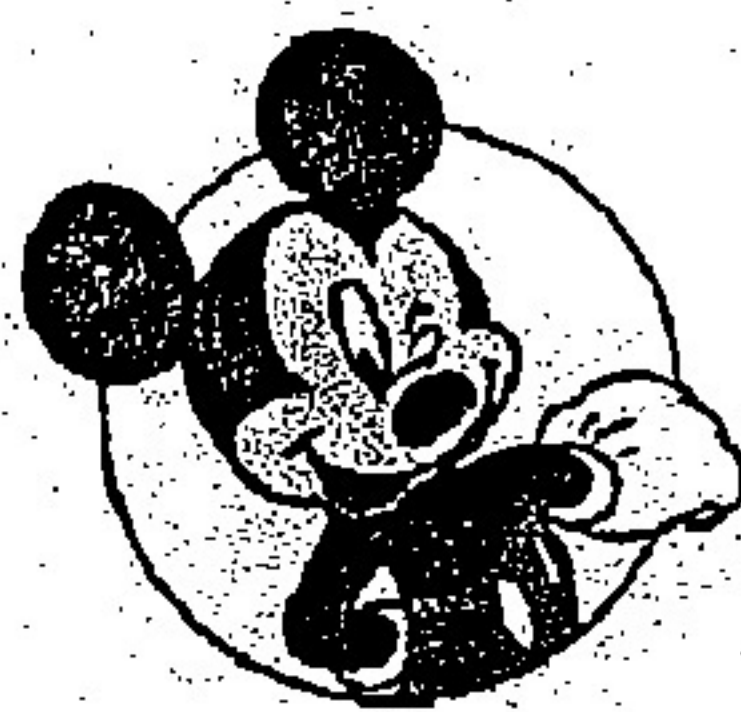
Match each paragraph with its topic. Write the paragraph number on the line.

1. 4 Visiting an island.
2. 5 The conclusion about the writer's feeling.
3. 1 Having a holiday to the seaside.
4. 3 Fishing activity.
5. 2 Sailing activity.

H. Tasks 5

Turn back to the Preparing to Read section and put the answer of the questions here.

- 11 1. Seaside / beach.....
- 11 2. sailed and had races against other boats on the sea
- 12 3. because there were a lot of sharp rocks there, and the water
was shallow
- 12 4. with a hook, line and small pieces of bread
- 12 5. My best holiday.....



Good Luck.

1

Obama was born.

2

Obama's parents divorced.

3

Obama lived with his stepfather.

4

Obama moved to Hawaii.

5

Obama studied at Occidental College.

6

Obama graduated with a degree of Political Science.

7

Obama graduated *magna cum laude* from Law School.

8

Obama entered Harvard Law School.

9

Obama met Michelle Obama.

10

Obama practiced as a civil rights lawyer.

11

Obama got married and welcomed two daughters.

Match each paragraph with its main idea. Write the paragraph number on the line. 224

1. 3 Obama had some activities after graduating from law school.
2. 4 Obama married with Michelle Robinson and had two daughters.
3. 1 In his childhood, Obama moved from one place to another because his parents divorced.
4. 2 Obama continued his study in the universities until he got his doctoral degree.

B. Tasks 2

State whether the statement is true (T) or false (F) by giving a tick (✓) in the right box.

No.	Statements	T	F
1	Obama spent four years to finish his law school.		✓
2	Michelle Robinson met Obama when she worked at Sidley & Austin law firm in Chicago.	✓	
3	Obama studied for two years at Occidental College, Los Angeles.	✓	
4	Obama's parents were divorced in 1965.		✓
5	Obama is a graduate of Political Science from Harvard Law School.		✓

NAME

: 1) Yunawan Azis 2) Ade Bagus

TEXT NUMBER:

5

TOPIC:

My Holiday in Semirang Waterfall

CHARACTERS:

her / his friend, the writer

TIME:

On Sunday

MAIN PLACE:

In Ungaran, Semirang Waterfall

OTHER PLACES:

-

SEQUENCE OF EVENTS:

1. We went there by motorcycle
2. We arrived at the hill
3. We took a little bit trekking to waterfall
4. We arrived at the waterfall
5. We played water and took some pictures
6. We took a rest and ate some foods
7. We went home.

CONCLUSIONS:
(OPTIONAL)

The writer and his/her friends really enjoyed it.

APPENDIX G

Interview Guidelines

Guidelines for Interview (Teacher)

Before Implementation

BLUEPRINT

No	Topic Areas	Item Number	Total
1.	Method	4, 5, 6	3
2.	Materials	18, 19, 20	2
3.	Media	21	1
4.	Students' Reading Ability	2, 3	2
5.	Students' Motivation	1, 26	2
6.	Classroom Interaction	7, 9	2
	a. Teacher-student	8, 10, 11	3
	b. Student teacher	12, 13, 14	3
	c. Student-student	15, 16, 17	3
7.	Task	22, 23, 24, 25	4

1. Menurut bapak, bagaimana motivasi siswa dalam belajar membaca (*reading*)?
2. Dalam proses belajar mengajar *reading*, kesulitan apa yang biasanya siswa hadapi?
3. Apakah siswa sudah mengenal dan memahami beberapa strategi dalam membaca?
4. Cara-cara apa saja yang bapak terapkan dalam mengatasi kesulitan belajar siswa selama ini terutama *reading*?
5. Bagaimana langkah-langkah mengajar yang sering bapak terapkan ketika mengajar membaca teks Bahasa Inggris?
6. Apakah selama ini para siswa merasa senang dengan suasana belajar membaca teks Bahasa Inggris di kelas?
7. Apakah bapak sering mendorong siswa untuk bertanya ketika mengalami kesulitan dalam memahami teks bahasa Inggris?
8. Apakah para siswa menjawab pertanyaan yang berkaitan dengan isi teks Bahasa Inggris yang diajukan oleh bapak?
9. Apakah bapak menginstruksikan para siswa untuk berdiskusi tentang isi teks bahasa Inggris?
10. Apakah siswa bertanya kepada bapak bila menemui kesulitan dalam memahami teks Bahasa Inggris dengan inisiatif mereka sendiri?
11. Apakah siswa memberikan pendapat kepada bapak tentang isi teks bahasa Inggris?
12. Apakah siswa berinisiatif untuk bertanya kepada siswa lain bila menemui kesulitan dalam memahami teks bahasa Inggris?

13. Apakah siswa bertukar pendapat atau diskusi dengan siswa lain tentang isi di dalam teks Bahasa Inggris?
14. Apakah siswa menjawab pertanyaan yang diajukan oleh siswa lain tentang isi teks Bahasa Inggris?
15. Apakah siswa mencoba memahami isi teks Bahasa Inggris secara menyeluruh?
16. Apakah siswa mencoba memprediksi isi dari teks bahasa Inggris?
17. Apakah siswa menebak makna kosa kata tertentu dalam teks Bahasa Inggris?
18. Dari mana biasanya bapak mengambil materi teks untuk pembelajaran membaca (*reading*)?
19. Bagaimana tingkat kesulitan teks yang diberikan bapak dalam pembelajaran membaca (*reading*)?
20. Apakah dalam mengajar bapak menggunakan banyak jenis teks Bahasa Inggris?
21. Bagaimana penggunaan media di kelas? Apakah bapak sering menggunakan media dalam pembelajaran membaca (*reading*)?
22. Apakah bapak sering memberikan tugas *reading* kepada siswa?
23. Dalam bentuk apa saja tugas yang sering bapak berikan?
24. Tugas yang bapak berikan biasanya dalam bentuk tugas individu atau tugas kelompok? Manakah yang lebih disukai siswa, mengerjakan tugas individu atau kelompok?
25. Apakah mereka mengerjakan dengan baik setiap tugas yang bapak berikan?
26. Apa yang biasanya dilakukan bapak agar siswa lebih termotivasi belajar *reading* dan mengerjakan tugas dengan baik?

Guidelines for Interview (Students)
Before Implementation
BLUEPRINT

No	Topic Areas	Item Number	Total
1.	Method	4, 5, 6	3
2.	Materials	18, 19, 20	2
3.	Media	26	1
4.	Students' Reading Ability	2, 3	2
5.	Students' Motivation	1, 25	2
6.	Classroom Interaction	7, 9	2
	a. Teacher-student	8, 10, 11	3
	b. Student-teacher	12, 13, 14	3
	c. Student-student	15, 16, 17	3
7.	Task	22, 23, 24, 25	4

1. Dalam Bahasa Inggris terdapat keterampilan membaca. Apakah adik merasa senang ketika belajar membaca teks Bahasa Inggris?
2. Kesulitan apa yang sering adik hadapi dalam belajar membaca teks Bahasa Inggris?
3. Apakah adik mengenal beberapa strategi dalam membaca seperti *skimming* dan *scanning*?
4. Apa yang biasanya dilakukan bapak guru dalam membantu kesulitan adik dalam belajar membaca?
5. Bagaimana langkah-langkah mengajar yang biasanya bapak guru terapkan ketika mengajar membaca teks Bahasa Inggris?
6. Menurut adik suasana belajar membaca teks Bahasa Inggris selama ini menarik atau tidak?
7. Apakah bapak guru sering mendorong adik dan teman-teman yang lain untuk bertanya ketika mengalami kesulitan dalam memahami teks bahasa Inggris?
8. Apakah adik dan teman-teman yang lain menjawab pertanyaan yang berkaitan dengan isi teks Bahasa Inggris yang diajukan oleh bapak guru?
9. Apakah bapak guru menginstruksikan adik dan teman-teman yang lain untuk berdiskusi tentang isi teks bahasa Inggris?
10. Apakah adik dan teman-teman yang lain bertanya (dengan inisiatif sendiri) kepada bapak guru bila menemui kesulitan dalam memahami teks Bahasa Inggris?
11. Apakah adik dan teman-teman yang lain sering memberikan pendapat kepada bapak guru tentang isi teks bahasa Inggris?
12. Apakah adik berinisiatif untuk bertanya kepada teman-teman lain bila menemui kesulitan dalam memahami teks bahasa Inggris?

13. Apakah adik bertukar pendapat atau diskusi dengan teman-teman lain tentang isi di dalam teks Bahasa Inggris?
14. Apakah adik menjawab pertanyaan yang diajukan oleh teman-teman lain tentang isi teks Bahasa Inggris?
15. Apakah adik mencoba memahami isi teks Bahasa Inggris secara menyeluruh?
16. Apakah adik mencoba memprediksi isi dari teks bahasa Inggris?
17. Apakah adik menebak makna kosa kata tertentu dalam teks Bahasa Inggris?
18. Dari mana biasanya bapak guru mengambil materi teks untuk pembelajaran membaca (*reading*)?
19. Bagaimana tingkat kesulitan teks yang diberikan dalam pembelajaran membaca (*reading*)?
20. Apakah dalam mengajar bapak guru menggunakan banyak jenis teks Bahasa Inggris?
21. Bagaimana penggunaan media di kelas? Apakah bapak guru sering menggunakan media dalam pembelajaran membaca (*reading*)?
22. Apakah bapak guru sering memberikan tugas *reading* kepada adik dan teman-teman yang lain?
23. Dalam bentuk apa saja tugas yang sering bapak guru berikan?
24. Tugas yang bapak guru berikan biasanya dalam bentuk tugas individu atau tugas kelompok? Mana yang lebih adik sukai belajar diberi tugas secara individu atau kelompok?
25. Apakah adik mengerjakan dengan baik setiap tugas yang bapak guru berikan?
26. Apa yang biasanya dilakukan bapak guru agar adik dan teman-teman yang lain lebih termotivasi belajar *reading* dan mengerjakan tugas dengan baik?

Guidelines for Interview (Teacher)

After Implementation

BLUEPRINT

No	Topic Areas	Item Number	Total
1.	Effects of Task Based Approach	1, 2, 3	3
2.	Comments of Reading Teaching	4, 5, 6	3

1. Bagaimana pendapat bapak tentang proses belajar mengajar membaca yang menerapkan Task-Based Approach? Apakah terdapat perbedaan dari sebelumnya?
2. Menurut bapak apa pengaruh dari *action* yang baru saja diterapkan terhadap motivasi siswa dalam belajar membaca?
3. Menurut bapak apa pengaruh dari *action* yang baru saja diterapkan terhadap interaksi siswa dalam belajar membaca?
4. Menurut bapak apakah kelebihan dari *action* yang baru saja dilaksanakan?
5. Menurut bapak apa saja kekurangan-kekurangan dari *action* yang telah diterapkan tadi?
6. Apa saran-saran bapak untuk *action* berikutnya?

Guidelines for Interview (Students)

After Implementation

BLUEPRINT

No	Topic Areas	Item Number	Total
1.	Effects of Task Based Approach	1, 2, 3	3
2.	Comments of Reading Teaching	4, 5, 6	3

1. Bagaimana pendapat adik tentang proses belajar mengajar membaca tadi? Apakah terdapat perbedaan dari sebelumnya?
2. Apakah menurut adik pembelajaran tadi lebih membuat adik termotivasi atau senang dalam belajar membaca?
3. Apakah menurut adik pembelajaran tadi memberi kesempatan adik untuk lebih banyak berinteraksi dengan teman-teman dan guru dalam belajar membaca?
4. Menurut adik apakah kelebihan dari pembelajaran yang baru saja dilaksanakan dibandingkan dengan sebelumnya?
5. Menurut adik apa saja kekurangan-kekurangan dari pembelajaran yang baru saja dilaksanakan?
6. Apa saran-saran adik untuk pembelajaran membaca berikutnya?

APPENDIX H

Observation Guidelines

OBSERVATION GUIDELINE
(Indicators for Evaluating the Students during the Implementation of the Actions)

No	Actions	Indicators	Notes
1	a. Discussing new vocabulary items	<ul style="list-style-type: none"> - The students can get more new vocabulary items. - The students pay attention to the activity of discussing new vocabulary items. - The students actively get involved in the discussion. 	
	b. Guessing meaning from context	<ul style="list-style-type: none"> - The students pay attention to the activity of learning how to guess the meaning from context. - The students actively get involved in learning how to guess the meaning from context. - The students know how to guess the meaning from context. - The students understand how to guess the meaning from context. - The students can guess the meaning of new vocabulary items from context. 	
2	Applying skimming and scanning strategies	<ul style="list-style-type: none"> - The students pay attention to the activity of learning how to apply skimming and scanning strategies. - The students actively get involved in learning how to apply skimming and scanning strategies in reading. - The students know the use skimming and scanning strategies. - The students understand how to use skimming and scanning strategies. - The students can use skimming and scanning strategies. 	
3	Discussing Grammar Related to the text	<ul style="list-style-type: none"> - The students pay attention to the activity of discussing grammar related to the text. - The students actively get involved in discussing grammar related to the text. - The students know the grammatical features in the recount text. - The students understand the use of grammatical features in the recount text. - The students can identify the grammatical features in the recount text. 	
4	Conducting a question/answer game	<ul style="list-style-type: none"> - The students pay attention to the question/answer game activity. - The students actively participate in the question/answer game activity. 	
5	Providing various materials from different sources	<ul style="list-style-type: none"> - The students are interested in the materials. - The students understand the instruction of the tasks. - The students can do the tasks well. 	
6	Applying group/pair work	<ul style="list-style-type: none"> - The students have a good interaction with the teacher. 	
		<ul style="list-style-type: none"> - The students have a good interaction with other students. 	
		<ul style="list-style-type: none"> - The students have a good interaction with the materials. 	

OBSERVATION GUIDELINE
(Indicators for Evaluating the Teacher during the Implementation of the Actions)

No	Actions	Indicators	Notes
1	a. Discussing new vocabulary items	<ul style="list-style-type: none"> - The teacher presents and discusses new vocabulary items contain in the text. - The teacher leads the discussion of new vocabulary items effectively and efficiently. - The teacher encourages the students to get involved in the discussion. 	
	b. Guessing meaning from context	<ul style="list-style-type: none"> - The teacher gives clear explanation about how to guess the meaning from context. - The teacher encourages the students to get involved in the activity of learning how to guess the meaning from context. - The teacher helps the students' difficulties in finding the meaning of difficult words through context. 	
2	Applying skimming and scanning strategies	<ul style="list-style-type: none"> - The teacher gives clear explanation about how to apply skimming and scanning strategies. - The teacher encourages the students to get involved in learning how to apply skimming and scanning strategies in reading. - The teacher helps the students' difficulties in using skimming and scanning strategies. 	
3	Discussing Grammar Related to the text	<ul style="list-style-type: none"> - The teacher gives clear explanation related to grammatical features contain in the recount text. - The teacher encourages the students to get involved in discussing grammatical features contain in the recount text. - The teacher helps the students' difficulties in understanding grammatical features of the recount text. 	
4	Conducting a question/answer game	<ul style="list-style-type: none"> - The teacher leads the question/answer game activity effectively and efficiently. - The encouraged the students to actively participate in the question/answer game activity. 	
5	Providing various materials from different sources	<ul style="list-style-type: none"> - The teacher provides various materials which were interesting for the students. - The teacher explains the instruction clearly. - The teacher guides the students in doing the tasks. 	
6	Applying group/pair work	<ul style="list-style-type: none"> - The teacher can arrange group/pair work effectively and efficiently. 	
		<ul style="list-style-type: none"> - The teacher shows a good interaction with the students. 	
		<ul style="list-style-type: none"> - The teacher monitors the students' activities during the group/pair work. 	

APPENDIX I

Observation Sheets

OBSERVATION SHEET OF THE ACTIVITIES DURING THE ACTION
(MEETING 1, MEETING 2 and MEETING 3)

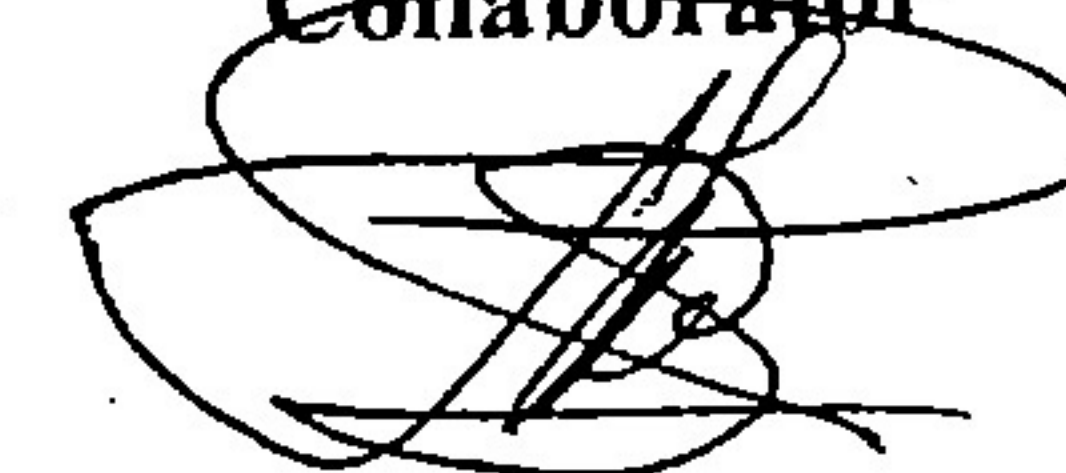
No.	Teacher's activities	Yes	No	Students' activities	Yes	No
1	Exploration			Exploration		
	The teacher greets and asks students' condition.	✓		The students respond to the teacher's greeting and telling their condition.	✓	
	The teacher checks the attendance list.	✓		The students inform the teacher about the class attendance.	✓	
	The teacher introduces herself to the students.	✓		The students pay attention to the introduction.	✓	
	The teacher introduces the <i>task-based approach</i> .	✓		The students pay attention to the teacher's explanation.	✓	
	The teacher shows some pictures related to <i>unforgettable holidays</i> .	✓		The students pay attention to the pictures shown by the teacher.	✓	
	The teacher elicits some information from the students related to the pictures.	✓		The students respond to the teacher's talk by telling words or whatever they know about the pictures.	✓	
	The teacher elicits information about recount texts e.g. the generic structure of a recount text.	✓		The students respond or answer the teacher's questions.	✓	
	The teacher elicits information about the social function and the purpose of recount text.	✓		The students pay attention to the teacher's explanation and participate to the discussion.	✓	
2	Elaboration			Elaboration		
	A. Pre-Task			A. Pre-Task		
	The teacher shows the models of recount text.	✓		The students pay attention to the text the teacher shows in front of the classroom.	✓	
	The teacher discuss with the students about the topic of the text.	✓		The students participate in the discussion.	✓	
	The teacher asks the students to identify the generic structure of the text.	✓		The students follow the instruction by writing the generic structure of the text.	✓	
	The teacher discuss with the students about the generic structure of the text.	✓		The students participate in the discussion.	✓	
	The teacher asks the students to underline the new vocabulary items.	✓		The students follow the instruction by underlining the new vocabulary items they find in the text.	✓	
	The teacher tells the students about how to deal with difficult words.	✓		The students pay attention to the teacher's explanation.	✓	

	The teacher and the students discuss the meaning of the new vocabulary items in the text.	✓		The students participate in the discussion.	✓	
	The teacher asks the students to read again about 5 minutes to understand more the text.	✓		The students follow the instruction by reading the text.	✓	
	The teacher has discussion with the students in the form of Question and Answer games (Q/A games) about the detail information of the text. The teacher guides the students in comprehending the text.	✓		The students pay attention to the activity Q/A games and participate actively in answering the teacher's questions.	✓	
	B. Task Cycle			B. Task-Cycle		
	Task			Task		
	The teacher arranges the class into some groups.	✓		The students positioned themselves in their group.	✓	
	The teacher gives instruction to the students about the task.	✓		The students listen to the teacher's explanation about the task instruction.	✓	
	The teacher controls the students' activity by visiting each group.	✓		The students do the task with their group based on the instruction.	✓	
	The teacher guides the students when they do not understand the instruction.	✓		The students ask the teacher if there's difficulty in interpreting the instruction.	✓	
	Planning			Planning		
	The teacher acts as facilitator, helping the students' difficulties in doing the task.	✓		The students ask the teacher about their difficulties or grammatical accuracy in doing the tasks.	✓	
	The teacher acts as language advisor.	✓		The students check their answer in the answer sheet that they will present in the next stage.	✓	
	Report			Report		
	The teacher listens to the students' report.	✓		The students report their task.	✓	
	The teacher controls the classroom by asking the other students to listen to their friend's presentation	✓		The students follow the teacher's instruction.	✓	
	The teacher gives feedback to the students' report.	✓		The students pay attention to the teacher's feedback.	✓	
	C. Language Focus			C. Language Focus		
	Analysis			Analysis		
	The teacher explains grammar related to the texts.	✓		The students pay attention to the teacher's explanation.	✓	
	The teacher discusses about grammar with the students.	✓		The students participate in the class discussion about grammar.	✓	
	Practice			Practice		
	The teacher gives a grammar task.	✓		The students do the grammar task.	✓	
	The teacher gives feedback from grammar task.	✓		The students pay attention to the teacher's feedback.	✓	

3	Confirmation			Confirmation		
	The teacher gives comment and praises to the students for the task completion.	✓		The students give their attention to the teacher.	✓	
	The teacher asks the students' difficulties during the lesson.	✓		The students ask questions if there's difficulty related to the task or the material.	✓	
	The teacher gives opportunity to the students to sum up the lesson.	✓		The students sum up the lesson they've learned.	✓	
	The teacher closes the lesson and says good bye.	✓		The students prepare to go home and say good bye.	✓	

Bantul, January 30th 2013

Collaborator



H. Ismanto P.S, S.Pd.

NIP. 19561004 197703 1 003

OBSERVATION SHEET OF THE ACTIVITIES DURING THE ACTION
(MEETING 4 and MEETING 5)

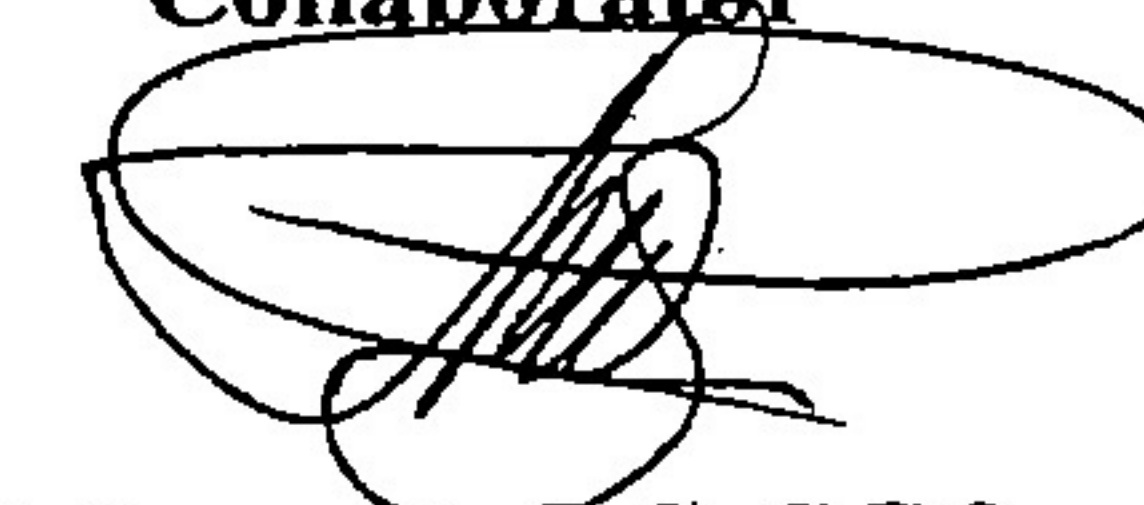
No.	Teacher's activities	Yes	No	Students' activities	Yes	No
1	Exploration			Exploration		
	The teacher greets and asks the students' condition.	✓		The students respond to the teacher's greeting and tell about their condition.	✓	
	The teacher checks the attendance list.	✓		The students inform the teacher about the class attendance.	✓	
	The teacher reviews about recount text and last material with the topic: "Unforgettable Holidays".	✓		The students pay attention to the teacher's explanation reviewing last material.	✓	
	The teacher tells the students about what will be learned and the purpose of learning.	✓		The students listen and pay attention to the information that the teacher delivers to them.	✓	
2	Elaboration			Elaboration		
	A. Pre-Task			A. Pre-Task		
	The teacher establishes a new model of recount text i.e. biography.	✓		The students pay attention to the new model of recount text established by the teacher.	✓	
	The teacher discusses with the students about what biography is.	✓		The students listen to the teacher's explanation and follow the discussion about what biography is.	✓	
	The teacher asks the students to read at glance the text (2 minutes) and find the difficult words in it.	✓		The students follow the teacher's instruction by reading the text silently.	✓	
	The teacher discusses with the students about the difficult words in the text.	✓		The students participate actively in the discussion to find the meaning of difficult words guided by the teacher.	✓	
	The teacher discusses with the students about the main idea of each paragraph in the text.	✓		The students listen to the teacher's explanation and follow the discussion about the main idea of each paragraph in the text.	✓	
	The teacher asks the students to read deeper the text in order that the students can understand the detail information of the text.	✓		The students follow the teacher's instruction by reading the text silently.	✓	
	The teacher has discussion with the students in the form of Question and Answer games (Q/A games) about the detail information of the text. The teacher guides the students in comprehending the text.	✓		The students pay attention to the activity Q/A games and participate actively in answering the teacher's questions.	✓	

	B. Task-Cycle			B. Task-Cycle		
	<i>Task</i>			<i>Task</i>		
	The teacher arranges the class into some groups.	✓		The students sit in their group.	✓	
	The teacher distributes a new text in the form of biography entitled "Barack Obama Biography"	✓		The students receive the text entitled "Barack Obama Biography"	✓	
	The teacher asks the students to discuss the difficult words with their friends in the group.	✓		The students follow the instruction.	✓	
	The teacher and the students discuss the difficult words or new vocabulary items in the text.	✓		The students pay attention to the teacher's explanation and participate to the discussion.	✓	
	The teacher gives instruction to the students about the tasks.	✓		The students listen to the teacher's explanation about the task instruction.	✓	
	The teacher controls the students' activity by visiting each group.	✓		The students do the tasks with their group based on the teacher's instruction.	✓	
	The teacher guides the students when they do not understand the instruction.	✓		The students ask the teacher if there's difficulty in understanding the instruction.	✓	
	<i>Planning</i>			<i>Planning</i>		
	The teacher acts as facilitator, helping the students' difficulties in doing the tasks.	✓		The students ask the teacher about their difficulties in doing the tasks.	✓	
	The teacher acts as language advisor.	✓		The students check their answers in the answer sheets.	✓	
	<i>Report</i>			<i>Report</i>		
	The teacher listens and sees the students' report.	✓		The students report their task.	✓	
	The teacher gives feedback to the students' report.	✓		The students pay attention to the teacher's feedback.	✓	
	C. Language Focus			C. Language Focus		
	<i>Analysis</i>			<i>Analysis</i>		
	The teacher explains grammar related to the texts.	✓		The students pay attention to the teacher's explanation.	✓	
	The teacher discusses about grammar with the students.	✓		The students participate in the class discussion about grammar.	✓	

	<i>Practice</i>			<i>Practice</i>		
	The teacher gives a grammar practice.	✓		The students do the grammar practice.	✓	
	The teacher gives feedback from grammar practice.	✓		The students pay attention to the teacher's feedback.	✓	
3	Confirmation			Confirmation		
	The teacher gives comment and praises to the students for the task completion.	✓		The students listen to the teacher's comment and praises.	✓	
	The teacher asks the students' difficulties during the lesson.	✓		The students ask questions if there's difficulty related to the task or the material.	✓	
	The teacher gives opportunity to the students to sum up the lesson by eliciting some information about what the students get or what the students know from the learning.	✓		The students participate in the discussion to sum up the lesson they've learned.	✓	
	The teacher closes the lesson and says good bye.	✓		The students respond by saying good bye.	✓	

Bantul, February 1st 2013

Collaborator



H. Ismanto P.S., S.Pd.

NIP. 19561004 197703 1 003

OBSERVATION SHEET OF THE ACTIVITIES DURING THE ACTION
(MEETING 6 and MEETING 7)

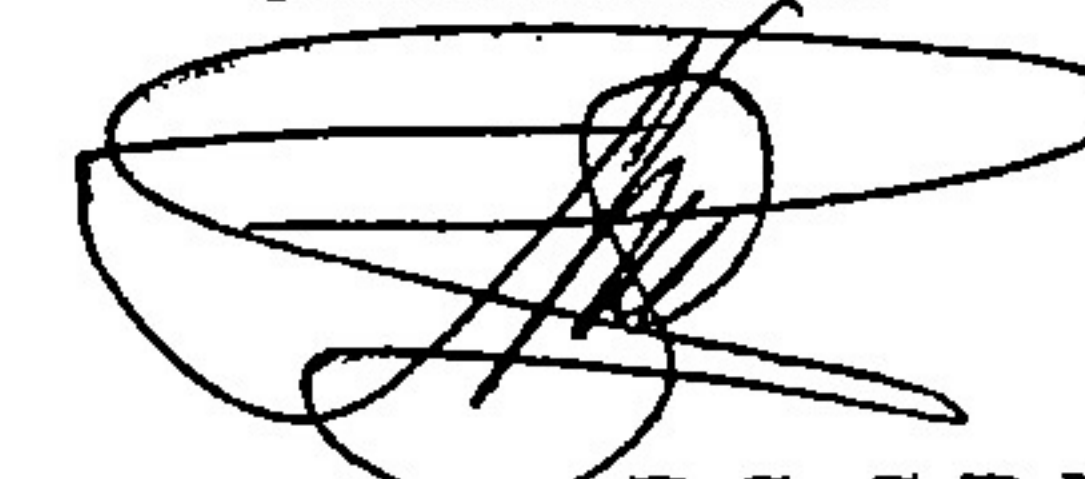
No.	Teacher's activities	Yes	No	Students' activities	Yes	No
	Exploration			Exploration		
	The teacher greets and asks the students' condition.	✓		The students respond to the teacher's greeting and telling their condition.	✓	
	The teacher checks the attendance list.	✓		The students inform the teacher about the class attendance.	✓	
	The teacher reviews about recount text and last material about "biography."	✓		The students pay attention to the teacher's explanation reviewing last material.	✓	
	The teacher tells the students about what will be learned and the purpose of learning.	✓		The students listen and pay attention to the information that the teacher delivers to them.	✓	
	Elaboration			Elaboration		
	A. Pre-Task			A. Pre-Task		
	The teacher introduces a new recount text topic i.e. about travelling.	✓		The students pay attention to the text the teacher explaining the material in front of the classroom.	✓	
	The teacher distributes the text entitled "A Tour to the Botanic Gardens"	✓		The students receive the text.	✓	
	The teacher gives explanation about learning through listing task.	✓		The students pay attention to the teacher's explanation.	✓	
	The teacher discusses with the students about the detail information of the text through a listing task.	✓		The students participate to the discussion.	✓	
	The teacher gives opportunity to the students if there are some questions.	✓		The students ask questions related to the previous explanation.	✓	
	The teacher distributes the text entitled "A Trip to Bandung".	✓		The students receive the text.	✓	
	The teacher gives an opportunity to the students to practice doing a listing task.	✓		The students follow the teacher's instruction.	✓	
	The teacher discuss about the listing tasks that the students have done. The discussion is in the form of Q/A game. After the students answer the question from the teacher, the teacher explains it more clearly.	✓		The students pay attention to the activity Q/A games and participate actively in answering the teacher's questions.	✓	

	B. Task Cycle			B. Task-Cycle		
	<i>Task</i>			<i>Task</i>		
	The teacher asks the students to work in group of two (in pairs)	✓		The students sit with her/his partner.	✓	
	The teacher distributes six texts to each group.	✓		The students receive the 6 texts with the same topic.	✓	
	The teacher gives instruction to the students about the task.	✓		The students listen to the teacher's explanation about the task instruction.	✓	
	The teacher controls the students' activity by visiting each group.	✓		The students do the task with their group based on the instruction.	✓	
	The teacher guides the students when they do not understand the instruction.	✓		The students ask the teacher if there's difficulty in interpreting the instruction.	✓	
	<i>Planning</i>			<i>Planning</i>		
	The teacher acts as facilitator, helping the students' difficulties in doing the task.	✓		The students ask the teacher about their difficulties or grammatical accuracy in doing the tasks.	✓	
	The teacher acts as language advisor.	✓		The students check their answer in the answer sheet that they will present in the next stage.	✓	
	<i>Report</i>			<i>Report</i>		
	The teacher listens and sees the students' report.	✓		The students report their task.	✓	
	The teacher gives feedback to the students' report.	✓		The students pay attention to the teacher's feedback.	✓	
	C. Language Focus			C. Language Focus		
	<i>Analysis</i>			<i>Analysis</i>		
	The teacher explains grammar related to the texts.	✓		The students pay attention to the teacher's explanation.	✓	
	The teacher discusses about grammar with the students.	✓		The students participate in the class discussion about grammar.	✓	
	<i>Practice</i>			<i>Practice</i>		
	The teacher gives a grammar practice.	✓		The students do the grammar practice.	✓	
	The teacher gives feedback from grammar practice.	✓		The students pay attention to the teacher's feedback.	✓	

3	Confirmation			Confirmation		
	The teacher gives comment and praises to the students for the task completion.	✓		The students listen to the teacher's comment and praises.	✓	
	The teacher asks the students' difficulties during the lesson.	✓		The students ask questions if there's difficulty related to the task or the material.	✓	
	The teacher gives opportunity to the students to sum up the lesson by eliciting some information about what the students get or what the students know from the learning.	✓		The students participate in the discussion to sum up the lesson they've learned.	✓	
	The teacher closes the lesson and says good bye.	✓		The students prepare to go home and say good bye.	✓	

Bantul, February 1st 2013

Collaborator



H. Ismanto P.S, S.Pd.

NIP. 19561004 197703 1 003

APPENDIX J
Blue Print of Reading Test

BLUEPRINT OF READING COMPREHEHENSION PRE-TEST

No.	Topic Areas	Item Number	Total
1.	Topic	6, 8, 11, 16, 27, 29	6
2.	Main idea	1, 7, 17, 30	4
3.	Detail information	2, 3, 4, 5, 14, 15, 18, 21, 23, 26, 28	11
4.	Inferences	9, 22, 25	3
5.	Vocabulary	10, 12, 19, 20, 24, 13	6

ANSWERS KEY

1. A	11. A	21. B
2. A	12. D	22. D
3. A	13. B	23. D
4. C	14. B	24. A
5. C	15. A	25. C
6. A	16. B	26. B
7. A	17. C	27. D
8. B	18. B	28. B
9. D	19. A	29. C
10. C	20. B	30. A

TOTAL ANSWERS:

A : 10
B : 9
C : 6
D : 5

BLUEPRINT OF READING COMPREHEHENSION POST-TEST

No.	Topic Areas	Item Number	Total
1.	Topic	1, 4, 7, 15, 26, 28	6
2.	Main idea	2, 12, 16, 29	4
3.	Detail information	3, 10, 11, 13, 14, 17, 18, 22, 25, 27, 30	11
5.	Inferences	8, 21, 24	3
6.	Vocabulary	5, 6, 9, 19, 20, 23	6

ANSWERS KEY

1. B	11. C	21. D
2. C	12. A	22. D
3. B	13. A	23. A
4. A	14. A	24. C
5. D	15. A	25. B
6. B	16. A	26. D
7. B	17. B	27. B
8. D	18. A	28. C
9. C	19. A	29. A
10. C	20. B	30. B

TOTAL ANSWERS:

A : 10
B : 9
C : 6
D : 5

APPENDIX K

Reading Test

PRE-TEST

Name : Class :
Number of Student : Date :

Answer the following questions by giving a cross mark (X) on the option you choose to be the right answer.

The following text is for questions number 1 to 3.

Last year I joined The Chicago Marathon, my first marathon. I had to run 26.2 miles to complete it. It is hard but I learned valuable things from joining it.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators, that made me happy. It was a very wonderful time for me. So, I decided that I had to join another marathon the following year, because I was not satisfied with this first one.

1. What is the main idea of the second paragraph?
 - A. The writer found that marathon was enjoyable so he wanted to join again.
 - B. After completing the 26.2 miles the writer felt upset.
 - C. The writer thought marathon was hard so he stopped it as soon as possible.
 - D. The writer felt tired when he had to ran at 26.2 miles.
2. When did the writer change his/her mind about marathon?
 - A. After finishing the race
 - C. Before the race
 - B. During the race
 - D. After getting the prize
3. Why did the writer want to join another marathon?
 - A. To experience an interesting race.
 - C. To win the prize.
 - B. To make his father happy.
 - D. To meet with the spectators.

The following text is for questions 4 to 5

Hexa and I camped in the mountain last weekend. It was very beautiful and very quiet there. The air was fresh. The location of our campsite was on the top of a hill, so we could see the scenery around us. It was amazing: It was green everywhere. It was easy to get water as it was near a small river. You can see the water is as clear as a crystal. We brought a lot of food from home. There were some noodles, can of sardines, soft drinks and biscuits. Hexa brought cooking utensils for cooking noodle.

On the first day, we spent our time setting up tent ad exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted, and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest as it was very noisy that night. We laughed and sang and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with other campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

8. The text tells us about.....in Sumatra.
 A. the wildlife and jungle. C. the tourist who reaches the destination.
 B. visiting many attractive places. D. the extinct jungle, mountains and rivers.
9. The writer stayed in the jungle for.....night(s).
 A. Four B. Three C. Two D. One
10. "We have just returned from our interesting, amusing and tiring holiday...." (paragraph one).
 What does the underlined word mean?
 A. Turned again C. Came back.
 B. Turned back D. Went again.

Read the passage and answer question 11 to 13.

Mr. and Mrs. Charly were on a tour to Europe. They were traveling on a guided tour to five countries. They were to going to travel through. The Netherland Belgium, Germany, Switzerland and France for two weeks.

The guide for the tour was a Swiss. On the day 1st of the travel the guide told them to check their passports, their traveler, cheques and their foreign cash. He told them to keep them safely.

They traveled in a comfortable coach which a toilet, music and video. The guide stop the coach at many famous places. He explained the cultural importance of the places. They stayed in big hotels for the night and ate in the restaurants.

On the way, they stopped at small inns to eat lunch. In big towns, they went for shopping. They bought many souvenirs for their friends. They enjoyed the two week tour.

11. The text is about....
 A. travelling B. shopping C. racking D. visiting
12. The guide told them to check their immigration....., such as passport, visa, and exit permit.
 A. office B. letters C. records D. documents
13. "They enjoyed the two week tour". The underlined word has the same meaning as....
 A. Got bored with. C. became addicted to.
 B. Got pleasure from. D. planed will became amazed at.

The following text is for questions 14 to 15.

It was the beginning of July, my parents and I were in a plane heading from our vacation. A crew announced the passengers that we were going to land the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightning sparked here and there.

Suddenly I felt the plane went bumpy. The impact was low at the beginning, however it gradually became terrible. Everything shook terribly. People started to scream in fear. I hold my parents' hands. I heard my Dad was praying while Mom tried to soothe me.

Fortunately, our plane landed safely at the airport under that extreme weather. I thanked God for saving my parents and I.

14. What was the writer's mother doing during the turbulence?
 A. She was holding her husband's hand. C. She was praying for help.
 B. She was calming the writer down. D. She was crying in fear.

- A. (5)-(1)-(4)-(3)-(2)-(6) C. (4)-(2)-(5)-(6)-(3)-(1)
 B. (4)-(2)-(3)-(1)-(6)-(5) D. (4)-(2)-(6)-(1)-(5)-(3)

Read the text and answer questions 22 to 24.

Mr. Burhanudin was the production manager. He was a graduate from Bandung Institute of Technology. He had three factories to manage. As a manager he had several supervisors and every supervisor led many workers. The workers were graduates of high school and vocational school.

22. Were all of the workers graduates of SMU?
 A. Yes, they are C. No, they aren't
 B. Yes, they were D. No, they weren't
23. The line that tells us about Mr. Burhanudin's position is.....
 A. line three B. line two C. line five D. line one
24. "He had three factories to *manage*." The italic word has the same meaning as.....
 A. lead B. have C. see D. know

Read the text and answer questions 25-26.

Kartini was born on April 21st, 1879 in Mayong, Jepara. Her father was Rama Sosroningrat. He was the assistant of head of regency in Mayong. Her mother, Ngasirah was a girl from Teluk Awur village in Jepara. As the daughter of a noble family, she felt lucky because she got more than the ordinary people got. She got better education than other children. In November 12, 1903 she got married with Adipati Djoyodiningrat, the head of Rembang regency. According to Javanese tradition, Kartini had to follow her husband. Then, she moved to Rembang.

On September 13rd, 1904 she gave a birth to her son. His name was Singgih. After giving birth to a son, her condition was getting worse and she finally passed away on September 17th, 1904 on her 25 years old.

25. How old was Kartini when she got married with Adipati Djoyodiningrat?
 A. 22 years old C. 24 years old
 B. 23 years old D. 25 years old
26. Why did Kartini feel lucky?
 A. Because she got married with a leader of Rembang regency.
 B. Because she got better education than others.
 C. Because she had rich parents.
 D. Because she had a good job.

Read the text and answer questions 27-28.

Albert Einstein was born near the end of the 1800s in Ulf, Germany. He graduated from the University of Zurich in Switzerland at age 26. That was also when he did his famous work in physics. Fourteen years later he won the Nobel Prize for Physics.

For the next ten years he lived in Germany and traveled a lot to talk to other scientists. Then in the early 1930s he had to leave Germany because of Hitler and the Nazi party. He moved to the United States. From that time until his death he lived in Princeton, New Jersey. He died at the age of 74.

27. What is the text about?
- | | |
|------------------------|--------------------------------------|
| A. Germany scientist | C. The famous scientist in the world |
| B. An excellent figure | D. Albert Einstein |
28. Where did Albert Einstein study?
- | | |
|-------------------|---------------------|
| A. In Germany | C. In New Jersey |
| B. In Switzerland | D. In United States |

The text is for questions 29-30.

The wonder boy, Wayne Rooney is a very popular footballer in the world. At the age of 16, Rooney was; a top goal scorer for Everton, his first team.

Wayne Rooney was born on October 24th 1985 in Liverpool. He is the son of a working-class family. He grew up in Croxteth. He was brought up in a three-bedroom house with his parents, Jeanette and Wayne, and his younger brothers, Graham and John. When he was young, Wayne had a dream, he wanted to be the best footballer. His family was Everton lovers and Rooney's old bedroom window was filled with Everton flags.

His debut in Everton Football Club was in August 2002. His league first goal came in October 2002 when he became the youngest goal scorer in the history of the Premier League at the age of 16 years. In 2004, he joined Manchester United. Nowadays, he becomes the world's most expensive teenager football player.

29. The text above is about.....
- | | |
|------------------------------|---------------------|
| A. England football players. | C. Wayne Rooney. |
| B. Wonder boys. | D. Top goal scorer. |
30. What is the main idea of paragraph one?
- | |
|---|
| A. Rooney is very popular. |
| B. Rooney lives in a simple family. |
| C. Rooney becomes the youngest footballer. |
| D. Rooney has been fan on Everton since he was young. |

---GOOD LUCK---

POST-TEST

Name : Class :
Number of Student : Date :

Read the text and answer the following questions by giving a cross mark (X) on the right answer A, B, C or D.

This text is for questions number 1 to 3.

It was Sunday morning January 2nd 2009. My friend and I went to the beach after studying hard. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car. Many people were there when we arrived.

After parking the car, we walked along the beach barefoot. We could feel the smoothness of the sand. The cold sea water touches our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. We also saw some people sunbathe.

We were so happy and really enjoyed that day.

1. What does the text tell about?
 A. Studying at the beach. C. Studying together.
 B. Refreshing at the beach. D. My activities on Sunday.
2. What is the main idea of paragraph TWO?
 A. They took a rest. C. They walked along the beach.
 B. They go to the beach. D. They arrived at the beach.
3. Where did they take a rest?
 A. At the writer's house C. At the restaurant
 B. At the beach D. At a friend's house

This text is for questions number 4 to 6.

Mr. and Mrs. Charly were on a tour to Europe. They were traveling on a guided tour to five countries. They were to going to travel through. The Netherland Belgium, Germany, Switzerland and France for two weeks.

The guide for the tour was a Swiss. On the day 1st of the travel the guide told them to check their passports, their traveler, cheques and their foreign cash. He told them to keep them safely.

They traveled in a comfortable coach which a toilet, music and video. The guide stop the coach at many famous places. He explained the cultural importance of the places. They stayed in big hotels for the night and ate in the restaurants.

On the way, they stopped at small inns to eat lunch. In big towns, they went for shopping. They bought many souvenirs for their friends. They enjoyed the two week tour.

4. The text is about....
 A. travelling B. shopping C. racking D. visiting
5. The guide told them to check their immigration....., such as passport, visa, and exit permit.
 A. office B. letters C. records D. documents

6. "They enjoyed the two week tour". The underlined word has the same meaning as....
- A. Got bored with. C. became addicted to.
B. Got pleasure from. D. planed will became amazed at.

This text is for questions number 7 to 9.

We have just returned from our amusing and tiring holiday at lake Maninjau near Padang. The lake is a crater surrounded by dense forests and rice field. We swam in the lake, ate fish from the lake and enjoyed the cool breezes.

From there we had a two hour trip to Bukit Tinggi, a small hill top town which is clean, cool and friendly. Day trips around the area take you to some spectacular countryside with coffee, clove and cinnamon plantations. The traditional Minangkabau houses, with the roof shaped like a buffalo's horns are everywhere.

From there, we went by plane to Medan and then a bus journey to Bukit Lawang, home of the WWF Orang-Utan Rehabilitation Centre. We stayed in the water and electricity. We bathed in the river and had dinner under a kerosene lamp. But, it is quite a wonderful sight to see these giant creatures that come swinging along on trees. The surrounding jungle is alive with monkey and gibbons.

We spent one night in the jungle after the exhausting trek over mountains and through rivers. From Bukit Lawang, we traveled to lake Toba enjoying the beach of Pulau Samosir. What a great experience!

7. The text tells us about.....in Sumatra.
- A. the wildlife and jungle. C. the tourist who reaches the destination.
B. visiting many attractive places. D. the extinct jungle, mountains and rivers.
8. The writer stayed in the jungle for.....night(s).
- A. Four B. Three C. Two D. One
9. "We have just returned from our interesting, amusing and tiring holiday...." (paragraph one). What does the underlined word mean?
- A. Turned again C. Came back.
B. Turned back D. Went again.

This text is for questions number 10 and 11.

Hexa and I camped in the mountain last weekend. It was very beautiful and very quiet there. The air was fresh. The location of our campsite was on the top of a hill, so we could see the scenery around us. It was amazing: It was green everywhere. It was easy to get water as it was near a small river. You can see the water is as clear as a crystal. We brought a lot of food from home. There were some noodles, can of sardines, soft drinks and biscuits. Hexa brought cooking utensils for cooking noodle.

On the first day, we spent our time setting up tent ad exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted, and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest as it was very noisy that night. We laughed and sang and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with other campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

10. What was amazing according to the writer of the text?
- A. The location of the campsite. C. The scenery around the campsite
B. The fresh air of the mountain. D. The small river in the mountain.
11. What did the writer do on the second day of their camping activity?
- A. They chatted and played guitar. C. They hiked with the other campers.
B. They had a greet and meet activity. D. They laughed and sang songs together.

This text is for questions number 12 to 14.

Last year I joined The Chicago Marathon, my first marathon. I had to run 26.2 miles to complete it. It is hard but I learned valuable things from joining it.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators, that made me happy. It was a very wonderful time for me. So, I decided that I had to join another marathon the following year, because I was not satisfied with this first one.

12. What is the main idea of the second paragraph?
- A. The writer found that marathon was enjoyable so he wanted to join again.
B. After completing the 26.2 miles the writer felt upset.
C. The writer thought marathon was hard so he stopped it as soon as possible.
D. The writer felt tired when he had to ran at 26.2 miles.
13. When did the writer change his/her mind about marathon?
- A. After finishing the race C. Before the race
B. During the race D. After getting the prize
14. Why did the writer want to join another marathon?
- A. To experience an interesting race. C. To win the prize.
B. To make his father happy. D. To meet with the spectators.

This text is for questions number 15 and 16.

Horray! We had fun with English in our school. We enjoyed this event on Thursday, 17th January 2008, at Yos Sudarso Primary School in Karawang. We had waited for it since September 2007. So when the day came, we were really happy. We played many games such as matching colors, matching picture, horse racing, run and find and spelling bee. We had story telling too.

All students from Grade 1 to Grade 6 joined Fun with English, so there were 3 slots for the activities. We really had fun and we could practice our English. We also sang together about parts of our body, and do-re-mi.

Many prizes were given in this event. There were tickets from Ice World and Gondola of Ancol Bay City, tickets from Water Boom of Lippo Cikarang, tickets from Insects World and Freshwater World of TMII, T-Shirts, pens, stickers and many other merchandizes.

15. The text merely tells us about....
- A. Learning English at Yos Sudarso Primary School.
B. Learning English at TMII.

- C. Getting prizes in learning English.
 - D. Getting tickets from English activities.
16. What is the main idea of paragraph three?
- A. Many prizes given in the event.
 - B. All students of the school joined the game.
 - C. The students had fun during the game.
 - D. "Fun with English" is a nice program.

This text is for questions number 17 and 18.

It was the beginning of July, my parents and I were in a plane heading from our vacation. A crew announced the passengers that we were going to land the airport in a few minutes. While listening to the announcement, I was looking outside through the window and saw how dark the sky was. It was raining heavily and lightning sparked here and there.

Suddenly I felt the plane went bumpy. The impact was low at the beginning, however it gradually became terrible. Everything shook terribly. People started to scream in fear. I hold my parents' hands. I heard my Dad was praying while Mom tried to soothe me.

Fortunately, our plane landed safely at the airport under that extreme weather. I thanked God for saving my parents and I.

17. What was the writer's mother doing during the turbulence?
- A. She was holding her husband's hand.
 - B. She was calming the writer down.
 - C. She was praying for help.
 - D. She was crying in fear.
18. The turbulence was caused by.....
- A. The bad weather.
 - B. The size of the plane.
 - C. The height of the flight.
 - D. The damage on one of the machines.

This text is for questions number 19 and 20.

It was early in the morning we left Ubud and traveled to Gili Air which is one of three islands of Lombok. It took 4 hours in total by boat. The travelling was not bad but it was a hot day. I said to Jane on the slow boat, "it's all right babe, it won't be so hot and stuffy once we get moving."

When we got to Gili Air it was still queue so were able to get a bungalow near the beach for about \$15 a night plus breakfast. We shared our room with a number of geckos. Some of them were (14).....large ones.

The weather (15)..... still hot when I went diving. Jane waited for me at the seashore. She observed some fisherman who had just caught some fish. She did not want to dive because she had a trauma with sea animals. We had three days here which we spent walking around the islands which takes about an hour. Every night we sat on the couches near the beach and watched the waves and the stars.

19. A. quite B. usually C. always D. often
20. A. were B. was C. are D. is

This text is for questions number 21 to 23.

Mr. Burhanudin was the production manager. He was a graduate from Bandung Institute of Technology. He had three factories to manage. As a manager he had several supervisors and every supervisor led many workers. The workers were graduates of high school and vocational school.

21. Were all of the workers graduates of SMU?
 A. Yes, they are C. No, they aren't
 B. Yes, they were D. No, they weren't
22. The line that tells us about Mr. Burhanudin's position is.....
 A. line three B. line two C. line five D. line one
23. "He had three factories to *manage*." The italic word has the same meaning as.....
 A. lead B. have C. see D. know

This text is for questions number 24 and 25.

Kartini was born on April 21st, 1879 in Mayong, Jepara. Her father was Rama Sosroningrat. He was the assistant of head of regency in Mayong. Her mother, Ngasirah was a girl from Teluk Awur village in Jepara. As the daughter of a noble family, she felt lucky because she got more than the ordinary people got. She got better education than other children. In November 12, 1903 she got married with Adipati Djyodiningrat, the head of Rembang regency. According to Javanese tradition, Kartini had to follow her husband. Then, she moved to Rembang.

On September 13rd, 1904 she gave a birth to her son. His name was Singgih. After giving birth to a son, her condition was getting worse and she finally passed away on September 17th, 1904 on her 25 years old.

24. How old was Kartini when she got married with Adipati Djyodiningrat?
 A. 22 years old C. 24 years old
 B. 23 years old D. 25 years old
25. Why did Kartini feel lucky?
 A. Because she got married with a leader of Rembang regency.
 B. Because she got better education than others.
 C. Because she had rich parents.
 D. Because she had a good job.

This text is for questions number 26 and 27.

Albert Einstein was born near the end of the 1800s in Ulf, Germany. He graduated from the University of Zurich in Switzerland at age 26. That was also when he did his famous work in physics. Fourteen years later he won the Nobel Prize for Physics.

For the next ten years he lived in Germany and traveled a lot to talk to other scientists. Then in the early 1930s he had to leave Germany because of Hitler and the Nazi party. He moved to the United States. From that time until his death he lived in Princeton, New Jersey. He died at the age of 74.

26. What is the text about?
- | | |
|------------------------|--------------------------------------|
| A. Germany scientist | C. The famous scientist in the world |
| B. An excellent figure | D. Albert Einstein |
27. Where did Albert Einstein study?
- | | |
|-------------------|---------------------|
| A. In Germany | C. In New Jersey |
| B. In Switzerland | D. In United States |

This text is for questions number 28 and 29.

The wonder boy, Wayne Rooney is a very popular footballer in the world. At the age of 16, Rooney was; a top goal scorer for Everton, his first team.

Wayne Rooney was born on October 24th 1985 in Liverpool. He is the son of a working-class family. He grew up in Croxteth. He was brought up in a three-bedroom house with his parents, Jeanette and Wayne, and his younger brothers, Graham and John. When he was young, Wayne had a dream, he wanted to be the best footballer. His family was Everton lovers and Rooney's old bedroom window was filled with Everton flags.

His debut in Everton Football Club was in August 2002. His league first goal came in October 2002 when he became the youngest goal scorer in the history of the Premier League at the age of 16 years. In 2004, he joined Manchester United. Nowadays, he becomes the world's most expensive teenager football player.

28. The text above is about.....
- | | |
|------------------------------|---------------------|
| A. England football players. | C. Wayne Rooney. |
| B. Wonder boys. | D. Top goal scorer. |
29. What is the main idea of paragraph one?
- | |
|---|
| A. Rooney is very popular. |
| B. Rooney lives in a simple family. |
| C. Rooney becomes the youngest footballer. |
| D. Rooney has been fan on Everton since he was young. |
30. Choose the best order to make a good biography.

- | |
|---|
| <p>(1) She began her career in her early twenties.</p> <p>(2) She was born in America.</p> <p>(3) She got married already.</p> <p>(4) Britney Spears is a very famous singer.</p> <p>(5) Her popular song was Baby One More Time</p> <p>(6) She made several albums some years ago.</p> |
|---|

- | | |
|----------------------------|----------------------------|
| A. (5)-(1)-(4)-(3)-(2)-(6) | C. (4)-(2)-(5)-(6)-(3)-(1) |
| B. (4)-(2)-(3)-(1)-(6)-(5) | D. (4)-(2)-(6)-(1)-(5)-(3) |

---GOOD LUCK---

APPENDIX L
Students' Reading Score and
T-test Result

The Score of Pre-Test and Post-Test

No.	Student	Score	
		Pre-Test	Post-Test
1	Ade Bagus Wijaya	56	77
2	Adhi Kuntara	50	67
3	Agung Lestari	63	77
4	Angga Kurniawan	63	63
5	Anggi Pangestuti	57	65
6	Arisma Juli Handayani	67	73
7	Ayu Triyana	57	68
8	Definda Nur Anisah	50	63
9	Desi Nuryani	55	67
10	Devan Alfianto	60	60
11	Dica Aditya K.S.	50	73
12	Dwiyoga Nurkhoiri F.	45	60
13	Elina Dwi Kurnia A.	40	63
14	Fajar Candra I.	47	67
15	Fitri Cahyani	47	70
16	Hanung Prakoso	52	73
17	Hesti Nur Indahsari	65	70
18	Irfan Fanani	60	67
19	Meilani Ambarsari	60	63
20	Meutia Errles Lianda	60	70
21	Muhammad Luthfi A.	44	67
22	Nasera Rilinkita	40	60
23	Novi Nurhayati	50	63
24	Nur Krismiatiun	47	69
25	Rifa Efendi	44	60
26	Rindang Atieska	45	66
27	Rahmad Nur Pambudi	48	63
28	Satya Dani Arindra	43	67
29	Selli Kartikayani	60	65
30	Suryanto	45	65
31	Tri Handoko	50	80
32	Veri Kurniawan	50	77
33	Via Febri Renanti	47	67
34	Widiyastuti	52	71
35	Yuhana	54	73
36	Yunawan Azis A.	50	63
Nilai Rata-rata		52, 03	67, 56

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	52.03	36	7.217	1.203
	post	67.56	36	5.267	.878

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pre & post	36	.283	.094

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower Upper			
Pair 1	pre - post	-15.528	7.636	1.273	-18.112 -12.944	-12.200	35	.000

$|t_{\text{hitung}}| = 12,2 > t_{\text{tabel}} = 1,69$ atau $\text{sig} = 0,000 < \text{taraf kesalahan} = 0,05$ sehingga disimpulkan terdapat perbedaan antara sebelum dan sesudah perlakuan.

Statistics

		pre	post
N	Valid	36	36
	Missing	0	0
Mean		52.03	67.56
Median		50.00	67.00
Mode		50	63 ^a
Std. Deviation		7.217	5.267
Variance		52.085	27.740
Minimum		40	60
Maximum		67	80
Sum		1873	2432

a. Multiple modes exist. The smallest value is shown

APPENDIX M

Attendance List

ATTENDANCE LIST OF CLASS VIII D SMPN 1 PAJANGAN
ACADEMIC YEAR OF 2012/2013

No.	Name	Date						
		23/1	26/1	29/1	31/1	2/2	6/2	7/2
1	Ade Bagus Wijaya	√	√	√	√	√	√	√
2	Adhi Kuntara	√	√	√	√	√	√	√
3	Agung Lestari	√	√	√	√	√	√	√
4	Angga Kurniawan	√	√	√	√	√	√	√
5	Anggi Pangestuti	√	√	√	√	√	√	√
6	Arisma Juli Handayani	√	√	√	√	√	√	√
7	Ayu Triyana	√	√	√	√	√	√	√
8	Definda Nur Anisah	√	√	√	√	√	√	√
9	Desi Nuryani	√	√	√	√	√	√	√
10	Devan Alfianto	√	√	√	√	√	√	√
11	Dica Aditya K.S.	√	√	√	√	√	√	√
12	Dwiyoga Nurkhoiri Fahmi	√	√	√	√	√	√	√
13	Elina Dwi Kurnia A.	√	√	√	√	√	√	√
14	Fajar Candra Ifaturohman	√	√	√	√	√	√	√
15	Fitri Cahyani	√	√	√	√	√	√	√
16	Hanung Prakoso	√	√	√	i	√	√	√
17	Hesti Nur Indahsari	√	√	√	√	√	√	√
18	Irfan Fanani	√	√	√	√	√	s	√
19	Meilani Ambarsari	√	√	√	√	√	√	√
20	Meutia Errles Lianda	√	√	√	√	√	√	√
21	Muhammad Luthfi A.	√	√	√	√	√	√	√
22	Nasera Rilinikita	√	√	√	√	√	√	√
23	Novi Nurhayati	√	√	√	√	√	√	√
24	Nur Krismiatun	√	√	√	√	√	√	√
25	Rifa Efendi	√	√	√	√	√	√	√
26	Rindang Atieska	√	√	√	√	i	√	√
27	Rahmad Nur Pambudi	√	√	√	√	√	√	√
28	Satya Dani Arindra	√	√	√	√	√	√	√
29	Selli Kartikayani	√	√	√	√	√	√	√
30	Suryanto	√	√	√	√	√	√	√
31	Tri Handoko	√	√	√	√	√	√	√
32	Veri Kurniawan	√	√	√	√	√	√	√
33	Via Febri Renanti	√	√	√	√	√	√	√
34	Widiyastuti	√	√	√	√	√	√	a
35	Yuhana	√	√	√	√	√	√	√
36	Yunawan Azis A.	√	√	√	√	√	√	√

APPENDIX N

Photographs



1. The teacher was explaining about “recount text”.



2. The teacher was asking the students about the characteristic of recount texts.



3. The students were active in Question/Answer game.



4. The teacher was presenting a model of recount text to the students.



5. A Student was asking a question to the teacher.



6. The teacher was giving opportunity for the students to ask questions.



7. The observer was observing the group work activity.



8. The students were actively doing the task in their group.



9. The teacher was checking the students' work during the task-cycle.



10. The teacher and the students were discussing the answers of the tasks.



11. The students were actively participating in discussing the answer to the tasks.



12. The students were enthusiastic in doing ordering task.



13. All of the groups were seriously doing the task.



14. The students were cooperating in doing the tasks.



15. The collaborator was observing the students work.



16. The teacher was guiding the students in pair work.



17. The students were active to try to report the answers of the tasks.



18. The students were writing down their answers of the tasks.



19. The condition during pre-observation (the students were unmotivated in following the teaching and learning process. Some of them were bored and some others were chatting.)



20. The students were doing the pre-test and the post-test.

APPENDIX O

Letters



FRM/FBS/33-01

10 Jan 2011

Nomor : 156/H.34.12/PP/I/2011
Lampiran : --
Hal : Permohonan Izin Observasi

24 Januari 2012

Kepada Yth.
Kepala SMP Negeri I Pajangan Bantul

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

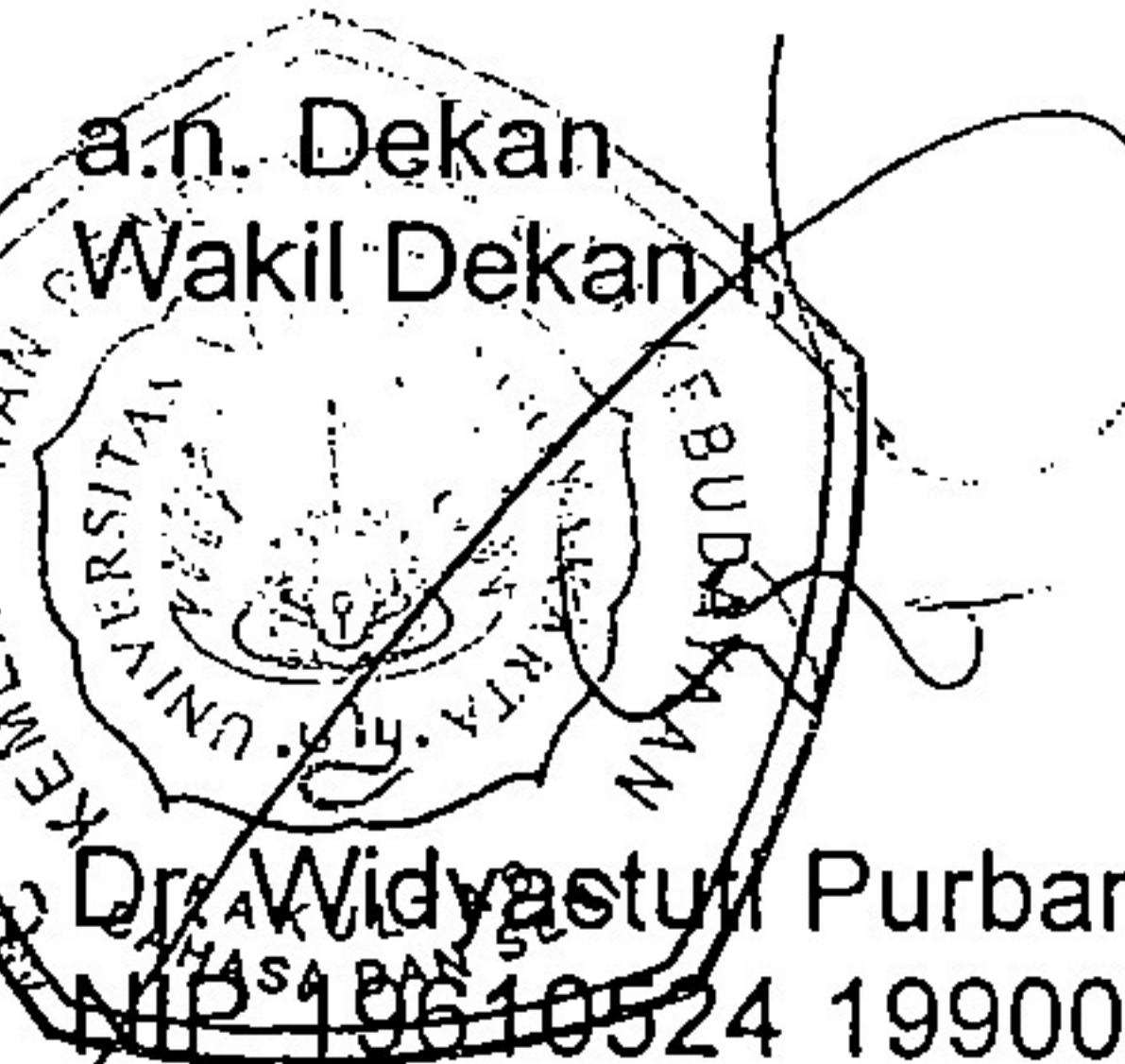
Improving Reading Learning Process Trhough Task-Based Approach with Small-Group Discussion

Mahasiswa dimaksud adalah :

Nama : MARIA WULANDARI
NIM : 08202241031
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Januari –Februari 2012

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

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

a.n. Dekan
Wakil Dekan

Dr. Widyaestun Purbani, M.A.
NP 19610524 199001 2 001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

267

FRM/FBS/33-01
10 Jan 2011

Nomor : 1172m/UN.34.12/PP/IX2012
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

27 September 2012

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

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

Improving the Teaching and Learning Process of Reading through Task-Based Approach at the Eighth Grade of SMPN I Pajangan in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : MARIA WULANDARI
NIM : 08202241031
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober – November 2012
Lokasi Penelitian : SMPN I Pajangan

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

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

a.n. Dekan
Wakil Dekan I



Dr. Vidyastuti Purbani, M.A.
NIP 19610524 199001 2 001

Tembusan:
Kepala SMPN I Pajangan



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

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

SURAT KETERANGAN / IJIN

070/8041/V/10/2012

Membaca Surat : Dekan Fakultas Bahasa dan Seni UNY Nomor : 1172m/UN34.12/PP/IX/2012
Tanggal : 27 September 2012 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

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

Nama : MARIA WULANDARI NIP/NIM : 08202241031
Alamat : Karangmalang, Yogyakarta.
Judul : IMPROVING THE TEACHING AND LEARNING PROCESS OF READING THROUGH TASK-BASED APPROACH AT THE EIGHTH GRADE OF SMP N 1 PAJANGAN IN THE ACADEMIC YEAR OF 2012/2013
Lokasi : SMP N 1 PAJANGAN Kota/Kab. BANTUL
Waktu : 02 Oktober 2012 s/d 02 Januari 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

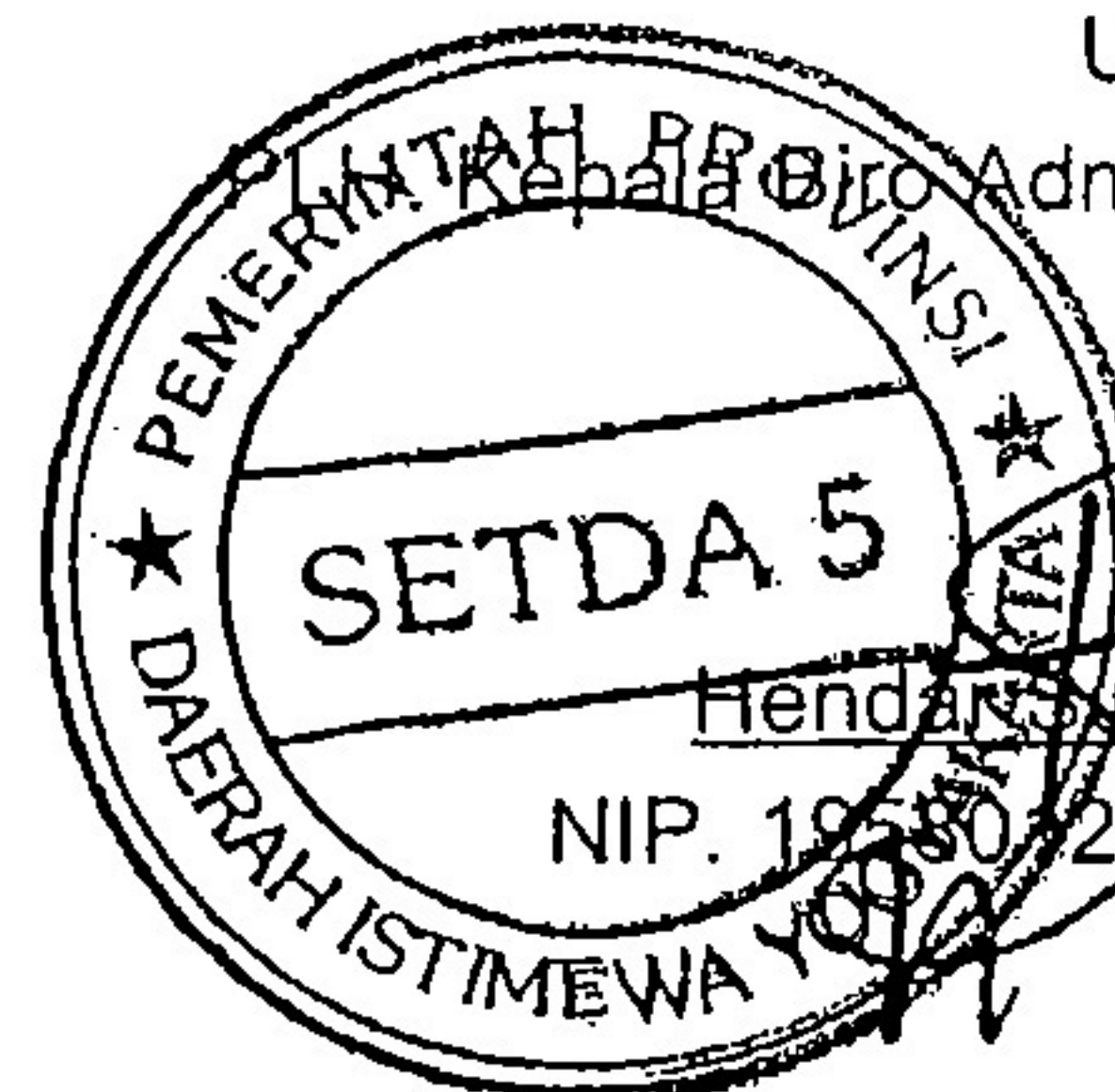
Pada tanggal 02 Oktober 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Hendariyuslowati, S.Pi

NIP. 195804201955032003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul c/q Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Provinsi DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
5. Yang Bersangkutan



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR
SEKOLAH MENENGAH PERTAMA 1 PAJANGAN
Alamat : Kamijoro, Sendangsari, Pajangan, Bantul, Yogyakarta
Telepon : (0274) 6461785

SURAT KETERANGAN

Nomor: 31/421.3/KP/2013

Yang bertandatangan di bawah ini:

Nama : Hj. Sugiyanti, S.Pd.
NIP : 19530323 198101 2 001
Jabatan : Kepala SMPN 1 Pajangan

Dengan ini menerangkan bahwa:

Nama : Maria Wulandari
NIM : 08202241031
Pekerjaan : Mahasiswa

telah melakukan penelitian dengan judul *"Improving the Teaching and Learning Process of Reading through Task-Based Approach at the Eighth Grade of SMPN 1 Pajangan in the Academic Year of 2012/2013"* dengan guru pembimbing:

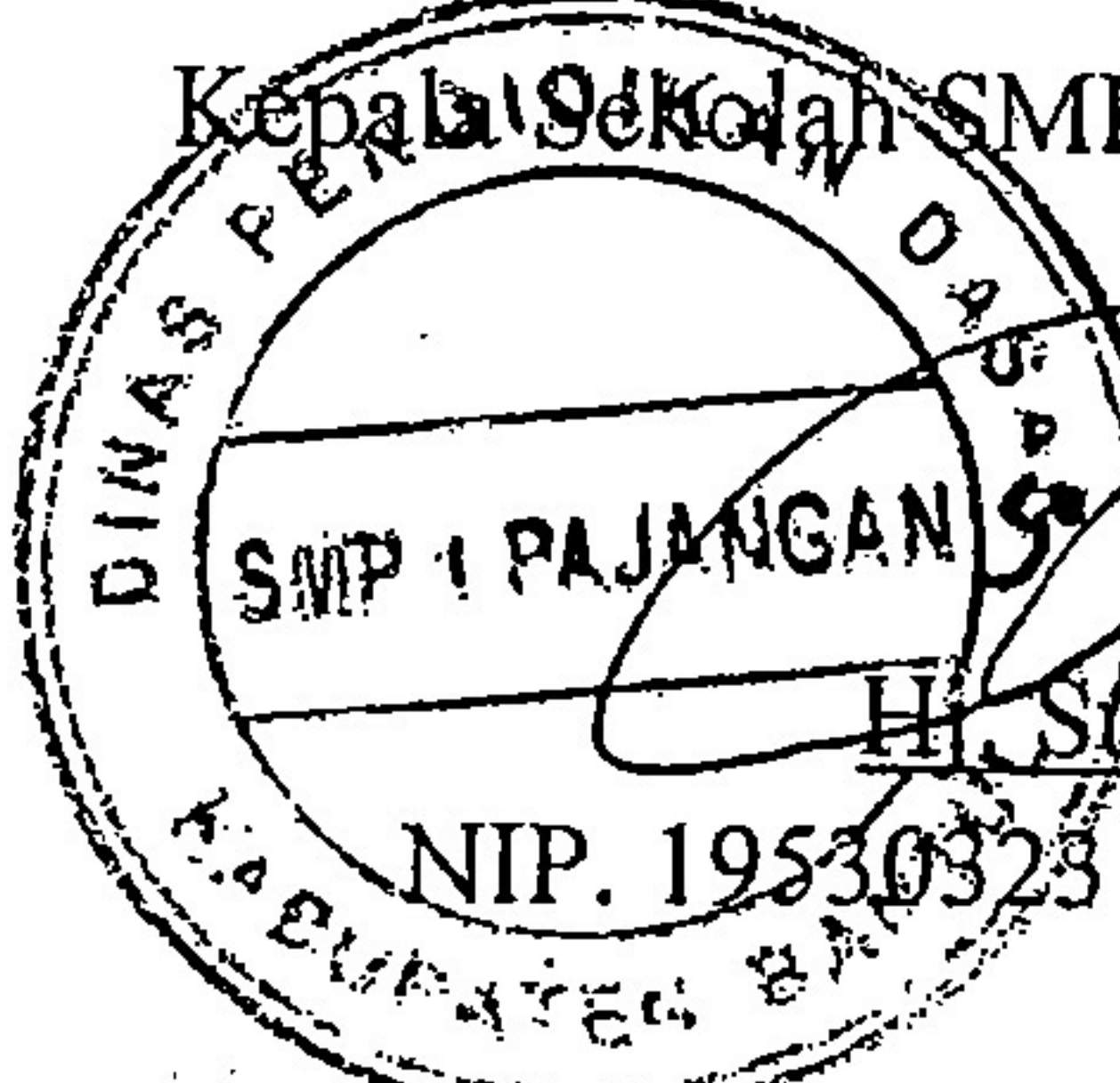
Nama : H. Ismanto P.S., S.Pd.
NIP : 19561004 197703 1 003
Jabatan : Guru Bahasa Inggris

yang dilaksanakan pada tanggal 23 Januari 2013 sampai dengan 9 Februari 2013 di SMPN 1 Pajangan. Demikian surat keterangan ini kami berikan untuk digunakan sebagaimana mestinya.

Bantul, 11 Februari 2013

Mengetahui,

Kepala Sekolah SMPN 1 Pajangan


 [Signature]
 Hj. Sugiyanti, S.Pd.
 NIP. 19530323 198101 2 001