IMPROVING READING COMPREHENSION ABILITY USING AUTHENTIC MATERIALS FOR GRADE EIGHT STUDENTS OF MTSN NGEMPLAK, YOGYAKARTA

Submitted as Partial Fulfillment of the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English Language Education.

A Thesis

By

Reza Pustika

11202241008

English Education Department
Faculty of Languages and Arts
State University of Yogyakarta
2015

APPROVAL

IMPROVING READING COMPREHENSION ABILITY USING AUTHENTIC MATERIALS FOR GRADE EIGHT STUDENTS OF MTSN NGEMPLAK, YOGYAKARTA

Yogyakarta, June 29th 2015

The Supervisor,

Jamilah, M.Pd.
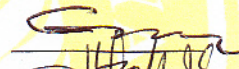
NIP. 19630103 198803 2 002
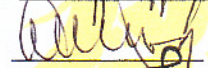
ii

RATIFICATION

IMPROVING READING COMPREHENSION ABILITY USING AUTHENTIC MATERIALS FOR GRADE EIGHT STUDENTS OF MTSN NGEMPLAK, YOGYAKARTA

Reza Pustika

11202241008

Accepted by the board of examiners of Faculty of Languages and Arts, Yogyakarta State University, on July 13th 2015 and declared to have fulfilled the requirement of the attainment of the Degree of *Sarjana Pendidikan* in English Language Education.

Board of Examiners

Name	Position	Signature	Date
1. Drs. Samsul Maarif, M.A.	Chairperson		22/7 2015
2. Siti Mahripah, S.Pd., M.App.Ling	Secretary		22/7 2015
3. Dr. Margana, M.Hum., M.A.	Examiner 1		22/7 2015
4. Dra. Jamilah, M.Pd.	Examiner 2		22/7 2015

Yogyakarta, 22 July 2015

Faculty of Languages and Arts

Yogyakarta State University

Dean,

Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

iii

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama   : Reza Pustika

NIM   : 11202241008

Program Studi : Pendidikan Bahasa Inggris

Fakultas   : Fakultas Bahasa dan Seni

Judul Skirpsi : IMPROVING READING COMPREHENSION ABILITY USING AUTHENTIC MATERIALS FOR GRADE EIGHT STUDENTS OF MTSN 1 NGEMPLAK, YOGYAKARTA

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

Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, 12 Juli 2015

Penulis,

Reza Pustika

MOTTOS

Don't envy someone on a blessing, because you don't know what Allah took from him.

Be obedient to Allah in everything. If others don't like it, then let them be. Life is not about pleasing everybody.

Zero is where everything starts. Nothing would ever be born if we didn't depart from there.

-Shinichi Kudou-

Life is limited. That's why it's so precious. Since there's a limit, we try our best to live.

-Hattori Heiji-

You are going to regret it, if you underestimate girls. —Yusaku Kudou-

DEDICATIONS

In the name Allah, the Most Beneficent and the Most Merciful. No God but Allah and Muhammad is His Prophet. I proudly dedicate this thesis to my beloved parents, Kuwatno, S.Pd and Herlina, S.Pd who always love me unconditionally and who always inspire me. This thesis is also dedicated for my brother, Rinaldi Ihza Kurnia. Thank you for your support and your everlasting love.

ACKNOWLEDGMENT

Yogyakarta, July 12th 2015

The Writer

Reza Pustika

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

Appendices A : Course Grid

Appendices B : Lesson Plans

Appendices C : Field Notes

Appendices D : Interview Transcripts

Appendices E : Observation Checklist

Appendices F : Attendance List

Appendices G : Pre-test and Post-test

Appendices H : Documentation

Appendices I : Letters

IMPROVING READING COMPREHENSION ABILITY USING AUTHENTIC MATERIALS FOR GRADE EIGHT STUDENTS OF MTSN NGEMPLAK, YOGYAKARTA

Reza Pustika

11202241008

ABSTRACT

This research was aimed at improving the students' comprehension ability by using authentic materials in Class VIII D of MTS N Ngemplak in the second semester.

The study was action research. The research was done in two cycles with three meetings in each cycle. The participants of the research were the researcher, the English teacher, and 31 students in Class VIII D of MTS N Ngemplak. There were two types of data in this research, qualitative and quantitative. The qualitative data were obtained from the observation during the teaching and learning process, the interview with the English teacher and the students. The data were in the form of field notes and interview transcripts. The quantitative data were obtained from the reading comprehension pre-test and post-test scores. There were five validity criteria in this research. They were democratic, outcome, process, catalytic, and dialogic validity. The research was conducted systematically following the four procedures of action research. They were reconnaissance, planning, action and observation, and reflection.

The students were able to recognize new words, understand the words' meaning, and comprehend the texts. Moreover, the use of authentic materials improved the students' motivation and participation. Most of the students were able to overcome their own difficulties related to the difficult words. The result of the research showed that the implementation of authentic materials improved the students' reading comprehension as shown from the progress of the mean value of the students' pre-test and post-test scores. The mean value of their pre-test scores was 65,6 while the mean value of post-test scores was 74,73. This achievement proved that using authentic materials could improve the students' reading comprehension ability.

CHAPTER I
INTRODUCTION

A. **Background of the Study**

English is an international language. Even though there are many other languages that are used in the world, English is learnt in most countries. If someone goes abroad, the language that he has to acquire is English. Based on this fact, it is very important for the students to learn English.

Because English is commonly learnt in most countries in the world, Indonesian government wants Indonesian young generation to learn English. In this globalization era, in which there is no limited time and place, people can share anything they want wherever and whenever. Nowadays, people from different countries can communicate each other. They can share information from their countries to other countries. Indonesian young generations need to be able to communicate in English so they can follow the development of globalization era.

To follow up the globalization era, Indonesian government makes Indonesian young generations learn English since they are in the school because the students do not only need knowledge of science or social but they also need knowledge of language so they can deliver their science or social knowledge. When students have knowledge in science or social and they are able to speak in English, they will be able to present their knowledge not only in Indonesia but also in overseas. By starting to learn English in school, it will be easier for them to understand English than if they learn English when they become adults.

Because the students are to learn English in the school, it is the teacher's job to teach English to the students well. There are two kinds of text that the teacher has to teach to students. They are spoken and written text. In teaching, the teacher should make teaching and learning process occur communicatively in which teaching-leaning process should be in context. It means when the teacher teaches students, he must use context in teaching. Now, the teacher cannot teach grammar separately with the text. In providing students a text, the teacher can also teach about grammar and pronunciation which are related to the text.

In addition, English has four macro-skills that every student has to acquire. They are reading, writing, listening and speaking. In curriculum, the four-skills should be integrated each other. Reading and listening skills are receptive skills. The students need to learn receptive skill first so they can produce production skills in the form of texts or speeches. Someone should read more so he can produce written text, someone also should listen more so he can produce speech. Without listening, someone will not know how to pronounce certain words correctly and without reading, someone will find it difficult when they have to write a text.

Reading is an important skill because it functions as literacy skill. It means that when someone is going to master certain knowledge, the first thing he must do is to be able to read. By reading, someone will understand certain knowledge and he will get more knowledge. In this technology era, everyone uses technology in his daily life. Reading also plays an important role. Nowadays, most of electronic stuffs, warnings in transportations, labels and instructions in gadgets,

are written in English. Someone should be able to read in English so he can operate those stuffs appropriately. In operating the computer, someone also should be able to comprehend the instructions since computer systems are also written in English.

Reading helps the students become better writers. Through reading, the students have incidental contact with the rules of grammar. The students develop a sense for the structure of the language and grammar and increase their vocabulary (Andrew P. Johnson, 2008). It is an important thing to teach reading in school. Reading can make someone have much knowledge. Only by reading, they will know about many things.

Moreover, Indonesian government puts English subject as one of the subjects in National Examination. It makes the schools in Indonesia want their students to learn English in order to pass the National Examination. The English teachers have to take it into account on how to teach English appropriately so the students can reach the target learning and the goals, and can pass the national examination. Every English teacher should teach English well so the students can comprehend English better. In doing the English examination, the students have to read the texts and the questions. They will not be able to answer the questions if they cannot read. So, the English teachers have to teach students how to read and comprehend it. When they are able to read and comprehend the texts in the examination, they will get higher score.

Since reading is important for students to acquire, every student must learn reading seriously and effectively. However, what the writer found in MTS N

Ngemplak was that the students were not highly interested in reading books and texts. Some of them think that reading is a boring activity. When they read, they need to look at the books all the time and they feel sleepy when they are reading books. These facts affect their reading activity and score. The fact that the writer found in the school was the texts and books used by teacher are not interesting. Good model texts should be those which are interesting and good for students. Other factors that make students do not like reading are teacher cannot make reading activity interesting for students. In reading activity, the teacher only kept his eye on few students, and then the rest of the students were enjoying their activity which are talking to their friends or play with paper. These facts prevent the students from reaching meaningful learning. It seems that reading process could not run effectively and the students get nothing from it.

The students were not interested in reading. The students were talking to their friends when their teacher was explaining about text. They were silent when their teacher asked them to be silent but it did not have to wait so long to find them make noise again in the class. It also happened when the teacher asked the students to do the exercises.

The students did not realize that reading is important for them. Reading is a receptive skill. By reading, the students will be exposed by many inputs and they will get much new knowledge, vocabularies and grammar. Quality input should be those which are grammatical, appropriate, contextual and comprehensible. However, the model text that is used by the teacher was text which was made by him. Using own model text is not wrong but it is better if the

teacher uses authentic materials. There are some grammatical mistakes and the English is not native-like, it is still Indonesia- English found in the model text used by teacher.

If the teacher uses authentic material as a model text, it means that the teacher shows students the texts that are used in real situation correctly and appropriately. Using authentic material can add students' knowledge on how the native-like texts look like. In English learning activity, the teacher must make the students interested to read more. The authentic format and use of language in authentic materials will make students interested in reading those materials and comprehend the texts.

The writer found that the students at grade eight in MTS N Ngemplak are not interested in reading. It affects their reading comprehension ability. This thesis will be useful in this school in order to make the students like reading and then improve their reading comprehension ability. The authentic materials which will be used by the writer will make students know how the English texts look like in the real context.

B. **Identification of the Problems**

Based on the observation conducted by the researcher during PPL period in July - September 2014, there were several problems in school which made reading activities do not run effectively. The problems revealed in the teaching and learning process of reading in the classroom are influenced by some factors such as students, materials, and teaching and learning process.

The first problem is that the students' have low motivation in reading books. When the teacher gave some texts for the students to read, only few of them were interested to read the texts. The rest of the students still did not want to read the texts because in their opinion, reading was a boring activity. Moreover, they did not want to read because they did not know the meaning of the text so it made them busy talking to their friends and playing with paper. It means, the students were not interested in reading the texts.

Secondly, the problem is related to the materials used by teacher. The materials were made by the teacher. As a result, there were some grammatical and spelling mistakes in the texts. The texts were not interesting so the students were not motivated in reading the texts. The bad model texts will not give any knowledge for students. When they were shown by the bad model texts, they will remember it and use it in the future. The English teacher should show the students the good model texts so the students will know exactly how the texts look like and then they will remember it.

The last problem is related to teaching and learning process. During the teaching and learning process, the teacher only gave his attention to few students who sat in the front row. He did not supervise the students who sat in the back row. It made the students who sat in the back row did not pay attention to what their teacher was talking about. When he showed the text to the students, he did not show it using LCD so it made some students who were sitting in the back row could not see the text. Because they could not see the text, they keep talking to their friends during the lesson. When the teacher asked them, they did not answer.

Then, they made noisy when the teacher gave some times to finish the exercises. The researcher thought that it is necessary to find out solutions for the problems above related to teaching and learning reading process so the students' reading ability will be improved.

C. **Delimitation of the Problems**

The problem in this study is limited to improve students' reading comprehension ability through the use of authentic materials at grade VIII MTS N Ngemplak, Yogyakarta. The students' lack of reading comprehension can be improved through the use of authentic materials because it can overcome the problem of reading as well as problem related to teacher (method and media), student (reading comprehension ability), and process (classroom activities and classroom management).

The researcher decides to use authentic materials because authentic materials make students know and understand how the real materials use in the real situation. Besides, using authentic material can increase students' comprehension ability because authentic materials use language that is used in real situation so the students will be more encouraged in reading the materials.

D. **Formulation of the Problems**

In reference with the problems, the formulation of the problem in this study is presented in the following form of question: "How could authentic

materials be used to improve the students' reading comprehension ability of MTS N Ngemplak?"

E. **The Objective of the Research**

The objective of this research is to improve the students' reading comprehension at grade VIII of MTS N Ngemplak by using authentic materials.

F. **The Significance of the Research**

1) The research finding can be used by the English teachers at grade VIII of MTS N Ngemplak to improve the students' reading comprehension.

2) The research finding can be used as the model for other teachers as the alternative technique to improve the students' reading ability.

3) The research finding can be used as input for other researchers who are interested in the similar field and will enrich and enlarge the knowledge of teaching English, especially in improving reading ability.

CHAPTER II
LITERATURE REVIEW

As stated in the previous chapter, the aim of this research is to improve students' reading comprehension ability. Therefore, the discussion in this chapter will focus on the review of related theories underlying the study. This chapter is divided into three main parts. They are literature review, relevant studies, and conceptual framework. The literature review will highlight about the theories of reading, teaching reading, reading comprehension and authentic materials. In the relevant studies, the researcher will show some studies related to this research. In the conceptual framework, the researcher relates the theory of the study.

A. **Literature Review**

   1. **Reading**

      a) **Definition**

The definitions of reading are important to be understood before starting to discuss reading comprehension. Reading is a very complex task and numerous definitions exist. According to Nunan (1991: 72), reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. Then, Nunan (1989:72) adds that reading is a solitary activity which involves many interactions between readers and what they bring to the text. Meanwhile, Johnston, in Mikulecky (1990: 2) defines reading as a complex behavior, which involves conscious and unconscious use of various strategies, including problem-

solving strategies, to build a model of the meaning, which the writer is assumed to have intended. Reading is the most important activity in any language class, not only as a source of the information, and a pleasurable activity in any language class, but also means of consolidating and extending one's knowledge of the language (Rivers, 1981:259).

According to Harmer (2002:199), when the learners read a story or a newspaper, they deploy a range of receptive skill. Therefore, reading is one of the receptive skills. When they are reading, they receive information through their eyes. Reading is the basic skill everyone has to have if he wants to learn language. Without reading, he will not be able to learn the language. Harmer (1998:68) states there are many reasons why students have to read English texts. They are presented below:

a) Many of them want to be able to read English texts in English either for their careers.

b) Reading is part of language acquisition so that learners want to acquire it.

c) Reading is needed to be a good model of writing.

d) Reading is a model for students to learn language, vocabularies, grammar, punctuation and how to construct sentences, paragraphs and texts.

e) Reading can introduce students many interesting topics.

Brown (2004: 189) states that reading is a process of negotiation meaning. In this process, the readers bring their understanding about the meaning of texts they read. It implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

When the readers interpret the text, they also need to consider the social context in reading. As Alderson (2000: 25) suggests, reading involves a social context. He proposes that reading is socially practiced. In short, reading is not an isolated activity. It is usually conducted for various purposes in social context. Therefore, social context contributes to a reader's ideas toward the meaning of the texts they read. During this process, the readers combine their language skills and background knowledge of the real world to grasp the meaning.

In order to grasp the meaning, the readers need to comprehend them. As Brassell and Rasinski (2008:15) propose, reading refers to the ability to comprehend or make meaning from the texts. It means that when someone reads, he also needs to comprehend.

Reading is not only looking at word and spelling of a written text and not only following the letters carefully line by line of the text but also reading is to understand a written text. One should be able to extract the required information from the text as efficiently as possible (Grellet, 1983: 3). People read for many reasons. Grellet (1983: 4) says that there are two main reasons for reading: reading for pleasure and reading for information (in order to find something or in order to do something with the information you get).

From many definitions of reading above given by the experts, it can be said that reading is an activity to get information and extend someone's knowledge because in reading someone does not only read several lines of sentences but he interacts with the text and he should be able to extract the required information. From the definitions, we can conclude that there are many

advantages of reading to students. As teachers, we have to make our students interact with the texts, so they can extract the information and comprehend the texts.

b) Micro- and macro-skills of reading

Reading has micro and macro skills that someone has to acquire. In reading, someone does many skills in order to make his reading effective. Brown (2004: 187-188) writes micro- and macroskills for reading. They are presented below.

Microskills
a. Discriminate among the distinctive graphemes and orthographic patterns of English.
b. Retain chunks of language of different lengths in short-term memory.
c. Process writing at an efficient rate of speed to suit the purpose.
d. Recognize a core of words, and interpret word order patterns and their significances.
e. Recognize grammatical word classes (noun, verbs, etc), systems (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms.
f. Recognize that a particular meaning may be expressed in different grammatical forms.
g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macroskills
a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
b. Recognize the communicative functions of written texts, according to form and purpose.
c. Infer context that is not explicit by using background knowledge.
d. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
e. Distinguish between literal and implied meanings.
f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of

words from context and activating schemata for the interpretation of texts.

Those micro- and macro-skills proposed by Brown are useful and helpful for students when they are reading certain texts. If our students can implement the micro- and macro skills in reading, their reading will be effective. Therefore, based on those macroskills and microskills that have been determined, the reading techniques and the reading activities should include those reading macroskills and microskills. It aims at helping students comprehend the texts effectively and making them easier to deal with various kinds of texts.

c) Types of Reading

People read for many purposes, they must have different purposes when they read something. Because reading purposes are different, there must be some types of reading. Brown (2004: 189-190) writes some types of reading as follows:

a. Perceptive

Perceptive reading task involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

b. Selective

In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching,

true/false, multiple choice, etc. a combination of bottom-up and top-down processing may be used.

c. Interactive

Reading is process of negotiating meaning: the reader brings to the text a set of schemata for understanding it and in take is the product of that interaction. Top-down processing is typical of such tasks, although some instances of bottom-up may be necessary.

d. Extensive

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is assumed for most extensive tasks.

Because there are many types of reading, it will be good if teacher can vary reading purposes in the classroom, it can also prevent students from the boredom of reading the same thing all the time. In varying reading texts, a teacher must work harder in searching and choosing appropriate texts for students. Giving students the texts which are close to their age and hobbies are good in order to enhance their interest in reading.

2. Reading Comprehension

This subchapter discusses some relevant theories about reading comprehension. They are they are the processes of how reading comprehension occurs, the element involved in reading comprehension and the theories about reading comprehension ability.

a. Reading Comprehension Process

Reading comprehension process must be occurred in reading process. Therefore, there are many theories which underlie the notions of reading comprehension. One of them is proposed by Boardman, et.al. (2007:8). They define reading comprehension as a multi component highly complex process that involves many interactions between readers and what they bring to the text.

Then, Merisou (2007:1) proposes that reading comprehension is a complex process in which the reader constructs meaning by interacting with the text using his previous knowledge and experience and information that can be found in the text. The more background information related to the text the reader processes, the easier it is for him to understand the text. Merisou asserts that when reading the text, someone activates their previous knowledge about the topic.

"The acquisition of reading comprehension is learning to understand writing as well as one understands spoken language has empirical justification. Comprehension occurs as the reader builds a mental representation of a text message" (Margaret J. Snowling, 2005). The comprehension processes that bring about this representation occur at multiple levels across units of language: word level, (lexical processes), sentence level (syntactic processes), and text level. Across these levels, processes of word identification, parsing, referential mapping, and a variety of inference processes all contribute, interacting with the reader's conceptual knowledge, to produce a mental model of the text. (Margaret J. Snowling, 2005).

Comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. Comprehension may be regarded as relating aspects of the world around us— including what we read—to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read (Frank Smith, 2004).

Fisher, et.al (2011:258) argues that "reading is comprehending". They further say that recognizing words, reading texts fluently or defining words correctly do not guarantee readers being a good reader. The readers have to reconstruct the author's message. If the readers can read the words of a text, but get nothing about what they are reading, they are not really reading.

Sadoski (2007:67) describes that reading comprehension is the process in getting meaning of the texts. It is an active process in which readers try to interpret the meaning of the texts. Without any effort to interpret the texts' meaning, the texts will remain meaningless. The meaning of the text is not something which is instantly offered. It requires the readers to do reading comprehension process. To comprehend the texts, the readers have to do interaction and engagement with the texts (RAND, 2002: 11).

Reading comprehension is achieved when the readers understand what the writer was trying to say (Byrnes, 2008: 201). When there is a meeting in mind between the writer and the readers, comprehension is occurred. The readers meet the message conveyed by the text, converse the text with their knowledge, process

word and finally get what is intended by the writer. This kind of understanding could be achieved only by conducting reading comprehension process.

Davies (2002: 90-91) simply proposes a model of reading comprehension process. Based on his framework, reading comprehension employs some processes. Initially, the readers set up some expectations and ideas which are related to the texts they are going to read. Then, the readers identify the vocabularies, grammar and generic structure of the texts to help them understand the meaning. Besides, the readers should activate their background knowledge and link it to the topic of the texts. Based on the points that are previously built, then the readers establish guess of what will come next. The process is described as follows:

Figure 1: Model of Reading Comprehension Process
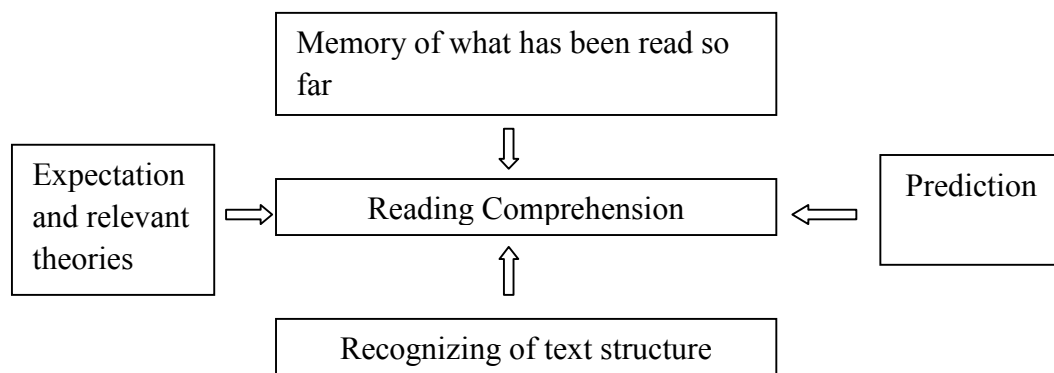
Brown (2004: 188-189) writes that a person who comprehends English language has the following capabilities:

a) He can identify the purpose in reading the text.

b) He can apply spelling rules and conventions for bottom-up decoding.

c) He can use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.

d) He can guess at meaning (of words, idioms, etc).

e) He can skim the text for the gist and for the main ideas.

f) He can scan the text for specific information (names, dates, keywords).

g) He can skip unnecessary information while skimming.

h) He is able to use silent reading technique for rapid processing.

i) He is able to use marginal notes, outlines, charts or semantic maps for understanding and retaining information.

j) He can distinguish between literal and implied meanings.

k) He can capitalize on discourse markers to process relationship.

Furthermore, Vaugh and Thompson (2004) characterize processes that must be occurred in reading comprehension. Here, the readers have to establish reading purposes and utilize their previous knowledge and experience which are connected with the text. Readers should also apply strategies which are appropriate for the text and the reading purpose. Moreover, the readers have to make sure that they can follow the flow of the texts. In reading comprehension process, the readers are also acquired to set up their own arguments and thoughts to give response toward the texts (Snow, 2004).

Regarding to the theories above, it can be concluded that reading comprehension is the core of reading since it is intended to get the meaning of the texts. Reading comprehension does not occur in vacuum, it requires active interaction between the readers and the texts. The readers have to establish their reading purposes. Then, they bring their knowledge connecting with the topic of the texts, vocabularies, grammar and the text structure. The readers should also

apply some strategies to deal with the texts. Finally, they are expected to establish their own argument to give responses toward the texts they have read and to make prediction about the texts.

b.   Elements Involved in Reading Comprehension

The main aim of reading is to understand what we read. Reading comprehension is a dynamic and an interactive process (Clare Wood and Vincent Connelly, 2009). Catherine Snow, 2002 proposes that comprehension entails three elements:

1) The readers

The first element is readers. The *reader* who is doing the comprehending to comprehend the texts, the readers must have a wide range of capacities and capabilities. These include cognitive capacities, motivation, and various types of knowledge. The capacities, abilities knowledge and experiences of the readers decide how reading acts happened (RAND, 2002: 11). The same text will be understood differently depends on the characteristics of the readers. The attributes of the readers determine how texts are comprehended. The meaning of the texts is constructed.

2) The text

The second element is the text. The features of the text have a large effect on comprehension (RAND, 2002: 14). The text difficulty and type determine the kind of activity and approach that should be conducted during the reading comprehension process. Consequently, the teacher should bring sufficient text which is not frustrating. Allington (2006) states that the preference of the texts

should be adjusted to the students' capacities, abilities, knowledge and experiences. Using texts which are too difficult for the poor readers make them hard to comprehend meaning and using the texts which are too easy for advanced learners will have no benefit for them. The preference of the text has serious implication on reading comprehension.

3) The activity

The third element is the activity, the *activity* in which comprehension is a part. Reading comprehension activity is a sort of process which is done to obtain the meaning of the text (RAND, 2000: 15). The text may provide some clues but the meaning of the text does not automatically rise up from the page. The reading comprehension activity decodes the clues of the texts so the readers can get the meaning of the texts (Nunan, 1999).

3. The Teaching of Reading

a. Teaching Reading

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. (Andrew P. Johnson, 2008: 3). Someone reads something to gain information. It is rare to find someone read something but he or she actually does not search some information. Then, when someone reads something, he or she must get something from what he or she read. Although, probably, he or she does not really read the text carefully, he or she must know what the text is about. Reading helps someone to create meaning or information.

Reading is a constantly developing skill. Like any skill, we get better at reading by practicing and conversely, if we do not practice, we will not get better and our skills may deteriorate. (Andrew P. Johnson, 2008: 4). A 5-years-old child has not able to read yet but if his parents train him to read, he must be able to read. In the first time he learnt to read, he might find some difficulties, he cannot directly able to read fast and accurately. However, when he grows older, when he reads many texts, he will be able to read accurately. An adult also has to practice read, if he rarely practices reading, he will find difficulties in comprehending the texts. Besides, if he rarely practices reading, it means he lacks of knowledge and it may make his thinking skill is low.

Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading (Andrew P. Johnson, 2008: 4). The more texts someone reads, the much knowledge he gets. Probably, when someone reads a text, there are some things that he cannot understand. Then, when he reads other texts related to the texts he had rjead before, he will gain some new information that will make him understand more about certain topic. Besides, in reading, readers do not have to agree all the writer says. The readers have right to agree or disagree toward the writer opinions.

Allow children to make choices about their reading material. Choice is important in helping readers grow. Reading is more pleasurable when we are able to make choices about what we read (Andrew P. Johnson, 2008: 12). In teaching reading, specifically to teenager learners, a teacher should be democratic in which allowing students to choose what topic they prefer. Choosing topic based on the

learner-age is quite important. It means we consider their level. *Connect reading pleasure to reading practice*. If we find something to be boring, frustrating, or meaningless (an aversive conditioner), we are less likely to do that thing again (Andrew P. Johnson, 2008: 12).

Make reading like real life. The kind of reading and writing we have children do in school should be very much like the kind that adults do in real-life situations (Andrew P. Johnson, 2008: 13). This is the reason why a teacher can use authentic materials. By using authentic materials, students will know how the things they learnt in school are used in real life. By knowing that what they learnt are important, they will more interest to study it because they know sometimes, in real life, they will use it.

There are many ways to teach reading. By reading, students will get many advantages. When students read some books, their vocabularies will be added and it will improve their comprehension ability. It will be better if they read many texts because by doing so, they will get more knowledge. In comprehending some texts, students try to construct meaning the writer wants to share. Every student has to read constantly. If they do not read, they will find difficulties in comprehending the texts. Choosing reading texts which are related to students will be good since they have more or less background knowledge about that and it will help students comprehend the texts.

b. Process of Teaching Reading

In order to get the maximal benefit from reading, the readers should understand the approaches in reading. There are three approaches in the reading process, namely the top-down, the bottom-up, and the interactive processing. Each process will be described below.

Nuttal (2000: 16) states that the top-down processing is used when the reader interprets assumptions and draws inferences. In this model, the readers bring prior knowledge and experiences to the texts and they then continue on reading as long as the texts confirm their expectation. This top-down process can be explained as follows: the reader first looks at a passage or a text. Then, he guesses or predicts what the text will be about (based on their background and experiences of the topic). After reading the title, the headings and sub-headings, the reader then continues to read the text seeking confirmation with the topic. So the readers fit the texts into knowledge and experiences they already hold. In top-down model, the readers use background knowledge, make prediction and search texts to confirm or reject the predictions that are made. Finally, it can be said that in the top-down model, the readers begin with the largest element, use background knowledge and put words down towards smallest units to build comprehension of what is being read.

In the bottom-up processing, the readers read the words and sentences and look at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text. This bottom-up process can be explained as follow: when people read, they expect

propositions from the texts. This is where the reader chunks the sentences into constituents and constructs the proposition from there. In this model, the reader reads all of the words in a phrase or a sentence before being able to understand. Therefore, it can be concluded that the bottom-up model typically consists of lower level of reading process. The reader begins with the smallest units and build up to comprehend what is being read.

The third model of how to deal with reading is called the interactive model. This model is built on the combination of the bottom-up and top-down models. Nunan (1989) states that the efficient and effective reading requires both top and bottom decoding in which this model fills the gap between two models since it emphasizes both letters and background knowledge. The process of constructing meaning from the print of the bottom-up model and the process of using background knowledge of the top-down have a place in the interactive model. The readers may use top-down reading to compensate for deficiencies in the bottom-up reading.

In conclusion, in the interactive model, the readers combine the elements of both bottom-up and top-down model models of reading to reach reading comprehension. The readers may do bottom-up when they read (decode unfamiliar vocabulary, wonder about part of speech of a particular word and so on and they may do top-down when they read (anticipate what is coming next in the texts and draw on his previous experiences).

c. Principles of Teaching Reading

There are some principles that teachers have to consider when teaching reading to students. Harmer (1998:70) proposes six principles behind the teaching of reading.

1) Reading is not a passive skill. It is an incredible active occupation.

2) Students need to be engaged with what they are reading. Students who are not engaged with the reading texts cannot get many benefits from the reading.

3) Students should be encouraged to respond to the content of a reading text. They should also be allowed to express their feelings about the topic of the text.

4) Prediction should be a major factor in reading. Teachers should provide the prediction activities to let the students predict what is going to happen as they read text.

5) The tasks should be matched with the topic. The teachers need to choose good reading tasks to help students interest in reading the text. An interesting text can be accompanied with imaginative and challenging tasks for students.

6) Teachers should integrate the reading text into interesting class sequence by using the topic for discussion and further tasks.

Referring to the principles above, the principles of teaching reading should be considered carefully by the teachers. The teachers should give more attempts in preparing an interesting and motivating lesson for teaching reading.

d. Characteristics of SMP Students

Brown (2001:92) states that the students of junior high school are students who are included the young adults or teenagers. SMP students are those who are in age 13-15. Even though they are teenagers, their level in learning English is in beginner. Paul (2003:85) informs that when the teachers are teaching reading, they should use appropriate methods so that learning reading will be wonderful adventure for students. Teachers have to pay more attention to teach learners who are in young age because they are more attractive and sensitive. Teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Harmer (2002:39) explained some characteristics of young learners as follows:

a. Young learners learn differently from older children, adolescent and adults.

b. They respond to meaning even if they do not understand individual words.

c. They often learn indirectly rather than directly – that is they take in information from all sides.

d. Their understanding comes not just from explanation, but also from what they see and hear and have a chance to touch and interact with.

e. They generally display an enthusiasm for learning and a curiosity about the world around them.

f. They have a need for individual attention and approval from the teacher.

g. They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.

h. They have a limited attention span; unless activities are extremely

engaging they can easily get bored, losing interest after ten minutes or so.

Related to the age of the students in junior high schools, the rules of teaching and learning for this stage of age require special considerations. Based on the characteristics mentioned above, a teacher must have strategies how to create meaningful learning for students. SMP students often use their receptive sense, so the teacher can ask them to observe more. Since their curiosity is quite high, the teacher can ask them to observe things or phenomenon around them. The teacher must make learning process enjoyable for students to prevent students' boredom in teaching learning process. Show them that we appreciate their work because in their age they always want to catch anyone's attention.

e. Teaching Reading in Junior High School

English is one of subjects taught in the Junior High School in Indonesia and English becomes one of the subjects in National Examination, it means that the English teacher should teach English well so the students can pass the examination. Based on the 2006 curriculum, English has Standard Competence and Basic Competence. This study only focuses on the reading skill, especially on the reading comprehension.

Based on the 2006 curriculum, the grade eight students of junior high school must learn descriptive text, recount text, and narrative text. In this study, the recount texts are used in the reading class. Table 1 below shows the Standard

Competence and Basic Competence of recount text for grade eight students of junior high school.

Table 1: Standard Competence and Basic Competence of Recount Text

Standard Competence	Basic Competence
11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.	11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

Based on the table, it can be seen that recount text is one of the texts that the students should require in the English learning. The English teacher must teach the students about recount text to the students so they can master recount text in order to pass examination in school.

According to Homby (1978: 705), recount text means something give detailed account of something: tell about something: recount someone's adventures, experiences, misfortunes, and so on. Recount text means a text which retails past events or experiences. It functions to inform and to entertain the readers.

The recount text consists of three parts. The first part is orientation. It gives readers the background information needed to understand the text. The

second part is events. It presents events chronologically. The last part is reorientation. It shows the concluding opinion regarding the events described.

4. Authentic Materials

a. Definition

Authentic materials: "sometimes called "authentic" or "contextualized", real-life materials are those that a student encounters in everyday life but that were not created for educational purposes. They include newspapers, magazines, and websites, as well as driver's manuals, utility bills, pill bottles, and clothing labels. Authentic materials are natural, practical, useful, interesting and appropriate materials that already exist in real life and those are not made to be used in language classes but those can be used for language teaching purposes. (Kilickaya, 2004).

Harmer (2001: 205) explains that authentic materials are the language where no concessions are made to a foreign speaker. It contains the authentic language and reflects real-world uses of language compared with the contrived content. It means that the authentic materials are very interesting in the teaching and learning process especially reading.

Richard (2001: 252) informs that the authentic materials are the use in the teaching of the texts, photographs, video selections and other teaching resources that are not specially developed instruction resources. It is preferred as authentic materials since it contains authentic language and reflect real-world used of the language.

Martinez (2002) mentioned that authentic materials are materials created for native speaker of the language and use in a class in its original form and design. One of the important principles of communicative language teaching is that authentic language should be used in instruction whenever possible (Omaggio-Hadley, 1993). Peacock (1997), authentic materials is the materials that have been produced to fulfill some social purpose in the language community. Morrow (1977) in Gilmore (2007): "an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sort (p.98)." Charlene Polio was referring to materials that were not created for language learning purposes. Instead, they were created with some real-life goal for, generally, native speakers. They include both spoken and written language samples. Some obvious examples include magazine ads, movie reviews, television shows, conversations between native speakers, train schedules, nutrition labels, and so on, most of which can be found on the Internet.

Sources of authentic materials: Newspapers, menus, magazines, the Internet, TV programs, movies, CDs, songs, brochures, comics, literature (novels, poems and short stories), catalogues, leaflets, tickets, postcards, bills, receipts, wrappings, recipes, business cards, labels, stamps, etc.

b. The Strengths of using Authentic Materials

According to the findings of the survey carried out by Chavez (1998), learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use. It can be concluded that learners feel better with authentic materials helping them get involved in the "real" language as long

as we, as teachers, provide them with pedagogical support. There are some advantages in using authentic materials in classroom:

a. Students are exposed to real discourse. They are provided some examples of the use of real language. Students will know the examples of how the language they are learning in the classroom is actually used in the target culture.

b. Authentic materials keep students informed about what is happening in the world. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities (Sanderson, 1999).

c. Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.), basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words) (Martinez, 2002).

d. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.

e. Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

c. How to use authentic materials

We cannot always directly choose certain materials to be taught in teaching learning process. As teachers, we have to be selective in choosing authentic materials. Not all authentic materials are appropriate for our students regarding the culture and level. Authentic materials come from western countries, which means our culture and theirs are different. In this case, we have to be selective in choosing texts which are appropriate with our culture. Then, we have to consider our students' level. Sometimes, authentic materials consist of some difficult words or are about difficult topic. We, of course, cannot give students texts which are beyond of their level. If we do so, they must find difficulties in reading those texts and they will not want to read anymore.

The texts we choose must be appropriate to our students' level. Seven grade students are teenagers, they are in beginner level. We cannot give them some texts which are too difficult to them. We have to choose some texts which they like. Authentic texts to eight grade students can a bit longer than seven grade students, but still do not consist of so many difficult words. Besides, we have to choose texts which are appropriate to our country's culture. If we find a text which is suitable for our students, but in the end of the text, there are some words that are not suitable for our students, we may adapt that with deleting some words that are not suitable in Indonesia context.

B. Relevant Studies

The first study was conducted by Sullivan. The participants were the pre-intermediate to lower intermediate learners of English studying in Kanagawa University, Japan. Sullivan (2006) states in her thesis that the use of authentic materials and the accompanying exercises seemed to arouse and maintain the students' attention. They also contextualized and gave relevance to the language. The students were exposed to and drew upon, which seemed to make the activity both comprehensible and enjoyable for them. The topics of authentic materials which are contextual and close to them also affect students' attitude. It will be easier to students to recall their background knowledge in order to comprehend the texts.

Berardo conducted his research on 2006. The subjects are the students of Engineering University. In Berardo's study (2006), the students were highly motivated and preferred working with the authentic materials since they are finding it more interesting. When students are motivated in learning, they will enjoy all the activities the teacher conducts. One of the advantages of using authentic materials is that it can make students more motivated in learning. The teacher has to make teaching-learning process meaningful when the students are motivated to learn. This chance should be used to make the students get much knowledge through the use of authentic materials.

The next study was conducted by Zohoorian. The participants of his study were students of English in University Science Malaysia. Zohoorian (2011) states in her thesis, it may be possible to simulate the real world in classrooms via

presenting authentic materials that are probable in occurring outside the safe classroom context. Authentic materials contain topics and languages that are used in real situation. If the teacher brings those materials into the classroom, it means the teacher exposes the students to know how the texts look like and how the language is used in real situation.

The last study was conducted by Gates, Degener, Jacobson and Soler in Boston. A study of ESL students (Purcell-Gates, Degener, Jacobson, and Soler, 2001) showed that, when they used authentic materials inside the classroom, they were more likely to engage in literacy activities outside the classroom. In this case, authentic materials which are brought to the classroom train students to be more aware about the texts outside the classroom. When the students usually read authentic materials in the classroom and they enjoy reading those texts, they will read those texts as well outside the classroom. In other words, authentic materials can make students more interested in reading. Besides, Al-Azri and Al-Rashdi (2014) state in their study that authentic materials as a useful means to motivate the learners and to arouse their interest and expose them to real language they will face in the real world.

C. Conceptual Framework

People have to read more in order to get much knowledge. In school, the students have to read more if they want to understand the lessons. However, the English teachers often find out that the students have difficulties in understanding the English text. Because of it, reading skill is important for the students to

acquire. By reading, they will know some new knowledge and add their existing knowledge. Concerning the necessity of improving reading skill, the parties involved in the field should make some efforts through authentic materials.

The research intends to do the action research in MTS N 1 Ngemplak. This research focuses on doing some efforts through authentic materials to improve reading skills of the students in MTS N 1 Ngemplak at grade VIII.

Reading is a solitary activity which involves many interactions between the readers and what they bring to the text. When they are reading, they receive information through their eyes. Reading is the basic skill everyone has to have if he wants to learn language. Without reading, he will not be able to learn the language.

The way how to teach reading will determine whether the students comprehend the texts or not. The teacher must be sure that the students are engaged to the texts because if the students are engaged to the texts, it will be easier for them to comprehend the texts. There are some approaches, methods and principles that can be used in teaching reading. However, in school, students are not highly motivated in reading and it makes them reluctant to read and know what the texts are about. Whereas, in the national examination, reading skill is useful, they have to comprehend the questions so they can answer it. Because reading is important, it is very crucial to make the students interested to read.

One of the ways to make the students interested in reading is by using authentic materials because the topic are interesting, and the choice of language is the language that is used in real situation. As discussed above, material is one of

the most important elements affecting the English teaching and learning process including teaching reading. The application of the appropriate materials is very important in determining the success of the teaching and learning process. In reading, the appropriate materials can influence the students' reading performance and ability.

Authentic materials are natural, practical, useful, interesting and appropriate materials that already exist in real life and those are not made to be used in language classes but those can be used for language teaching purposes (Kilickaya, 2004). Authentic materials enable the students to interact with the real language and its use. By learning using authentic materials, the students are exposed to real discourse. They will know how the texts are written in real situation. Besides, authentic materials keep the students informed about what is happening in the world. Topics in authentic sources are up to date and it is usually about the current issues. By showing the students authentic materials, the teacher trains the students to be aware about their environment and issues around them. However, the teacher has to be selective in choosing authentic materials. The culture must be considered in determining the texts that will be used. The texts that the teacher chooses must be appropriate to the students' level. The texts cannot be too easy or too difficult. The students' proficiency will determine the texts level of difficulty.

The teacher should make reading interesting for the students in order to make them comprehend the texts. After the implementation of authentic materials, the students are expected to be more interested in reading. When the students are

interested to read, they will read more texts or books. The more frequently they read, their reading skill will be improved and then their reading comprehension ability will increase.

CHAPTER III
RESEARCH METHOD

A. Type of the Research

As has been mentioned in the previous chapter, the objective of this research is to improve students' reading skill using authentic material at grade VIII MTS N Ngemplak. This research is an action research, which focuses in improving the real condition of the English teaching and learning process. Burns (1999: 10) writes that action research is the application of a fact finding to practical problem solving in a social situation with view to improve the quality of action within it, involving the collaboration of all research team members.

This study had been conducted in VIII D class of MTS N Ngemplak. The study had been conducted collaboratively with the English teacher, the researcher, and the students of VIII D class of MTS N Ngemplak.

B. Design of the Research

The subject of this study was all students of grade VIII class D of MTS N Ngemplak, Yogyakarta. There were 31 students in this class. This research study has been implemented in the form of collaborative action research. In conducting the collaborative action research, the researcher invited English teacher and the students to work collaboratively. The research had done collaboratively both in the reconnaissance steps and in the implementation. In this case, the researcher had cooperated with the English teacher of class VIII. The researcher and the

collaborator had worked together in planning, implementing and reflecting the action.

C. Setting of the Research

This research had been conducted in VIII D class of MTS N Ngemplak in the academic year of 2014/2015. The school is located in Ngemplak, Sleman, Yogyakarta. It has fifteen classrooms, five classrooms for each grade, a library, a computer, language and science laboratory, a concealing room, headmistress' office, a teachers' office, a health centre, a mosque, and basketball field, some toilets and some parking areas. The basketball field is also used to have a flag ceremony every Monday morning. The classroom for each class is big, sufficient for about forty students. There are sufficient chairs and table in every classroom.

D. Time of the Research

The study had been conducted in the second semester of the academic year of 2014/2015. Then, the action had been conducted from March to April 2015. The researcher had carried out the actions based on the school schedule, especially the English schedule of VIII D class of MTS N Ngemplak. The schedules of English Lesson in VIII D class MTS N Ngemplak were on Monday at 10.50-12.10 a.m. and Tuesday at 12.40-14.00 p.m. The research had been conducted twice a week for 6 meetings. Each meeting had lasted for 2 x 40 minutes.

E. Subjects of the Research

The subjects of the research were the students of VIII D class of MTS N Ngemplak. The researcher chose this class as the subjects of the study based on the discussion between the researcher and the English teacher. The research had

been conducted collaboratively by the researcher and the English teacher. This study involved the researcher, the English teacher, and the students of VIII D of MTS N Ngemplak.

F. Data Collection

In this study, the researcher conducted some techniques to gain the data. In this study, the researcher needed to gain qualitative and quantitative data. Because of it, the researcher used observation and interview in order to gain qualitative data and used pre test and post test in order to gain quantitative data. The techniques and instruments will be described below:

a. Observation

In conducting observations, the researcher used an observation guideline. Observation enabled the researcher to document and to reflect systematically upon classroom interactions and events, as they actually occurred rather than as the researcher thought they occurred. Observation refers to the use of procedures that ensure that the information collected provides a sound basis for answering research questions and supporting the interpretations that are reached (Burns, 1999: 81). According to Cresswell (2008: 235), an observational guide is a form designed by the researcher before data collection that is used for taking field notes during an observation. The observations were conducted before and during the actions were implemented in the reading class. The results of the classroom observation were recorded and presented in the form of field notes. The results had been used to identify the problems in the reconnaissance stage. While in the acting and observing stage, the results had been used to describe the students' and

the teacher's real behaviors and problems that occurred in the classroom during the implementation of the action.

b. Interview

The questions included in an interview guideline can serve different purposes. The purpose of some questions is to find out more about teachers' and students' behavior toward the teaching reading process. Interview guideline can also be designed to find out more about teachers' and learners' reported behavior in which researchers ask, Finally, questions can be designed to find out more about teachers' and learners' opinions and attitudes about various aspects of language learning, such as their feelings about the use of particular classroom activities or the content of classroom materials (Sandra Lee McKay, 2006:51). In the reconnaissance stage (before the action), the aim of the interview is to get the data of students' and teacher's expectations and opinions about reading comprehension in English teaching and learning process, so that the next stage of the research will be well-organized. Meanwhile, in the reflection stage (after the action) interview was aimed at gaining insight into the teacher's perception and to explore students' perceptions about the teaching reading process in the class after using authentic materials.

c. Testing

There are two kinds of tests in the research, pre-test and post-test. Pretest is test which is held before the researcher gave treatments to the students, while post-test is held after the researcher gave treatments. The students had been provided with authentic texts and they had to answer the questions. The mean

score of the posttest had been compared with the mean score of pretest. The aim was to know the improvement of students reading skills using authentic materials.

The researcher used techniques and instruments above to gain the data. The data that the researcher had to gain were field notes, interview transcripts and students' score. The data that the researcher gained will be described below:

a. Field notes

Field notes had been gained through observation in every meeting. In every meeting, the collaborator had observed the teaching and learning process based on the observation guideline. The collaborators had helped the researcher to observe all of the aspects in the teaching learning process. From the field note, the researcher could review and evaluate the teaching learning process form each meeting.

b. Interview transcript

Interviewing the collaborator and the participants of the research was necessary because from them the researcher had known how their attitude toward the implementation of the research. From the interview, the researcher had known what the teacher and students' difficulties and responses toward the teaching learning process that the researcher had conducted.

c. Scores

Students' scores had determined whether the researcher's treatment was effective or not. In the end of the implementation, the researcher had conducted post-test. The results of the post-test had shown the improvement of the students

after the implementation of the research. To summarize the description above, this is the table of techniques and instruments to collect the data of the research.

Table 2: Table of Data Collection Techniques and Research Instruments

No	Technique	Instruments	Data
1	Observation	Observation guideline	Field note
2	Interview	Interview guideline	Interview transcript
3	Testing	Pre-test and post-test	Score

G. Techniques of Data Analysis

The data collected were in the forms of qualitative and quantitative. The qualitative data were analyzed in four steps. Based on the explanation of Miles and Huberman (1994), qualitative data analysis can be done through some steps. They are data collection, data reduction, data display and conclusions (drawing and verifying). The first step was done by collecting all the data such as the interview transcripts and vignettes. The second step is data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and vignettes. The next step is data display. The data reduced had been organized and compressed. The data display of this research was in the form of texts, vignettes, and interview transcripts. Then, the last step is making conclusion (drawing and verification). The conclusion was gained based on the results of the students' reading performances, vignettes, and interview transcripts. In making conclusion, the collaborator and the researcher had worked collaboratively to obtain the valid findings.

The quantitative data had been analyzed by using a descriptive data analysis technique. The data analysis had used the means of the students' scores to

determine whether or not there was any improvement in the students' reading comprehension ability. The increase of the mean had indicated that students' reading skills were improved.

H. Validity and Reliability of the Data

To obtain the research validity, researcher applied the Anderson, et al. in Burns (1999: 161-162) criteria as follows:

a. Democratic validity

This criterion relates to the participants' opportunity to give their personal opinions, ideas and comments about the implication of the action research. The democratic validity had been fulfilled by having discussions with the collaborator. During the discussion he had given abundant chances to give ideas, comments and suggestions toward the research. In the end of every meeting, the collaborator and the researcher had a discussion to reflect the actions of that day. In the end of every cycle, a discussion had been held to evaluate the actions that had been implemented and to plan the actions in the next cycle.

b. Outcome validity

This criterion relates to the notion of actions leading to outcomes that are successful within the research context. To fulfill the outcome validity, some indicators that showed the improvement of the students reading skill had been formulated together. The indicators are as follows:

a) The students would read the English text and answer the comprehension questions,

b) The teacher would focus on the teaching of reading with the use of authentic materials,

c) The students would enjoy the classroom activities,

d) There would be interesting media in the teaching and learning process, and

e) The students would be active during the English teaching and learning process.

c. Process validity

The process validity is related to the criterion to make action research believable. The process validity was fulfilled by reflecting on the data collection and by modifying the strategies to answer the questions occurred during the process. To fulfill the process validity, the data had been examined and identified whether the participants were able to go on learning.

d. Catalytic validity

The catalytic validity relates to the responses of the stakeholders toward the changes occurring during the actions. To establish the catalytic validity, the understanding about the social realities of the context was deepened.

e. Dialogic validity

The dialogic validity is the process of peer review that is commonly used in academic research. The dialog validity had been done collaboratively with the critical partner (the English teacher). To fulfill the dialog validity,

the researcher had asked the English teacher to act as an observer during the implementation of the actions.

Burns (1999: 164) proposes four kinds of triangulation namely time triangulation, space triangulation, investigator triangulation and theoretical triangulation. However, the researcher only used time, investigator and theoretical triangulation. Time triangulation is the data that were collected over a period of time. The researcher had collected the data on March to April 2015. Investigator triangulation means that more than one observer were used in the same research setting. Theoretical triangulation is that the data will be analyzed from more than one perspective from some theoretical reviews. The researcher had reviewed the theories from some experts in many books.

I. Procedures of the Research

In conducting this study, the researcher had followed the steps that were proposed by Kemmis and McTaggart (1988) in Burns (2010: 7-8) as follows:

a. Reconnaissance

The reconnaissance step was conducted in the classroom in order to gain information and descriptions of students' reading comprehension ability in the English learning process. To explore and find out the information about the real situation of the teaching and learning process, the researcher had done reconnaissance process on February, 23rd 2015. In the reconnaissance step, some activities had been conducted: observing the teaching and learning process, conducting an interview with some students of class VIII D of MTS N Ngemplak and the English teacher. In reference to the data of observations and interviews,

the researcher and the English teacher had identified the existing problems related to the students' reading comprehension ability and had selected the feasible problems which were possible to be solved.

b. Planning

Together with the English teacher and the headmaster, the researcher had made some plans to be implemented in the action research. In this step, some techniques considered suitable had been selected to improve students' reading comprehension ability. The actions planned to be carried out includes implementing cooperative learning, implementing various interesting reading activities, giving interesting media and handout for the students, and giving reward to the students and to the group.

c. Actions and Observations

In this step, the researcher had given some treatments to students. The action had been implemented in two cycles. Each cycle had been done in three meetings. Together with the English teacher as the collaborator, the researcher had observed and had recorded the students' reactions during the activities and had done interviews with some students of VIII D class of MTS N Ngemplak after the English lesson. Through the observation, field notes, the interviews, and the tests, the researcher had known the students improvements because of the use of authentic materials.

d. Reflection

In this step, the researcher had reflected and had evaluated the effects of the action in order to make sense of what had happened and had understood the

issue the researcher have explored more clearly. The reflection had been done after the implementation of the each cycle. All involved members in the research had made the reflection. Each member had contributed to the reflection on the taken actions. The successful actions had been continued in the next teaching and learning process but the unsuccessful actions had been modified into the ones that were more suitable.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings of the implementation of the authentic materials to improve the grade eight students' reading comprehension at MTS N Ngemplak. The implementation was divided into two cycles, cycle I and cycle II. Each cycle consists of planning, action and observation, and reflection.

A. Reconnaissance

Before applying the chosen actions, the researcher had observed to find out the problems occurring in the field. To obtain the data related to the problems, the researcher did observation. The researcher observed the students' attitude and behavior, the teaching and learning process, and the teaching and learning technique used by the English teacher. In order to gain more data related to those aspects, interviews were also conducted. The English teacher and the students were separately interviewed. Moreover, the pre-test was conducted to obtain the data related to the students' reading comprehension ability.

B. Identification of the Field Problem

The identification of the problems was based on observations and the result of interviews. The initial observation was held on April 7th 2014 as the researcher observed the class with the English teacher before starting PPL program. The researcher had another observation before the implementation of the research that began on February 23rd 2015. Here is the vignette of the observation.

The observation was conducted to collect the data of the problems during the teaching and learning process.

Vignette taken on February 23rd 2015 10.50-12.10

The teacher walked to VIII D class. He told the students that the class would be held in the laboratory because he wanted to use LCD and there was no LCD in VIII D class. After telling some students to come to the laboratory soon, the teacher entered the laboratory. The students came after the teacher. The teacher prepared the media that he was going to use to teach. One by one, students came and sat in the chairs. The researcher sat in the back of the class observing the teaching and learning process.

The class was noisy since the teacher was still preparing the media. Some students were talking to their friends and some others were not sitting on their chairs. When the teacher was ready to teach, he asked the students to sit on their chairs and to keep quiet. The teacher was standing in front of the class and asked the leader of the class to lead the prayer before they studied. After praying, the teacher asked a student to erase the whiteboard.

"Sudah siap semuanya?" Asked the teacher.
"Mari kita mulai, Assalamualaikum wr.wb."
"Waalaikumsalam wr.wb."
"Who is absent today?"
"Nihil, sir."
"Sebelum kita mulai, murid-murid, ada yang pernah *ngerasani* temennya?"

The teacher started teaching by building students' knowledge. The teacher mentioned one of the students' names (Dian) and asked students to tell him how Dian looked like. The teacher invited some students to describe Dian. After describing Dian, the teacher talked about a cat and started describing about it. Then, the teacher asked, "Jenis teks apakah itu?"
The students answered, "Descriptive, sir."
"Good."

The teacher pointed one student and asked, "What do you know about descriptive text?" That student answered with low sound. The teacher guided the student in answering the question. **When the teacher gave the questions, some students sitting in the back were talking to their friends. They did not open their books.** The teacher asked the same question to six other students. There were only two students who could answer the question and the rest were kept quiet.

The teacher wrote the function of the descriptive text in the whiteboard. The teacher gave an example about "Sapi." The teacher described about "Sapi". After describing about "Sapi", the teacher explained the verb used in descriptive text. The teacher asked the students what the English name of "mempunyai, lompat dan pergi." The students answered the teacher's question. The teacher asked students how to say "Siti adalah seorang siswa" in English. The students answered, "Siti is a student." Then, the teacher explained about "To be".

After explaining about the verb used in descriptive text, the teacher turned the LCD on. He asked the students, "Terbaca tidak tulisan di LCD-nya?" the teacher checked whether the students sitting in the back could see the LCD clearly or not. Then, the teacher started explaining about generic structure of descriptive text. He showed a text. The title of the text was "My Friend, Bayu". **The text was made by the teacher.** Then, the teacher explained the identification and description. When the teacher explained the materials, the students wrote the explanation down on their book.

The teacher showed a list of adjectives that usually used in descriptive text. The teacher asked the students to mention which adjectives that used to describe someone's appearance. The teacher asked seven students, but only four students could mention those adjective used to describe someone's appearance. The teacher checked students' memory by asking "Bahasa inggrisnya gemuk itu tall ya?" "Lurus itu curly ya?" There were some students who could correct those questions.

After that, the teacher showed a text then showed the students some comprehension questions. The questions consisted of multiple choice and essay questions. The text was translated by the teacher. The title of the text was "My Favorite Teacher". The teacher and the students discussed the multiple choice questions. There were some synonym questions. The students found difficulties in answering this kind of questions. It made the students doubt to answer. To answer the last-three questions, the teacher asked the students to work in pair. **When the students did the tasks, the teacher only paid attention to the students who sat in the front row. The teacher supervised the students in the front row.**

The teacher translated the questions and options for each number. The teacher, then, explained about the use of pronoun because in the question there was a word "us" and the students found difficult to know its meaning. The teacher explained the pronoun and the students wrote that in their own book.

The time was almost up. Before closing the meeting, the teacher reviewed the materials on that day. The teacher asked the students again about function and organization of descriptive text. In the end of the meeting, the teacher asked the students to clap their hands. The teacher closed the meeting by saying, "Assalamualaikum wr.wb."

From the observation conducted by the researcher, the researcher found some problems in the class. The teacher did not pay his attention to all students. He only supervised the students who sat in the front row. When he asked the questions, some students still made noise. The texts used by the teachers were made by him. Because the teacher did not manage the class well, the students got bored in the class. Then, they became reluctant to read the texts given by the

teacher. The students rarely read the texts. They read the texts in the school when the teacher asked them to, but they did not read the English texts outside the class. The problems found in the classroom became the cause why the students' comprehension ability was low.

Some data could not be obtained only by doing the observations. Therefore, to support the data, the researcher interviewed both the teacher and the students. This activity was done to collect data about possible problems faced by the students. The interview with the teacher was done to gain the information about the teacher's perspective about teaching and learning process (*Appendix, interview teacher and researcher)*. The teacher's interview was conducted after the researcher interviewed the students. The interviews were conducted in the same day on February 26th 2015. From the interview transcript, the researcher found that the students found difficulties in defining the meaning of certain words. It made the students did not like reading English. From the beginning they did not understand the meaning of certain words. They became reluctant to read the whole of the text. They were not motivated in reading English text. The interview is displayed as follows.

…	
R	: Oh, terus suka enggak baca teks bahasa inggris?
S	**: Ya kadang-kadang. Kalau ceritanya menarik ya suka.**
R	: Susah enggak bacanya kalau menurut Firda?
S	: Ya kadang-kadang susah, kadang-kadang enggak.
R	: Kesulitannya apa?
S	**: Ya itu tadi, kata-katanya susah.**
…	
….	
R	*: Oh, so, do you like reading English text?*
S	***: Sometimes, I like it. If I like the story, I will read it.***
R	*: Do you think reading is difficult?*

> S   : *Sometimes I find difficulties.*
> R   : *What difficulties?*
> **S   : *As I had stated, I do not know the meaning of the words.***
> ….
> <div align="right">(Appendix D/Interview Students 1/ Line 12-17)</div>

Besides, the students only wanted to read the English texts if they liked the story and if it was related to their hobbies. They rarely read English text outside the classroom. In the classroom the students read the texts because their teacher asked them. They had the motivation to read if the texts were related to their hobbies. The interviews are presented below.

> …
> R   : Farkhan sering enggak baca teks Bahasa Inggris?
> S   : Kadang.
> R   : Kalau di sekolah?
> S   : Baca.
> R   : Kalau di luar sekolah?
> **S   : Sedikit-sedikit.**
> R   : Sudah bagus itu. Biasanya baca apa?
> S   : Komik.
> …
> ….
> R   : *Farkhan, do you usually read English text?*
> S   : *Sometimes, Miss.*
> R   : *Do you read English text in the classroom?*
> S   : *Yes, Miss.*
> R   : *How about outside the classroom?*
> **S   : *Just a little bit.***
> R   : *It's good enough. What text you usually read?*
> S   : *Comic, Miss.*
> ….
> <div align="right">(Appendix D/Interview Students 3/ Line 17-24)</div>

> …
> R   : Berarti suka enggak baca teks dalam Bahasa Inggris?
> S   : Kadang-kadang.
> **R   : Kalau di luar sekolah, baca teks Bahasa Inggris enggak?**
> **S   : Enggak pernah, Miss.**
> R   : Oke, gitu aja ya Bondan. Makasih ya.
> ...

> *R   : So, do you like reading English text?*
> *S   : Sometimes, Miss.*
> ***R   : Do you read English text outside the classroom?***
> ***S   : Never, Miss.***
> *R   : Oke. Thank you, Bondan.*
>
> (Appendix D/Interview Students 6/ Line 21-25)

The teacher also admitted that the students had low motivation in reading because the students thought that reading was difficult to learn. He also said that he found difficulties in teaching English to the students. English was not the students' language so the teacher needed extra tricks to make students enjoy learning English. The teacher said that the students' mastery of vocabulary was low, so it made them found difficulty in comprehending the text. The interview between the researcher and the teacher is displayed as follows.

> …
> R   : Iya ya pak, namanya anak-anak pasti beda-beda. Baik pak, ada tidak pak kendala yang bapak temui saat mengajar Bahasa Inggris? Apa saja ya pak?
> ET   : Kendala pasti ada mbak. Yang jadi kendala itu adalah Bahasa Inggris itu kan bukan bahasa asli kita. Jadi butuh usaha ekstra untuk membuat anak anak mau dan bisa belajar Bahasa Inggris. Belum lagi anak-anak kadang langsung males kalau ketemu kata-kata sulit. **Begitu melihat kata yang sulit, langsung berhenti belajar.** Tapi ya kita maklum aja ya mbak soalnya memang belajar itu butuh proses apalagi ini bahasa yang asing buat mereka.
> …
> R   : Ini pertanyaan terakhir pak. Bagaimana ya pak dengan kemampuan reading kelas VIII? Kendalanya apa saja ya pak?
> ET   : Ya tadi mbak. Ada anak yang pinter dan mau belajar tapi ya ada juga anak yang males. Jadi macem-macem mbak kemampuan siswa itu. **Kalau kendala palingan vocab, selain vocab ya grammar. Mereka susah menghafal. Tapi yang paling sering kendalanya vocab itu mbak.**
> ….
> *R   : It is true, sir. The students had difference ability. Well sir, are there any constraints that you find in teaching English? What are they?*
> *ET   : There must be any constraint. The constraint was English is not our language. So, we need extra efforts to make students interested in*

> *learning English. Sometimes, the students became reluctant when they found difficult words. **Once they found difficult words, they stopped reading.** However, we cannot blame them because learning needs process because English is new language for the students.*
>
> *...*
> *R   : This is the last question, sir. What do you think of the grade VIII students' reading ability? Is there any constraint?*
> *ET   : As I had stated, there are some smart students in the class but there are some students who are weak in English. So, the students' ability was varied. **The constraints were vocabulary and grammar. They found it hard to memorize the tense. However, the biggest constraint was vocabulary.***
> *....*
>
> (Appendix D/Interview Teacher 1/ Line 22-31 and 51-56)

The researcher did not only conduct the class observation and interviews with some students and the teacher, but the researcher also conducted pre-test in order to measure the students' ability in comprehending English texts. Pre-test was conducted on March 30th 2015. In pre-test, the students had to answer several comprehension questions.

After collecting the data from observation and interview, the researcher listed the problems. All the problems are presented in the table below:

Table 3: The Problems from the Fields

No	Problems
1	The materials that are used in the class were made by the teacher.
2	The teacher only gave his attention to few students who sat in the front row.
3	The teacher rarely supervised students when the students did the tasks.
4	The students made noise in the learning process.
5	The students had low motivation in reading books.
6	The students rarely read English texts and books.
7	The students could not answer the teacher's questions accurately.

After seeing all the problems listed above, the researcher determined the basic problems that need to be improved in the classroom. The problems in the

teaching and learning process would affect the students' result in reading. Therefore, the reviews needed to examine the basic problems on the teaching and learning process in reading.

The aim of this research was to improve the students' reading comprehension ability. The researcher and the collaborator analyzed the problems found. They decided to solve several problems related to the students' comprehension. The problems are presented as follows:

Table 4: List of Problems to Solve

No	Problems
1	The materials that are used in the class were made by the teacher.
2	The teacher only gave his attention to few students who sat in the front row.
3	The teacher rarely supervised students when the students did the tasks.
4	The students were not able to comprehend the texts.

C. Determining the Actions

Based on the table 3, the researcher proposed some actions which were believed to be able to overcome the problems occurring in the field. This is the summary of the problems and the planned actions that were expected to be able to improve the students' comprehension.

Table 5: Problems and Actions

No	Problems	Actions	Expectations
1	The materials that are used in the class were made by the teacher.	The materials were taken from the magazine.	The students would be interested about the texts.
2	The teacher only gave his attention to few students who sat in the front row.	The researcher managed the class better and paid attention to all students in the class. The researcher asked the questions to the students	The students would be more active and be braver to interact with the teacher.

		who sat in the front, middle and back row.	
3	The teacher rarely supervised students when the students did the tasks.	The researcher supervised the students and guided them to do the tasks.	The students could do the tasks well.
4	The students were not able to comprehend the texts.	The researcher gave the students authentic texts to facilitate them to comprehend the texts.	The students could comprehend the texts.

D. The Research Process

1. The Report of Cycle I

a. Planning

In this phase, the researcher and the collaborator planned a set of actions which would be implemented in the teaching and learning process. Authentic materials were used since the first meeting. The text used was a recount text because in the curriculum recount text was taught in the second semester of grade eight students. In this semester, the teacher had not taught recount text. So, the researcher used recount text in this research.

Based on the problems identification before, the researcher and the collaborator decided to solve some problems. The actions used to solve those problems were by using authentic materials, managing the class, and giving more support. The researcher had solved these problems in the classroom during the research. The explanation will be described as follows.

a) Authentic materials

The researcher used the authentic materials since in the first meeting of this research. All of the texts used in the first and the second cycle were authentic texts. It functioned to give exposure to the students. The students wanted the students to be familiar with authentic texts. The researcher introduced the authentic texts from the beginning of the research because the researcher did not want the students get shocked. Besides, the researcher wanted to accustom the students to read authentic texts. The authentic text was used in the first meeting of each cycle as the model text. All the texts that were used in the first and the second cycle were the authentic texts. Those texts were used to develop the tasks that the students had to do. The students had to finish all the tasks during this research based on the authentic texts provided by the researcher.

b) Classroom Management

The researcher managed the class since in the first meeting. The researcher showed her care for all students in the classroom. Before the students did the tasks, the researcher checked the students' understanding about the instruction of the tasks. The researcher shared her attention to all students in the classroom. The researcher checked the students', who sat both in the back and in front row, understanding about the texts or the materials. The researcher approached each student when they did the tasks. In some activities, the researcher divided the class into several groups. In JCOT phase, the students had to work in groups.

c) Giving more support

Giving more support was the last solution that the researcher had done in the teaching and learning process during the research. Every time the researcher gave the texts, the researcher checked the students' understanding about the texts. The researcher made sure that the students understood what they read. When the researcher asked the students to do the tasks, the researcher supervised the students one by one by approaching them. The researcher also guided the students to be able to do the tasks given by the researcher.

Due to the long steps of the use of authentic materials, the researcher and the collaborator decided that the implementation of this research was divided into three meetings for each cycle. Cycle I consisted of three meetings. The first meeting was on March 31st 2015, the second meeting was on April 13th 2015 and the third meeting for cycle I was on March 14th 2015. The Cycle II of this research also consisted of three meetings. The first meeting was on April 20th 2015, the second meeting was on April 21st 2015 and the last meeting was on April 27th 2015.

Recount text was used in this research. The materials that the researcher taught were those which were related to the recount text. The researcher explained the students about the organization, generic structure and language features of recount text. The researcher used genre-based approach in teaching and learning process which consisted of some phases. They are BKOF (Building Knowledge of

Field), MOT (Modeling of Text), JCOT (Joint Construction of Text), and ICOT (Individual Construction of Text). The researcher provided some tasks for the students during the first cycle. The texts used by the researcher were taken from the magazine. The researcher also prepared some pictures to be used in BKOF phase. The researcher used interactive process in teaching reading. The researcher combined both bottom-up and top-down process because when the students read the text, they decoded the unfamiliar words (bottom-up) and they anticipated what came next (top-down).

b. Actions and Observations

In implementing the actions, the researcher worked with the English teacher. When the researcher took a role as the teacher, the English teacher stayed at the back of the class. His role was as the collaborator. The English teacher observed the learning process and completed the observation sheet. The English teacher observed the teaching and learning process conducted by the researcher and observed the students' attitude toward the actions.

The actions that would be done in this research included the use of authentic materials, classroom management, and giving more support. The authentic materials would be used since the first meeting. It functioned to give exposure to the students. The researcher would give the students guidance and feedback every time the students did the tasks. The researcher would manage the class well so the all students would get engaged and involved in the teaching and learning process in the classroom.

Cycle I was done in three meetings. The implementation of each action could be seen from the process of teaching reading in each meeting. The collaborator as the observer observed the process of teaching and learning in the class and the researcher as the teacher taught students using the planned actions. The actions were planned by both the researcher and the collaborator.

In the first meeting, the learning process focused on the first part of recount text. The teacher activated the students' background knowledge, gave the students model text, described about the organization and generic structure of a recount text, and explained the use of simple past tense in the recount text. Besides, the teacher asked the students to do some tasks. In the second meeting, the teacher continued the lesson by giving more explanation about the time connectors and conjunctions which were commonly used in the recount texts. The students were working in group. In the last meeting of cycle I, the teacher let the students work independently to answer comprehension questions.

Meeting 1

The first meeting was on March 31st 2015. The researcher, as the teacher, started the lesson by giving introduction about the use of the authentic materials to the students. Before starting the lesson, the teacher prepared some pictures. The teacher greeted the students in the beginning of the lesson. Before giving explanation, the teacher activated the students' background knowledge by using the pictures of mountain, beach and zoo. The teacher asked students' own experience related to the mountain, beach and zoo. The pictures were used in the

BKOF stage. The pictures used by the teacher were the pictures of mountain,

beach and zoo. The activity is displayed below.

> …
>
> Sambil memperlihatkan gambar-gambar tersebut, P bertanya apakah Ss pernah bepergian ke tempat-tempat tersebut. Kemudian P memancing Ss untuk menceritakan pengalaman mereka ketika mereka bepergian ke tempat-tempat tersebut. P hanya memilih beberapa siswa untuk menceritakan pengalaman pribadi mereka masing-masing. **P memilih 2 orang siswa laki-laki yaitu Aldi dan Afif dan satu orang siswa perempuan yaitu Dian. Mereka secara bergantian menceritakan pengalaman pribadi mereka ketika bepergian ke tempat-tempat tersebut.**
>
> ….
>
> *When the researcher showed the pictures to the students, the researcher asked them whether they had visited those places or not. Then, the researcher asked the students some questions that could make the students share their experiences. The researcher chose some students to share their own experiences.* ***The teacher chose two male students; they are Aldi and Afif, and the teacher chose one female student, Dian. They shared their experiences when they visited those places.***
>
> ....
>
> (Appendix C/FN 4/ Line 16-23)

The teacher stimulated the students' knowledge to relate it to the materials

on that day which was recount text. The activity that the students did in this phase

was that the students told their experiences when they went to those places. They

shared their stories using past verbs. The teacher told the students that telling the

past events was the function of recount text. After building the students'

knowledge, the teacher told the students about the objective of the learning on that

day. The students would learn about recount text.

The teacher moved to the MOT stage. The teacher distributed the model

text and asked the students to read that text. The teacher gave some minutes for

students to read the text. The text was authentic text because it was taken from the

magazine. The students kept silent when they read the text, but they started

making noise when they finished reading.

> …
>
> P meminta siswa untuk membaca teks pertama yang berjudul "A Helping Hand to Lighten the Load". P memberikan waktu 5 menit kepada Ss untuk membaca teks tersebut. Semua siswa berkonsentrasi membaca teks tersebut. **Beberapa waktu berlalu, Ss mulai mengobrol dan membuat gaduh.**
>
> ….
>
> *The researcher asked the students to read the model text which entitled "A Helping Hand to Lighten the Load". The researcher gave the students five minutes to read the text. **Some minutes left, the students started talking to their friends and made noise.***
>
> ....
>
> (Appendix C/FN 4/ Line 26-29)

The students read the authentic text as the model text. From the field note

above, some students still made noise when they read the text. It meant the

students were not interested in reading. After the students read that text, the

teacher asked the students some questions related to the text. The teacher wanted

to check the students' understanding about the text. Then, the teacher and the

students discussed the content of the text together.

In this meeting, the teacher gave explanation about recount text. The

students needed to know the concepts of recount text before they did the tasks.

The teacher gave the explanation about the function, the organization and the

generic structure of recount text. The teacher also explained the use of simple past

tense since recount text is used to tell the events that happened in the past. The

students paid attention when the teacher explained about recount text. They wrote

the teacher's explanation on their own notebooks.

> …

P melanjutkan pelajaran dengan menerangkan fungsi dan struktur teks *recount*. Memakai teks yang sama, P menjelaskan organisasi teks *recount*. P menjelaskan kegunaan teks *recount*. **Ss mencatat hal-hal yang penting yang diterangkan oleh P.**

Kemudian, P mulai menerangkan tentang kata kerja yang digunakan dalam teks *recount*. **Ss mencatat hal-hal yang dianggap penting di buku catatan masing-masing.**

….

The researcher continued the lesson by explaining about the function and generic structure of recount text. Using the same text, the researcher explained the organization of recount text. The researcher explained about the function of recount text. **The students wrote the researcher's explanation on their own notebooks.**

Then, the researcher started explaining about the verbs use in recount text. **The students noted down the explanation on their books.**

….

(Appendix C/FN 4/ Line 35-41)

After giving explanation about the concepts related to the recount text, the teacher asked the students to do the task. The tasks that students had to do were related to the vocabulary. In the first task, the students had to search past verbs contained in the text. The students were provided the table and they had to write the past verbs in the table.

…

Tugas pertama yang Ss harus kerjakan adalah mencari kata kerja – kata kerja bentuk kedua yang terdapat di dalam teks. Ss mengerjakan tugas yang diberikan oleh P. Selama Ss mengerjakan tugas, **P mengitari kelas dan membantu apabila ada Ss yang menemui kesulitan. Ss mampu menemukan kata kerja – kata kerja bentuk kedua yang terdapat dengan teks.** Ketika terdapat kesalahan, P langsung mengkoreksi.

Setelah semua siswa berhasil menemukan kata kerja – kata kerja tersebut, P meminta Ss untuk menebak arti dari setiap kata kerja tersebut di tabel yang telah disiapkan. P memberikan waktu beberapa menit kepada Ss untuk mengerjakan tugas tersebut, namun P menambahkan waktu apabila sampai waktu habis, Ss belum selesai mengerjakan tugas tersebut. **Ss menemui kesulitan dalam menebak arti dari kata-kata tersebut. P memberikan petunjuk-petunjuk agar Ss mampu menebak arti kata-kata tersebut.** Ss pun berhasil menyelesaikan tugas tersebut. **P dan Ss bersama-sama membahas arti dari kata kerja – kata kerja tersebut.**

….

> *The first task that the students should do was looking for past verbs containing in the text. The students did the task given by the researcher. During doing the task, **the researcher monitored students and helped them when they found difficulties. The students succeeded in finding the past verbs.** When the students made mistakes, the researcher guided them to correct it.*
> *After finding the past verbs, the researcher asked the students to guess their meanings and put it in the provided table. The researcher gave some minutes for students to do the task. **The students found difficulties in guessing the meaning of those words. The researcher gave some clues so the students could guess those words' meaning.** The students finished the tasks. The researcher and the students discussed the meaning of those words together.*
> *....*
>
> (Appendix C/FN 4/ Line 43-57)

The teacher supervised the students by coming to the students chairs to supervise and guide the students in doing the task. The students succeeded in finding some past verbs. The students were not allowed to use dictionary. The teacher wanted to train the students to guess the meaning in context. The students had to read again the text to guess the meaning of the past verbs they had written. However, some students found it difficult to guess the meaning of some words. The students raised their hands when they needed the teacher's guidance. The teacher gave the students guidance in order to guide them guess the meaning. Then, the teacher and the students discussed the meaning of those words together.

The last task the students needed to do in the first meeting was the true-false task. The students were provided a list of verbs pair. The verbs were in the form of past and present. The students had to decide whether the pair was the correct pair or not. If it was not the correct pair, the students had to correct it. The activity is described below.

> …
> Ss diminta untuk menentukan apakah pasangan *present dan past form* dari suatu kata adalah pasangan yang tepat atau tidak. Ss menuliskan *true* atau *false* di

> tabel yang telah disiapkan. Walau begitu, P mengingatkan kepada Ss agar juga mengetahui bentuk *past-form* yang tepat untuk kata-kata kerja tersebut. 10 menit sebelum 2 jam pelajaran berlalu tapi **beberapa siswa masih belum selesai menyelesaikan tugas. Ss mengerjakan tugas ini dalam waktu yang cukup lama. Ss terlihat bingung menentukan pasangan kata-kata kerja tersebut.**
> ….
> *The students were asked to decide whether the pairs of present and past verbs were the correct pair or not. The students wrote true or false in the provided table. The researcher reminded the students to write the correct verbs as well. **10 minutes left, the students had not finished their work yet. The students seemed getting confused since they needed long time to finish the task.***
> ....
>   (Appendix C/FN 4/ Line 60-66)

In doing this task, the students were allowed to use the dictionary. The students found difficulty. It could be said so because the students needed long time to finish the task. The students got confused in determining the pair of present and past verbs. After the students finished the task, the teacher and the students check the correct answer together.

At the end of the meeting, the teacher guided the students to review the materials they had learned on this meeting. Then, the teacher gave little explanation about what the students do in the next meeting. The teacher closed the meeting by greeting the students.

Meeting 2

The second meeting was held on April 13th 2015. In the beginning of the meeting, the teacher greeted the students and checked the students' attendance. The teacher began the lesson by reviewing the activities and materials in the previous lesson. The students opened their books and reviewed what they learned on the previous lesson. The teacher told the students that they would learn about

the recount text again. The teacher told the students the activities the students had to do on this meeting.

After reviewing the last materials, the teacher divided the class into several groups. Each group consists of three or four students. The teacher asked the students to look at Text 2 in their work sheet. Text 2 was used to do Task 6 and 7. The teacher asked the students to read the text first. The text was authentic text which was taken from the magazine.

> …
> tugas kali ini diberikan kepada Ss dan Ss diminta untuk bekerja secara berkelompok. Untuk mempercepat jalannya pembagian kelompok, **P memutuskan agar Ss bekerja bersama teman yang duduk di depan atau di sampingnya. Satu kelompok terdiri dari 3-4 Ss.** Setelah semua siswa mendapat kelompoknya masing-masing, P menginstruksikan kepada Ss untuk mengerjakan *Task 6.* P memberikan waktu beberapa menit kepada Ss untuk menyelesaikan tugas tersebut.
> **Selama Ss mengerjakan tugas tersebut, P mengelilingi kelas untuk membantu Ss yang mengalami kesulitan.**
> ....
> *In this task, the students were asked to do it in groups.* ***To minimize the use of time, the researcher decided to divide the class into several groups which contained 3-4 students. Those students who sat near each other would work in group.*** *After dividing the class into some groups, the researcher asked the students to do Task 6. The researcher gave some minutes for students to do the task.*
> ***During doing the task, the researcher supervised the students and helped them when they found difficulty.***
> ....
> (Appendix C/FN 5/ Line 17-25)

After the students read the text, the teacher asked the students to change the present verb in the brackets into the past form. The students might use the dictionary to finish this task. The teacher managed the class by dividing the class into several groups. The teacher supervised and monitored the students while they did the task.

> …
>
>   Beberapa menit berlalu, semua siswa telah selesai mengerjakan tugasnya. Setelah mereka selesai mengerjakan tugas, P dan Ss bersama-sama mencocokkan jawaban. Setelah membahas soal, P menemukan bahwa Ss masih sangat kesulitan mencari kata-kata kerja bentuk kedua di dalam kamus. **Ss mencari kata kerja lampau di kamus tanpa mengilangkan "ed", oleh karena itu, mereka sering tidak menemukan kata yang mereka cari.** Karena itu, P memberitahu Ss bagaimana caranya mencari kata kerja bentuk kedua di dalam kamus.
>
> ….
>
>   *After a while, all students had finished doing their task. The researcher and the students checked the correct answers together. After discussing the task, the researcher found that the students had difficulties in finding the past verbs in the dictionary.* ***They looked for the past verbs without omitting "ed", so they could not find the words they looked for.*** *Based on this fact, the researcher taught them how to search the past verbs in the dictionary.*
>
> ….
>
>   (Appendix C/FN 5/ Line 32-40)

The students found difficulty in finding the meaning of past verbs. They did not omit "ed" when they searched past verbs in the dictionary. To overcome this problem, the teacher told the students how to find the past verbs in the dictionary.

After changing the verbs, the students had to do true-false task again. In this task, the students trained their comprehension about the text. The students had to read the text so they could decide whether the statement was true or false. The students were allowed to use the dictionary in order to facilitate them to understand the text. The teacher supervised and guided the students in doing this task. The teacher and the students checked and discussed the answer together.

Before moving to the next task, the teacher gave the explanation about the time connectors and conjunctions. Time connectors and conjunctions are commonly used in recount text so the teacher explained it to the students. The teacher wrote the list of the time connectors and conjunctions in front of the class,

the students wrote that list on their own note book. The teacher told the students

the meaning of each time connectors and conjunction. The students paid attention

to the teacher' explanation. They wrote it on their books. If they could remember

it, they could use those words in the future. The situation is described below.

…
     Setelah mengerjakan tugas, P kembali memberikan materi. Kali ini, materi yang diberikan adalah *time connectors* dan *conjunction*. Kedua hal ini diajarkan karena di dalam *recount text,* terdapat *time connectors* dan *conjunction*. Ss memperhatikan penjelasan P karena *time connectors* dan *conjunction* sering digunakan dalam *recount text*. **Ss mencatat hal-hal yang penting di dalam buku catatan mereka masing-masing.**
….
    After doing the task, the researcher explained the materials to the students. The materials were about time connectors and conjunction. These two things were taught because those are commonly used in recount text. ***The students paid attention to it and wrote it on their books.***

(Appendix C/FN 5/ Line 45-50)

The students were provided a text. The text was authentic text which was

taken from the magazine. The paragraphs of the text were not in the correct order.

Firstly, the students had to read the text. After that, the students should rearrange

the paragraphs into the correct order. The students were working in group when

they did this task. The students could discuss with their friends to finish this task.

After arranging the paragraphs into a good text, the students were expected

to present their work in front of the class. However, the time was almost up so it

would be impossible to invite all groups to come to in front of the class presenting

their work. The teacher solved this problem by approaching each group and

checking the students' work. The students checked whether the students could

comprehend the text and could arrange the jumbled paragraphs or not. The teacher

approached each group. Some groups could understand and arrange the jumbled

paragraphs well. In other hand, some other groups were still confused. They could not understand and arrange the jumbled paragraphs well. The teacher guided the students in doing this task. The situation is displayed as follows.

…
    P hanya berkeliling dan mengecek semua kelompok. **Beberapa kelompok kebingungan dengan arti kata-kata tertentu** sehingga membuat mereka tidak dapat menyusun paragraph-paragraf tersebut menjadi teks yang benar.
….
    *The researcher monitored and checked all groups' work. **Some groups got confused in defining some words** so they could not arrange the jumbled paragraphs into the correct order.*
....

(Appendix C/FN 5/ Line 55-57)

At the end of the meeting, the teacher guided the students to summarize and review the materials they had learned on that meeting. The students mentioned the things they had learned on that meeting. The teacher told the students what the student would do in the next meeting. The teacher closed the meeting by greeting the students.

Meeting 3

In the last meeting of cycle I which was held on April 14th 2015, the teacher continued the tasks as a follow up from the second meeting. As in the second meeting, the students still worked in group. After the students did the tasks, the students had to answer some comprehensive questions. In the beginning of the meeting, the teacher greeted the students and checked the students' attendance.

After checking the students' attendance, the teacher distributed the students' work sheets. The teacher guided the students to preview what they learned in the previous meeting. Before asking the student to do the next tasks, the teacher repeated the explanation about time connectors and conjunctions because some students forgot about it. The teacher needed to repeat it because there was a task related to time connectors and conjunctions on that meeting.

The teacher asked the students to look at Text 4. The students were provided with a text. The text was authentic text. The text consisted of some blanks. The students had to fill the blanks with the correct time connectors and conjunctions provided in the box. The first thing the students had to do was reading the text. By reading the text, the students could understand the content of the text. In this task, the students had to understand the text well so they could choose the correct time connectors and conjunctions to fill the blanks. The students worked in group so they could discuss the answers with their friends. The teacher allowed the students to use the dictionary.

…

Setelah memberikan penjelasan, P meminta siswa untuk mengisi titik-titik di dalam teks dengan kata yang tepat yang telah tersedia di dalam kotak. P memberikan waktu beberapa menit kepada Ss untuk menyelesaikan tugas tersebut. **Selama Ss mengerjakan tugas tersebut, P mengelilingi kelas. P mengecek apakah semua siswa mengerjakan tugas tersebut atau tidak.**

Setelah Ss selesai mengerjakan tugas tersebut, P dan Ss bersama-sama mengecek jawaban. **P bertanya kepada Ss apa isi cerita tentang teks tersebut. Ss menjawab pertanyaan P.**

….

*After giving the explanation, the researcher asked the students to fill the blanks in the text with appropriate time connectors and conjunctions. The researcher gave some minutes for the students to do this task. **During the students did the task, the researcher supervised the students' to check whether they could do the task or not.***

> *After the students finished their work, the researcher and the students checked the correct answer together. **The researcher asked the students what the story was about.** The students answered the researcher's questions.*
> *....*
>
> (Appendix C/FN 6/ Line 16-23)

During the students did the task, the teacher monitored the students. It was done by the teacher every time the students did the task. When the students had finished the task, the teacher and the students discussed the correct answers. Besides, the teacher asked the students about the text. The teacher asked the students the story of the text. The teacher wanted to check the students' understanding about the text.

Still working in group, the students were shown a text. This task warmed the students up before they faced some comprehensive questions. The students had to read the text individually. In group, the students had to discuss the story of the text. The students' answer might vary one another. The students were allowed to use the dictionary. The students might ask to the researcher if they could not find the meaning of certain words. Sometimes, the dictionary that the students used did not contain certain words. If the students could not find it anywhere, the teacher would tell the students the meaning of certain words. The activity is displayed below.

> …
> Untuk lebih mengasah kemampuan pemahaman Ss, P meminta Ss membuka Text 5. Di tugas ini, masing-masing siswa membaca teks dan diminta mendiskusikan di dalam kelompok yang telah terbentuk. P memberikan waktu 10 menit kepada Ss untuk membaca. **Kemudian, P memeriksa pemahaman mereka dengan mendatangi meja mereka satu persatu.**
> P memeriksa pemahaman Ss dengan meminta tiap kelompok menyampaikan kembali dan memberitahu P tentang isi teks tersebut. **P memberikan koreksi apabila ada Ss yang melakukan kesalahan atau salah**

> **mengartikan kata. Sebagian besar Ss mampu memahami isi teks dengan baik.**
> ….
> *To sharpen the students' comprehension, the researcher asked them to look at Text 5. In this task, each student was asked to read the text, then he or she should discuss it in group. The researcher gave them 10 minutes to read the text.* ***Then, the researcher checked their understanding by approaching them one by one.***
> *The researcher checked the students' understanding and asked each group to tell what the story was about.* ***The researcher gave the correction if the students made mistake or misunderstood of something. Most of students could comprehend the text well.***
> ….
>
> (Appendix C/FN 6/ Line 23-32)

During the discussion, the teacher came to each group checking the students' understanding. The teacher asked the students to tell about the information of the text to the researcher. The teacher listened to the students' explanation about the text. The teacher listened to the students until they finished telling the information. After the students finished telling the information, the teacher gave comments to the students' explanation. If there was the wrong information, the teacher revised it after the students told the information. If there was a student who found difficult to tell the information in English, the teacher allowed them to speak bilingually because what the important was whether the students could comprehend the text and could get the information from the text or not.

The last task that the students had to do in this meeting was to answer some comprehensive questions. The students should work individually in doing this task. This task measured the students' comprehension. The students were allowed to use the dictionary. The students could finish the task until the time was

up. The students might ask the teacher if they found difficulties. The teacher will facilitate the students by giving clues. The teacher did not want to tell the answer to the students directly.

When the time was over, the researcher asked the students to collect their work sheets. The teacher told the students that they would learn about recount text in the next meetings. The teacher closed the meeting by greeting the students and giving permission to the students to go home.

c. Reflection

From the observation of cycle I, the researcher and the collaborator found out whether the actions were successful or not. The discussions were done based on the classroom observations in the teaching and learning process conducted by the researcher and the collaborator. The comments from the collaborator about the teaching and learning process were taken into account to be the reflection for the researcher. The researcher's observation during the actions also became the reflection of the actions. The reflections were related to the actions in this research. They were using authentic materials, managing the class, and giving more support.

a) Authentic materials

The researcher found that the students started getting their motivation in reading because of the use of authentic materials. The students started to be interested in reading. The fact that the students were interested in reading can be seen from the interview transcript below.

> …
> R   : Gimana menurut kamu tentang pelajaran selama sama Miss Reza?
> S   : Suka, Miss.
> **R   : Sukanya pas apa?**
> **S   : Banyak teks baru yang aku belum pernah baca sebelumnya.**
> **R   : Berarti kamu suka teks-teksnya?**
> **S   : Iya suka, Miss.**
> ….
> *R   : What do you think about English lesson with me?*
> *S   : I like it, Miss.*
> ***R   : Why do you like it?***
> ***S   : There are some new texts that I had read before.***
> ***R   : So, you like the texts, don't you?***
> ***S   : I like it, Miss.***

It could be shown from the interview above that the students were interested in reading new texts. Based on the researcher's observation, the researcher found that the students concentrated when they were reading texts and they started to use the dictionary every time they found difficult words which meant they were curious about the meaning of certain words. Because they were interested in reading, they tried to comprehend the text.

    b) Classroom management

There were many tasks in the first cycle of this research. They were guessing meaning, matching, true-false, changing the verbs, arranging the paragraphs, and answering some comprehensive questions. Some of those tasks were new for the students, so some of them found difficulties in doing those tasks. However, the students enjoyed the tasks. The interview between the student and the researcher is shown below.

> …
> R   : Terus, tugas-tugas yang Miss kasih susah enggak menurut kamu?
> S   : Susah dikit Miss. Itu lho Miss yang disuruh menjawab soal.
> **R   : Nah, kalau menebak arti kata, susah juga?**

S   **: Susah, Miss tapi asyik soalnya belum pernah disuruh nebak-nebak.**
….
R   *: Well, do you think the tasks I gave to you ware difficult?*
S   *: It was little bit difficult, Miss. It was difficult to answer questions.*
R   ***: How about guessing meaning?***
S   ***: It was quite difficult, Miss but I was excited because I never guessed the meaning.***
….

                        (Appendix D/Interview Student 9/ Line 11-14)

…
R   : Menurut kamu pelajaran sama Miss Reza gimana?
S   : Suka Miss.
R   : Sukanya dimana?
S   : Itu Miss. Aku suka tugas yang nebak-nebak arti itu.
R   **: Menurutmu itu enggak susah ya?**
S   **: Susah Miss tapi seru. Jadi bisa tebak-tebakan sama temen.**
….
R   *: What do you think about English lesson with me?*
S   *: I like it, Miss.*
R   *: Why do you like it?*
S   *: I like guessing meaning, Miss.*
R   ***: It is not difficult, isn't?***
S   ***: It was little bit difficult, Miss but I like it because I can play guessing with my friends.***
...

                        (Appendix D/Interview Student 10/ Line 3-6)

From those interviews, the researcher found that guessing meaning was quite difficult for the students because it was a new method for them. However, some students enjoyed guessing meaning.

In the second meeting, the students were asked to work in group applying the use of simple past tense. The students could change the base verbs into the past form. However, the students were still confused in changing the irregular verbs. The researcher allowed them to search it in the dictionary.

…

> Beberapa menit berlalu, semua siswa telah selesai mengerjakan tugasnya. Setelah mereka selesai mengerjakan tugas, P dan Ss bersama-sama mencocokkan jawaban. Setelah membahas soal, P menemukan bahwa Ss masih sangat kesulitan mencari kata-kata kerja bentuk kedua di dalam kamus. **Ss mencari kata kerja lampau di kamus tanpa mengilangkan "ed", oleh karena itu, mereka sering tidak menemukan kata yang mereka cari.** Karena itu, P memberitahu Ss bagaimana caranya mencari kata kerja bentuk kedua di dalam kamus.
> ....
> *After a while, all students had finished doing their task. The researcher and the students checked the correct answers together. After discussing the task, the researcher found that the students had difficulties in finding the past verbs in the dictionary.* ***They looked for the past verbs without omitting "ed", so they could not find the words they looked for.*** *Based on this fact, the researcher taught them how to search the past verbs in the dictionary.*
> ....
>
> (Appendix C/FN 5/ Line 32-40)

This problem was found when the researcher observed the class. Some students found difficulties in searching past verbs. It made them confused of some words' meaning. Then, some students became low motivated in searching the meaning of word in the dictionary. To solve this problem, the researcher came to them and searched the meaning of the words in the dictionary together with the students. It was done by the researcher to ensure the students that the teacher and the students could learn together, even the teacher needed to use the dictionary in searching difficult words. The students also had to use dictionary when they did not know the meaning of certain words.

c) Giving more support

When the students did the task, the researcher always approached them to check their comprehension about the text and asked the students' problems. The researcher asked the students' opinion about the researcher always approached them when they did the task.

…
R : Terus, kalau kamu mengerjakan tugas, kamu suka enggak kalau gurumu membantu dan mengawasi?
S : Suka Miss. Jadi bisa tanya langsung.
R : Kamu sekarang mulai suka baca enggak?
S : Iya mulai suka, Miss.
….
R : So, do you like it when the teacher approaches you when you do the task?
S : I like it, Miss. I can ask directly if I have questions.
R : Do you like reading now?
S : I start to like reading, Miss.
….

(Appendix D/Interview Student 11/ Line 13-17)

…
R : Kamu suka enggak kalau saat kamu mengerjakan tugas, guru membantu dan mengawasi kamu?
S : Suka Miss. Jadi diperhatiin gitu. Enggak yang pinter-pinter saja yang diperhatiin.
R : Jadi, kamu mulai suka membaca enggak nih?
S : Lumayan Miss. Jadi pengen baca kalau ketemu teks bahasa inggris.
….
R : Do you like it when your teacher approaches you when you do the task to help and monitor you?
S : I like it. It seems that she cares of me. She does not only care about the smart students.
R : So, do you start reading English text?
S : Yes, Miss. I try to read if I find English text.
….

(Appendix D/Interview Student 9/ Line 15-20)

From the interviews above, the researcher concluded that the students liked it if their teacher showed his or her care to them. When the teacher approached the students to check the students' work, it could be said that the teacher cared of them. The teacher had to check his or her students' progress in learning. By approaching the students, the teacher could know his or her students' improvements.

When the students found some difficulties words, they searched those words in the dictionary without the researcher's command like the previous meetings. From this task, the researcher could see that the students started increasing their willingness in reading and finding the meaning of certain words.

Table 6: The Summary of the Reflection in Cycle I

No	Before the Actions	After the Actions	Suggestions
1	The students had low motivation in reading.	Some students started enjoying the activities given by the researcher. Some of them started giving responses to the explanation.	Give more encourage to the students who are still passive.
2	The students did not like reading English texts	Some students started giving their attention when they were reading the texts. However, some of them still made noise because they tended to ask their friends about certain words' meaning.	Ask the students who always make noise to answer the questions.
3	The students were bored in reading text.	Some students started to be involved in classroom activities. They wanted to do some tasks given by the researcher. Some other students did the tasks but they did not finish the tasks.	Give more guidance for the students who are still uneager.
4	The students had lack of vocabulary mastery.	Some student started to be able to guess the meaning from context. However, sometimes, they still needed guidance from the researcher and asked their friends.	Give clues for those who are able to do the task.
5	The students were not able to define certain words.	Some students could know the meaning of certain words by asking their friends.	Encourage the students to use dictionary more.
6	The students found difficulties in comprehending texts.	Some students started to be able to comprehend the texts by asking the researcher and their friends.	Encourage the students to express their own ideas.
7	The students were not able to answer	Some students still made mistakes in answering the	Guide the students to answer the

the comprehension questions accurately.	questions. They still misunderstood the meaning so they answered incorrectly.	comprehension questions.

2. The Report of Cycle II

In reference to the reflections of the actions implemented in cycle I, the researcher and the collaborator found there were some aspects in cycle I which needed to be improved. On the other hand, there were also some points which needed to be maintained. The researcher and the collaborator considered both weak and strong points of the implementation of cycle I.

a. Planning

Considering the reflection of cycle I, the researcher and the collaborator planned the next actions to be implemented in cycle II. The researcher and the collaborator considered both weaknesses and strengths of the three meetings in cycle I. The weakness of the previous cycle was about the researcher's time management and students' vocabulary. On the other hand, the strength was comprehension tasks. The researcher and the collaborator planned to improve the teaching and learning process related to time management and the researcher had to add vocabulary tasks.

The actions in the second cycle were the same with the previous cycle. It was still about authentic materials, classroom management, and giving more support. However, there were some improvements for this cycle. The descriptions are shown below.

a) Authentic material

Like in the cycle I, in this cycle, the texts used were authentic texts which were taken from the magazine. The type of text used was recount text. The text used was still the recount text. It was because some students encountered difficulties in comprehending recount text. The researcher and the collaborator wanted to sharpen the students' knowledge in this text. The authentic materials were used as the model text in BKOF stage, and as the texts for developing tasks for the students during this cycle. In every stage, the students have to read the texts so they could do the tasks given by the researcher.

b) Classroom management

The activities in the first meeting of cycle II were planned based on the teaching and learning process in cycle I. The activities in the first meeting were vocabulary tasks because the students' main difficulty in reading was vocabulary. The tasks in the second meeting were as a follow up to the first meeting. In the last meeting of cycle II, the researcher gave students many comprehensive questions. The researcher gave comprehensive questions to make students comprehend more.

c) Giving more support

Based on the result of the reflection in the cycle I, the students liked if their teacher approached and guided them in doing the tasks. Therefore, in the cycle II, the researcher kept approaching and guiding the students when they found difficulties in doing the tasks.

b. Actions and Observations

Cycle II was done in three meetings. The implementation of each action could be seen from the process of the teaching reading in each meeting. As in cycle I, the collaborator acted as the observer and the researcher was as the teacher taught the students using the planned actions. The first meeting contained the teacher model and guided practice. The second meeting consisted of guided tasks and groups activities. The last meeting was to train the students to work independently in comprehending texts.

Meeting 1

The first meeting of cycle II was on April 20th 2015. The teacher began the lesson by asking the students about their holiday. The teacher asked about their holiday in order to stimulate the students' knowledge. The teacher had to build the students' knowledge before starting the lesson. The use of BKOF stage is to relate the students' own experience with the materials that were going to deliver. Talking about the students' own experience would make them easy to absorb the materials. The activity is described below.

…P bertanya apa yang Ss lakukan ketika mereka libur dua minggu yang lalu. Ss memiliki jawaban yang bermacam-macam. Mereka menjawab tidur, pergi ke suatu tempat bersama teman, menonton TV dan bermain dari pagi sampai sore. Dari jawaban-jawaban mereka tersebut, P menghubungkannya dengan apa yang akan mereka pelajari hari itu yaitu *recount text.*

"Jadi kalau mau menceritakan kejadian di masa lalu, teks apa yang kita gunakan?" Tanya P kepada Ss. Ss menjawab, "Recount text, Miss." "Very good." Jawab P. P kembali bertanya kepada Ss, *"What kind of verb that we use to tell a story in the past?"* Ss menjawab, "Verb 2, Miss." Kemudian P menyampaikan tujuan pembelajaran hari itu.

….

The researcher asked the students what they did on their last holiday. The students' answers were varied. *There were some activities they did on their holiday.* **Those activities were sleeping all day, hanging out with friends,**

> *watching TV, and playing with their friends until evening.* *From those responses, the researcher related it to the materials the students would learn which was recount text.*
>
> *"So, if you want to tell the story happening in the past, what kind of text do you use?" The researcher asked to the students. The students answered, "Recount Text, Miss."* *"Very good." The researcher responded to the students' answers.* *The researcher asked the students again. "What kind of verb that we use to tell the story happening in the past?" The students answered, "Verb 2, Miss."* *Then, the researcher told the students the learning purpose on that day.*
> ….
>
> <div align="right">(Appendix C/ FN 7/ Line 7-16)</div>

In this phase, the students answered the teacher's questions related to their holiday. The students' answers were various. The teacher gained more information when the students shared their holiday story. When a student shared his story, other students listened to him or her. The teacher asked four students to tell what they did in last holiday. From the students' answers, the teacher related it to the material which was recount text. After building the students' knowledge, the teacher told the students the learning goal in that meeting.

The teacher distributed the model text for cycle II. The model text was authentic text which was taken from the magazine. The teacher gave the students some minutes to read the model text. The activity is described below.

> …P menanyakan beberapa pertanyaan terkait dengan isi teks. P menunjuk beberapa Ss untuk menjawab pertanyaan-pertanyaan yang P berikan. Siswa-siswa tersebut mampu menangkap isi dari teks tersebut sehingga mereka mampu menjawab pertanyaan P terkait dengan isi teks. P dan Ss bersama-sama membahas isi teks.
> ….
> *…The researcher students some questions related to the text. The researcher asked some students to answer those questions.* *Those students were able to comprehend the text so they could answer the questions.* *The researcher and the students discussed the text together.*
> ….
>
> <div align="right">(Appendix C/ FN 7/ Line 7-16)</div>

After the students read the text, the teacher asked some questions related to the texts. The students were able to answer the questions. The students were able to find the information consisted in the text so they could answer the questions well. The teacher and the students discussed the text together.

In this cycle, the teacher added more vocabulary tasks because the teacher and the collaborator agreed that the students' difficulty was in vocabulary. Vocabulary tasks were emphasized in the first meeting of cycle 2. Based on the model text, the vocabulary tasks wrote down the difficult words contained in it. The students were to study those words. After studying those words, the students had to match the words with their meaning in Bahasa Indonesia.

> …Setelah mempelajari kata-kata tersebut, P meminta Ss untuk mencocokkan kata-kata tersebut dan arti dalam bahasa Indonesia. Dalam mengerjakan tugas ini, Ss diperbolehkan membuka kamus. **Ketika P berkeliling kelas dan mengkoreksi jawaban-jawaban Ss, P menemukan bahwa Ss dapat mengerjakan tugas ini dengan baik karena siswa mampu menggunakan kamus dengan benar dibandingkan saat di cycle I sehingga mereka mampu mencocokan dengan benar.**
> ….
> *…After the students studied those difficult words, the researcher asked the students to match those words with their meaning in Bahasa Indonesia. In doing this task, the students were allowed to use dictionary. **When the researcher approached the students to check their work, the researcher found that the students could do the task well because the students were able to use the dictionary better than in cycle I, so they could match those words well.***
> ….
>
> <div align="right">(Appendix C/ FN 7/ Line 18-23)</div>

When the students did this task, the researcher circulated the class and checked the students' work. In this cycle, the teacher did not give much guidance because the students started to be able to do the task by themselves. The teacher

only checked the students' work. The teacher found that most of the students could guess the meaning correctly. However, the teacher still gave guidance for students who found difficulties in doing this task. After the students finished the task, the teacher and the students checked the correct answers together.

Before giving the next task, the teacher explained again about the use of simple past tense because simple past tense is used in recount text. The teacher explained about the simple past tense again in order to remind the students because in this cycle, the students had to do some tasks related to the simple past tense. However, the teacher did not need to explain much because the students still remembered the use of simple past tense.

After giving brief explanation about simple past tense, the teacher asked the students to do Task 5. When the students did the tasks, the teacher always approached them to check their progress and to guide them if the students found difficulties. However, the students could do the task well. They could understand the text, it was shown from how they could guess the past verbs contained in the text well. The teacher's role was checking the students' answers. The activity is displayed as follows

…Ss diminta untuk mencari kata kerja bentuk kedua di dalam teks dan menuliskannya ke dalam tabel. Kemudian, Ss diminta untuk menebak artinya dalam bahasa Indonesia. Kali ini, siswa tidak diperbolehkan membuka kamus. Ss dilatih untuk menebak arti berdasarkan konteks yang diberikan. P memonitor Ss dalam mengerjakan tugas ini dan P menemukan bahwa **Ss berhasil dengan baik menyelesaikan tugas ini. Ini berarti siswa sudah mampu memahami isi teks karena kebanyakan siswa mampu menebak arti dari kata-kata kerja tersebut dengan benar.**
….
…The students were asked to look for the past verbs contained in the text and to write it down in the provided table. Then, the students had to guess its meaning in Bahasa Indonesia. The students were not allowed to use the dictionary. The

> *students were trained to guess the meaning based on the context. The researcher monitored the students by approaching them to check their work and the researcher found that **the students succeeded in doing this task. It meant that the students were able to understand the text because they could guess the meaning of those verbs correctly.***
> ....   (Appendix C/ FN 7/ Line 23-30)

At the end of the first meeting of cycle II, the teacher guided the students to summarize what they had learned in that meeting. The teacher gave brief explanation about what they would learn in the next meeting. The teacher greeted the students and let the students leave the class.

Meeting 2

The second meeting of cycle II was conducted on April 21st 2015. In the beginning of the lesson, the teacher reviewed the materials in the previous meeting. The teacher also asked the students what they learned in the previous meeting. Besides, the teacher checked the students' attendance. After checking the attendance, the teacher distributed the students' work sheets.

In this meeting, the students worked in group. The teacher asked the students to look at Text 2. Before asking the students to do the task, the teacher gave brief explanation about simple past tense to remind the students how to use it.

The students had to work in group to finish this task. The students had to fill the blanks with appropriate verbs which were in the box. The students were allowed to use the dictionary to facilitate them finish the task. The students had to read the text before they filled the blanks. The teacher gave some minutes for the students to read and finish the text.

…Seperti biasa, P memonitor Ss dalam mengerjakan tugas dan membantu Ss yang mengalami kesulitan. Ss diperbolehkan membuka kamus. **P menemukan bahwa Ss mampu mengisi titik-titik tersebut dengan jawaban yang benar. Ss mengerjakan tugas lebih baik dibandingkan di siklus sebelumnya.**
….
*…As usual, the researcher monitored the students when the students did the task and helped the students when the students found difficulties. The students were allowed to use the dictionary. **The researcher found that the students could fill the blanks with the appropriate answers. They did the task better than in the previous cycle.***
....

(Appendix C/ FN 8/ Line 11-14)

When the students did the task, the teacher monitored every group. The teacher found that all the students did the task. The teacher checked each group's work. Most of the groups could fill the blanks with the correct past verbs. In cycle II, the teacher did not need to give much guidance for the students because the students could do the task better than in previous cycle. After the students finished doing the task, the teacher asked some students to share their answers.

The students had read the text and filled the blanks in the text. To sharpen the students' comprehension, the teacher asked the students to do the next task. The task was true-false task. The students needed to decide whether the statement was true or false. If the students read the text and they comprehend the text, they could decide whether the statement was true or false. If the students were not able to comprehend the text, they could not do the task. The students might use the dictionary to finish this task.

…**Selama Ss mengerjakan, P memonitor Ss.** Dalam mengerjakan tugas-tugas di siklus kedua ini, Ss tidak menemui banyak kesulitan karena mereka telah terbiasa mengerjakan tugas seperti ini. **Mereka bisa mengatasi masalah mereka sendiri.** Namun, ketika mereka benar-benar tidak bisa mengerjakan, mereka meminta bantuan dari P.
….

> ...***When the students did the task, the researcher monitored the students.*** *In doing tasks in cycle II, the students did not find any big difficulties because they were accustomed to do the tasks.* ***They could handle their own problem.*** *However, if they could not handle it, they asked the researcher for help.*
> ....
>
> (Appendix C/ FN 8/ Line 26-30)

During the students did the task, the teacher checked every group. The teacher supervised the students by giving a few clue so the students could finish the task. The teacher found that most of the groups could do the task without the teacher's guidance. When there were groups which had finished doing the task, they called the teacher and asked the teacher to check their group's work.

The teacher gave explanation again about time connectors and conjunctions to the students. The students had difficulties in understanding time connectors and conjunctions so the teacher explained more detailed until the students could understand the use of time connectors and conjunctions well.

To sharpen the students' understanding, the teacher asked the students to do Task 9. In doing this task, the students might use the dictionary. Still working in group, the students had to fill the blanks in the text with the appropriate time connectors and conjunctions provided in the box.

The last task that the students had to do in this meeting was still related to time connectors and conjunctions. In this task, the students had to arrange the jumbled paragraphs into a good text. The students' comprehension was also needed to finish this task. Without the comprehension of the text, the students would not able to arrange the jumbled paragraphs. The students were still working in group and were allowed to use the dictionary. The situation is described below.

> …
>   Di tugas yang terakhir ini, Ss masih diminta untuk bekerja secara berkelompok. P menyediakan sebuah teks dan Ss diminta untuk mengurutkan teks tersebut. Dalam mengerjakan tugas ini, semua Ss mau mengerjakan tugas yang diberikan oleh P. Ini adalah sebuah kemajuan, karena pada siklus sebelumnya tidak semua Ss mau mengerjakan tugas yang P berikan. Ss sangat tenang saat mereka sedang mengerjakan tugas-tugas yang diberikan.
> ….
>   *In the last task, the students still worked in group. The researcher provided them a text and the students had to arrange those paragraphs into a good text. All students did the tasks given by the researcher. It was an improvement since in the previous cycle, not all students did the tasks given by the researcher. The students kept quiet when they did the task*
> ….
>
> (Appendix C/ FN 8/ Line 32-37)

Unlike the previous cycle, in which they always made noise, in this cycle the students kept quiet when they did the task. The teacher approached all groups to check their work. Besides, the teacher found that all students did the task. In the previous cycle, some students did not do the tasks given by the teacher. It meant the students became more active and engaged in the classroom activity.

In the end of the meeting, the teacher guided the students to mention what they had learned on this meeting. The teacher told the students that in the next meeting, the students would only do the comprehensive task. The teacher greeted the students and let them go home.

Meeting 3

In the beginning of the lesson, the teacher guided the students to remind what they had learned with the teacher. The students mentioned the materials they had learned with the teacher. In the last meeting of cycle II, the teacher gave students comprehensive task. There was no explanation about theories of recount text. The students only had to answer some comprehensive questions.

The teacher gave 4 texts and 20 questions to the students. The students had to answer those questions. This task was used to train the students before the teacher conducted the post-test. During the students did the task, the teacher monitored the students and gave explanation if the students found difficulties. When the students finished doing the task, the teacher asked the students to collect their works.

c. Reflection

As in cycle I, the researcher and the collaborator did reflection after the implementation of all actions II. In this cycle, the teaching and learning process was done smoothly and better than in cycle I. The actions implemented in this cycle were reflected as follows.

a) Authentic materials

The students increased their motivation in reading. The texts that were used in this study were authentic texts. The students never got this kind of text. This was new for the students and the researcher found that the students showed their interest in reading. The students kept silent and concentrated when they were reading the texts. Besides, the students could learn many moral values contained in the texts. It also made the students interested in reading the texts. Because they study in Islamic school, they are trained to learn and know everything that has good effect for them.

b) Classroom management

During the implementations in cycle II, the students had some improvements. One of them was that the students became more active than before. When the researcher gave explanation, some students paid attention to it and wrote the researcher's explanation on their book. When the researcher asked the students some questions related to the materials, there were many students who could answer the questions. The students started to be braver in expressing their ideas better than before.

When the researcher gave the students guessing meaning task, the students enjoyed the tasks and they could guess the meaning of those words. Although they still made mistakes, they started to learn how to guess meaning of some words in reading the text.

c) Giving more support

The students could handle their difficulties. The researcher did not need to tell what they should do every time the students found difficulties. The researcher found that the students could guess the meaning of some word independently. The researcher role was as the guide who only gave some clues to the students to answer the questions. Using the clues given by the researcher, the students could find the answer. During the activities, the researcher approached the students to check the students' progress in doing the tasks.

Based on the observation in cycle II, the students' comprehension improved. The students comprehend the text easily and better than in the cycle I. They could overcome their problems which were occurred during reading

learning. Their vocabulary mastery was also improved. The students could do the vocabulary tasks given by the researcher well. They could guess the meaning of some words in the task given by the researcher. Because they could guess and understand the text, their self-confidence improved. They were confident in reading because they understand the text.

The improvement of the students' condition could be seen from the observation of the cycle I and II. In cycle I, the students often misunderstood the information of the text. In cycle II, the students decreased the misunderstanding. The students read the text carefully, guess and check the meaning of some words in the dictionary.

Table 7: The Summary of the Reflection in Cycle II

No	Components	Cycle II
1	The students' attitude before the learning process.	The students were more ready to learn English because they prepared themselves before they started learning.
2	The students' attitude during the learning process.	• The students kept silent and paid attention to the researcher's explanation. • The students did the tasks given by the researcher. • They became more active and engaged in giving responses to the researcher's explanation. • The students became braver in expressing their opinion. • The students could do the tasks well. • The students could answer the questions correctly.
3	The students' attitude after the learning process.	The students were more motivated in reading the text.

E. General Findings and Discussions

This part presents the research findings. It consists of qualitative and quantitative data. The qualitative data present the general findings of the research in two cycles whereas the quantitative data present the students' score before and after the implementation. This following table shows the results of the action research study.

Table 8: The Research Result

No	Problems	Cycle I	Cycle II
1	The students had low motivation in reading.	Some students started enjoying the activities given by the researcher. Some of them started giving responses to the explanation.	The students kept their attention during the teaching and learning process. They were engaged in activities and they enjoyed reading.
2	The students did not like reading English texts	The students started giving their attention when they were reading the texts. However, some of them still made noise because they tended to ask their friends about certain words' meaning.	The class was quiet because the students concentrated in reading. They did not make any noisy because they had dictionary with them. Every time the researcher asked them to read, the students would read.
3	The students were bored in reading text.	Some students started to be involved in classroom activities. They wanted to do some tasks given by the researcher. Some other students did the tasks but they did not finish the tasks.	The students finished the tasks that the researcher gave to them. They were engaged in the classroom activities.
4	The students had lack of vocabulary mastery.	The student started to be able to guess the meaning from context. However, sometimes, they still needed guidance from the researcher and asked their friends.	The students could guess the meaning. The researcher's role was to check their answers.

5	The students were not able to define certain words.	The students could know the meaning of certain words by asking their friends.	The students could know the meaning of certain words by using the dictionary and then asked the researcher to check their answer.
6	The students found difficulties in comprehending texts.	Some students started to be able to comprehend the texts by asking the researcher and their friends.	The students were accustomed to use dictionary when they found difficult words. Most of the students could find the information consisted from the texts.
7	The students were not able to answer the comprehension questions accurately.	The students still made mistakes in answering the questions. They still misunderstood the meaning so they answered incorrectly.	Most of the students could answer the comprehensive questions correctly.
8	The students' mean in pre-test was 65,6 (before the actions).		The students' mean in post-test was 74,73 (after the actions).

In connection with table 8, the process of teaching reading encountered many problems. The use of the texts made them bored and passive in the teaching and learning process. The students were not trained in using dictionary so they were accustomed to only asked to their friends without knowing whether it was the correct meaning or not. Because the students never found the meaning of certain words by themselves, they could not memorize the meaning of certain words. All the factors made the students found difficulties in reading and comprehending the texts.

After the actions were implemented, some students became more active than before in the teaching and learning process. The use of authentic texts was

new for the students so the students were interested in reading the texts. The students were curious in reading new type of texts so the students had higher motivation in reading. The students could know the words and understood the meaning of the words so the students could comprehend the text. Because the students could comprehend the texts, the students' self confidence increased. During the implementation, the students were involved and engaged in classroom activities.

The reading comprehension tests were administered in two times, before and after the implementation. The test compared between the students' comprehension ability before and after the implementation. The mean score of the post-test (74,73) is higher than the mean of the pre-test (65,6). The increase of the score of the students' reading comprehension test is 9,13 which shows that is an improvement of the students' reading comprehension ability.

As the final reflection, the discussion of the study was focused on the teaching and learning process during the action research. The result of research by using authentic materials was believed to be effective to improve the students' reading comprehension ability. Their improvement also affected their ability and behavior in the teaching and learning process.

River (1981) proposes that reading is the most important activity in any language class, not only as a source of the information, and a pleasurable activity in any language class, but also means of consolidating and extending one's knowledge of the language. The researcher found that the students took reading into account because they realized that by reading they could get much new

knowledge. When the students were asked to read the texts, they related it to their own experiences. By connecting the text and their knowledge, the students could understand the text.

In conducting the research, the researcher used interactive approach in teaching reading for the students. Nunan (1989) states that the efficient and effective reading requires both top and bottom decoding in which this model fills the gap between two models since it emphasizes both letters and background knowledge. In the classroom, the students had to know the words and grammar contained in the text, and the students had to use their background knowledge in order to comprehend the text.

Sadoski (2007:67) describes that reading comprehension is the process in getting meaning of the texts. It is an active process in which readers try to interpret the meaning of the texts. Catherine Snow, 2002 proposes that comprehension entails three elements. They are the reader, the text and the activity. The students could comprehend the texts because they read the text and they grasped the information from the text. The activity given by the researcher also supported the students' to achieve the goal to comprehend the texts.

The students' motivation in reading was increased. The students were interested with the use of authentic materials. The texts given to the students were new for them. They never read that kind of texts. Those texts introduced some new topics for the students. Harmer (1998:68) stated there are many reasons why students have to read English texts. Reading is a model for students to learn language, vocabularies, grammar, punctuation and how to construct sentences,

paragraphs and texts. Reading could introduce students many interesting topics. By reading those texts, the students learned how the texts in real situation looked like.

The studies of the use of authentic materials conducted by Chaves (1998), Berardo (2006), and Zohoorian (2011) had showed that authentic materials were effective in improving the students' reading ability. The researcher of this study also found that authentic materials could be used to improve the students' reading comprehension because the learners enjoyed dealing with authentic materials since the authentic materials enabled them to interact with the real language.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions, implications, and suggestions. The conclusions and the implications cover the results which are drawn from the data and some suggestions which are given by the researcher to the English teacher, the students and the future researchers.

A. Conclusions

The action research was aimed to improve eight grade students' reading comprehension ability. It was conducted in MTS N Ngemplak. The subjects of the research are the students of Class VIII D. The research was begun at March 31st until April 27th 2015. There were two cycles in this research. From chapter IV, it can be seen that there were improvements in the students' reading comprehension ability after the implementation. The conclusions of the research can be presented as follows.

1. Authentic materials could attract the students' attention to read the texts. Before the implementation, the texts used in the teaching and learning process were not interesting. The authentic texts introduced the students about new topics that were interesting for them, showed the students how language was used in real life, and gave the students idea of how the texts in real life situation looked like.

2. The students became more active and motivated in learning reading. The use of authentic texts made the students more active in doing the activities

in the classroom. The researcher always supervised the students when they did the tasks. The researcher also guided the students to be able to comprehend the texts. The students found that the reading activities were fun and interesting, so the students' became more motivated.

3. Giving more support when the students did the tasks was effective for the students. By receiving feedback and guidance from the researcher, the students knew their mistakes so they could do the next tasks better.

4. The students' comprehension ability was increased. It could be shown from the students' scores of pre-test and post-test which were held before the first cycle and after the second cycle. The mean score was increased from 65,6 in the pre-test to 74,73 in the post-test. This showed that the implementation of authentic materials was successful to improve the students' reading comprehension.

B. Implications

In regard to the conclusions that were formulated before, the implementation of authentic materials can improve the students' comprehension ability. Some implications could be drawn below.

1. The use of the authentic materials can improve the student' reading skill. This implies that in teaching and learning process, it is important to give the students' various texts so the students will get enough exposure of the text and not easily get bored in the classroom activities. The use of authentic materials made the students more engaged and encouraged in the

classroom. The students tend to do something different from what they usually face.

2. Guessing meaning from the context successfully facilitate the students to overcome their lack of vocabulary. Most students could see the benefit of guessing meaning for their future reading activity. Therefore, this method needs to be practiced more in the future reading activities in the classroom.

3. Before the implementation, the students never worked in groups. From the implementation, it can be seen that the students get benefit from working in groups. They can share their ideas and they can know what others' ideas about certain topics. Hence, from working in group, the students can enrich their knowledge by knowing others' ideas.

4. Giving guidance for the students assist the students in teaching and learning process. The students are in the learning process. They need to be guided and supervised by their teacher. When the teacher guide and supervise the students, the students will know their mistakes and they will not do the same mistake again.

C. Suggestions

Based on the findings, conclusions, and implications of the implementation of authentic materials to improve the students' reading comprehension ability, the researcher wants to suggest some points to some parties. The suggestions are intended to enhance and find the effective way in

teaching reading for junior high school students. The recommendations are presented below.

1. For the English teacher

    It is always suggested for all English teachers to improve the students' comprehension ability by implementing various activities which are suitable for the students' conditions. Implementing authentic materials in the classroom can attract and motivate the students to participate more in the teaching and learning process. It is better if the English teachers can use authentic materials as an alternative material in their teaching.

    The basic of guessing meaning from the context was already taught during the research. It is suggested that the English teacher should train the students to guess meaning from the contexts so the students can grasp the meaning of the texts easily. Besides, the teacher may ask the students to work in group since by working in group, the students can share their ideas one another. Then, the teacher is suggested to give the guidance and to supervise the students when the students did the task. By giving guidance, the students will know their mistakes. The teacher can check whether the students did the tasks or not by supervising them.

2. For the students

    It is suggested to the students to be not afraid of English. English is not really difficult as they always thought if they want to learn it. Since the implementation of authentic materials successfully facilitated the students

to understand the texts better, the students did not get bored when reading the texts. They must keep practicing reading.

3. For other researchers

    This research only focused in improving reading comprehension by implementing authentic materials of recount text. There are a lot of possible ways to use the authentic materials in other texts. Therefore, it is recommended that the other researchers conduct research studies related to the implementation of authentic materials to improve the students' reading comprehension ability.

References

Al Azri, Rashid Hamed., Al-Rashdi Majid Hilal. 2014. The Effect of Using Authentic Materials in Teaching. *International Journal of Scientific & Technology Research Vol 3.*

Alderson, J.C. 2000. Assessing Reading. Cambridge: Cambridge University Press.

Alexander, J.E. 1988. *Teaching Reading (3rd Ed).* Boston: Scott Foresman and Company.

Berardo, Sasha Antony. 2006. The Use of Authentic Materials in Teaching Reading. *A Study.*

Boardman, A., Klinger, J.K., and Vaughn, S. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties.* New York: The Guilford Press.

Brassel, D., Rasinski, T. 2008. *Comprehending that Works – Taking Students Beyond Ordinary Understanding to Deep Comprehension.* California: Shell Education.

Brown, H.D. 2000. *Principle of Learning and Teaching (4th Ed).* New Jersey: Prentice-Hall, Inc.

………. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed).* New York: Addison Wesley Longman, Inc.

……….2004. *Teaching Language Assessment Principles and Classroom Practices.* New York: Pearson Education, Inc.

Byrnes, James P. 2008. *Cognitive Development and Learning in Instructional Contexts.* United States of America: Pearson Education.

Celce-Murcia, M. 2001. *Teaching English as a Second and Foreign Language (3rd Ed).* Boston: Heinle & Heinle Thomson Learning, Inc.

Chair, Catherine Snow. 2002. *Reading for Understanding.* Santa Monica: Rand.

Cresswell, J.W. 2008. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research (3rd Ed).* Upper Saddle River, New Jersey: Pearson Education Inc.

Davies, P. 2002. Success in English Teaching. New York: Oxford University.

Farell, T.S.C. 2002. *Planning Lessons for a Reading Class – RELC Portfolio Series 6.* Singapore: SEAMEO Regional Language Centre.

Fisher, D., & Frey, N. 2008. *Better Learning through Structured Teaching: A Framework for the Gradualrelease Responsibility.* Alexandria, VA. Association for Supervision and Curriculum Development.

G. Woolley. 2011. Reading Comprehension: Assisting Children with Learning Difficulties.

Grellet, Francois. 1981. *Developing Reading Skills.* USA: Pearson Education Press.

Guthrie, John T., Wigfield, Allan. & Perencevich, Kathleen C. 2004.*Motivating Reading Comprehension.* London: Lawrence Erlbaum Associates.

Harmer, J. 1998. *An Introduction to The Practice of English Language Teaching.* England: Longman.

……….19998. How to Teach English. Edinburg Gate, Harlow: Longman.

……….2001. *The Practice of English Language Teaching (3ʳᵈ Ed)*. England: Pearson Education Limited.

Heitler, David. 2005. *Teaching with Authentic Materials*. UK: Pearson Education.

Johnson, Andrew P. 2008. *Teaching Reading and Writing*.USA: Rowman& Littlefield Education.

Lenz, K. 2005. *An Introduction to reading Comprehension*. Available website: http://www.specialconnections.ku.edu//.

Merisou-Storm, T. 2007. Primary School Students' Reading Comprehension Skills. *Scandinavian Journal of Educational Research*. Available website: http://www.scandinavian.com/journal.

Nation. 2009. *Teaching Reading and Writing*. New York: Routledge.

Nunan, D. 1989. *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University.

………. 1999. *Second Language Teaching and Learning*. Boston, Massachusetts: Heinle & Heinle Publishers.

Paul, David. 2003. *Teaching English to Children in Asia*. Hongkong: Longman Asia ELT.

Peacock, Matthew. 1997. "The Effect of Authentic Materials on the Motivation of EFL Learners". *ELT Journal*. Vol 51, pp. 146.

Purcell-Gates, V., Degener, S., Jacobson, E., & Soler, M. (2001). Taking literacy skills home. *A Study*. Boston.

RAND Reading Study Group. 2002. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Santa Monica, CA: RAND.

Richard, J.C. 2001. *Curriculum Development in Language Teaching*. UK: Cambridge University Press.

River, W.M. 1981. *Teaching Foreign-Language Skills*. USA: The University of Chicago.

Sadoski, Mark. 2004. *Conceptual Foundation of Teaching Reading*. New York: Guilford Publication.

Snow, C.E. 2002. *Reading for Understanding Toward a Research and Development Program in Reading Comprehension*. Santa Monica, California: RAND.

Sullivan, Susan Laura. 2006. To Use or Not to Use: Authentic Materials in a Reading/Writing Lesson. *A Study*. Japan.

Zohoorian, Zahra. 2011. A Review on the Effectiveness of Using Authentic Materials in ESP Courses. *A Study*. Malaysia.

APPENDICES

COURSE GRID

COURSE GRID OF TEACHING READING USING AUTHENTIC MATERIALS

Cycle 1: Meeting 1-3

Standard Competency: 11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence: 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative.*

Learning Objective	Indicators	Learning Materials	Teaching and Learning Activities	Assessments	Sources	Time
- The students are able identify main ideas in recount texts. - The students are able to identify information from the text.		Recount text: "A helping hand to lighten the load" - Generic structure of recount text (orientation. events, reorientation). - Language feature (simple	BKOF: - Introducing materials by recalling students' own experiences. MOT: Task 1: reading the text (*A helping hand to lighten the load.* Task 2: Discussing the text.		Pictures of beach, mountain and zoo. PhotoYou Magazine.	6 x 40 minutes

		past tense, conjunctions, and time connectors)				
	- Students are able to identify difficult words from the texts.	- List of Vocabularies (travel, visit, face to face, noisy, suitcase).	Task 3: finding difficult words.	Written test.	PhotoYou Magazine.	
			Task 4: Guessing meaning.	Written test..	PhotoYou Magazine.	
	- Students are able to identify grammatical rules in recount texts.		Task 5: identifying verbs.	Written test.	PhotoYou Magazine.	
			JCOT: Task 6: changing verbs.	Written test.	PhotoYou Magazine.	
			Task 7: deciding the statements are true/ false.	Written test.		
	- Working in group, students are able to arrange the jumbled paragraph into a good text.		Task 8: Arranging the paragraphs.	Written test.	PhotoYou Magazine.	
			Task 9: Reporting the discussion.			
	- Students are able to put appropriate time connector words/phrases in the texts.		Task 10: putting time connector words/ phrases.	Written test	PhotoYou Magazine.	

	- Working in group, students are able to identify the topic, characters, setting, main problem and moral value from the text.		Task 11: Discussing the texts.	Written test	PhotoYou Magazine.	
	- Individually, students are able to identify the topic, characters, setting, main problem and moral value from the text.		ICOT: Task 12: Answering the questions. .	Written test	PhotoYou Magazine.	

COURSE GRID OF TEACHING READING USING AUTHENTIC MATERIALS

Cycle 2: Meeting 4-6

Standard Competency: 11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Basic Competence: 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative.*

Learning Objective	Indicators	Learning Materials	Teaching and Learning Activities	Assessments	Sources	Time
- The students are able identify main ideas in recount texts. - The students are able to identify information from the text.			BKOF: - Introducing materials by recalling students' own experiences.			6 x 40 minutes
		- Recount text: "Don't Judge a Book…."	MOT: Task 1: reading the text (*Don't Judge a Book....)*		Reader's Digest Magazine.	
		- Generic structure of recount text (orientation. events,	Task 2: Discussing the text.			

		reorientation). - Language feature (simple past tense, conjunctions, and time connectors). - List of Vocabularies (carriage, surround, thickset, etc)			
	- Students are able to identify difficult words from the texts.		Task 3: finding difficult words. Task 4: Guessing meaning.	Written test. Written test.	
	- Students are able to identify grammatical rules in recount texts.		Task 5: identifying verbs. Task 6: Guessing meaning. JCOT: Task 7: Filling the blanks with the correct verbs. Task 8: deciding the true or false	Written test. Written test. Written test Written test.	Reader's Digest Magazine. Reader's Digest Magazine.

			statements.		
	Students are able to put appropriate time connector words/phrases in the texts.		Task 9: putting time connector words/ phrases.	Written test.	Reader's Digest Magazine.
	- Working in group, students are able to arrange the jumbled paragraph into a good text.		Task 10: Arranging the paragraphs.	Written test	Reader's Digest Magazine.
	- Individually, students are able to identify the topic, characters, setting, main problem and moral value from the text.		ICOT: Task 12: Answering the comprehension questions.	Written test	Reader's Digest Magazine.

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : MTs Negeri Ngemplak

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII/2

Alokasi Waktu   : 6x40 menit (3 pertemuan)

Skill   : Reading

Jenis Teks   : Recount text

A. **Standar Kompetensi :** 11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. **Kompetensi Dasar**   : 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative.*

C. **Indikator**   :

- Siswa mampu mengidentifikasi kata-kata kunci dalam teks *recount*.
- Siswa mampu mengidentifikasi informasi rinci, spesifik dan umum dalam teks *recount*.
- Siswa mampu mengidentifikasi grammatical rules dalam teks *recount*.
- Siswa mampu meletakkan connecting words/ phrases yang tepat di dalam teks *recount*.
- Siswa mampu merangkai kalimat-kalimat acak menjadi paragraf yang padu.

D. **Tujuan Pembelajaran:** Di akhir pembelajaran, siswa diharapkan mampu:

- Mengidentifikasi gagasan utama dalam teks recount,
- Mengidentifikasi informasi dalam teks *recount.*

E. **Materi Pembelajaran:**

Model text:

A helping hand to lighten the load

Some time ago, my wife and I travelled to Surabaya to visit my sister. In front of us, in a face-to-face seat, there were six young men sat. They were noisy and they were laughing loudly.

I took an instant dislike to them. I kept an eye on them as they joked around. When the two of them got off, I relaxed a little. The four men were continuing to laugh and joke in local language. When we eventually pulled into our station, only one of them was left on the train. He was obviously alighting too and as I struggled towards him with heavy luggage, he reached out and asked in English: "Want a hand with that, mate?"

He carried the heavier suitcase up the station steps for us. We were pleasantly surprised and very grateful.

(Adapted from *PhotoYou Magazine* June 2011*)*

List of Vocabularies

- Travel
- Visit
- Face to face
- Noisy
- Joke
- Station
- Luggage
- suitcase

Generic structure of recount text:

Orientation   : an orientation provides background information needed to
                 understand the text, i.e., who was involved, where it happened,
                 when it happened

Events   : a record of events usually recounted in a chronological order.

Reorientation : personal comments and or evaluative remarks on the incidents.

Language feature of recount text:

- Use past tense to locate events in relation to writer's time.
- Use conjunctions and time connectors to sequence the events.
- Use adverbs and adverbial phrases to indicate place and time.

Key structure: simple past tense is used to express something that happened in the past. Here is the pattern: S + V2 + O + (Adverb of time).

Adverb of time in simple past tense: yesterday, last week, last …, two days ago, etc.

Time connections: after that, before that, then, finally, etc.

F. Metode Pembelajaran: Genre-Based Approach

G. Langkah-langkah pembelajaran:
1. Pendahuluan
   - Guru memberi salam dan menyapa siswa.
   - Guru mengajak siswa untuk mengawali kegiatan dengan berdoa.
   - Guru memeriksa kehadiran siswa.

2. Kegiatan Inti

   Building Knowledge of Field

   - Guru membawa beberapa gambar pantai, gunung, kebun binatang dan tempat wisata lain.
   - Guru bertanya kepada siswa apakah mereka pernah berpergian ke salah satu tempat tersebut untuk berlibur.
   - Guru menggali beberapa tambahan informasi berdasarkan jawaban dari para siswa.
   - Guru bertanya kepada siswa apakah mereka memiliki cerita atau pengalaman menarik selama liburan tersebut.

   Modeling of Text

- Guru memberikan model text recount *"A helping hand to lighten the load"* kepada siswa.
- Guru meminta siswa untuk membaca teks *recount* tersebut. (Task 1)
- Siswa membaca teks *recount* yang guru berikan, *"A helping hand to lighten the load"*.
- Guru menerangkan tentang fungsi *recount text.*
- Guru menerangkan bagian-bagian yang terdapat dalam *recount text (organization of the text)*.
- Guru menerangkan kepada siswa bagaimana cara untuk menemukan pokok bahasan dan informasi rinci yang terdapat dalam teks.
- Siswa berlatih mencari pokok bahasan dan informasi rinci pada teks yang telah diberikan.
- Guru bertanya kepada siswa beberapa pertanyaan yang berhubungan dengan teks. (Task 2)
- Guru meminta siswa untuk menemukan kata kerja dalam teks. (Task 3)
- Guru menerangkan tentang unsur kebahasaan *recount text*.

- Guru menjelaskan penggunaan *simple past tense* dan memberi beberapa contoh.
- Setelah memiliki daftar kata kerja yang digunakan dalam teks, guru meminta siswa untuk menebak arti dari kata-kata tersebut. (Task 4)
- Guru meminta siswa untuk mengidentifikasi kata kerja bentuk pertama dari kata kerja- kata kerja tersebut dengan metode *true-false*. (Task 5)
- Guru dan siswa membahas soal bersama-sama.

Joint Constructions of Text

- Guru meminta siswa untuk berkelompok, masing-masing kelompok terdiri dari 3-4 orang.
- Siswa duduk berdekatan dengan kelompoknya masing-masing.
- Guru membagikan *teks recount* yang baru.
- Teks yang diberikan oleh guru adalah teks rumpang. Siswa secara berkelompok diminta untuk mengubah kata kerja yang terdapat di dalam box menjadi kata kerja yang tepat. (Task 6)
- Secara berkelompok, siswa disuguhkan dengan beberapa pernyataan, siswa diminta menentukan apakah pernyataan-pernyataan tersebut benar atau salah berdasarkan isi teks. (Task 7)
- Siswa melaporkan jawaban mereka di depan kelompok lain.
- Guru dan siswa mendiskusikan jawaban bersama-sama.
- Guru menyediakan teks dengan paragraf yang acak, secara berkelompok, siswa menyusun paragraf-paragraf tersebut menjadi paragraf yang berurutan. (Task 8)
- Beberapa grup maju ke depan kelas untuk mempresentasikan hasil diskusi mereka. (Task 9)
- Guru menjelaskan penggunaan *conjunctions* dan *time connectors*.

- Setelah mendengar penjelasan guru, siswa diminta mengisi titik-titik dalam teks dengan *conjunctions* dan *time connectors* yang tepat. (Task 10)
- Guru memberikan beberapa teks *recount*.
- Guru meminta siswa untuk memahami isi teks. Siswa membaca secara individu, kemudian mendiskusikan hasil pemahaman dalam kelompok. (Task 11)

  Individual Construction of Text
- Guru memberikan beberapa teks *recount*, siswa secara individu diminta untuk menjawab pertanyaan-pertanyaan tentang isi teks. (Task 12)

3. Penutup
- Siswa menyebutkan hal-hal yang telah mereka pelajari.
- Siswa menyebutkan kesulitan yang dialami (bila ada) selama mempelajari *recount text*.
- Siswa mendengarkan penjelasan guru tentang materi yang akan mereka pelajari pada pertemuan berikutnya.

H. Media pembelajaran: pictures

I. Penilaian

Reading Performance
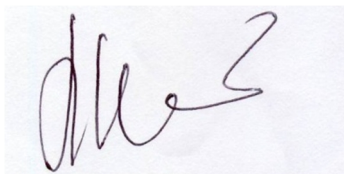
Indicators	Form	Example
1. Students are able to identify the key words in recount text.	Written test	Find the verb use in the text.
2. Students are able to identify the detailed, specific and general information of recount text.	Written test	-when did the writer go to? -what did the writer do?

3. Students are able to identify grammatical rules in recount text.	Written test	-complete the text with the suitable verbs.
4. Students are able to identify the chronological connections in a recount text.	Written test	-put the connecting words or phrases in the text.
5. Students are able to identify the organization of a recount text.	Written test	-please rearrange the jumbled sentences into a good paragraph.

Yogyakarta, 28 Maret 2015

Mengetahui:

Guru Kollaborator   Guru Bahasa Inggris

Subono Walubina, S.Pd   Reza Pustika

NIP. 196408091999031002   NIM. 11202241008

Perangkat Pembelajaran

<u>**Text 1:**</u> Text 1 is used to do Task 1-5.

A helping hand to lighten the load
     Some time ago, my wife and I travelled to Surabaya to visit my sister. In front of us, in a face-to-face seat, there were six young men sat. They were noisy and they were laughing loudly.
     I took an instant dislike to them. I kept an eye on them as they joked around. When the two of them got off, I relaxed a little. The four men were continuing to laugh and joke in local language. When we eventually pulled into our station, only one of them was left on the train. He was obviously alighting too and as I struggled towards him with heavy luggage, he reached out and asked in English: "Want a hand with that, mate?"
     He carried the heavier suitcase up the station steps for us. We were pleasantly surprised and very grateful.
 	
(Adapted from *PhotoYou Magazine* June 2011*)*

<u>**Task 1:**</u> Read the recount text the teacher gave you.

<u>**Task 2:**</u> After you read the text, your teacher will ask you some questions related to the text.

1. Where did the writer's sister live?

   _____
   _____

2. How was the writer's attitude toward the six men who were sitting in front of him in the beginning of the story?

   _____
   _____

3. How did the six men behavior?

   _____
   _____

4. What did the last man do to help the writer?

   _____
   _____

5. How did the writer feel toward the last man in the end of the story?

   _____
   _____

Task 3: After reading the text, find the verbs that are used in the text.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

Task 4: After you make a list of verbs, guess each meaning in Bahasa Indonesia.

1. ……………… = ……………………	9. ……………… = ………………...
2. ……………… = ……………………	10. …………….. = ………………...
3. ……………… = ……………………	11. …………….. = ………………...
4. ……………… = ……………………	12. …………….. = ………………...
5. ……………… = ……………………	13. …………….. = ………………...
6. ……………… = ……………………	14. …………….. = ………………...
7. ……………… = ……………………	15. …………….. = ………………...
8. ……………… = ……………………	16. …………….. = ………………...

Task 5: You are provided with list of V1 and V2. Decide whether it is the correct or false form of its V1 or V2 by writing letter T or F. If it is "False", write the correction.

No	V1 and V2	T/F	Correction
1	Visit ⟺ Visited		
2	Laugh ⟺ Lough		
3	Like ⟺ Liked		
4	Continue ⟺ Continued		
5	Bring ⟺ Bringed		

Text 2: Text 2 is used to do Task 6 & 7.

I … (live) in a small country town. Most days, the main street is filled with tough-looking pick-up trucks. I was walking down my street carrying my nine month-old baby daughter.

As I was also loaded down with shopping bags, I was completely focused on making it to the car without dropping any of my precious bundles. So I was a little flustered when I … (hear) a gruff voice behind me calling. I … (ignore) the voice. Then it … (call) out again, this time, slightly louder. I … (turn) around and … (come) face to face with an old farmer. "You've lost a bootie," he said, pointing to the ground. I … (look) at my daughter's bare foot and a lonely bootie lay on the footpath. Seeing how laden down I was, he … (walk) over the bootie and … (return) it to me.

Task 6: Make a group of three or four. Work in a group and change the verbs into the correct form.

Task 7: Read the text above. Then, decide whether the statement is true or false. You may discuss with your group.

No	Statement	True/ False
1	The writer lived in center of the town.	
2	The street was full by trucks.	
3	The writer wanted to carry her child to her car.	
4	The baby's hat was falling down.	
5	The farmer did not help the writer.	

Text 3: Text 3 is used to do Task 8 & 9.

After circumnavigating the island, the driver stopped at his own house. He brought out a loaf of bread, butter, meat and eggs. He drove us back to our apartment. We bought him a bottle of honey to thank him. Each day, we carried it, looking in every bus in the hope he was the driver, but we never ran into him again.

In the beginning, we circulated the apartment. Unfortunately, there was no resident manager, no reception and no one else in residence. Of course, there was no food in the unit. So we set out walking, to try and locate something to eat.

Suddenly, a bus passed out and we waved madly. The driver saw us and stopped, and we explained our dilemma. Then, he took us on his route, stopping at every restaurant that he knew, but all their kitchens were closing.

A few years ago, my sister and I arranged a holiday to a small island resort. We arrived just as darkness had settled and had not eaten lunch. We arrived to a new apartment.

Task 8: You are provided with a text. This text is not in correct order. In group, arrange this paragraph into a good text.

Task 9: After arranging the paragraph, present the text in front of the class.

Text 4: Text 4 is used to do Task 10.

While cycling to work, I had my first flat. I did not have a pump. (1)… I borrowed a pump from a passing cyclist and discovered that the tube was useless. As I was walking toward, I heard someone shouting at me, "What happened?" I turned around and saw the smiling face of another cyclist. (2) … I explained my situation to him. He replied, "Give me the money and I will buy the tube for you." The nearest bike shop was four kilometers from that point. (3) … I gave him the money and he got away. Within 20 minutes he came back but when we had a closer look we realized that the tube he bought was not fitting in. (4) … He willingly decided he would turn around for another trip. After half an hour he was back with the full kit. (5) … I thanked him as he waved goodbye. Since that day, I have been on the lookout for other distressed cyclists so that I can repay my debt.

so	at last	at first	then	after that

Task 10: You are provided with a text. Put the correct conjunctions and time connectors available in the box to complete the following texts.

Text 5: Text 5 is used to do Task 11.

One morning I was walking before work when I noticed an old man struggling with what looked like a motorized wheelchair. As I got closer, it was obvious there was something wrong. He was trying to push it up a slight incline. While all this was happening, person after person walked straight past him.

Although I am not normally someone who gets involved with other people's business, he looked as though he needed assistance. When I finally got to him, I asked if anything was wrong. The old man replied that the battery on his wheelchair was gone. I offered to assist him. At first he refused and said that he did not want to be a bother. However, after I talked to him for a little while longer, he accepted my offer to help him. I pushed him to his house.

When we arrived at his door, he offered me money for helping. I declined his kind offer, thinking of my own grandfather and knowing he could be stuck in a similar situation. We shock hands and he thanked me.

Task 11: You are provided with a text. Read the text individually. Then, discuss the information of the text in your group. Find whether your idea and your friends' are the same or not.

Text 6, 7, 8 and 9: Text 6, 7, 8 and 9 are used to do Task 12.

Task 12: Read the following texts and answer the following questions.
Text 6

Mood for Helping

One day last year, I was in a really bad mood. I decided that a drive to the shopping centre 45 minutes away would clear my head. It was a very hot day and the car park was busy when I arrived, so I had to park in a far corner.

Chocolate has always been an instant mood enhancer for me, so I bought myself some. I decided to move the car to a shadier spot, listen to the radio and treat myself to the chocolate.

From this spot, I could see two women and a man crossing the road towards a doctor's surgery. The man had a handkerchief tied around his ankle. The surgery was closed but I could now clearly see the man's injury. Blood was flowing all over his foot. Grabbing the first-aid bandages I had in the glove box, I went over to the group and offered my help. One of the women used the bandages to restrict the blood flow and they made their way back to her car.

I was grateful to have been able to show some kindness. I was so glad I bought that chocolate. I might not have seen these people who have in turn helped me to stop me wallowing in self-pity and anger.

Questions:
1. What is the first paragraph about?
2. How did the writer enhance her mood?
3. What did the writer do to help the man?
4. How did the writer feeling after helping the man?
5. "I might not have seen these people…." (Last paragraph). What does word people refer to?

Text 7:

Turning Trash to Treasure

Arriving in Sydney on his own from India, my husband found himself temporary accommodation in Parramatta. He moved in for a short time while he found a nice house for me and the kids. During the first week of his stay, he went out

on Sunday morning to run some errands. He came back in the late afternoon to discover that his apartment had been robbed.

A little beige suitcase that had contained all his documents was gone. He was devastated as his essential papers and certificates, including his passport and visa. He reported the case to the police and completed the formalities. Then he sat there, lost and lonely in a strange city.

Late in the evening, the phone rang. It was a stranger on the other end of the phone. He was trying to pronounce my husband's name and was asking about his details. My husband was told that they had found a bundle of papers in their recycling bin. He rushed to their home to find a kind family holding all his papers and documents.

That family not only restored our important documents to us that day but also restored our faith and trust in the goodness of humanity. We still remember their kindness with gratitude and often send a warm wish.

Adapted from PhotoYou Magazine March 2010

Questions:
1. What did happen to the writer's husband?
2. What is the synonym of the word "discover" (line 5)?
3. What is the main idea of paragraph 2?
4. How could the writer's husband find his suitcase?
5. How did the stranger do to make sure that the suitcase belonged to the writer's husband?

Text 8:

The Granny Next Door

After moving to a new area and busy studying for a university degree, I fell into the trap of becoming the contemporary "antisocial neighbor". One afternoon, I was rushing out the door when my elderly neighbor, Mira, appeared. She talked about her looming hospital appointment.

I consoled her and offered to be available any time she needed me. Her tears prompted me to offer her a lift to the hospital for her operation. The hour-long drive was filled with wholehearted conversation about common interests. I talked about my daughter, Abira and her unusual interest in languages and cultures. She spoke about her granddaughter. We decided to have breakfast together before I accompanied her into the hospital.

A few days later, Abira and I visited her in hospital, bringing her some flowers. Mira declared that in 25 years of living in the area, she never been treated with such kindness. Mira is looking forward to fostering a grandmotherly relationship with my daughter. I once again have the warm realization of good company.

Adapted from PhotoYou Magazine July 2012.

Questions:
1. How did the writer describe her area?
2. What did the writer do to help the granny?
3. What were the writer and Mira talking about along the way to the hospital?
4. What does the word "interest" mean (line 8)?
5. How was the writer's daughter and granny relationship?

Text 9:

Walk On

I travelled to Singapore from my home in Trang, Thailand, on March 12 last year for a four-week English course. I stayed there with a guardian family that a friend of my parents.

On April 3, I made plans to meet my friends. That morning, I grabbed my favorite backpack and walked to the train station. More people began lining up behind me and I could feel the pressure of the crowd at my back. Just as the train approached the station, the crowd pressed forward. I felt someone pushing on my backpack and though I tried to resist, I lost my balance. I fell across the tracks. The train's front wheels rolled across my legs. At the hospital, I was taken to the operating room. I was given anesthetic for the surgery. I stayed in the hospital for two months and ten days.

Then, a magical thing happened. The second daughter of the King of Thailand learned about my accident and brought me back home. She offered me the chance to finish my education at Chitralada School in Bangkok. I was so happy. At the rehabilitation centre I was fitted which cost several million bath. Learning to walk again was difficult. Every step needed a lot of training.

Adapted from PhotoYou Magazine February 2012.

Questions:
1. Why did the writer go to Singapore?
2. What does paragraph 2 tell you about?
3. How could the writer fall into the tracks?
4. What did happen to the writer after she fell into the tracks?
5. What were the miracles that the writer told you?

Pictures used in BKOF stage

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: MTs Negeri Ngemplak
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/2
Alokasi Waktu	: 6x40 menit (3 pertemuan)
Skill	: Reading
Jenis Teks	: Recount text

1. **Standar Kompetensi :** 11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

2. **Kompetensi Dasar** **:** 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative.*

3. **Indikator** **:**
   - Siswa mampu mengidentifikasi kata-kata kunci dalam teks *recount*.
   - Siswa mampu mengidentifikasi informasi rinci, spesifik dan umum dalam teks *recount*.
   - Siswa mampu mengidentifikasi grammatical rules dalam teks *recount*.
   - Siswa mampu meletakkan connecting words/ phrases yang tepat di dalam teks *recount*.
   - Siswa mampu merangkai kalimat-kalimat acak menjadi paragraf yang padu.

4. **Tujuan Pembelajaran:** Di akhir pembelajaran, siswa diharapkan mampu:
   - Mengidentifikasi gagasan utama dalam teks recount,

- Mengidentifikasi informasi dalam teks *recount.*

5. Materi Pembelajaran:

Model text:

Don't Judge a Book….

During my first year at university, I spent countless hours on public transport travelling to and from campus. On the way home one evening, I sat near doors of the train carriage. During the journey, I looked up from my book and sleepily surveyed the surrounds of the carriage. I was alone, apart from a tall, thickset, bearded man in a cap and black biker's t-shirt. He had an strict expression and intimidating muscles.

I felt a little uneasy, worrying about what type of character he must be, and hoped the ride would end soon. At the next stop, the carriage doors opened and a young businessman left the train. Then, the bearded biker suddenly stood up and went out.

He left the train and walked calmly towards the businessman, holding out the mobile phone. "Excuse me," he said. "You left this on the seat." I decided to never again judge someone on their appearance.

Adapted from *Reader's Digest Magazine October 2011*

List of Vocabularies

- carriage
- surround
- thickset
- bearded
- strict

- muscles
- calmly
- holding
- judge

Generic structure of recount text:

Orientation : an orientation provides background information needed to

understand the text, i.e., who was involved, where it happened,

when it happened

Events : a record of events usually recounted in a chronological order.

Reorientation : personal comments and or evaluative remarks on the incidents.

Language feature of recount text:

- Use past tense to locate events in relation to writer's time.
- Use conjunctions and time connectors to sequence the events.
- Use adverbs and adverbial phrases to indicate place and time.

Key structure: simple past tense is used to express something that happened in the past. Here is the pattern: S + V2 + O + (Adverb of time).

Adverb of time in simple past tense: yesterday, last week, last …, two days ago, etc.

Time connections: after that, before that, then, finally, etc.

6. **Metode Pembelajaran:** Genre-Based Approach

7. **Langkah-langkah pembelajaran:**
   1. Pendahuluan
      - Guru memberi salam dan menyapa siswa.
      - Guru mengajak siswa untuk mengawali kegiatan dengan berdoa.
      - Guru memeriksa kehadiran siswa.
   2. Kegiatan Inti
      Building Knowledge of Field
      - Guru bertanya apa yang siswa-siswa lakukan pada saat libur seminggu yang lalu.
      - Guru menggali beberapa tambahan informasi berdasarkan jawaban dari para siswa.
      Modeling of Text
      - Guru memberikan model text recount *"Don't Judge a Book…."* kepada siswa.
      - Guru meminta siswa untuk membaca teks *recount* tersebut. (Task 1)
      - Siswa membaca teks *recount* yang guru berikan, *"Don't Judge a Book…."*.

- Guru mengulas secara singkat tentang fungsi dan bagian-bagian dalam teks *recount.*

- Guru bertanya kepada siswa beberapa pertanyaan yang berhubungan dengan isi teks. (Task 2)

- Guru meminta siswa untuk mempelajari kata-kata sulit yang terdapat di dalam teks (Task 3) dan mencocokkan kata-kata tersebut dengan artinya dalam bahasa indonesia (Task 4).

- Guru meminta siswa untuk menggaris bawahi kata-kata kerja bentuk kedua (*simple past tense)* yang terdapat di dalam teks. (Task 5)

- Guru meminta siswa untuk menulis kata kerja bentuk kedua (*simple past tense*) yang terdapat dalam teks dan menebak arti dari kata-kata tersebut. (Task 6)

Joint Constructions of Text

- Guru meminta siswa untuk berkelompok, masing-masing kelompok terdiri dari 3-4 orang.

- Siswa duduk berdekatan dengan kelompoknya masing-masing.

- Guru membagikan *teks recount* yang baru.

- Teks yang diberikan oleh guru adalah teks rumpang. Siswa secara berkelompok diminta untuk mengisi titik-titik di dalam teks dengan kata kerja bentuk kedua yang tepat. (Task 7)

- Secara berkelompok, siswa disuguhkan dengan beberapa pernyataan, siswa diminta menentukan apakah pernyataan-pernyataan tersebut benar atau salah berdasarkan isi teks. (Task 8)

- Guru dan siswa mendiskusikan jawaban bersama-sama.

- Guru dan siswa mengulas kembali secara singkat tentang *conjunctions* dan *time connectors.*

- Setelah mendengar penjelasan guru, siswa disuguhkan dengan teks *recount* baru dan siswa diminta mengisi titik-titik dalam teks dengan *conjunctions* dan *time connectors* yang tepat. (Task 9)
- Guru menyuguhkan satu text recount yang acak, Siswa secara berkelompok diminta untuk menyusun paragraph-paragraph acak tersebut menjadi satu teks *recount* yang berurutan. (Task 10)

  Individual Construction of Text
- Guru memberikan beberapa teks *recount*, siswa secara individu diminta untuk menjawab pertanyaan-pertanyaan tentang isi teks. (Task 11)

3. Penutup
- Siswa menyebutkan hal-hal yang telah mereka pelajari.
- Siswa menyebutkan kesulitan yang dialami (bila ada) selama mempelajari *recount text*.
- Siswa mendengarkan penjelasan guru tentang materi yang akan mereka pelajari pada pertemuan berikutnya.

8. **Media pembelajaran:** whiteboard and board mark.

9. **Penilaian**

   Reading Performance

Indicators	Form	Example
1. Students are able to identify the key words in recount text.	Written test	Find the verb use in the text.
2. Students are able to identify the detailed, specific and general information of recount text.	Written test	-when did the writer go to? -what did the writer do?

3.	Students are able to identify grammatical rules in recount text.	Written test	-complete the text with the suitable verbs.
4.	Students are able to identify the chronological connections in a recount text.	Written test	-put the connecting words or phrases in the text.
5.	Students are able to identify the organization of a recount text.	Written test	-please rearrange the jumbled paragraph into a good text.

Yogyakarta, 11 April 2015

Mengetahui:

Guru Kollaborator   Guru Bahasa Inggris

Subono Walubina, S.Pd   Reza Pustika

NIP. 196408091999031002   NIM. 11202241008

Perangkat Pembelajaran

Text 1: Text 1 is used to do Task 1-6.

Don't Judge a Book….

During my first year at university, I spent countless hours on public transport travelling to and from campus. On the way home one evening, I sat near doors of the train carriage. During the journey, I looked up from my book and sleepily surveyed the surrounds of the carriage. I was alone, apart from a tall, thickset, bearded man in a cap and black biker's t-shirt. He had a strict expression and intimidating muscles.

I felt a little uneasy, worrying about what type of character he must be, and hoped the ride would end soon. At the next stop, the carriage doors opened and a young businessman left the train. Then, the bearded biker suddenly stood up and went out.

He left the train and walked calmly towards the businessman, holding out the mobile phone. "Excuse me," he said. "You left this on the seat." I decided to never again judge someone on their appearance.

Adapted from Reader's Digest Magazine October 2011

Task 1: Read the recount text the teacher gave you.

Task 2: After you read the text, your teacher will ask you some questions related to the text.
1. Where was the setting of the story?
2. How did the writer describe the man?
3. How was the writer feeling toward the man in the beginning?
4. What did the man do in the end of the story?
5. What is the moral value that you can get based on the story?

Task 3: These words are taken from the text. Study the following words.
- carriage
- surround
- thickset
- bearded
- strict
- muscles
- calmly
- holding
- judge

Task 4: You are provided with two columns. Column A consists of list of words based on the text, column B consists of the meaning in Bahasa Indonesia. Match the words in column A with the meaning in column B.

Column A		Column B
carriage		menilai
surround		gerbong
thickest		besar
bearded		memegang
Strict		otot
muscles		sekitar
Calmly		jenggot
holding		dengan tenang
Judge		tegas

Task 5: Underline the V2 that are used in the text.

Task 6: After underlining the V2 in the text, guess each meaning in Bahasa Indonesia.

List of V2	Meaning in Bahasa Indonesia

Text 2: Text 2 is used to do Task 7-8.

When I … seven years old, my great-grandmother …. We … out just as my mother, sisters and I … at the hospital to visit. My mother was close to her grandmother. We headed home in a very crowded lift, she finally broke down. It was the first time I had seen her cry.

The other people in the lift behind us … to freeze, staring awkwardly at my mother. When we all went out of the lift, a woman rushed over us. She … my mother a long hug, … us to the hospital café and ordered my mother a coffee. She encouraged my mother to talk and cry about her favorite grandmother. The woman … with us for about 20 minutes, until my mother was feeling better and could drive home safely.

<div align="right">Adapted from Reader's Digest Magazine October 2011</div>

Task 7: Make a group of three or four. Work in a group and fill the blanks with the verbs in the box.

Task 8: After you read the text above. Then, decide whether the statement is true or false. You may discuss with your group.

No	Statement	True/ False
1	The writer's mother was feeling great.	
2	The writer's mother was close to his great-grandmother.	
3	The writer's mother was crying in the crowded lift.	
4	The stranger gave his mother some meal.	
5	The writer's mother was getting better and could not drive them home safely.	

Text 3: Text 3 is used to do Task 9.

Making a coffee for a customer at the busy bakery where I worked, I noticed she was wearing an unusual necklace. It was a silver pendant with sparkles, and it was quite different from anything I had seen. I remarked that it was the kind of jewellery that my beloved sister would like.

…, the customer smiled and chatted with me. She explained that she had bought it from a market in Australia where she lived. …, she told me that she was in town on business and was due to return home next day. …, I ended the conversation and let her go home.

…, a package arrived at the bakery. Inside was another of the silver necklaces, along with a note. In the note, that customer said she had gone back to the market to find one for my beloved sister to enjoy. …, I replied her letter to say thank.

<div align="right">Adapted from Reader's Digest January 2011</div>

So	Finally	After that	A few weeks later	In the beginning

Task 9: You are provided with a text. Put the correct conjunctions and time connectors available in the box to complete the following texts.

Text 4: Text 4 is used to do Task 10.

> As the bus came toward us, we entered the bus. It was lucky because we did not have to pay the fare because as long as the journey, we remained standing. Finally Sharon bought me an ice cream and one for herself.
>
> "Ate, I really want to eat ice cream," I prodded my sister Sharon Lois as we waited for our cousin to give us a ride home from school. It was September 1984 and we were waiting at the side of the road in Butuan City. I was in year 2 and Sharon was in year 5. We were waiting for some hours. We started getting hungry and thirsty.
>
> Then, we found out that our cousin was late and finally Sharon decided we should catch a bus home. She only had enough money for the fare, so she could not afford ice cream. "But I really want one, please," I know that she could not say no.
>
> Adapted from Reader's Digest January 2011

Task 10: You are provided with a text. This text is not in correct order. In group, arrange this paragraph into a good text.

Text 5, 6, 7 and 8: Text 5 is used to do Task 11.

Task 11: Read the following texts and answer the following questions.

Text 5

> In August 2008 I noticed a cat coming into my garden. He had discovered that I sometimes started to put food out for him, but he was really wild and I could not get near him. He kept coming most evenings for food.
>
> Then, in late November, I discovered that he had escaped from a vet clinic 2 kilometers away. After trapping and returning him to the clinic to his owners, I assumed I would never see him again. But 12 days later, he was back in the garden. The cat had become so wild that the owners could not cope with him and had let him go.
>
> After several months, he finally lost his fears and allowed me to touch him. From that point, we became so close. He is now a much loved and he became our member of the family.
>
> Adapted from Reader's Digest January 2011

Questions:
1. What does the story tell you?
2. "He had discovered that I sometimes ...." What does the underlined word refer to?
3. What is the information in paragraph 2 about?
4. Why did the owner let the cat go?
5. How was the relationship between the writer and the cat in the end of the story?

Text 6:

"Good night, Yasmin." "Good night, Chief," I replied. The cell door closed and I heard Chief's keys clinking as other doors shut. I stepped into my five-meter and sat on my chair. Being in a prison made me feel like I was being buried alive. I laid on my bed as night fell and thought the same thought over and over again. My head was full of the people I love: my parents, my brother, and my friends.

I also thought about how it all went so wrong. Every day I lived the same routine and nothing changed except the people. But prison had changed me. When I committed the crimes, I was a lost young boy. When I was in the school, my reading and writing were very ordinary. My friends in the prison were reading books and writing letters to their friends and family and it made me upset because I could not do the same.

Then, I started to learn so one day I would read and write. After five years, I have achieved my goal. I have completed a reading course and attended a creative writing workshop. Learning to read and write had changed my life. I could read my favorite books and I could write many articles in newspaper.

Questions:
1. What was the writer thinking about when he was in the prison?
2. Why did the writer upset?
3. What moral value can you learn from the passage above?
4. What was the writer's goal?
5. What were the things the writer could do from reading and writing?

Text 7:

I have grown my two fish. They swam to the side of the tank every morning to watch me having breakfast, begging silently to be fed. The big goldfish moved and jumped everywhere as he had a show. He was a beautiful fish. His friend was a silverfish which had smaller fins and tail.

Once, while cleaning their tank, I moved them into a clean tank while I replaced the weeds. The next day, I noticed that one of my fish was sick. A short while later, the goldfish forced his sick friend to move. I soon realized that he was

helping his friend kept moving to help his friend. After the two days, my sick fish recovered.

Questions:

1. What did the fish do in every morning?
2. How did the writer describe his fish?
3. "He was a beautiful fish" (line 3). What does the word "He" refer to?
4. What did the silverfish do to help his friend?
5. What moral value can you get from the story?

Text 8

As a student nurse, I was afraid of giving my first injection to a real person. No matter how much practice I had in the labs, I was still afraid at the idea to jab someone. My fear must have been evident to the patient who was to receive the injection, because she asked if this was my first time.

When I admitted that it was, she gave me nothing but encouragement, telling me that she was sure I would do fine. Then, the needle went in and I felt good about mastering my new skill. Four hours later, this lady came down and spoke to me. She told me that I had succeeded in doing my job.

You would think that I helped her because I jabbed her with a needle. Her kindness towards a nervous young nursing student like myself has given me a huge of confidence. She was the one who helped me lost my fears.

Questions:

1. What is the first paragraph about?
2. "My fear must have…" (Line 3). What does the word "My" refer to?
3. What was the writer feeling about jabbing the patient?
4. What did the patient do before the writer jabbed her?
5. Did the writer succeed her job?

FIELD NOTES

Field Note 1
Sabtu, 14 Februari 2015
P   : Peneliti
GBI   : Guru Bahasa Inggris
KS   : KS

Tujuan P datang ke sekolah adalah untuk mengajukan ijin secara lisan bahwa P akan melaksanakan penelitian di sekolah tersebut. P menunggu Bu Rita selaku Waka Kurikulum. Tak lama kemudian, Bu Rita datang. Kemudian, P mengutarakan tujuannya kenapa datang ke sekolah hari itu. P meminta ijin akan melakukan penelitian untuk kelas VIII. Bu Rita selaku Waka Kurikulum memberikan ijin kepada P untuk melakukan penelitian. Namun, penelitian belum bisa langsung dilakukan. Bu Rita meminta P menunggu sampai akhir Maret karena sekolah akan sibuk ujian praktek kelas IX dan UTS kelas VII dan VIII. Setelah P mencatat jadwal penelitian, Bu Rita meminta P menemui Ibu KS untuk meminta ijin.

Lalu, P menemui Ibu KS di ruang KS yang berada di sebelah kantor guru. Ibu KS mempersilahkan P masuk dan duduk. P mengutarakan tujuannya datang ke sekolah. Diakhir pembicaraan, Ibu KS mengingatkan untuk membawa surat ijin penelitian dari kampus.

Setelah bertemu Ibu KS, P berniat bertemu dengan Pak Bina selaku GBI kelas VIII D. P mengutarakan niatnya untuk melakukan penelitian di sekolah tersebut. GBI akan membantu jalannya proses penelitian. Kemudian, P meminta jadwal mengajar kelas VIII D. Pelajaran Bahasa Inggris kelas VIII D berlangsung setiap Senin pukul 10.50-12.10 dan Selasa pukul 12.40-14.00.

GBI kemudian mengajak P ke kelas VIII D untuk bertemu lagi dan memberitahu siswa-siswa kelas VIII D bahwa P akan melakukan penelitian di kelas tersebut selama 1 bulan di mulai dari bulan Maret mendatang. Setelah itu P pamit pulang kepada GBI dan akan mengabari GBI melalui sms sebelum memulai penelitian nanti.

Field Note 2
Kamis, 26 Februari 2015
P   : Peneliti
GBI   : Guru Bahasa Inggris
Staf TU: STU

P datang ke sekolah hari ini di pagi hari sekitar pukul 9.00 WIB. Tujuan P datang ke sekolah hari ini adalah untuk menyerahkan surat ijin penelitian dari fakultas. P memberikan surat ijin penelitian tersebut kepada STU agar segera diarsipkan. P memberitahu STU bahwa P ingin memberikan surat ijin penelitian kepada pihak sekolah. STU bertanya kapan penelitian ini akan berlangsung. Kemudian P menjawab bahwa penelitian akan dimulai bulan Maret nanti.

Kemudian P menemui GBI. P meminta agar GBI menjadi kolaborator P selama melakukan penelitian. P bertanya jam berapa GBI bisa meluangkan sedikit

waktu karena P ingin melakukan *interview*. GBI mengatakan bahwa beliau memilki waktu saat jam istirahat setelah solat zuhur.

Selagi menunggu GBI, kesempatan ini digunakan P untuk melakukan kegiatan pengambilan data *interview* sebelum implementasi kepada siswa kelas VIII D. Kebetulan, pada saat itu guru yang seharusnya mengisi tidak datang. P mewawancarai beberapa siswa. Kebanyakan dari mereka malu dan tidak ingin diwawancarai. P berhasil mewawancarai beberapa siswa dengan menyembunyikan perekam suara.

Setelah melaksanakan solat zuhur, GBI kembali ke kantor. P kemudian memulai wawancara dengan GBI. Setelah melakukan wawancara, P kembali mengingatkan GBI bahwa tanggal 30 Maret 2015 akan memulai penelitian.

Field Note 3
Senin, 30 Maret 2015
P   : Peneliti
GBI   : Guru Bahasa Inggris
Siswa-siswa : Ss

Hari ini, P melakukan kegiatan pengambilan data sebelum penelitian. P melakukan *pre-test*. Sebelumnya, P telah membuat 30 soal *reading comprehension*. P datang ke sekolah pukul 10.00. Situasi kelas sangat berisik karena Ss mengobrol dan bermain kesana-kemari. P membuka pertemuan tersebut dengan salam, kemudian menyapa Ss dan menanyakan kabar mereka. Ss menjawab sapaan dan pertanyaan P. P mengabsen Ss satu-persatu sambil mencoba mengingat nama-nama Ss kelas VIII D. Hari itu, semua siswa hadir.

Setelah mengecek kehadiran Ss, P mengambil soal yang tertumpuk di atas meja dan mengatakan kepada Ss bahwa mereka akan mengerjakan ulangan harian. P meminta buku diletakkan ke dalam tas masing-masing. Ketika Ss sudah siap, P mulai mendistribusikan soal *pre-test* tersebut. Setelah Ss menerima soal, P menjelaskan apa yang harus Ss lakukan.

Beberapa waktu berlalu, seluruh siswa berkonsentrasi mengerjakan soal. P memberikan waktu selama 2 jam perlajaran kepada Ss untuk menyelesaikan tes tersebut. Hampir 2 jam pelajaran berlalu, salah seorang siswa bernama Aulia mengangkat tangannya dan bertanya apa yang harus dia lakukan jika sudah selesai. P meminta Aulia untuk mengkoreksi jawaban tesnya sekali lagi. P juga mengingatkan Ss yang lain untuk mengkoreksi lagi jawaban mereka masing-masing.

Ketika waktu hampir habis, P bertanya apakah semua siswa sudah selesai mengerjakan tes. Semua siswa telah selesai mengerjakan tesnya dan mereka mengumpulkan jawaban tes mereka ke meja guru. P menutup pertemuan hari itu dan mengingatkan bahwa besok P akan kembali masuk kelas dan mengajar di kelas VIII D. P menutup pertemuan itu dengan mengucap salam. P keluar kelas dan berjalan menuju kantor untuk menemui GBI. P melaporkan bahwa kegiatan pada hari itu telah selesai dilakukan dan besok akan mulai mengajar.

Field Note 4
Selasa, 31 Maret 2015
P   : Peneliti
GBI   : Guru Bahasa Inggris
Siswa-siswa   : Ss

Hari ini adalah pertemuan pertama di siklus pertama penelitian P dengan subyek Ss kelas VIII D Mts N Ngemplak. P sampai di sekolah tepat pukul 12.30 WIB. P masuk ke dalam kelas. P berdiri di depan kelas dan mengucapkan salam untuk membuka pelajaran. Ss menjawab salam P dengan serentak. Setelah mengucap salam, P menanyakan kabar Ss. Ss menjawab dengan serentak pula dan kembali menanyakan kabar P. P menjawab pertanyaan Ss. Kemudian, P mempresensi siswa kelas VIII D. Ada 3 siswa yang tidak masuk sekolah. 2 siswa yaitu Akbar dan Yuda tidak masuk dengan keterangan alfa sedangkan ada 1 siswa yaitu Arlan tidak masuk ke sekolah dikarenakan sakit.

GBI memasuki kelas dan duduk di kursi di baris paling belakang. P berdiri di depan kelas dan mulai mengajar dengan memperlihatkan beberapa gambar yang telah P persiapkan sebelumnya yaitu gambar gunung, pantai dan kebun binatang. Gambar-gambar tersebut digunakan dalam tahap BKOF. Gunanya adalah untuk menarik perhatian Ss dan untuk menghubungkan pengalaman pribadi Ss dan materi yang akan diajarkan yaitu *recount text*. Sambil memperlihatkan gambar-gambar tersebut, P bertanya apakah Ss pernah bepergian ke tempat-tempat tersebut. Kemudian P memancing Ss untuk menceritakan pengalaman mereka ketika mereka bepergian ke tempat-tempat tersebut. P hanya memilih beberapa siswa untuk menceritakan pengalaman pribadi mereka masing-masing. P memilih 2 orang siswa laki-laki yaitu Aldi dan Afif dan satu orang siswa perempuan yaitu Dian. Mereka secara bergantian menceritakan pengalaman pribadi mereka ketika bepergian ke tempat-tempat tesebut.

Setelah menarik perhatian Ss, P mulai membagikan lembar kerja kepada Ss. Lembar kerja tersebut berisi tugas-tugas yang akan Ss kerjakan selama siklus pertama berlangsung. P meminta Ss untuk menuliskan nama mereka di tempat yang telah disediakan. Setelah itu, P meminta siswa untuk membaca teks pertama yang berjudul "A Helping Hand to Lighten the Load". P memberikan waktu 5 menit kepada Ss untuk membaca teks tersebut. Semua siswa berkonsentrasi membaca teks tersebut. Beberapa waktu berlalu, Ss mulai mengobrol dan membuat gaduh. P bertanya apakah siswa telah selesai membaca teks tersebut. Beberapa siswa menjawab sudah selesai dan beberapa yang lain menjawab belum. P mengingatkan Ss yang sudah selesai membaca untuk tidak mengganggu teman yang lain.

Setelah Ss selesai membaca teks, P menanyakan beberapa pertanyaan terkait dengan isi teks. Ss menjawab pertanyaan P. Setelah P selesai bertanya kepada Ss, P melanjutkan pelajaran dengan menerangkan fungsi dan struktur teks *recount*. Memakai teks yang sama, P menjelaskan organisasi teks *recount*. P menjelaskan kegunaan teks *recount*. Ss mencatat hal-hal yang penting yang diterangkan oleh P.

Kemudian, P mulai menerangkan tentang kata kerja yang digunakan dalam teks *recount*. Ss mencatat hal-hal yang dianggap penting di buku catatan masing-masing. Setelah memberikan penjelasan, P meminta Ss mengerjakan tugas-tugas yang ada di lembar kerja. Tugas pertama yang Ss harus kerjakan adalah mencari kata kerja – kata kerja bentuk kedua yang terdapat di dalam teks. Ss mengerjakan tugas yang diberikan oleh P. Selama Ss mengerjakan tugas, P mengitari kelas dan membantu apabila ada Ss yang menemui kesulitan. Ss mampu menemukan kata kerja – kata kerja bentuk kedua yang terdapat dengan teks. Ketika terdapat kesalahan, P langsung mengkoreksi.

Setelah semua siswa berhasil menemukan kata kerja – kata kerja tersebut, P meminta Ss untuk menebak arti dari setiap kata kerja tersebut di tabel yang telah disiapkan. P memberikan waktu beberapa menit kepada Ss untuk mengerjakan tugas tersebut, namun P menambahkan waktu apabila sampai waktu habis, Ss belum selesai mengerjakan tugas tersebut. Ss menemui kesulitan dalam menebak arti dari kata-kata tersebut. P memberikan petunjuk-petunjuk agar Ss mampu menebak arti kata-kata tersebut. Ss pun berhasil menyelesaikan tugas tersebut. P dan Ss bersama-sama membahas arti dari kata kerja – kata kerja tersebut.

Tugas terakhir yang harus dikerjakan di pertemuan pertama ini adalah tugas *true-false*. Ss diminta untuk menentukan apakah pasangan *present dan past form* dari suatu kata adalah pasangan yang tepat atau tidak. Ss menuliskan *true* atau *false* di tabel yang telah disiapkan. Walau begitu, P mengingatkan kepada Ss agar juga mengetahui bentuk *past-form* yang tepat untuk kata-kata kerja tersebut. 10 menit sebelum 2 jam pelajaran berlalu tapi beberapa siswa masih belum selesai menyelesaikan tugas. Ss mengerjakan tugas ini dalam waktu yang cukup lama. Ss terlihat bingung menentukan pasangan kata-kata kerja tersebut. P mengingatkan Ss bahwa mereka memiliki waktu 5 menit lagi. P sengaja menyisakan waktu 5 menit agar bisa digunakan untuk meringkas kembali materi yang diajarkan pada hari itu. Akhirnya Ss selesai mengerjakan tugas.

Untuk menghindari Ss lupa membawa lembar kerja, lembar kerja Ss dikembalikan kepada P. Setelah Ss mengumpulkan lembar kerjanya masing-masing, P dan Ss meringkas kembali materi yang telah diajarkan hari itu. P memberitahu Ss sedikit informasi tentang apa yang akan mereka pelajari di pertemuan selanjutnya. Setelah meringkas dan memberitahu Ss tentang pertemuan selanjutnya, P menutup pertemuan hari itu dengan mengucap salam dan meminta Farkhan sebagai ketua kelas memimpin doa.

Setelah Ss selesai berdoa, P mempersilahkan Ss untuk pulang ke rumah. Ss bersalaman dengan P. GBI memberikan lembar observasi kembali kepada P. Kemudian GBI memberikan beberapa evaluasi. Evaluasi di hari itu adalah P harus lebih tegas dalam mengajar karena masih ada beberapa siswa yang mengobrol saat diminta mengerjakan tugas.

Field Note 5
Senin, 13 April 2015
P   : Peneliti
GBI   : Guru Bahasa Inggris
Siswa-siswa   : Ss

Hari ini P sampai di sekolah pukul 10.00 WIB. P mempersiapkan lembar kerja yang akan diberikan kepada Ss. P memulai pelajaran dengan mengucap salam. Ss menjawab salam P. P menanyakan kabar Ss disambut dengan jawaban serentak oleh Ss. P menanyakan apakah Ss hadir semua di hari itu. Ss menjawab Arma dan Akbar kembali tidak masuk sekolah.

Setelah mengecek kehadiran siswa, P memulai pelajaran hari itu. P memulai dengan memancing Ss untuk mengingat kembali pelajaran yang telah mereka pelajari waktu yang lalu. Ss mengingat-ingat kembali sembari membuka buku catatan mereka lalu menjawab pertanyaan P.

Setelah membantu Ss untuk mengingat kembali materi beberapa waktu yang lalu, P membagikan lembar kerja ke masing-masing siswa dengan memanggil nama mereka satu persatu. Hari ini, Ss diminta melanjutkan tugas-tugas yang nanti akan dipandu oleh P.

Setelah semua siswa mendapatkan lembar kerja masing-masing, P memulai pelajaran dengan meminta Ss membuka halaman kedua tepatnya teks 2. Berbeda dengan pertemuan sebelumnya dimana Ss bekerja secara individu, tugas kali ini diberikan kepada Ss dan Ss diminta untuk bekerja secara berkelompok. Untuk mempercepat jalannya pembagian kelompok, P memutuskan agar Ss bekerja bersama teman yang duduk di depan atau di sampingnya. Satu kelompok terdiri dari 3-4 Ss. Setelah semua siswa mendapat kelompoknya masing-masing, P menginstruksikan kepada Ss untuk mengerjakan *Task 6*. P memberikan waktu beberapa menit kepada Ss untuk menyelesaikan tugas tersebut.

Selama Ss mengerjakan tugas tersebut, P mengelilingi kelas untuk membantu Ss yang mengalami kesulitan. Dalam mengerjakan tugas ini, P memperbolehkan Ss untuk membuka kamus. Selama mengerjakan tugas, ada beberapa kelompok yang sering sekali memanggil P untuk bertanya dan meminta P mengecek hasil pekerjaan mereka. Kelompok yang sering memanggil dan bertanya adalah kelompok Farkhan yang terdiri dari Farkhan, Adam dan Puji. Selain kelompok Farkhan, kelompok Melani dan kelompok Aulia juga sering memanggil P dan meminta P mengkoreksi hasil pekerjaan mereka.

Beberapa menit berlalu, semua siswa telah selesai mengerjakan tugasnya. Setelah mereka selesai mengerjakan tugas, P dan Ss bersama-sama mencocokkan jawaban. Setelah membahas soal, P menemukan bahwa Ss masih sangat kesulitan mencari kata-kata kerja bentuk kedua di dalam kamus. Ss mencari kata kerja lampau di kamus tanpa mengilangkan "ed", oleh karena itu, mereka sering tidak menemukan kata yang mereka cari. Karena itu, P memberitahu Ss bagaimana caranya mencari kata kerja bentuk kedua di dalam kamus.

Setelah itu, P meminta Ss untuk mengerjakan *Task 7*. Di tugas ini, siswa mengerjakan tugas *True-False*. Ss diminta mencocokkan pernyataan-pernyataan

berdasarkan teks yang telah diberikan. Setelah siswa selesai mengerjakan tugas ini, P dan Ss membahas tugas bersama-sama.

Setelah mengerjakan tugas, P kembali memberikan materi. Kali ini, materi yang diberikan adalah *time connectives* dan *conjunction*. Kedua hal ini diajarkan karena di dalam *recount text* terdapat *time connectives* dan *conjunction*. Ss memperhatikan penjelasan P karena *time connectives* dan *conjunction* sering digunakan dalam *recount text*. Ss mencatat hal-hal yang penting di dalam buku catatan mereka masing-masing.

Setelah memberikan penjelasan tentang *time connectives* dan *conjunction*, P meminta Ss untuk mengerjakan *Task* 8 dan 9. Task 8, Ss diminta untuk menyusun paragraf-paragraf yang acak menjadi teks yang runtut. Setelah menyusun, masing-masing kelompok diminta untuk melaporkan teks yang mereka baca di depan kelas. Namun, karena waktunya tidak cukup, P hanya berkeliling dan mengecek semua kelompok. Beberapa kelompok kebingungan dengan arti kata-kata tertentu sehingga membuat mereka tidak dapat menyusun paragraph-paragraf tersebut menjadi teks yang benar.

P berdiri di depan kelas dan bersama Ss meringkas apa yang telah mereka pelajari hari ini. P memberitahu Ss bahwa di pertemuan selanjutnya mereka akan kembali berlatih dengan *time connectives* dan *conjunction*. Setelah itu, P menutup pertemuan itu dengan salam. P mempersilahkan Ss untuk keluar istirahat. Beberapa siswa bersalaman dengan P.

Sebelum P dan GBI keluar kelas, GBI kembali memberikan beberapa masukan. GBI menyarankan agar P memperlambat cara mengajar. P menjelaskan kenapa dia mengajar dengan cepat. Sebenarnya, P tidak ingin terlalu cepat, tapi materi yang harus disampaikan terlalu banyak dan P takut jika waktunya tidak cukup. P berterimakasih atas saran GBI dan P berpamitan pulang.

Field Note 6
Selasa, 14 April 2015
P   **: Peneliti**
GBI   **: Guru Bahasa Inggris**
Siswa-siswa   : Ss

Hari ini, P sampai di sekolah pukul 12.30 WIB seperti biasa. Ketika P siap membagikan lembar kerja Ss, P memberi salam dan menyapa Ss. Ss menjawab salam dan sapaan P dengan lantang dan serentak. P mengecek kehadiran Ss dan pada hari itu, semua siswa kelas VIII D hadir.

Sebelum membagikan lembar kerja Ss, P bertanya apa yang Ss telah kerjakan dan pelajari di pertemuan sebelumnya. Ss menjawab pertanyaan P dengan dibantu sedikit-sedikit pancingan dari P. P mengingatkan Ss untuk mencatat hal-hal yang penting agar ketika ditanya kembali mereka dapat menjawab dengan benar.

Setelah itu, P membagikan lembar kerja Ss. P mengatakan bahwa hari ini P akan kembali memberi latihan tentang *time connectives* dan *conjunction* supaya Ss lebih paham. P meminta Ss untuk membuka *Text 4*. P menjelaskan bahwa

disana terdapat sebuah teks rumpang dan sebuah kotak yang terdapat beberapa kata. P menjelaskan arti dari kata-kata yang terdapat di dalam kotak untuk membantu Ss mengerjakan tugas tersebut.

Setelah memberikan penjelasan, P meminta siswa untuk mengisi titik-titik di dalam teks dengan kata yang tepat yang telah tersedia di dalam kotak. P memberikan waktu beberapa menit kepada Ss untuk menyelesaikan tugas tersebut. Selama Ss mengerjakan tugas tersebut, P mengelilingi kelas. P mengecek apakah semua siswa mengerjakan tugas tersebut atau tidak.

Setelah Ss selesai mengerjakan tugas tersebut, P dan Ss bersama-sama mengecek jawaban. P bertanya kepada Ss apa isi cerita tentang teks tersebut. Ss menjawab pertanyaan P. Untuk lebih mengasah kemampuan pemahaman Ss, P meminta Ss membuka Text 5. Di tugas ini, masing-masing siswa membaca teks dan diminta mendiskusikan di dalam kelompok yang telah terbentuk. P memberikan waktu 10 menit kepada Ss untuk membaca. Kemudian, P memeriksa pemahaman mereka dengan mendatangi meja mereka satu persatu.

P memeriksa pemahaman Ss dengan meminta tiap kelompok menyampaikan kembali dan memberitahu P tentang isi teks tersebut. P memberikan koreksi apabila ada Ss yang melakukan kesalahan atau salah mengartikan kata. Sebagian besar Ss mampu memahami isi teks dengan baik. Setelah memeriksa semua kelompok, P meminta Ss untuk kembali bekerja secara individu.

Kali ini, Ss diminta untuk menjawab *comprehension questions*. Terdapat 20 pertanyaan yang Ss harus jawab. P memberikan waktu beberapa menit kepada Ss untuk menjawab pertanyaan-pertanyaan tersebut. Selama mengerjakan tugas tersebut, P memperbolehkan Ss untuk membuka kamus. P keliling kelas untuk melihat pekerjaan Ss. P juga membantu Ss apabila ada siswa yang bertanya dan mengalami kesulitan dalam mengerjakan tugas ini.

Ss berhasil menyelesaikan tugas tersebut di saat bel pulang sekolah berbunyi. P meminta Ss untuk mengumpulkan hasil pekerjaan mereka di meja guru. Setelah semua Ss mengumpulkan, P mengatakan bahwa minggu depan Ss akan kembali belajar tentang *recount text*. P meminta Farkhan selaku ketua kelas memimpin teman-temannya berdoa. Selesai berdoa, P mempersilahkan Ss untuk pulang. Ss bersalaman dengan P. Sebelum keluar kelas, seperti biasa P menghampiri GBI. GBI mengatakan bahwa cara mengajar P sudah lebih baik dari sebelumnya.

Field Note 7
Senin, 20 April 2015
P   : Peneliti
GBI   : Guru Bahasa Inggris
Siswa-siswa : Ss

Hari ini P memasuki siklus dua pertemuan pertama. Pada siklus pertama, P menemukan bahwa Ss menemukan kesulitan dalam kosa-kata, oleh karena itu di siklus dua ini P menambahkan beberapa tugas kosa-kata.

P membuka pelajaran hari itu dengan mengucap salam dan menyapa Ss. Ss menjawab salam dan sapaan P. P bertanya siapa yang tidak berangkat, Ss menjawab "Nihil, Miss." P berdiri di depan kelas dan P bertanya apa yang Ss lakukan ketika mereka libur dua minggu yang lalu. Ss memiliki jawaban yang bermacam-macam. Mereka menjawab tidur, pergi ke suatu tempat bersama teman, menonton TV dan bermain dari pagi sampai sore. Dari jawaban-jawaban mereka tersebut, P mencoba menghubungkannya dengan apa yang akan mereka pelajari hari itu yaitu *recount text*.

"Jadi kalau mau menceritakan kejadian di masa lalu, teks apa yang kita gunakan?" Tanya P kepada Ss. Ss menjawab, "Recount text, Miss." "Very good." Jawab P. P kembali bertanya kepada Ss, *"What kind of verb that we use to tell a story in the past?"* Ss menjawab, "Verb 2, Miss." Kemudian P menyampaikan tujuan pembelajaran hari itu. Setelah menyampaikan tujuan pembelajaran, P membagikan lembar kerja ke masing-masing siswa.

Setelah itu, Ss diminta untuk membaca *Text 1*. P memberikan waktu beberapa menit kepada Ss untuk membaca. Ketika Ss selesai membaca, P kembali mengingatkan Ss tentang struktur dan fungsi *reount text*. Setelah menjelaskan, P menanyakan beberapa pertanyaan terkait dengan isi teks. P menunjuk beberapa Ss untuk menjawab pertanyaan-pertanyaan yang P berikan. Siswa-siswa tersebut mampu menangkap isi dari teks tersebut sehingga mereka mampu menjawab pertanyaan P terkait dengan isi teks. P dan Ss bersama-sama membahas isi teks.

P menuliskan beberapa kata sulit yang terdapat di dalam teks dan meminta Ss untuk mempelajari kata-kata tersebut. Setelah mempelajari kata-kata tersebut, P meminta Ss untuk mencocokkan kata-kata tersebut dan arti dalam bahasa Indonesia. Dalam mengerjakan tugas ini, Ss diperbolehkan membuka kamus. Ketika P berkeliling kelas dan mengkoreksi jawaban-jawaban Ss, P menemukan bahwa Ss dapat mengerjakan tugas ini dengan baik karena siswa mampu menggunakan kamus dengan benar dan mencocokan dengan benar.

Setelah mengerjakan tugas ini, P kembali mengingatkan Ss tentang penggunaan *simple past tense*. P tidak membutuhkan waktu yang lama dalam menerangkan kembali karena Ss masih ingat dengan materi ini. Kemudian, P meminta Ss untuk mengerjakan tugas selanjutnya. Ss diminta untuk mencari kata kerja bentuk kedua di dalam teks dan menuliskannya ke dalam tabel. Kemudian, Ss diminta untuk menebak artinya dalam bahasa Indonesia. Kali ini, siswa tidak diperbolehkan membuka kamus. Ss dilatih untuk menebak arti berdasarkan konteks yang diberikan. P memonitor Ss dalam mengerjakan tugas ini dan P menemukan bahwa Ss berhasil dengan baik menyelesaikan tugas ini. Ini berarti siswa sudah mampu memahami isi teks karena kebanyakan siswa mampu menebak arti dari kata-kata kerja tersebut dengan benar.

Di akhir pelajaran, P meminta Ss untuk mengumpulkan kembali lembar kerja mereka. Setelah itu, P mengungkit sedikit tentang materi yang akan diajarkan esok hari. P mengatakan bahwa esok Ss akan kembali berlatih mengenai *simple past tense* dan *time connectives* dan *conjunctions*. P menutup pertemuan hari itu dengan mengucap salam dan mempersilahkan Ss keluar untuk solat zuhur dan istirahat. GBI memberikan saran dan evaluasi apapun hari ini. Beliau

mengingatkan untuk lebih sabar menangani anak-anak yang nakal dan membuat gaduh di kelas.

Field Note 8
Selasa, 21 April 2015
P   : Peneliti
GBI   : Guru Bahasa Inggris
Siswa-siswa   : Ss

Hari ini adalah pertemuan kedua siklus dua. P membuka pertemuan hari itu dengan mengucapkan salam dan menyapa Ss. Ss menjawab salam dan sapaan P. Seperti kemarin, Ss kelas VIII D hadir semua pada hari itu. Setelah memastikan semua siswa telah mendapatkan lembar kerja, P bertanya kepada Ss apa yang telah mereka pelajari kemarin. Ss menjawab pertanyaan P.

Kemudian, P meminta semua siswa membuka *Text 2*. Seperti yang telah P katakan kemarin, hari ini Ss akan berlatih kembali mengenai *simple past tense*. P menjelaskan bahwa ada sebuah teks yang rumpang. Pertama, Ss diminta untuk membaca teks tersebut dan kemudian mengisi titik-titik tersebut dengan kata kerja bentuk kedua yang tepat. Kali ini, Ss diminta bekerja secara berkelompok. P memberi waktu 10 menit kepada Ss untuk menyelesaikan tugas ini. Seperti biasa, P memonitor Ss dalam mengerjakan tugas dan membantu Ss yang mengalami kesulitan. Ss diperbolehkan membuka kamus. P menemukan bahwa Ss mampu mengisi titik-titik tersebut dengan jawaban yang benar. Ss mengerjakan tugas lebih baik dibandingkan di siklus sebelumnya. Beberapa waktu berlalu, Ss telah selesai mengerjakan, P meminta Ss untuk menyebutkan jawaban-jawaban mereka. P dan Ss membahas isi teks bersama-sama.

Untuk lebih mengasah pemahaman Ss, P meminta Ss untuk mengerjakan tugas selanjutnya. Masih bekerja secara kelompok, siswa diminta untuk menentukan apakah pernyataan-pernyataan tersebut benar atau salah. Ss dapat mengerjakan tugas yang diberikan dengan baik.

Setelah Ss selesai mengerjakan tugas, P kembali mengingatkan Ss tentang penggunaan *time connectives* dan *conjunctions*. Kemudian, P meminta Ss untuk membuka *Text 3*. P menjelaskan bahwa disana ada teks rumpang. Ss diminta untuk membaca teks tersebut dan mengisi titik-titik di dalam teks dengan *time connectives* dan *conjunctions* yang terdapat di dalam kotak. Untuk membantu Ss dalam mengerjakan, P memperbolehkan Ss untuk membuka kamus. Selama Ss mengerjakan, P memonitor Ss. Dalam mengerjakan tugas-tugas di siklus kedua ini, Ss tidak menemui banyak kesulitan karena mereka telah terbiasa mengerjakan tugas seperti ini. Mereka bisa mengatasi masalah mereka sendiri. Namun, ketika mereka benar-benar tidak bisa mengerjakan, mereka meminta bantuan dari P.

Kemudian, P memberi tugas terakhir yang harus diselesaikan di pertemuan kedua ini. Di tugas yang terakhir ini, Ss masih diminta untuk bekerja secara berkelompok. P menyediakan sebuah teks dan Ss diminta untuk mengurutkan teks tersebut. Dalam mengerjakan tugas ini, semua Ss mau mengerjakan tugas yang diberikan oleh P. Ini adalah sebuah kemajuan, karena pada siklus sebelumnya

tidak semua Ss mau mengerjakan tugas yang P berikan. Ss sangat tenang saat mereka sedang mengerjakan tugas-tugas yang diberikan.

Di akhir pelajaran, P meminta Ss untuk mengumpulkan kembali lembar kerja mereka di meja guru. Setelah itu, P menyapaikan kepada Ss bahwa minggu depan, mereka akan berlatih menjawab *comprehension questions*. Selanjutnya, P meminta ketua kelas untuk memimpin doa. Selesai berdoa, P menutup pertemuan hari itu dengan mengucap salam dan mempersilahkan Ss pulang. GBI menghampiri P untuk memberikan lembar observasi.

Field Note 9
Senin, 27 April 2015
P   : Peneliti
GBI   : Guru Bahasa Inggris
Siswa-siswa   : Ss

Hari ini adalah hari terakhir penelitian. P sampai di sekolah pukul 10.30 WIB seperti biasa. P berdiri di depan kelas dan membuka pertemuan hari itu dengan mengucap salam dan menyapa Ss. Ss menjawab salam dan sapaan yang diberikan oleh P. GBI memasuki kelas saat Ss selesai menjawab sapaan P. P mulai membagikan lembar kerja ke masing-masing siswa. Usai membagikan lambar kerja, P meminta Ss untuk membuka *Task 11*. P menjelaskan bahwa disana terdapat empat teks dan lima pertanyaan untuk masing-masing teks. Ss diminta untuk menjawab pertanyaan-pertanyaan tersebut. Untuk mempermudah Ss dalam mengerjakan, Ss diperbolehkan untuk membuka kamus dan bertanya kepada P.

P memberi waktu sampai akhir jam pelajaran kepada Ss untuk menjawab pertanyaan-pertanyaan tersebut. Selama Ss mengerjakan tugas tersebut, P berkeliling kelas melihat proses Ss mengerjakan tugas tersebut. Ss yang membutuhkan bantuan dan ingin bertanya bebas memanggil P. P akan langsung mendatangi, membantu dan memeriksa jawaban mereka. Jika ada Ss yang bertanya, P akan menjawabnya di depan kelas agar Ss lain dapat mengetahuinya juga dan pertanyaan serupa tidak ditanyakan lagi.

Setiap 10 menit, P mengecek berapa soal yang sudah berhasil dijawab. Setiap siswa yang berhasil menjawab paling banyak diantara temannya akan mendapat pujian *"Good Job"* dan *"Excellent"* dari P. Hal ini untuk memotivasi siswa tersebut dan juga agar Ss lain untuk lebih rajin menjawab pertanyaan-pertanyaan tersebut.

Dua jam pelajaran berakhir, sudah banyak Ss yang berhasil menyelesaikan tugas ini. P meminta Ss yang sudah selesai untuk mengumpulkan lembar kerja meraka di meja guru. Karena esok adalah pertemuan terakhir, P dan Ss meringkas apa yang telah dipelajari selama ini. Setelah meringkas, P menutup pertemuan dengan mengucapkan salam dan mempersilahkan P untuk istirahat.

Field Note 10
Selasa, 28 April 2015
P   **: Peneliti**
GBI   **: Guru Bahasa Inggris**
Siswa-siswa   **: Ss**

       Hari ini akan dilaksanakan *post-test* dalam rangka pengambilan nilai bagi Ss kelas VIII D. P menyiapkan 31 bendel soal yang akan diberikan kepada ke-31 Ss kelas VIII D. Soal *post-test* yang terdiri dari 30 butir soal pilihan ganda.

       Saat bel berbunyi, P mengkondisikan kelas sebelum P membuka pertemuan hari itu. P membuka pertemuan hari itu dengan mengucap salam dan menyapa Ss. Ss menjawab salam dan sapaan dari P. Kemudian P memberitahu Ss bahwa hari itu adalah pengambilan nilai. Semua siswa wajib mengerjakan soal yang telah P siapkan. P juga mengatakan bahwa nilai Ss akan diserahkan kepada GBI untuk nilai rapot mereka.

       P mendistribusikan semua soal dan memastikan semua siswa mendapatkan soal tersebut. Setelah semua siswa mendapatkan soal, P menjelaskan bahwa Ss harus menjawab 30 soal tersebut di lembar soal dan P mengingatkan agar Ss tidak lupa menuliskan nama dan nomor absen mereka di bagian atas lembar soal. Setelah memberi penjelasan, P mempersilahkan Ss untuk mulai mengerjakan. Waktu yang diberikan untuk menyelesaikan tes tersebut adalah sampai jam pelajaran berakhir.

       Hari itu, P hanya bertugas mengawasi. P terbuka apabila ada Ss yang ingin menanyakan atau mengklarifikasi pertanyaan dan teks. Ketika ada siswa yang bertanya, P akan menerangkannya di depan kelas supaya Ss lain juga ikut mengetahui penjelasannya dan tidak salah mengerjakan. Selama proses mengerjakan tes, Ss berkonsentrasi penuh sehingga menjadikan kondisi kelas sangat tenang.

       Dua jam berlalu dan Ss sudah berhasil menyelesaikan 30 soal yang diberikan. P meminta Ss untuk mengumpulkan hasil pekerjaan mereka di meja guru. Setelah itu, P mengucapkan permohonan maaf dan terimakasih kepada seluruh siswa VIII D karena selama proses penelitian P pasti memiliki kekurangan.

Field Note 11
Kamis, 30 April 2015
P   **: Peneliti**
GBI   **: Guru Bahasa Inggris**
KTU   **: Kepala TU**
Kepala Sekolah: KS

       P kembali lagi ke sekolah hari ini untuk bertemu dengan staf TU Mts N Ngemplak. P berniat meminta surat keterangan telah melaksanakan penelitian kepada pihak sekolah. Hari itu, P sampai di sekolah pukul 8.30 WIB.

P berjalan menuju kantor TU untuk meminta surat keterangan. KTU sedang duduk ketika P menghampiri beliau. P mengatakan keperluannya kepada KTU. KTU mengatakan bahwa surat tersebut belum bisa diambil hari ini dikarenakan KS sedang ada dinas ke luar sekolah. KTU meminta P untuk mengambil surat tersebut setelah Ujian Nasional berakhir.

Field Note 12
Sabtu, 9 Mei 2015
P   **: Peneliti**
GBI   **: Guru Bahasa Inggris**
KTU   **: Kepala TU**

Setelah Ujian Nasional berakhir, P kembali ke sekolah dengan tujuan mengambil surat keterangan dan menyerahkan nilai siswa kepada GBI. P sampai di sekolah tepat saat bel istirahat berbunyi. P berjalan menuju kantor guru namun GBI belum kembali dari mengajar. Selagi menunggu, P memutuskan untuk mengambil surat keterangan lebih dahulu di kantor TU. P melihat KTU sedang duduk di pojok ruangan. P menghampiri KTU dan menyampaikan tujuannya datang. Setelah mendengarkan penjelasan P, KTU segera memberikan surat tersebut. Setelah mendapatkan surat keterangan tersebut, P berpamitan kepada KTU dan berjalan menuju kantor guru.

P mengucapkan salam ketika memasuki kantor guru. GBI yang melihat kedatangan P mempersilahkan P untuk duduk. P tidak berbincang lama dengan GBI. Hari itu, P hanya ingin menyerahkan nilai. Setelah menyerahkan nilai, P berpamitan kepada GBI.

INTERVIEW TRANSCRIPTS

Interview Guideline
(Before the Implementation)

Teacher's Interview

Day, date   :

Participants : R (Research)   ET (English Teacher)

1. Bagaimana proses kegiatan belajar mengajar terutama untuk kelas VIII selama ini? Bagaimana dengan kemampuan siswa kelas VIII dalam mengikuti pelajaran Bahasa Inggris?

2. Kendala apa yang biasa bapak temukan dalam mengajar Bahasa Inggris?

3. Bagaimana proses mengajar reading?

4. Jenis teks apa saja yang telah diajarkan?

5. Bagaimana dengan kemampuan reading kelas VIII? Kendala apa yang biasa bapak temukan?

6. Bagaimana bapak mengatasi kendala tersebut?

Students' Interview

Day, date   :

Participants : R (Research)   S (Student)

1. Apa kamu suka pelajaran Bahasa Inggris?

2. Apa kamu suka membaca teks Bahasa Inggris?

3. Menurutmu, membaca cerita atau teks Bahasa Inggris susah tidak?

4. Apa yang membuatmu merasa sulit membaca dan memahami tulisan Bahasa Inggris?

5. Bagaimana cara kamu menangani masalah tersebut?

R   : Assalamualaikum pak.
ET   : Waalaikumsalam wr.wb mbak reza. Maaf tadi saya solat zuhur dulu.
            Lama enggak mbak nunggunya?
R   : Tidak lama kok pak. Sebelumnya saya ucapkan terima kasih atas waktu
            yang bapak berikan. Saya ingin melakukan wawancara kepada bapak.
ET   : Wawancara kaya reporter saja mba. Boleh mbak. Lama tidak?
R   : Tidak kok pak. Hanya beberapa pertanyaan saja. Baik, kalau begitu saya
            mulai ya pak. Saya akan menanyakan hal-hal terkait dengan kegiatan
            belajar mengajar pak. Pertama, bagaimana proses kegiatan belajar
            mengajar di kelas VIII ya pak?
ET   : Ya kalau proses belajar mengajar ya standar saja mbak. Dalam memulai
            semua materi, saya akan menghubungkan pengalaman pribadi siswa
            dengan materi yang diajarkan. Anak-anak itu seneng kalau di awal
            pelajanan ngomongin hal-hal yang dekat dengan mereka. Setelah itu baru
            masuk materi terus baru saya kasih latihan-latihan soal.
R   : Begitu ya pak. Lalu, bagaimana dengan kemampuan mereka di pelajaran
            Bahasa Inggris pak?
ET   : Kalau ditanya kemampuan, namanya anak-anak ya pasti beda-beda. Di
            dalam satu kelas ada yang pinter, ada yang susah sekali disuruh belajar
            dan ada juga yang biasa-biasa saja. Jadi macem-macem mbak modelnya
            anak-anak itu.
R   : Iya ya pak, namanya anak-anak pasti beda-beda. Baik pak, ada tidak pak
            kendala yang bapak temui saat mengajar Bahasa Inggris? Apa saja ya
            pak?
ET   : Kendala pasti ada mbak. Yang jadi kendala itu adalah Bahasa Inggris itu
            kan bukan bahasa asli kita. Jadi butuh usaha ekstra untuk membuat anak
            anak mau dan bisa belajar Bahasa Inggris. Belum lagi anak-anak kadang
            langsung males kalau ketemu kata-kata sulit. Begitu melihat kata yang
            sulit, langsung berhenti belajar. Tapi ya kita maklum aja ya mbak soalnya
            memang belajar itu butuh proses apalagi ini bahasa yang asing buat
            mereka.
R   : Iya juga ya pak. Terus kalau dalam mengajar reading, bagaimana cara
            bapak mengajarkannya?
ET   : Seperti yang saya bilang tadi mbak. Pasti saya mulai dengan
            menghubungkan dengan pengalaman pribadi mereka. Misalnya, saya
            tanya semalem mereka nonton acara apa di TV atau saya tanya mereka
            punya artis idola tidak. Baru setelah itu saya masuk ke materi. Jadi kalau

ada hubungannya dengan kehidupan pribadi mereka, jadi gampang mereka menerimanya. Masih ada mbak pertanyaannya?

R   : Iya pak masih ada. Maaf ya pak.

ET   : Ga apa-apa mbak. Bel juga belum bunyi. Saya masih ada jam soalnya.

R   : Sekali lagi maaf pak. Ini pertanyaan selanjutntya, teks apa yang sudah bapak ajarkan, pak?

ET   : Ini untuk kelas VIII ya? Kalau kelas VIII sejauh ini baru narrative mbak. Nah mbaknya kan mau ngajar recount, to? Makanya enggak saya ajarkan dulu recount-nya.

R   : Iya pak. Nah, dalam mengajar reading itu, biasanya bapak memberikan aktifitas yang seperti apa ya pak?

ET   : Aktifitasnya paling mereka saya suruh mengerjakan soal mba. Kadang kadang ya nonton film kalau waktunya sisa banyak.

R   : Ini pertanyaan terakhir pak. Bagaimana ya pak dengan kemampuan reading kelas VIII? Kendalanya apa saja ya pak?

ET   : Ya tadi mbak. Ada anak yang pinter dan mau belajar tapi ya ada juga anak yang males. Jadi macem-macem mbak kemampuan siswa itu. Kalau kendala palingan vocab, selain vocab ya grammar. Mereka susah menghafal. Tapi yang paling sering kendalanya vocab itu mbak.

R   : Baik pak. Itu saja yang saya tanyakan. Terimakasih ya pak atas waktunya dan maaf sekali mengganggu bapak.

ET   : Enggak apa-apa mbak. Semoga sukses penelitiannya dan cepet ujian.

R   : Wah terima kasih pak doanya. Kalau begitu saya sekalian pamit ya pak. Sekali lagi terima kasih.

ET   : Sama-sama mbak. Sudah jadi tugas saya. Hati-hati di jalan mbak.

R   : Assalamualaikum, pak.

ET   : Waalaikumsalam wr.wb.

Students' Interview
Interview Students I
Day, date   **: 26th February 2015**
Participants **: R (Research)**   **S (Student)**

R   : Hallo. Boleh minta waktunya sebentar ya? Aku duduk sini ya?

S   : Iya mbak.

R   : Oke. Aku Miss Reza. Besok aku mau penelitian disini, mau ngajar disini. Aku mau nanya-nanya bentar ya. Ini dengan?

S   : Firda.

R   : Nama lengkapnya?

S   : Firda Rahma Ekawati.

R   : Oke. Mau nanya nih. Firda suka enggak sama pelajaran Bahasa Inggris?

S   : Lumayan.

R   : Lumayan? Kok Cuma lumayan? Kenapa?

S   : Kadang-kadang kata-katanya ada yang enggak tahu.

R   : Oh, terus suka enggak baca teks bahasa inggris?

S   : Ya kadang-kadang. Kalau ceritanya menarik ya suka.
R   : Susah enggak bacanya kalau menurut Firda?
S   : Ya kadang-kadang susah, kadang-kadang enggak.
R   : Kesulitannya apa?
S   : Ya itu tadi, kata-katanya susah.
R   : Selain itu?
S   : Cuma itu sih. Kadang jadi enggak ngerti arti kalimatnya juga.
R   : Kalau grammar gimana?
S   : Masih bisa.
R   : Terus kalau susah ngerti artinya gitu, kamu ngapain biasanya?
S   : Ya buka kamus kalau enggak nanya temen.
R   : Oke cukup Firda. Cuma nanya itu doing kok. Makasih ya. Sampai ketemu lagi.

Interview Students 2
R   : Hallo, aku Miss Reza. Besok mau penelitian disini. Ini dengan?
S   : Anggre.
R   : Nama panjangnya?
S   : Anggre Eni Lestari.
R   : Oke. Anggre, mau tanya nih. Anggre suka enggak sama Bahasa Inggris?
S   : Sedikit.
R   : Sedikit? Kenapa sedikit?
S   : Susah.
R   : Susahnya dimana?
S   : Kadang tuh enggak tahu artinya.
R   : Oh enggak tahu artinya. Berarti suka enggak baca teks dalam Bahasa Inggris?
S   : Lumayan.
R   : Terus selain susah kata-katanya terus apa lagi?
S   : Artinya.
R   : Iya artinya. Grammar?
S   : Oh enggak.
R   : Oke berarti susahnya cuma di artinya aja ya. Terus gimana dong kalau kamu enggak tahu artinya gitu? Apa yang kamu lakukan?
S   : Buka kamus kalau enggak tanya mamas.
R   : Wah oke. Makasih ya Anggre sudah mau diwawancara. Sampai ketemu lagi.

Interview Students 3
R   : Hai. Kenalin, aku Miss Reza. Besok aku mau ngajar disini. Ini dengan siapa?
S   : Farkhan.
R   : Farkhan siapa?
S   : Ahmad Farkhan Yasfin.
R   : Oke, mulai tanya ya. Farkhan, Farkhan suka enggak sama Bahasa Inggris?

S	: Agak-agak suka.
R	: Agak-agak suka. Kenapa Cuma agak-agak?
S	: Mengartikannya susah e Miss.
R	: Oh, mengartikannya susah ya.
S	: Susah dipahami.
R	: Terus selain susah dipahami, biasanya apa lagi kesusahannya?
S	: Cuma itu.
R	: Berarti membaca teks Bahasa Inggris susah menurut Farkhan?
S	: Ya kalau enggak tahu artinya, susah.
R	: Farkhan sering enggak baca teks Bahasa Inggris?
S	: Kadang.
R	: Kalau di sekolah?
S	: Baca.
R	: Kalau di luar sekolah?
S	: Sedikit-sedikit.
R	: Sudah bagus itu. Biasanya baca apa?
S	: Komik.
R	: Berbahasa Inggris komiknya?
S	: Iya.
R	: Wow. Komik apa?
S	: Naruto.
R	: Oh ya? Kalau itu aku juga suka. Aku juga sering baca lho.
S	: Sambil belajar Miss.
R	: Oh iya bagus tuh. Jadi kamu sering baca? Nah, Kalau misal pas baca kamu enggak tahu artinya, kamu ngapain?
S	: Cari di google.
R	: Pinter. Oke segitu aja ya. Makasih atas waktunya. See you ya Farkhan.

Interview Students 4

R	: Hai, namaku Reza. Kamu siapa namanya?
S	: Izul.
R	: Izul? Izul siapa lengkapnya?
S	: Adam Faizul Hudiansyah.
R	: Oke. Izul suka enggak sama Bahasa Inggris?
S	: Lumayan.
R	: Kenapa kok cuma lumayan?
S	: Ya gitu.
R	: Kamu suka membaca teks Bahasa Inggris enggak?
S	: Suka.
R	: Bacanya apa?
S	: Ensiklopedia.
R	: Kamu baca ensiklopedia dalam Bahasa Inggris? Wah keren. Susah enggak menurut kamu?
S	: Kadang.
R	: Susahnya gimana pas kamu baca ensiklopedia itu?
S	: Enggak mudeng.

R : Enggak mudeng maksudnya kamu enggak tahu artinya atau gimana?
S : Iya enggak tahu artinya.
R : Terus kalau kamu enggak tahu artinya gitu, apa yang kamu lakukan?
S : Cari di kamus.
R : Wah pinter. Oke makasih ya Izul. Segitu aja tanya-tanyanya. Sampai ketemu lagi.

Interview Students 5
R : Hallo. Nama aku Reza.
S : Reza?
R : Iya nama aku Reza. Nanti aku ngajar di kelas VIII D. Kamu namanya siapa?
S : Aldi.
R : Aldi, aku mau nanya. Aldi, kamu suka enggak sama Bahasa Inggris?
S : Lumayan.
R : Kenapa kok Cuma lumayan?
S : Susah.
R : Susah? Susahnya gimana?
S : Ngartiinnya.
R : Suka baca teks dalam Bahasa Inggris enggak?
S : Sedikit.
R : Nah, biasanya kalau kamu susah ngartiin, apa yang kamu lakukan?
S : Cari di kamus.
R : Oke, sudah cukup. Makasih ya Aldi.

Interview Students 6
R : Hallo, aku Miss Reza. Kamu namanya siapa?
S : Bondan.
R : Bondan siapa?
S : Bondan Irawan.
R : Oke, Bondan, aku mau nanya ya. Bondan, kamu suka enggak sama Bahasa Inggris?
S : Sedikit.
R : Kenapa kok Cuma sedikit?
S : Ya agak susah.
R : Susahnya gimana?
S : Ya ngafalin.
R : Kok dihafalin? Kan enggak harus dihafalin.
S : Ya kalau enggak dihafalin, enggak bisa.
R : Yang kamu hafalin apa? Rumus?
S : Iya.
R : Oh gitu. Selain itu apa lagi kesulitannya? Kalau ngartiiin gitu susah enggak?
S : Ya kadang susah.
R : Terus kalau susah gitu. Kamu ngapain?

S	: Liat kamus.
R	: Berarti suka enggak baca teks dalam Bahasa Inggris?
S	: Kadang-kadang.
R	: Kalau di luar sekolah, baca teks Bahasa Inggris enggak?
S	: Enggak pernah, Miss.
R	: Oke, gitu aja ya Bondan. Makasih ya.

Interview Students 7

R	: Hai, nama aku Reza. Kamu siapa namanya?
S	: Puji.
R	: Lengkapnya?
S	: Puji Andriyanto.
R	: Aku mau tanya nih. Puji, kamu suka enggak sama Bahasa Inggris?
S	: Agak-agak.
R	: Kenapa kok agak?
S	: Agak sulit.
R	: Sulitnya dimana?
S	: Nerjemahkan.
R	: Kalau membaca teks Bahasa Inggris suka enggak?
S	: Suka.
R	: Tadi kesusahannya saat menterjemahkan, selain itu ada lagi enggak?
S	: Enggak.
R	: Terus kalau enggak tahu artinya, Puji ngapain?
S	: Buka kamus paling.
R	: Oke. Sudah segitu dulu. Makasih ya Puji.

Interview Students 8

R	: Aku Miss Reza. Kamu siapa?
S	: Afif.
R	: Afif siapa?
S	: Afif Baharudin Fattah.
R	: Afif, kamu suka enggak sama Bahasa Inggris?
S	: Enggak begitu.
R	: Kenapa?
S	: Susah mbak.
R	: Susahnya dimana?
S	: Ngartiin kata-katanya mbak.
R	: Selain itu, apa lagi? Kalau grammar gimana?
S	: Iya itu juga susah dihafal mbak.
R	: Terus kamu suka enggak baca teks dalam Bahasa Inggris?
S	: Sedikit.
R	: Nah kan tadi kamu bilang susah ngartiin, kalau kamu enggak tahu artinya, kamu ngapain?
S	: Paling sering sih tanya temen mbak.
R	: Oke. Sudah bel. Makasih ya Afif.

Interview Guideline
(After Cycle I)

Teacher's Interview

Day, date **:**

Participants **: R (Research)** **ET (English Teacher)**

1. Menurut bapak, bagaimana perkembangan siswa setelah selesai cycle 1?

2. Menurut bapak, apa yang kurang dari penelitian yang sudah berjalan selama ini?

3. Apakah ada saran lebih lanjut agar dapat memperbaiki jalannya proses KBM di siklus selanjutnya?

Students' Interview

Day, date **:**

Participants **: R (Research)** **S (Student)**

1. Bagaimana pendapat kamu selama pelajaran?

2. Apakah teks yang Miss gunakan menarik untukmu?

3. Apakah kamu mulai tertarik untuk membaca?

4. Apakah tugas-tugas yang Miss berikan sulit untukmu?

5. Bagaimana pendapatmu saat Miss membantu dan mengawasi kamu dalam mengerjakan tugas-tugas?

Interview Transcript
(After Cycle I)

<u>Teacher's Interview</u>
Interview Teacher 2
Day, date : 15th April 2015
Participants : R (Research)   ET (English Teacher)

R   : Assalamualaikum bapak. Boleh minta waktunya sebentar?
ET   : Iya iya. Silahkan mbak.
R   : Begini pak, saya ingin mewawancara bapak tentang penelitian yang sudah berjalan selama 1 siklus ini.
ET   : Oke mbak. Silahkan.
R   : Menurut bapak, selama siklus 1 berlangsung, apakah siswa sudah mulai menunjukkan kemajuan?
ET   : Kalau kemajuan, kita belum bisa menilai ya mbak. Yang saya lihat, siswa itu mulai menyukai dan mau mengikuti instruksi-instruksi yang mbak berikan. Yang penting anak-anak itu suka dulu sama bahasa inggris. Nah, ini sudah mulai kelihatan ketertarikannya. Selain itu, hanya tinggal beberapa anak saja yang perlu dikondisikan sewaktu mbak menjelaskan. Mereka masih rebut dan tidak konsentrasi.
R   : Kalau begitu, yang kurang dari penelitian ini apa ya pak?
ET   : Sudah bagus kok mbak. Paling yang perlu ditingkatkan itu tugas tentang vocab soalnya anak-anak lemah disana. Sama sekalian, saat mbak mengajar, mbak tegas saja sama anak-anak biar mereka memperhatikan pelajaran.
R   : Saran apa yang bapak akan berikan untuk saya untuk digunakan di siklus selanjutnya?
ET   : Sarannya ya itu tadi mbak. Manajemen kelasnya lebih ditingkatkan.
R   : Baik pak. Terimakasih banyak ya pak. Mohon bantuannya lagi di siklus selanjutnya. Sekali lagi terimakasih pak.
ET   : Iya, sama-sama mbak.

<u>Students' Interview</u>
Day, date : 15th April 2015
Participants : R (Research)   S (Student)
Interview Students 9
R   : Halo… Ini Dewi kan ya?
S   : Iya, Miss.
R   : Miss Reza mau tanya-tanya boleh ya?
S   : Boleh Miss. Mau tanya apa?
R   : Gimana menurut kamu tentang pelajaran selama sama Miss Reza?
S   : Suka, Miss.
R   : Sukanya pas apa?
S   : Banyak teks baru yang aku belum pernah baca sebelumnya.

R	: Berarti kamu suka teks-teksnya?
S	: Iya suka, Miss.
R	: Terus, tugas-tugas yang Miss kasih susah enggak menurut kamu?
S	: Susah dikit Miss. Itu lho Miss yang disuruh menjawab soal.
R	: Nah, kalau menebak arti kata, susah juga?
S	: Susah, Miss tapi asyik soalnya belum pernah disuruh nebak-nebak.
R	: Kamu suka enggak kalau saat kamu mengerjakan tugas, guru membantu dan mengawasi kamu?
S	: Suka Miss. Jadi diperhatiin gitu. Enggak yang pinter-pinter saja yang diperhatiin.
R	: Jadi, kamu mulai suka membaca enggak nih?
S	: Lumayan Miss. Jadi pengen baca kalau ketemu teks bahasa inggris.
R	: Oke Dewi, makasih ya.

Interview Students 10

R	: Hai, Fiki. Miss mau ngobrol-ngobrol sama Fiki, boleh ya?
S	: Ngobrol apa, Miss?
R	: Menurut kamu pelajaran sama Miss Reza gimana?
S	: Suka Miss.
R	: Sukanya dimana?
S	: Itu Miss. Aku suka tugas yang nebak-nebak arti itu.
R	: Menurutmu itu enggak susah ya?
S	: Susah Miss tapi seru. Jadi bisa tebak-tebakan sama temen.
R	: Oh gitu. Terus ada lagi enggak yang disuka? Teksnya gimana?
S	: Suka Miss. Beda.
R	: Kamu suka enggak kalau pas kamu mengerjakan tugas guru membantu dan mengawasi kamu?
S	: Suka Miss. Jadi bisa tanya-tanya yang kita enggak bisa. Jadi jarang rebut di kelas soalnya diperhatiin.
R	: Kamu jadi suka membaca enggak sekarang?
S	: Dikit, Miss.
R	: Tapi sudah mulai mau membaca kan?
S	: Iya, Miss.

Interview Students 11

R	: Hai Uswatun.
S	: Iya Miss.
R	: Miss Reza mau tanya-tanya boleh ya?
S	: Iya Miss.
R	: Gimana pendapat kamu tentang pelajaran selama ini?
S	: Lumayan baik Miss.
R	: Baiknya gimana? Suka enggak?
S	: Suka kok, Miss.
R	: Sukanya dimana? Teksnya suka enggak?
S	: Suka Miss. Ceritanya bagus-bagus.

R   : Tugas-tugas yang Miss kasih susah enggak menurut kamu?

S   : Susah dikit, Miss tapi bisa kok.

R   : Terus, kalau kamu mengerjakan tugas, kamu suka enggak kalau gurumu membantu dan mengawasi?

S   : Suka Miss. Jadi bisa tanya langsung.

R   : Kamu sekarang mulai suka baca enggak?

S   : Iya mulai suka, Miss.

Interview Guideline

(After the Implementation)

Teacher's Interview

Day, date :

Participants : R (Research)   ET (English Teacher)

1. Menurut pendapat bapak, bagaimana dengan penelitian yang dilakukan ini? Apa kelebihan dan kekurangannya?
2. Apa materi yang diajarkan di penelitian ini sudah sesuai dengan materi yang seharusnya diajarkan?
3. Menurut bapak, apakah penggunaan authentic materials ini dapat membantu siswa meningkatkan kemampuan pemahaman siswa?
4. Apakah ada saran lebih lanjut untuk penggunaan authentic materials?

Students' Interview

Day, date :

Participants : R (Research)   S (Student)

1. Apa pendapatmu saat Miss menggunakan authentic materials saat mengajar? Apa kamu menikmatinya?
2. Apa kamu jadi lebih termotivasi untuk membaca?
3. Apa kamu bisa memahami materi-materi yang Miss ajarkan?

Interview Transcript
(After the Implementation)

Teacher's Interview
Interview Teacher 3
Day, date   : 30 April 2015
Participants   : R (Research)   ET (English Teacher)

R   : Assalamualaikum pak. Maaf merepotkan lagi, saya mau *interview* lagi pak.

ET   : Oke mbak, silahkan duduk. Enggak lama to mbak?

R   : Enggak kok pak. Baik langsung saya mulai saja ya pak. Menurut bapak, bagaimana dengan penelitian yang saya lakukan kemarin? Dan apa saja kekurangan dan kelebihannya?

ET   : Sebelumnya saya terimakasih mbak sudah dibantu mengajar kemarin. Menurut saya sudah bagus, sudah baik. Mbak kan sudah tidak asing dengan anak-anaknya dan dengan karakteristik mereka. Menurut saya sudah cukup baik. Hanya kalau bisa mengajarnya lebih pelan. Karena mbak orang Sumatera jadi kesannya cepet ya mbak ngomongnya. Pokoknya seperti yang saya bilang kemarin-kemarin mbak. Jangan terlalu cepat dan waktu untuk mengerjakan tugas-tugasnya kemarin terlalu singkat. Tapi keseluruhan sudah baik mbak.

R   : Terimakasih pak. Lalu, apakah materi-materi kemarin sudah pas pak dengan yang seharusnya diajarkan?

ET   : Karena mbak mengajar recount, mbak sudah lengkap mengajarnya. Hanya saja, sepertinya penyampaian tentang simple past tense-nya kemarin terlalu cepat mbak. Tapi kalau materi, sudah terangkum semua.

R   : Maaf ya pak kalau kemarin terlalu cepat. Lalu, menurut bapak penggunaan *authentic materials* kemarin gimana ya pak?

ET   : Kalo media apa yang mbak pakai itu kan hak pribadi mbak. Tapi saya senangnya karena anak-anak jadi tambah bacaannya. Biasanya kan ceritanya itu-itu saja. Nah kemarin, mbak memberi cukup banyak teks.

R   : Saran apa yang ingin bapak berikan kepada saya untuk penggunaan *authentic materials* ini pak?

ET   : Kalau saran, kalau bisa, teksnya jangan terlalu rumit bahasanya mbak. Yang mudah saja anak-anak kesulitan apalagi yang sulit. Itu saja mbak sarannya. Kalau cara mengajar itu bisa diasah lama-lama mbak. Kalau tegasnya sudah ada, masalah yang lain itu pengaruh jam terbang sih mbak. Tapi menurut saya sudah baik.

R   : Terimakasih pak atas waktu dan saran yang diberikan. Maaf karena selama ini merepotkan.

ET   : Tidak apa-apa mbak. Sudah jadi tugas saya, mudah-mudahan sukses terus.

R   : Amin. Terimakasih pak sekali lagi.

Students' Interview
Day, date   : 30th April 2015

Participants   : R (Research)   S (Student)
Interview Students 12
R   : Hai Anisa, Miss mau tanya-tanya boleh ya.
S   : Iya Miss, boleh.
R   : Oke. Miss mau tanya-tanya selama ini Miss ngajar gimana. Menurut nisa, teks-teks yang Miss gunakan gimana? Apa kamu suka?
S   : Lumayan suka kok Miss. Cuma kadang-kadang susah ngartiinnya, Miss.
R   : Terus setelah Miss ajar kemarin, lebih termotivasi enggak?
S   : Iya Miss. Pengen belajar lagi. Ternyata nyari kata yang sulit itu mudah ya Miss asal punya kamus.
R   : Iya dong. Makanya besok tiap pelajaran Bahasa Inggris kamu bawa kamus ya biar gampang nyarinya kalau ada kata yang kamu enggak ngerti.
S   : Oke Miss.
R   : Terakhir nih, kamu bisa memahami enggak materi-materi yang Miss ajarkan?
S   : Itu tadi Miss. Kalau kata-katanya susah ya enggak ngerti. Tapi kalau garis besarnya tahu Miss.
R   : Oke gitu aja Nis, makasih ya.

Interview Students 13
R   : Hallo Sin, Miss duduk sini ya.
S   : Iya Miss.
R   : Sin, Miss mau tanya dong. Menurut Sinta, teks-teks yang Miss pake selama ngajar kemaren gimana?
S   : Ya ada yang susah ada yang gampang, Miss.
R   : Yang susah gimana?
S   : Yang susah ngartiinnya Miss.
R   : Tapi terus tahu kan artinya?
S   : Iya Miss.
R   : Terus suka gak sama teks-teksnya?
S   : Sukanya sama yang gampang, Miss.
R   : Jadi lebih pengen belajar Bahasa Inggris enggak, Sinta?
S   : Sedikit Miss.
R   : Bahasa Inggris itu enggak susah kok, Sin. Terus, kamu bisa kan memahami materi-materi yang kemarin Miss ajarkan?
S   : Kadang-kadang lupa.
R   : Kalau lupa, catetannya dibuka ya.
S   : Iya Miss.
R   : Oke, makasih ya Sinta. Sampai ketemu lagi.

Interview Students 14
R   : Damar, Miss mau tanya-tanya nih. Boleh ya?
S   : Iya Miss. Tanya apa e?
R   : Tanya-tanya kemaren Miss ngajarnya gimana. Kamu paham enggak

sama teks-teks yang Miss kasih pas ngajar?

S   : Lumayan Miss.

R   : Kok cuma lumayan?

S   : Ya kan harus buka kamus baru paham Miss.

R   : Tapi secara keseluruhan paham kan?

S   : Iya Miss.

R   : Suka enggak sama teks-teksnya?

S   : Lumayan.

R   : Kamu lumayan terus jawabnya. Kamu jadi pengen belajar Bahasa Inggris lagi enggak?

S   : Iya Miss, kan Miss bilang penting.

R   : Nah iya bener. Pinter kamu. Nah, materi-materi kemarin sudah paham juga kan?

S   : InsyaAllah Miss. Tapi tetep harus buka catetan.

R   : Oke deh Damar, segitu dulu. Makasih ya.

Interview Students 15

R   : Hallo. Ini Wisnu kan ya?

S   : Iya Miss.

R   : Wisnu, Miss mau tanya-tanya boleh ya?

S   : Tanya apa Miss?

R   : Wisnu suka enggak sama teks-teks yang Miss ajarkan kemarin-kemarin?

S   : Lumayan Miss. Ada yang suka, ada yang enggak.

R   : Nah yang enggak suka yang mana?

S   : Yang susah Miss. Enggak mudeng.

R   : Tapi kalau udah liat kamus mudeng kan?

S   : Iya Miss.

R   : Suka enggak sama teks nya?

S   : Ya yang susah enggak suka.

R   : Kalau materi-materi kemarin kamu mudeng kan?

S   : Iya Miss mudeng kok. Aku nyatet juga.

R   : Nah sip. Jadi lebih pengen belajar Bahasa Inggris kan?

S   : Iya agak-agak.

R   : Oke Wisnu. Makasih ya.

Interview Students 16

R   : Hai Aulia. Miss mau tanya-tanya ya.

S   : Oke Miss.

R   : Selama Miss ngajar kemarin-kemarin, materinya Aulia mudeng enggak?

S   : Mudeng kok Miss. Kalau lupa tinggal buka catetan.

R   : Bagus. Kalau teks nya gimana? Suka enggak?

S   : Suka Miss. Banyak teks baru.

R   : Jadi lebih pengen belajar Bahasa Inggris enggak?

S   : Iya Miss.

R   : Oke Aulia. Makasih ya.

OBSERVATION CHECKLIST

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

Filled by Collaborator

Day/ Date   :

Meeting   :

Check each item in the column that most clearly represents your observation.

Teaching and Learning Process	Yes	No
A. Opening		
1. The teacher greets the students.		
2. The students respond to the greeting.		
3. The teacher leads the students to pray.		
4. The teacher checks the students' attendance.		
5. The teacher tells the students the teaching and learning goal.		
B. Pre-Reading		
1. The teacher presents pictures of some places and asks the students about anything related to the pictures.		
2. The students respond to the questions related to the pictures.		
C. Whilst-Reading		
1. The teacher presents a recount text.		
2. The students read the text thoroughly.		
3. The teacher explains the text.		
4. The teacher asks the students some questions related to the text.		
5. The students answer the teacher's questions.		
6. The teacher explains the simple past tense.		
7. The students find difficult words and discuss it.		
D. Post-Reading		

No.	Activity		
1.	The students do some tasks given by the teacher.		
2.	The students answer comprehension questions related to the texts.		
E. Closing			
1.	The students summarize the materials assisted by the teacher.		
2.	The teacher gives the students a short explanation for the next lesson.		
3.	The teacher leads the prayer.		
4.	The teacher greets the students.		

Adapted from Format Observasi Pembelajaran di Kelas. NPma.1. Universitas Negeri Yogyakarta.

The English Teacher,

Subono Walubina, S.Pd
NIP. 196408091999031002

ATTANDANCE LIST

ATTANDANCE LIST OF CLASS VIIID

No	Name	Meeting							
		Pre-test	1	2	3	4	5	6	Post-test
1	Adam Faizul Hudiansyah	•	•	•	•	•	•	•	•
2	Afif Baharudin Fattah	•	•	•	•	•	•	•	•
3	Ahmad Farkhan Yasfin	•	•	•	•	•	•	•	•
4	Al Hadid Rusul Kholifa	•	•	•	•	•	•	•	•
5	Alnisa Winda Saputri	•	•	•	•	•	•	•	•
6	Andra Ramadhani Wibowo	•	•	•	•	•	•	•	•
7	Anggre Eni Lestari	•	•	•	•	•	•	•	•
8	Anisa Nur Febriyani	•	•	•	•	•	•	•	•
9	Arlan Bima Taufik Pradana	•	s	•	•	•	•	•	•
10	Arma Yuda	•	a	a	•	•	•	•	•
11	Aulia Sekarrahmi Purwi R	•	•	•	•	•	•	•	•
12	Bondan Irawan Fitriyana	•	•	•	•	•	•	•	•
13	Burhanuddin	•	•	•	•	•	•	•	•
14	Damar Aji Pangestu	•	•	•	•	•	•	•	•
15	Dewi Irta Yulianingrum	------	----	----	----	--	--	--	-------
16	Dian Nihayah	•	•	•	•	•	•	•	•
17	Eva Yuliana	•	•	•	•	•	•	•	•
18	Fiki Zulfa Putra Sagara	•	•	•	•	•	•	•	•
19	Firda Rahmah Ekawati	•	•	•	•	•	•	•	•
20	Intan Tri Hastuti	•	•	•	•	•	•	•	•
21	Khairul Cahya Zaniko S	•	•	•	•	•	•	•	•
22	Melani Tri Wulandari	•	•	•	•	•	•	•	•
23	Mufidah Choirul Anami	•	•	•	•	•	•	•	•
24	Muhammad Akbar Bayu S	•	a	a	•	•	•	•	•
25	Muhammad Aldi Hermawan	•	•	•	•	•	•	•	•
26	Puji Andriyanto	•	•	•	•	•	•	•	•
27	Putri Nayla Nirmala	•	•	•	•	•	•	•	•
28	Sekar Ayuning Putri	•	•	•	•	•	•	•	•
29	Sindhi Santikasari	•	•	•	•	•	•	•	•
30	Sinta Puspitasari	•	•	•	•	•	•	•	•
31	Uswatun Hasanah	•	•	•	•	•	•	•	•
32	Wisnu Dwi Nugraha	•	•	•	•	•	•	•	•

Meeting 1 (Pre-test)   : 30th March 2015
Meeting 2   : 31st March 2015
Meeting 3   : 13th April 2015
Meeting 4   : 14th April 2015
Meeting 5   : 20th April 2015
Meeting 6   : 21st April 2015
Meeting 7   : 27th April 2015
Meeting 8 (Post-test) : 28th April 2015

PRE-TEST AND POST-TEST

Pre-Test

Subject   : English

Class   : VIII D

Name   : ……………………………………………………………………….

No   : ……………………………………………………………………….

Instruction: There are 30 questions you have to answer. Read the texts and answer the questions. Choose the right answer by crossing (X) A, B, C, or D on your answer sheet.

Text 1: Read the text to answer the question no 1-6

> When I was in junior high school, my friend and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.
>
> On the first day, we visited Sanur Beach. We saw the beautiful sunrise together. It was a great scenery. Then, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.
>
> On the second day, we enjoyed the day on Tanjung Benoa Beach. We played so many water sports such as banana boat, jet sky, speedboat, etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. In the afternoon, we went to Kuta Beach to see the amazing sunset.
>
> On the last day, we spent our time in Sangeh. After that, we went to Sukowati market for shopping. I bought some Bali T-shirt and souvenirs. In the evening, we went back home bringing so many amazing memories of Bali.

(Adapted from Scaffolding)

1. What is the best title for the text above?
   A. My Holiday
   B. Bali
   C. Tourist Objects in Bali
   D. My Holiday in Bali

2. "It was a great scenery…" (Line 5). The underlined word refers to….
   A. Tanah Lot
   B. Sanur Beach
   C. the beautiful sunrise
   D. the hotel

3. "They were not only domestic but also foreign tourists." (Line 6). The underlined word means….
   A. local
   B. foreign
   C. international
   D. strange

4. What animals did the writer find in Penyu Island?
   A. Monkeys and birds.

B. Turtles, snakes and sea birds.
C. Monkeys, snakes, and sea birds.
D. Turtles, monkeys, and sea birds.

5. Where did the writer go on the third day of the vacation?
A. Sanur Beach and Tanah Lot.
B. Tanjung Benoa Beach and Penyu Island.
C. Kuta Beach and Penyu Island.
D. Sangeh and Sukowati.

6. Which statement is NOT correct based on the text above?
A. The writer had wonderful experience in Bali.
B. The writer played speedboat in Penyu Island.
C. Sukowati was the last place that the writer visited.
D. The writer was happy during the vacation.

Text 2: Read the text to answer the question no 7-11.

My Worst Mistake
Hi Diary, I've just had the worst day ever! It all began at morning break. This horrible boy came over and pushed me for no reason. When I pushed him back, I was the one who got into trouble. I was given a note from Ms Thomas to take home to mum. Later when mum read the note she blamed me – she would not even listen to my side of things. It is not fair. Now I am grounded for a month and all I did was stick up for myself. Still I have learned one thing today – violence will not solve my problems.
Adapted from Soal Ujian Nasioanl SMP 2009

7. Where did the story happen?
A. In the market.
B. In the garden.
C. In the school.
D. In the playground.

8. What was the writer's worst mistake?
A. She was pushed by the boy.
B. She replied to push the boy.
C. She did not give the note to her mum.

D. She blamed her mum.

9. Why did the boy push the writer?
A. He was angry with the writer.
B. The writer pushed him first.
C. He wanted to make trouble.
D. He pushed the writer for no reason.

10. "It is not fair." (Line 6). What does "it" refer to?

A. The condition that she was pushed by the boy.
B. The condition that her mother blamed her.
C. The condition that her mother read the note.
D. The condition that Ms Thomas gave her a note.

11. "Still I have <u>learned</u> one thing today…." (Line 7). The synonym of the underlined word is….
A. studied

B. known
C. found
D. discovered

12. What did the writer learn from her experience?
A. Violence would solve her problem.
B. Violence would not solve her problem.
C. We should have a reason to push someone.
D. We may reply other person's violence.

Text 3: Read the text to answer the question no 13-17.

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 3.p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I could not find him there. My cell phone was broken so I could not call him. I went to the parking area. I saw his motorcycle was there but I could not find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and when I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. I had to walk home again. When I arrived home, I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

Adapted from Soal Ujian Nasional SMP 2011

13. What does the text tell you about?
A. An embarrassing day.
B. Shopping with mother.
C. The writer and his friend.
D. My friend and his motorcycle.

14. The writer could not contact his friend because….
A. he went home alone
B. his cell phone was broken
C. he was in the parking area
D. his friend was still choosing a shirt

15. What did the writer do after his mother told him that his friend looked for him?
    A. He went back to the department store.
    B. He stayed at home waiting for his friend.
    C. He called his friend back.
    D. He rode his motorcycle.

16. "…I saw my friend's broad smile…." (Line 14). The underlined word is closest in meaning to….
    A. wide
    B. tight
    C. firm
    D. strict

17. From the story above, we can conclude that there was a problem because….
    A. the writer could not contact his friend
    B. the writer's friend was in the clothes section
    C. the writer and his friend could not ride the motorcycle
    D. the writer and his friend decided to go to the department store

Text 4: Read the text to answer the question no 18-22.

The weather was very clear. My family and I decided to go camping last holiday. Father prepared the tent and other equipment. Mother prepared the cooking and eating utensils. I took my fishing rod and my brother brought his sport equipment. When everything was ready, we left for the camping site in countryside.

There were many campers when we arrived at the camping site. Unfortunately, the good location near the river had been occupied by other campers so we had to look for another place. Finally, we found a good place little bit further. It was near a big tree. After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river.

In the evening, father made a fire. Mother cooked the fish we caught. I could say that it was the best fish I had ever tasted. Sleeping in the tent was a very wonderful experience. I woke up early in the morning. I felt fresh. Then I accompanied my brother playing ball.

Adapted from http://englishahkam.blogspot.com//

18. Where did the writer and his family set up their tent?
    A. Near the river.
    B. Near the big tree.
    C. At the back of the river.
    D. Far away from other campers.

19. What were the writer and his father's hobby?
    A. Camping.
    B. Cooking.
    C. Fishing.

D. Playing ball.

20. "… the river had been <u>occupied</u> by…" The underlined word has similar meaning to….
    A. inhabited
    B. authorized
    C. bought
    D. grabbed

21. Which statement is <u>NOT</u> correct based on the text above?
    A. All family members prepared the stuffs for the camping.

B. There were so many visitors in the camping site.

C. The writer and his family slept in the tent.

D. The air of the camping site was not good.

22. "…we left for the camping site in <u>countryside</u>." What does the underlined word mean?
    A. In the town.
    B. In the industry area.
    C. In the farming area.
    D. In the business area.

Text 5: Read the text to answer the question no 23-25.

Meeting a Star
On Saturday morning at 9.30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I was not sure exactly where it was, but I talked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him to get there. He thanked me and tried to give me something. I thought it was money. I said "no" at first, but he really wanted me to have it, so I took it.
I found the record store and listened to a few records. D'Masive had a new record that was number two in the TOP 20 chart. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised. He was a singer of D'Masive.

Adapted from Developing English Competencies Grade X, 2008

23. Where the writer met the man?
    A. In Hyatt Hotel.
    B. In Sunda Street.
    C. In a record store.
    D. In a bus.

24. How was the man's character?
    A. arrogant

B. cold
C. attractive
D. friendly

25. What did the man give to the writer?
    A. A photograph.
    B. A paper.
    C. Some money.
    D. A signature.

26. What did the writer decide to
buy?
A. D'Masive's t-shirt.

B. A book.
C. D'Masive's new record.
D. A magazine.

Text 6: Read the text to answer the question no 26-30.

My Day
I had a terrible day yesterday. First, I woke up an hour late because my alarm did not go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but I missed it. I wanted to take a taxi, but I did not have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Adapted from Developing English Competencies Grade X, 2008)

27. Why did he wake up an hour late?
    A. Because he did not set the alarm clock.
    B. Because he did not hear the alarm sound.
    C. Because he did not see the alarm clock.
    D. Because his alarm clock did not work.

28. Which of the following is TRUE according to the text?
    A. He got dressed so quickly that he forgot to wear socks.
    B. He wore socks so quickly that he forgot get dressed.
    C. He walked out of the house trying to get 9:30 bus.
    D. He burned his shirt when he was making a breakfast.

29. How far did the writer walk?
    A. 2 miles.
    B. 3 miles.
    C. 4 miles.
    D. 5 miles.

30. What does the writer hope?
    A. The writer hopes to discover that it was Sunday.
    B. The writer hopes to take taxi.
    C. The writer hopes he never had a day like yesterday.
    D. The writer hopes that yesterday would be better.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ ☺Good Luck ☺ ~~~~~~~~~~~~~~~~~~~~~~~~~~~

KEY OF PRE-TEST

1. D	11. A	21. D
2. C	12. B	22. C
3. A	13. C	23. B
4. B	14. B	24. D
5. D	15. A	25. A
6. B	16. A	26. C
7. C	17. A	27. D
8. B	18. B	28. A
9. D	19. C	29. B
10. B	20. A	30. C

A   : 8 keys.

B   : 9 keys.

C   : 7 keys.

D   : 6 keys.

Post-Test

Subject   : English

Class   : VIII D

Name   : …………………………………………………………………….

No   : …………………………………………………………………….

Instruction: There are 30 questions you have to answer. Read the texts and answer the questions. Choose the right answer by crossing (X) A, B, C, or D on your answer sheet.

Text 1: Read the text to answer the question no 1-7.

> I was diagnosed with cancer at 31. I worked in the public service and was aware of a colleague named Sally who was in my department. When she heard about my diagnosis, she approached me and she was supportive and kind. I was surprised at the depth of concern because Sally was a stranger to me.
>
> I got my first chemotherapy. Before my first chemo, she gave me gift. She promised me she would give me gifts just before every chemo until I was finished. I explained that I had chemo every two weeks for months. Each time she found me and freely bestowed a present. I was a bit embarrassed but as treatment went on I found myself looking forward to a wrapped a candle, a book and soap. It did not matter what the chemo gift was. It made a difference that she cared enough to think of me every time I would get my chemo. She truly saved my life.

Adapted from *Reader's Digest Magazine August 2009*

1. What is the best title for the text above?
   A. A Touching Promise
   B. A Touching Talk
   C. A Touching Speaking
   D. A Touching Discussion
2. "When she heard…." (Line 2). What does the underlined word refer to?
   A. The doctor
   B. Department owner
   C. Sally
   D. His friend

3. "When she heard about my diagnosis (Line 2)…." What is the synonym of the underlined word?
   A. judgment
   B. testing
   C. feeling
   D. sense
4. How many times does the writer get his chemo?
   A. Once a week.
   B. Twice a month.
   C. Two weeks a month.

D. Two days a week.
5. "…freely <u>bestowed</u> a…." (Line 7). What does the underlined word mean?
   A. obtain
   B. receive
   C. take
   D. give
6. What gifts Sally gave to the writer?
   A. A candle, a dictionary and soap.
   B. A candle, a book and soap.
   C. A chocolate, a book and soap.
   D. A chocolate, a dictionary and soap.
7. Which statement is <u>NOT</u> correct based on the text above?
   A. The writer was sick.
   B. The writer always received gifts.
   C. Sally was the writer's doctor.
   D. Sally always cared of the writer

Text 2: Read the text to answer the question no 8-15.

With a group of colleagues, I travelled to the north of Thailand. I loved the heat, the streets, the busy markets and the smell of Thai cuisine. One day, I set off from Hotel to find a mosque. The heat of midday sun was cruel as I walked past some building works. There, an old woman in traditional clothing lay on the dusty stone. The terrible thought crossed my mind that she might be dead.

I approached her. Her face was wrinkled and sun-kissed. She looked quite beautiful but very ill. As a reflex, I reached into my pocket to find some money. I pushed it into her hand. It was enough money for her to survive for a few months. Without a common language, she looked at me with the wisdom and pity. She weakly pushed back the money. I left her. After that, I realized that she did not need money. She needed a bottle of water and possibly some human comfort.

Adapted from Reader's Digest Magazine August 2009

8. Where did the story happen?
   A. In the market.
   B. In the hotel.
   C. In the mosque.
   D. In the street.
9. Here is the thing that the writer loved in Thailand, except…
   A. The markets.
   B. The streets in Thailand.
   C. The smell of food.
   D. The traditional cloth.
10. "The heat of midday sun was <u>cruel</u>…." (Line 3). What is the synonym of the underlined word?
    A. pleasant
    B. unkind
    C. enjoyable
    D. happy

11. "…my mind that <u>she</u> might be dead." (Line 5). What does the underlined word refer to?
    A. The woman in modern cloth.
    B. The woman in traditional cloth.
    C. One of his colleague friends.
    D. The market seller.

12. "It was enough money for her to <u>survive</u> for a few months. (Line 8). What does the underlined word mean?
    A. stay alive
    B. eat
    C. work
    D. consume

13. What did the writer do to the woman?
    A. He gave money to the woman.
    B. He asked money from the woman.
    C. He pushed the woman.
    D. He told the woman to survive.

14. What did the woman do in the end of the story?
    A. She was pushed by the writer.
    B. She talked to the writer.
    C. She refused the writer's money.
    D. She accepted the writer's money.

15. Which statement is <u>TRUE</u> based on the text above?
    A. The writer was in his hometown.
    B. The writer was afraid if the woman died.
    C. The writer did not care about the woman.
    D. The woman thanked the writer for his kindness.

Text 3: Read the text to answer the question no 16-23.

During my study as a medical student in Gadjah Mada University in Yogyakarta, Indonesia, I spent most of my time studying and in classrooms. I rarely spoke with real patients in a hospital setting. Then last year I started visiting Dr. Sardjito Hospital. I was gathering data for my thesis. I needed to complete my study. Holding a patient questionnaire, I walked toward one of my patients.

She was Ms Anita. Ms Anita was lying on bed 4B. She was still weak as she was recovering from her stroke. There were no relatives or friends with her. I sat down on a chair next to her bed and I introduced myself. When I told her that I wanted to gather some information from her, she agreed. After asking some questions, I prepared to leave. She started making conversation. I was surprised someone in her condition would want to talk.

She started talking about herself. She told me that she had three children in primary school who were staying with a neighbor. Her husband died a year ago. I did not know what to say. She did not expect my responses, she just wanted me to listen to her. Ms Anita taught me one of the most important lessons. Sometimes,

patients do not need expensive medicine. They just need someone with the patience and willingness to lend an ear and spare a little of their time.

16. What did the writer study?
    A. Dr. Sardjito Hospital
    B. Gadjah Mada University
    C. Yogyakarta
    D. Medical
17. Where did the writer gather the data for his thesis?
    A. Gadjah Mada University
    B. Medical Department
    C. Yogyakarta
    D. Dr. Sardjito Hospital
18. Why did the writer gather the data?
    A. Because he wanted to complete his study.
    B. Because he wanted to study.
    C. Because he wanted to hold questionnaire.
    D. Because he wanted to walked toward the patient.
19. "I was gathering data…." (Line 4). What is the synonym of the underlined word?
    A. throwing
    B. collecting
    C. sending
    D. receiving
20. "There were no relatives or friends with her." (Line 7). What does the underlined word refer to?
    A. Doctor
    B. Ms Anita
    C. Nurse
    D. Patient
21. "There were no relatives or…." (Line 7). What does the underlined word mean?
    A. colleagues
    B. companions
    C. families
    D. strangers
22. Which statement is FALSE based on Ms Anita's story?
    A. She had 3 children.
    B. Her children were in junior high school.
    C. Her children stayed in neighbor.
    D. Her husband had passed away.
23. What did the writer do to Ms Anita in the end of the story?
    A. He disturbed her.
    B. He talked to her.
    C. He listened to her.
    D. He taught her.

Text 4: Read the text to answer the question no 24-30.

In 2009, I was in Year Four of primary school and my brother Susanto was in Year Three of junior high school. Like every family living in *Parapatan*, West Java, Indonesia, we bred goats. We had five big ones, and Susanto and I had the task of finding food for them. Every day after school we went looking for *bendara* and jackfruit trees to get their leaves. We preferred those plants because they grew wildly around our village so we could take as much as we want.

Our favorite place for gathering food was a neglected piece of land. The problem was that this land was under the supervision of the former *kuwu* (village chief) who lived nearby. He was expert in *pencak silat*. We wanted to avoid him. Fortunately, there were wild banana trees around. Most villagers stayed away from it. They feared of the many snakes live there. It meant that Susanto and I were free to harvest as much food for our goats as we wanted.

24. How many goats did the writer have?
    A. 5
    B. 6
    C. 7
    D. 8
25. Where did the setting of the story?
    A. In village.
    B. In city.
    C. In town.
    D. In region.

26. What did the goats eat?
    A. Banana.
    B. Banana trees.
    C. *Bendara* and jackfruit.
    D. *Bendara* and jackfruit's leaves.
27. "…we bred goats." (Line 2). What is the synonym of the underlined word?
    A. decreased
    B. raised
    C. cut
    D. reduced

28. "We had five big ones…." (Line 3). What does the underlined word refer to?
    A. food
    B. *bendara*
    C. goats
    D. bred
29. "He was expert in *pencak silat.*"(Line 9). What does the underlined word mean?
    A. slow
    B. dense
    C. knowledge
    D. specialist
30. Why the writer and Susanto could get many foods as they wanted?
    A. Because the supervisor allowed them.
    B. Because there were a lot of bananas.
    C. Because they avoided the villagers.
    D. Because villagers were afraid of snakes.

KEY OF POST-TEST

11. A	11. B	21. C
12. C	12. A	22. B
13. A	13. A	23. C
14. C	14. C	24. A
15. D	15. B	25. A
16. B	16. D	26. D
17. C	17. D	27. B
18. D	18. A	28. C
19. D	19. B	29. D
20. B	20. B	30. D

A   : 7 keys.

B   : 8 keys.

C   : 7 keys.

D   : 8 keys.

Students' Score

No	Name	Students' Score	
		Pre-test	Post-test
1	Adam Faizul Hudiansyah	70	83,3
2	Afif Baharudin Fattah	50	66,7
3	Ahmad Farkhan Yasfin	70	83,3
4	Al Hadid Rusul Kholifa	43,3	63,3
5	Alnisa Winda Saputri	63,3	76,7
6	Andra Ramadhani Wibowo	63,3	76,7
7	Anggre Eni Lestari	73,3	80
8	Anisa Nur Febriyani	73,3	80
9	Arlan Bima Taufik Pradana	50	66,7
10	Arma Yuda	43,3	53,3
11	Aulia Sekarrahmi Purwi Rahayu	70	80
12	Bondan Irawan Fitriyana	40	50
13	Burhanuddin	63,3	70
14	Damar Aji Pangestu	66,7	76,7
15	Dewi Irta Yulianingrum	-----------	----------
16	Dian Nihayah	66,7	76,7
17	Eva Yuliana	73,3	80
18	Fiki Zulfa Putra Sagara	66,7	70
19	Firda Rahmah Ekawati	73,3	80
20	Intan Tri Hastuti	76,7	83,3
21	Khairul Cahya Zaniko Saputra	66,7	73,3
22	Melani Tri Wulandari	83,3	83,3
23	Mufidah Choirul Anami	70	76,7
24	Muhammad Akbar Bayu Satibi	50	66,7
25	Muhammad Aldi Hermawan	56,7	63,3
26	Puji Andriyanto	70	76,7
27	Putri Nayla Nirmala Ainaya	70	76,7
28	Sekar Ayuning Putri	76,7	80
29	Sindhi Santikasari	66,7	76,7
30	Sinta Puspitasari	76,7	83,3
31	Uswatun Hasanah	80	83,3
32	Wisnu Dwi Nugraha	70	80
	Mean	**65,6**	**74.73**

DOCUMENTATION

Documentation

Pre-Test

The students do pre-test.

Cycle 1

The researcher shows pictures of mountain, beach and zoo to build students' knowledge.

The researcher distributes the model text.

The students read the model text.

The researcher explains the materials related to recount text to the students.

The students do the tasks.

The researcher monitors the students in doing tasks.

The students work in group.

The students answer comprehension questions.

Cycle 2

The researcher builds students' knowledge.

The researcher distributes the work sheets.

The students read the model text.

The researcher explains the materials.

The students do the tasks.

The researcher helps the students when they are doing tasks.

The students work in group.

Post-test

The students do post-test.

LETTERS

Nomor   : 264b/UN.34.12/DT/II/2015   Yogyakarta, 25 Februari 2015

Lampiran   : 1 Berkas Proposal

Hal   : **Permohonan Izin Penelitian**

Kepada Yth.

Bupati Sleman

c.q. Kepala Kantor Kesatuan Bangsa Kab.

Sleman

Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas
Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun
Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan
judul:

IMPROVING READING COMMPREHENSION SKILL USING AUTHENTIC MATERIALS FOR GRADE EIGHT STUDENTS OF MTS. N NGEMPLAK

Mahasiswa dimaksud adalah :

Nama   : REZA PUSTIKA

NIM   : 11202241008

Jurusan/ Program Studi   : Pendidikan Bahasa Inggris

Waktu Pelaksanaan   : Maret – Mei 2015

Lokasi Penelitian   : MTs. N Ngemplak

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
- Kepala MTs. N Ngemplak

SURAT KETERANGAN

Nomor : MTs.12.04.3/PP.00.5/201 /2015

Yang bertanda tangan di bawah ini :

Nama   : Dra. Hj. Sri Haryati Handayani
NIP   : 19620111 198603 2 001
Jabatan   : Kepala MTsN Ngemplak Kab. Sleman

Berdasarkan surat Dekan Fakultas FBS Universitas Negeri Yogyakarta Nomor : 264b/UN.34.12/DT/II/2015 tanggal 25 Pebruari 2015 perihal Permohonan Izin Penelitian, maka dengan ini menerangkan bahwa :

Nama   : REZA PUSTIKA
NIM   : 11202241008
Program Studi   : Pendidikan Bahasa Inggris
Perguruan Tinggi : UNY Yogyakarta

Pada prinsipnya kami tidak keberatan dan memberikan ijin untuk melakukan penelitian di Satker kami sepanjang mengikuti ketentuan yang berlaku.
Dan yang bersangkutan telah melakukan penelitian dalam rangka penyusunan skripsi dengan judul Improving Reading Commprehension Skill Using Authentic Materials For Grade Eight Students Of MTsN Ngemplak pada bulan Maret s.d. Mei 2015.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sleman, 30 April 2015

Wassalam,
Kepala

Dra. Hj. Sri Haryati Handayani
NIP.19620111 198603 2 001