

**DESIGNING SCIENCE READING LEARNING MATERIALS FOR A  
LANGUAGE SUPPORT PROGRAM FOR GRADE 7 STUDENTS  
IN SMPN 2 WONOSARI GUNUNGGKIDUL  
YOGYAKARTA**

A THESIS

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



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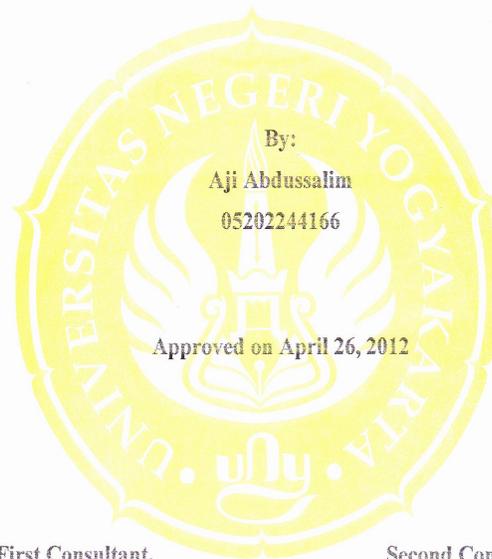
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IN SMPN 2 WONOSARI GUNUNGKIDUL  
YOGYAKARTA

A Thesis



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## PERNYATAAN

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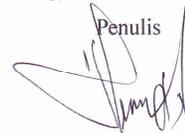
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Penulis



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## **MOTTOS**

Truly, my prayers and my sacrifice, my life and my death, are (all) for Allah, the  
Cherisher of the world.

(QS. Al-An'am: 162)

A thing that can be imagined must be able to be reached.

A thing that can be dreamed must be able to be realized.

(William Arthur Ward)

## **DEDICATIONS**

This thesis is dedicated to:

My beloved mother and father

My brother

My sister

My close friend

My beloved friends

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Yogyakarta, April 2012

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**DESIGNING SCIENCE READING LEARNING MATERIALS FOR  
LANGUAGE SUPPORT PROGRAM FOR GRADE 7 STUDENTS IN SMPN 2  
WONOSARI GUNUNGKIDUL YOGYAKARTA**

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**Abstract**

There are two objectives in this research. The first is to design appropriate science reading learning materials for Language Support Program for English Immersion Program students. The second is to identify characteristics of appropriate science reading learning materials for Language Support Program of Grade 7 in SMPN 2 Wonosari Gunungkidul Yogyakarta.

This research is a Research and Development (R and D) study. The research subjects were students of Grade 7 of English Immersion Program in SMP N 2 Wonosari Gunungkidul Yogyakarta. The data were gathered from questionnaires, class observations, and interviews. The data were analyzed by using descriptive statistics and qualitative data analysis.

In the research, designed materials consist of three units. The research findings indicate that the science reading learning materials are appropriate for the students as indicated by the average of the mean that is 3.26 (good category). Each unit of the appropriate materials has two cycles (Mission 1 and Mission 2). The cycles are organized into unit title, objectives of unit, pre-reading tasks, while-reading tasks, after reading tasks, grammar tasks, recycling, discussion tasks, homework tasks, game, summary and vocabulary list. The research indicates that appropriate science reading learning materials are supported by the appropriate task components (goal, input activity, setting, learner role, and teacher role). The appropriate goals are giving an early description on whole topic of the unit, encouraging learner to acquire reading skills and to apply it, getting information from the text, and learning particular form of grammar. The appropriate inputs are authentic texts, simplified texts with pictures, tips related to reading skills, figures, and phonetics transcriptions. The appropriate activities are checking correct answer, matching, scanning, skimming, guessing, finding main idea, answering comprehension questions, group discussion, completing word puzzle. The appropriate settings are individual work, pair work, group discussion and project work. The appropriate learner's role is as an active participant. The appropriate teacher's roles are as facilitator, controller, assessor, and informer.

# CHAPTER I

## INTRODUCTION

### A. Background to the Study

The need of English language mastery has become a requirement of everyone in facing the globalization era. This fact is closely related to the role of English as an international language which will be used in many aspects, such as social, politics, economy, technology, and education. People who do not have good competence in English will be left behind in the globalization era.

The Indonesian Ministry of National Education has tried to make some policy to improve English language mastery through improving Indonesian education. One of them is through Verse 1 of Article 21 of National Education System Act Number 78/2009 which states that the central government and/or the local government establishes at least one school in each education level to be developed into an International Standard School (ISS).

An ISS is a school that satisfies all the standards of national education and is enriched by contents and/or practices of educational standards from at least one country that is a member of Organization for Economic Cooperation and Development (OECD) and/or from other developed countries with certain advantages in the educational system. Such a school is expected to produce young people who possess a competitive advantage in the international level. International Standard school can be formulated as  $ISS = SNE + X$ , where SNE is

standard of National Education and X is enrichments that include the learning content, the use of foreign language as the medium of instruction (immersion program), the application of ICT in the teaching and learning process, and other excellent practices by countries that are members of OECD and/or other advanced countries. Therefore, one of the programs of ISS is the immersion program.

The immersion program is a bilingual education which simply means that the target language is used in the instruction. Actually, this program encourages the learners to learn their subjects in the target language. Therefore, this program gives more practices to the students to use the target language and the students do not only use English in the English class but also in the other subject class.

The immersion program here is the implementation of a Content-Based instruction approach. Content-Based Instruction (CBI) is an approach to second language teaching in which the teaching is organized around the content or information that students will acquire, rather than around linguistics or other types of syllabus (Richards and Rodger, 2001: 204). In CBI the target language is a vehicle of transferring the content or subject.

One of English skills that are important in the immersion program is the reading skill. Richards and Renandya (2002: 273) state that reading skill is important for most foreign language students because by reading they get information for study purposes. In an immersion class, they are expected to be able to read and get information using the target language.

However, some students face difficulties in Immersion Program. Although the students are selected from smart students, they still have difficulties to understand materials in English, especially for the beginner students. They do not have sufficient knowledge about English for immersion program (English for mathematics and English for science). All of the students only get the English subject in ordinary curriculum in their elementary school. As an effect, most students have difficulties in joining the Immersion Program.

Therefore, they need helps to prepare themselves to face this immersion program. One of the helps that can be given for them is a language support program. By learning English in the language support program, they get many exposures about English related to immersion program. Moreover, they can consult their difficulties in the immersion program to the English teacher in the language support program.

However, creating this kind of language support program is not easy. To run the English language support program, effective materials which can facilitate the students to learn English for specific purposes are needed. As explained above, the beginner students of ISS do not have sufficient knowledge of English for mathematics or English for science. They need to be prepared and oriented to learn with materials and learning models which are similar to the material of an immersion program of ISS. Therefore, developing CBI materials of science reading is regarded to be necessary. This study is expected to offer a solution to the above gaps.

## **B. Identification of the Problem**

Some aspects should be considered to run an immersion program. One of the aspects that should be considered is the students. As explained in the previous section, the students, especially the 7<sup>th</sup> grade students, are not ready enough to join the immersion program. The students who come to the junior high school are not prepared to immersion program in the elementary school. They are just taught the general English. They are not taught the specific English that will be taught in an immersion program. Therefore they need help to join the immersion program.

One of helps that can be given to the students is the language support program. By joining the language support program, they get much exposure about English related to the immersion program. Moreover, they can consult their difficulties to the English teacher in the language support program.

The materials are other aspects that should be considered to run the language support program. The effective materials which can facilitate the students to learn English for specific purposes are needed to run the English language support program. As stated above, the beginner students of ISS do not have sufficient knowledge of English for mathematics or English for science. They need materials and learning models which are similar to the material of immersion program of ISS. Therefore, they should be accustomed to the materials and learning models that help them to face Junior High School which implement the immersion program.

Basically, the students of the immersion program need two materials, English for mathematics materials and English for science materials. Both of these materials are needed for them to prepare themselves facing the immersion program which uses the target language as a medium of instruction in teaching mathematics and science. So, it is obvious that the students of the immersion program need appropriate material to facilitate them in learning English for immersion program so that they are not shocked in facing the immersion program.

To make the effective material, we should consider the characteristics of the students. The students of English extracurricular are grade seventh of ISS and their old is about 12 years old. Therefore, teaching teenagers should be different from teaching adults. Brown (2001: 92) states that teenagers are in the process of maturation and need varieties of sensory inputs. It means that teenagers are in age of transition from child to adult and therefore we should design materials based on the characteristics of teenager.

The content or the input also should also be well thought-out in order to make it is easy for the students to receive the knowledge and skills of the language and help them to face the immersion program. The content should be related to the subjects that are taught in the immersion program such as mathematics and science. Therefore, the materials can facilitate learners to learn English in specific purposes.

Further, the component that should be taught in designing effective materials to help students of ISS is the learning materials unit design. It must cover components that are expected to be learned and how the components should be presented to make it easy for the learner in gaining knowledge and skills of the language. Therefore, an analysis should be conducted to get the information about what components are needed and how they are presented.

Moreover, when we talk about teaching English, we talk about teaching four English skills. They are listening, reading, speaking, and writing. In the immersion program, the teacher should teach these skills to the students to make them succeed in the immersion teaching learning process. As people know, in the immersion class teacher use the target language in transferring the subject and the materials (books) using the target language. Brown (2001: 235) states that immersion is the example of Content-based Instruction (CBI) which allows for the complete integration of language skills. Therefore, the students must be prepared with materials that include these skills.

In addition, Grabe (cited in Richard and Renandya, 2002: 282) states that CBI is very useful for language skills development, especially reading skill. He believes that CBI encourages learners to make transition from learning to read to reading to learn other information. This motivates the students to develop reading strategic, text-structure awareness, vocabularies, and extensive reading. Therefore they need materials which facilitate them to develop reading strategies, text-structure awareness, vocabularies, and extensive reading.

However, those materials are not available in most language support programs in the schools which implement the immersion program. Most schools only have materials for general English which are not appropriate for the students in the immersion program. Some schools, like SMP 2 Wonosari which implements the immersion program always try to develop materials that can facilitate students facing immersion program.

### **C. Limitation of the Problem**

Conducting research covering things stated previously will be hard and time consuming and therefore will be infeasible for the researcher. Concerning the limitation that the researcher has, this study is focused on designing reading materials for science purposes for an English Language support program to support students in joining an Immersion Program. More specifically, the Content-Based Instruction principles are considered to design the materials.

### **D. Formulation of the Problem**

Based on background, identification and limitation above, the problem of this research is formulated as follows.

1. What is the appropriate design of science reading learning materials for a Language Support Program for English Immersion Program students?
2. What are characteristics of appropriate science reading learning materials for a Language Support Program of Grade 7 in SMPN 2 Wonosari Gunungkidul Yogyakarta?

### **E. The Objective of the Research**

1. To design appropriate science reading learning materials for a Language Support Program for English Immersion Program students.
2. To identify characteristics of appropriate science reading learning materials for a Language Support Program of Grade 7 in SMPN 2 Wonosari Gunungkidul Yogyakarta.

### **F. Research Significance**

The research gives benefits to students of the junior high school, especially grade 7 students, because the material design will prepare them, English novice learners, to face the immersion program. By learning these materials in the language support program, they will have support in mastering English which is the language instruction in the program.

Moreover, this research will help teachers to solve the language instruction problem. Based on the observation, the students' English mastery is one of the problems in the immersion program, especially for grade 7 of junior high school's students. Therefore, designing materials for language support program to the immersion students will solve one of the problems in running the program.

## **CHAPTER II**

### **LITERATURE RIVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. Content-Based Instruction**

###### **a. Definition of Content-Based Instruction**

To know the definition of Content-Based Instruction (CBI), we need to know how language is defined in this approach. It also provides a clear basis of the implementation of the approach. There are three definitions of language in CBI (Richards and Rogers, 2001: 210). First, language is defined as a vehicle for learning content. Thus language learning is considered as a product of learning the content or subject matter. The focus of teaching itself is in how meaning and information are communicated and constructed trough text and discourse. The central linguistics unit is not limited to the level of sentences, but also longer stretches of language are used and the language features that create coherence and cohesion within speech events and text types.

The second definition of language in CBI is integrated skills. In the teaching learning process, the students are often involved in activities that link the skills, according to how the skills are generally involved in the real context.

Third, CBI views language as something purposeful. The purpose may be for academic, social, recreational and vocational. In order to receive maximum benefits

from CBI, The learners need to be clearly in tune with its purpose and the language codes that signal and link these expressions of purposes

From the definition of the language used in CBI, we can get illustration of this approach. CBI refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around linguistics or other types of syllabus (Richards and Rodger, 2001: 204). Therefore, the students do not only focus on learning the language but also focus on learning the content. It is an integration of learning the content and the language. The language mastery is the impact of learning the content using the target language. Thus knowledge of language and content, science, are developed simultaneously.

In addition, Stryker and Leaver (1997: 2) believe that CBI encourages learners to learn language by practicing to use language in real communication. Learning English in CBI is like learning music instrument or to ride a bicycle. The learners need much practice to master this. By practicing the language, the students are expected to acquire the language as well as the content. Therefore, CBI tries to integrate learning language with learning of some other contents (Larsen-Freeman, 2003: 137). In this approach, the language is learned together with the content. This approach provides opportunities for the students to practice the target language while they learn the content. As an effect, they also acquire the language when they learn the content. So, learning the language is considered as a product of learning the content or subject matter.

## **b. The Principles of Content-Based Instruction**

From the definition above, we can get a clear illustration of the approach. This illustration involves the main principle of CBI. According to Richards and Rodgers (2001: 207), there are two principles in CBI:

- 1) People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end itself.
- 2) CBI better reflects learners' needs for learning a second language. This implied the fact that many content-based programs serve to prepare ESL students for academic purpose, therefore the main emphasis of this case is the effectiveness and the speed of learning and mastering the content.

Considering the two central principles in CBI, we can see that it deals with the content, not the language use in delivering the course. The language will be the product of this approach.

## **c. Learner Roles in CBI**

One of the goals of CBI is to encourage learners to be autonomous learner. In CBI learners are able to understand their own learning process and take charge of their own learning from very start (Stryker and Leaver in Richard and Rodgers, 2001:203). Learners will support each other in collaborative mode of learning. These are believed as an active role of learners. "Learners are expected to be active interpreter of input, willing to explore alternative learning strategies, and willing to seek multiple interpretation of oral and written texts" (Richard and Rodgers, 2001: 213). Based on theories above, it can be concluded that the students of CBI must be

autonomous learners. They should have less dependency on the teacher. They should have self-directedness in teaching learning process.

#### **d. Teacher Roles in CBI**

Richards and Rodgers (2001: 214) underlie some roles of teacher in CBI. They have to be not only a good teacher, but also a knowledgeable teacher. This means that teacher must know the subject matter and bring out that knowledge from students. Teachers are responsible for selecting and adapting authentic materials in order to keep the context and comprehensibility principal in their planning and presentation. Moreover, as Brinton, et al. (1989:3) notes, they have to analyze learners' need, and have to create learner-centered classroom. Furthermore, Teddick et al (2001:3) proposes the more fully equipped roles of teacher in CBI. In general, he propose teachers' role as the provider of the CBI materials, the controller of activities in CBI classrooms, the learners need analyst, and the developer of content. Based on these brief theory explanations, it can be concluded that the teacher in CBI must be a facilitator. They must facilitate the students in learning the content and also acquiring the target language used. They also should prepare the appropriate materials for the student in learning the content using the target language. Moreover, the activities in the class are also the responsible of the teacher.

## **2. Language Support Program**

Language support program is kind of program in a school to help students solving problem or difficulty in mastering the target language. This program aims to facilitate learners to meet the gap of their knowledge and the skills of English that are

required in the class. This opinion is in line with Little and Simpson (2006: 6) who state that the purpose of language support program is to help learners to gain access to mainstream learning and to socialize with the community of the school. So, it prepares and supports the students to face real learning activity in the class, especially immersion class.

### **3. Immersion Education**

Actually, immersion program has been developed by some countries since 40 years ago. This method was established in Canada around 1960s for requiring high proficiency in French as an innovative program, which used the L2 language as the medium of instruction for teaching learning process in junior or senior high school (Swain and Johnson, 1997). The immersion program spread widely in Canada during the late 1970s and early 1980s; while in Indonesia it began in 2004/ 2005 as a means of enhancing the quality of teaching and learning especially in the quality of English as an international language.

Immersion program has been a reality in many parts of the world for years. There are many various types and designs of bilingual education programs, but they generally exist for the purpose of helping students to maintain their native language or to continue to grow in their native language while acquiring the second language (Larsen-Freeman and Long, 1999:1). The term bilingual education itself may refer to the use of a second or foreign language in school for the teaching of content subjects (Richards, et al, 1997:36); or it may refer to an education scheme in which the child

receives educational instruction in at least two languages with one of these being the mother tongue of some or all the students in the classroom (Walter, 2005:4).

Immersion is one of the models of CBI. Therefore, this approach tries to integrate language with learning of some other contents. In this approach, the language is learned together with the content. Therefore, this language learning is considered as a product of learning the content or subject matter.

In the application of immersion, Swain and Johnson (1997: 3) divide immersion based on the age of students and the use of L1 and L2. Based on the age, immersion is divided into three categories: firstly early immersion in which students start this program at Grade 1, secondly mid-immersion which starts at Grade 4 or 5, thirdly late immersions which starts at Grade 6 or 7. While, based on the use of L1 and L2, the immersion program is divided into two categories: firstly total immersion which uses L2 medium of instruction in all of subject, secondly partial immersion which allows the use of L2 in some of matters.

#### **4. Materials Development**

##### **a. English Learning Materials**

According to Tomlinson (1998: 2), materials can be defined as anything which is used by teachers or learners to facilitate the learning of a language and it could obviously be cassettes, videos, CD-Rooms, dictionaries, grammar book, newspaper, and so on. Materials could refer to anything that is deliberately used to increase the learners' knowledge and experience of the language.

From the definition of materials above, the materials designers can get the point that the materials should be designed to facilitate the teaching learning process based on such of principle. Moreover, Tomlinson (1998: 22) proposes the principles that are relevant to the development of materials for language teaching. These are delivered as follows.

- 1) Materials should achieve impact,
- 2) Materials should help learners to feel at ease,
- 3) Materials should help learners to develop confidence,
- 4) What is being taught should be perceived by learners as relevant and useful,
- 5) Materials should require and facilitate learners self-investment,
- 6) Learner must be ready to acquire the points being taught,
- 7) Materials should expose the learner to language in authentic use,
- 8) The learners' attention should be drawn to linguistic feature of the input,
- 9) Materials should provide the learner with opportunities to use the target language to achieve communicative purposes,
- 10) Materials should take into account that the positive effects of instruction are usually delayed,
- 11) Materials should take into account that the learners differ in learning styles,
- 12) Materials should take into account that the learners differ in affective attitudes,
- 13) Materials should permit a silent period at the beginning of instruction,

14) Materials should maximize learning potential by encouraging intellectual aesthetic and emotional involvement which stimulates both right and left brain activities,

15) Materials should not rely too much on controlled practice,

16) Materials should provide opportunities for outcome feedback,

Furthermore, Hutchinson and Waters (1987) propose a material design model which is aimed at providing a coherent framework for integration of various aspects for learning basically describe the development of program and materials. In conducting program planning, Hutchinson and Waters propose 2 steps. First, in the beginning of a program planning, they begin by doing need analysis, meaning that they analyze the need of the learner first. The next step is continuing from needs analysis, which is translating the needs into a syllabus design form which the designer designs materials.

According to Hutchinson and Waters (1987: 96), there are three types of materials design. The first is something like designing materials by selecting from existing materials, called materials evaluation. The second one is an activity concerned with writing the materials by the materials designers/developers themselves, called materials development. It means the designers or developers write the materials by themselves. The last one is material adaptation, which is related to modification of the existing materials. In this research, the researcher is concerned with materials development.

Materials developers need to understand the principle of materials when they want to develop and define the purpose of materials themselves. Hutchinson and Waters (1987: 107-108) convey six principles to identify the purpose of the materials which are presented as follow:

- a) Material provides a stimulus of learning good materials. It does not teach but encourage learners to learn.
- b) Materials help to organize the teaching learning process, by providing a path through the complex mass of the language to be learnt. Good material should provide a clear and coherent unit of structure which will guide teacher and learners through various activities.
- c) Materials embody a view of nature of language and learning. Someone, as an author, is making all manner of statement about what we think language learning consist of. Therefore, materials should truly reflect what we think and feel about learning process.
- d) Materials reflect the nature of learning task. Materials should try to create a balanced outlook which both reflects to the complexity of the task, so that it makes task appeared manageable.
- e) Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.
- f) Materials provide models of correct and appropriate language use. This is a necessary function of materials.

## **b. Materials in CBI**

As proposed by Richard and Rodgers (2001:215), the materials used in CBI are authentic. This means that the materials are like the kinds of material used in native-language instruction. This is in line with Brinton et al (1989: 17) who argues that authenticity refers to introduction of newspaper and magazine articles and any other media materials that are not originally produced for language teaching purposes. There is much type of authentic materials such as tourist guidebooks, technical journals, railway timetables, newspaper, radio, TV broadcasting, and so on. However, comprehensibility is an important consideration of materials' role. Authentic materials may need modification in order to ensure maximum comprehensibility (Richard and Rodgers, 2001:215).

Based on these statements above, materials in CBI should meet some criteria. The materials should be authentic. By giving the authentic material, the students are provided the real languages that are used in daily life. Furthermore, the materials should also fulfill the principles of good material from Thomlinson, Hutchinson, and Waters.

## **5. The Reading Skill**

Anderson in Nunan ( 2003: 67) states that reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. Andersons in Nunan ( 2003: 74-75) divides reading as strategic reading, which is the ability of the reader to use a wide variety of reading strategies, and fluent

reading, which is the ability to read at an appropriate rate with adequate comprehension.

There are three constructive stages within the reading process. Those are before reading or pre-reading, during reading or what is called while reading, and after reading or post reading. Those stages are further explained as follows:

a. Pre-reading

Pre-reading is a stage before the actual act of reading a text begins and which is done to make the process of reading more comprehensible. It is usually done by giving necessary background information to the reader to facilitate comprehension. Steihofer in Vaezi (2005) states that the activity of pre-reading should not take long to carry out. The purpose is to overcome the common urge to start reading a text closely right away from the beginning.

b. While- reading

While-reading is the stage where activity reading is encouraged. It consists of summarizing, reacting, questioning, arguing, evaluating, and placing a text within one's own experience. Re-reading for better comprehension filling out forms and charts are several examples of while reading activities.

c. Post-reading

After reading is the stage where the readers reflect on what they have read. Vaezi (2005) states that post-reading activities first check the students' comprehension and then lead the students to deeper analysis of the text. After reading can be done by discussing the text summarizing, making questions, answering

questions, filling forms and chart, writing reading logs, completing a text, role playing, etc.

Brown (2001) proposes eight principles in designing interactive reading techniques. Those principles are as follows:

- 1) Do not over look the importance of specific instruction in reading skills.
- 2) Use techniques that are intrinsically motivating.
- 3) Balance authenticity and readability in choosing texts.
- 4) Encourage the development of reading strategies
- 5) Include both bottoms-up and top-down technique.
- 6) Follow the “SQ3R” sequence.

“SQ3R” is an effective series of procedures for approaching a reading text. They are:

- a) Survey: skim the text while for an overview of main ideas.
- b) Question: reader asks questions about what he or she wishes to get from the text.
- c) Read: read the text while looking for answer to the text trough oral or written language.
- d) Recite: reprocess the silent points of the text trough oral or written language.
- e) Review: asses the importance af what one has jus read and incorporate it into long-term associations.
- 7) Subdivide the techniques of reading into pre-reading, during reading, and post reading.
- 8) Build in some evaluative aspects to the reading techniques.

Moreover, there are some principles for teaching reading as stated by Anderson (1999 in Nunan, 2003: 74 -75). Those are discussed as follows.

1) Exploit the reader's background knowledge

Background knowledge involves life experience, educational experiences, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.

2) Build strong vocabulary base

Anderson (1999) states that basic vocabulary should be explicitly taught and second language learners should be taught to use context to effectively guess the meaning of less frequent vocabulary.

3) Teach comprehension

Comprehension is the goal of reading. The emphasis of teaching reading is not only testing reading comprehension but also teaching the learners how to comprehend. The reader must monitor their comprehension processes and be able to discuss what strategies they use to comprehend.

4) Work on increasing reading rate

This means to increase reading fluency, not speed. Fluency considers speed or comprehension. Readers should be taught to reduce their dependence on dictionary, to master reading skills such as scanning, skimming, predicting, and identifying and to emphasize analyzing and synthesizing skills.

5) Teach reading strategies

Ideally, students are required not only to know strategies but also to learn how to use a range of reading strategies that match their purpose of reading.

6) Encourage readers to transform strategies into skills

Strategies are conscious actions that learners take to achieve desired goals or objectives. It has to be conscious actions in order to be a skill. It needs learning and practicing

7) Build assessment and evaluation into your teaching

The assessments have two types of data, quantitative assessments and qualitative assessments. Quantitative assessments are like information from reading comprehension test as well as reading data, while qualitative assessments may be in the form of journal responses, reading interest surveys, and responses to a reading strategy checklist.

8) Strive for continuous improvement as a reading teacher

The teacher should prepare for his reading as the reading teacher and discover what works best. The classroom techniques and task for reading comprehension (Anderson, 1999 in Nunan, 2003: 79-82) are discussed as follows.

a) Activate prior knowledge

One activity which can be used is anticipation guide. The purpose is to learn what the readers already know about the topic of the reading.

b) Cultivate vocabulary

The suggested activity is word webs. The activity is expanded from the center of the word web by adding other vocabulary that is related to a key word. The teacher should discuss how the class can gain comprehension from what the students read. One of techniques that are suggested is finding inference in a reading text.

c) Increase reading rate

This is related to increase reading fluency. Anderson (1999 in Nunan, 2003: 81) proposes repeated reading activity for this technique. Students can get more comprehension when they are asked to read rapidly twice than when they are asked to read slowly once.

d) Verify reading strategies

This involves identifying reading strategies that the learners use in class and provide time to share the strategies.

e) Evaluate progress

Anderson (1999 in Nunan, 2003: 81) suggests reading journals as an effective way to evaluate reading progress. Some assignments are attached to measure the progress.

Related to the text choosing at the appropriate level, Harmer (2001: 203) suggests that to decide the text at an appropriate level, a designer has to consider these points:

1) Text with the longer sentences and longer words will be more difficult to be understood than those with shorter ones.

2) Text with great number of unfamiliar words will create great difficulty to learn how to understand the texts as a whole.

3) Consequently, the designer has to select the text with short sentences and high-level frequency words used regarding the learner which are the young learners. Beside, simple structure of the sentences and paragraphs are also recommended in the appropriate level of the young learners.

## **5) Task Design**

### **a. Defining Tasks**

Another aspect that should be considered to design materials is task. There are a number of different interpretations in the literature of what a task actually is. However, many researchers today make an important distinction between pedagogical tasks, which is the basis of the classroom activity during the instruction, and target tasks, which students need to accomplish beyond the classroom.

According to Nunan (2004:19), target task or real world task is a task which we can find out in the real life, outside of class. Such example of target tasks are filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, making hotel reservation, etc.

However, task is not only doing real life activity but also providing learner with meaningful learning. Task has to provide input to learners and opportunities for meaningful language use, both of which are generally considered valuable in

promoting language acquisition (Swain in Richard and Renandya, 2002: 97). Of course, target tasks could be practiced to some extent in the classroom. However, learners will also do many other things in the classroom that are not just rehearsals for performance outside of the classroom. Learners will become involved in various activities that facilitate the development of their general language proficiency well. For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative. In addition, Nunan (2004:4) states that pedagogical task refers to classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning. Successful completion of pedagogical tasks would enable learners to acquire the skills needed to master real-world target tasks.

Nunan (2004:1) outlines that task-based language teaching strengthens the following principle:

1. A needs-based approach to content selection.
2. An emphasis on learning to communicate through interaction in the target language.

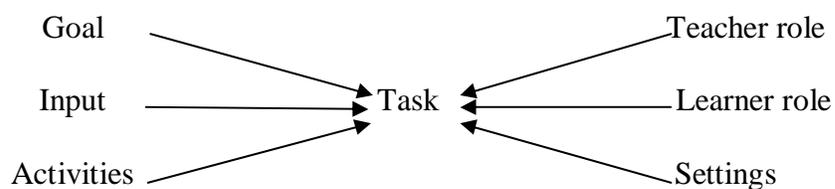
3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself.
4. An enhancement of learner's own personal experiences as important contributing elements to classroom learning.
5. The link of classroom language learning with language activation outside the classroom

He views the task a piece of meaning-focused work which involves learners in comprehending, manipulating, producing and interacting in the target language.

#### **b. Components of Task**

Specifically, tasks can be analyzed according to the goals, the input data, the activities derived from the input, the settings and roles implied for teacher and learners (Nunan, 2004:41). Those can be figured as follow:

Figure 1: **A framework for analyzing communicative tasks.**



The figure above shows us how each component builds a task. Goal refers to general information for the learning task. Input is the data that forms the point of departure the task for the tasks. Activities specify what learners will actually perform with the input. Role refers to the social and interpersonal relationship between learners and teacher in a task. Setting refers to the classroom arrangement affecting

interaction entailed in the task, such as pair work or group work. When selecting, adapting, modifying, and creating communicative tasks, Nunan believes that specification of all these components is needed.

### **c. Principles of Tasks**

In designing tasks, the researcher refers to some opinion of experts. One of them is Nunan. He stated that there is seventh principle in developing instructional task (Nunan, 2004:35). The seventh principles are explained below.

#### **1) Scaffolding**

A framework in which the learning takes place is needed in an instructional material design. This is particularly important in the case of analytical approaches such as task based language teaching in which the learners will often be beyond their current processing capacity. If the scaffolding is removed prematurely, the learning process will collapse.

#### **2) Task Dependency**

Within a lesson, one task should grow out of, and build upon, the ones that have gone before. In the other words, task should be given step by step in order that learners are able to carry out the final pedagogical task in the sequence. At the beginning of the instructional cycle, learners spend greater proportion of time engaged in receptive tasks (listening and reading) then in productive tasks (speaking and writing). Since the principle of learning is perspective-productive, the material developer must provide the model of the target language used to the learners then they can produce it.

### **3) Recycling**

At the first time, learners will not achieve one hundred percent mastery a particular linguistics item. They need to be reintroduced to that item over period of time. So that it needs to recycle language opportunities for learners to encounter target language items in a range of different environment, both linguistic and experiential.

### **4) Active learning**

The principle of this concept is that learners learn best through doing. Through actively constructing their own knowledge rather than having it transmitted by teacher. When applying to language teaching, this suggests that most class time should be devoted to opportunities for learners to use the language.

### **5) Integration**

Learners should be taught ways that make clear the relationship between linguistic form, communicative function and semantic meaning.

### **6) Reproduction to creation**

The tasks are designed to give learners mastery of form, meaning and function, and are intended to provide a basis for creative tasks. Learners should be encouraged to move from reproductive to creative language use.

### **7) Reflection**

Learners should be given opportunities to reflect on what they are doing.

#### **d. Types of Reading Task**

Discussing about reading task, we need to consider the stages of reading processes. There are three constructive stages within the reading process. Those are before reading or pre-reading, during reading or what is called while reading, and after reading or post reading. Therefore, the task of reading should consider on this stages. These tasks are explained as bellow.

##### **1) Pre-reading Task**

This task is usually included activities that help students to prepare themselves read text. There are several activities in this task. They are as follows:

###### **a) Teacher-directed pre-reading**

In teacher-directed pre-reading, some key vocabulary and ideas are explained. The teacher directly explains the information the student will need, including concepts, important vocabulary, and appropriate conceptual framework in this approach.

###### **b) Interactive activities**

In this method, the teacher leads a discussion in which he/she draws out the information student already have and interjects additional information deemed necessary to understanding of the text to be read. Moreover, the teacher can make explicit links between prior knowledge and important information in the text (Vaezi, 2005).

###### **c) The purpose of reading**

It is necessary for students to aware of the purpose of and the goal for reading a certain piece of written material (Vaezi, 2005). Further, Vaezi explains that at the

beginning stages this can be done by the teacher, but as the reader become more mature, i.e. awareness rising, the strategy can be left to the readers. The purpose of reading is all related to consideration of reading skills, namely:

- a. Skimming: reading rapidly for the main points
  - b. Scanning: reading rapidly to find a specific piece of information
  - c. Extensive reading: reading a longer text, often for pleasure with emphasis on overall meaning
  - d. Intensive reading: reading a short text for detailed information
- d) The type of text

Vaezi explains that a reader must become familiar with the fact that text may take on different forms and hold certain pieces of information in different place. It is necessary to understand the layout of the material being read in order to focus more deeply on the parts that are more densely competed with information.

## **2) While-reading Task**

This section task facilitates students to comprehend a written text. Giving appropriate questions can enhance their comprehension. The activities are as follows:

### a) Skimming

Skimming is very fast reading which is usually done to get an overall picture of text.

### b) Scanning

Scanning refers to a high speed reading in order to find specific information.

c) Reading for explicitly stated main ideas

The activities help students to find main ideas explicitly.

d) Reading for implicitly stated main ideas

The activities facilitate students to understand main ideas implicitly.

e) Reading for details

The students are asked to read the text to find the detailed information.

f) Reading between lines

The reader will be able to do this by making use of the Context in which the word occurred, in order to give him a rough idea of its meaning. This activity helps students to draw inference.

g) Deducing meaning from context

This activity requires students to discover the meaning of a great number of unfamiliar words from the text.

### 3) Post-reading Task

Post reading task includes some activities that aim to review or reflect what they have got from the text and to relate the text with the learners' background knowledge, interests, and opinion.

a) Problem solving discussion toward the problem the problem of the text

This activities encourage students to talk together to find a solution to problem or task.

b) Doing word puzzle dealing with the term of the text

These require students to use personal experiences, use their imagination and test their power of logical reasoning.

c) Telling summary the text

After reading text, students retell an entire reading text with their own words.

d) Holding a small role play

Learners are given some chances to what to say and may participate more willingly

## **B. Conceptual Framework**

In designing the science reading materials for language support program for immersion class in SMPN 2 Wonosari, the material developer should consider the students' characteristics and need of English in order to design an effective unit of materials. Tomlinson (1998:2) states that materials are anything which is used by teachers and learners to facilitate the learning of a language. Materials development refers to anything which is done by the writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake (Tomlinson, 1998:2). Materials for students of language support program should meet their needs. In designing science material for language support program in the immersion class, gathering the data to identify their needs is important. The data could be obtained through needs analysis. Need analysis is defined as a set of procedures for identifying the parameter of a course study (Nunan, 1989).

In designing material for the student of SMPN 2 Wonosari, the researcher considers the concept of teaching in CBI because they join to immersion program which is the implementation of CBI. In CBI, language learning is considered as a product of learning the content or subject matter (Richards and Rogers, 2001: 210). They learn science in English. Therefore, the researcher should prepare material for language support program that encourage and make them feel confidence to join the immersion class.

To design the effective reading material, the material developer should include the reading strategies. Reading strategy is the ability of the reader to use a wide variety of reading strategies Andersons (1999 in Nunan, 2003: 74 -75). By including the reading strategy in the material, the students are equipped with knowledge of the effective reading, such as: scanning, skimming, and guessing. These reading strategies are useful for them in reading science books in immersion class.

Materials normally consist of some tasks. The tasks developed should fulfill the components of the tasks. According to Nunan (2004) there are some components that make up a task. These are goals, input data and learner procedures, and they are supported by the teacher and learner roles and setting in which tasks are undertaken. The tasks developed should be arranged (graded and sequenced) in such a way that it can help easy and effective learning occur. Therefore, the tasks developed in reading

material could be based on the teaching stages. There are three stages in teaching reading: Pre-reading, While-reading, and Post-reading.

Regarding to the stages of teaching reading, it should be considered characteristics of task which suitable for each stage. Pre-reading task is usually included activities that help students to prepare themselves read text. In the other hand While-reading task should facilitate students to comprehend a written text. Then, Post-reading task should provide some activities that encourage the students to review what they have learned from the text.

This study is conducted to find out the design of the effective science reading materials for English language support program to support students of immersion program. The finding will be important to produce the design of the science reading materials for English language support program in SMPN 2 Wonosari Gunungkidul Yogyakarta as the second purpose of this study.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of Study**

The researcher designed materials for English extracurricular class to solve the language problem that was faced by junior high school students in the Immersion Program. To design the materials, first of all the researcher analyzed the students need. Then, based on the information of students needs, the materials were designed. After designing materials, the field testing was conducted to know the strangeness and the weakness of the materials so that the materials can be revised then.

Based on the purpose of this study, that is developing an effective product that can be applied and used in the educational program, this study is classified into Research and Development (Gay, 1987). According to Gay, R & D is a process used in developing and validating educational products. Furthermore, the major purpose of this type of research is not to formulate or test a theory but to develop products that can be effectively used in an educational program. He also states that the products are developed to fulfill specific needs that are according to detailed specification. The completed products must be tested in the field and revised until a specific level of effectiveness.

**B. Setting**

The research was conducted from November 2010- June 2011. It was conducted in SMPN 2 Wonosari which had been implementing the immersion program. There were 32 students in an immersion program class.

**C. Research Subject**

Since one of the purposes of this research is to design science reading materials for the language support program for grade 7 students, the subjects were the grade 7 students of the Immersion program. They were interviewed and given a questionnaire in order to find out their needs and interest. Further, they were asked to give feedback to the materials that were made. Based on their feedback, the revision was made.

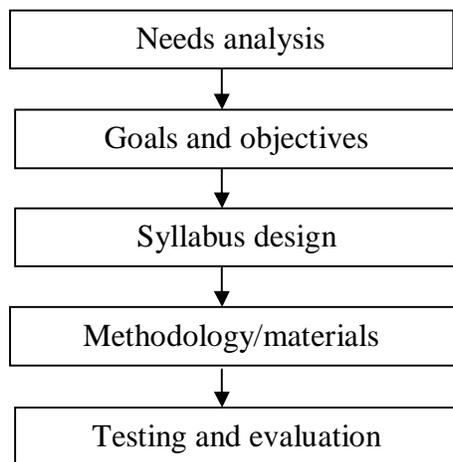
**D. Research Instrument**

The instruments that are used in this study are questionnaires, field note and interview guide line. All items in the instrument were carefully constructed to be in line with the purpose of the study. Actually there are two kinds of questionnaires here. The first questionnaire is to obtain data regarding the learner and learning needs in the needs analysis stage. Then, the second questionnaire is used to obtain the learner feedback and agreement about the unit design.

**E. Research Procedure**

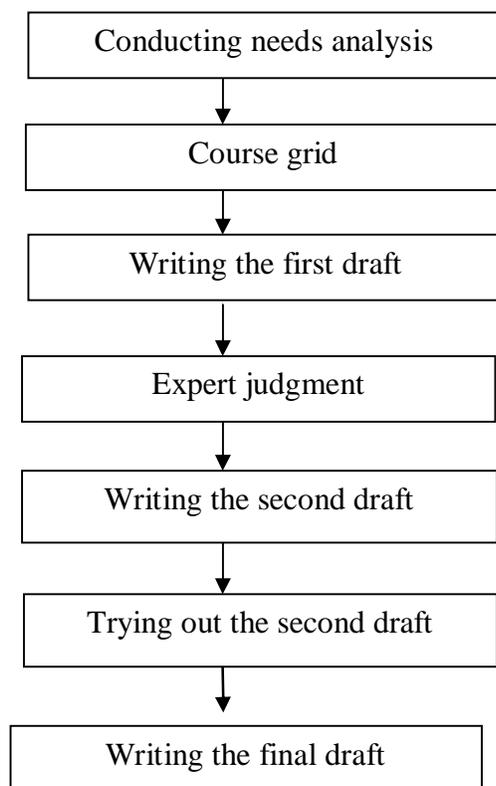
The procedures of the research that Masuhara in Tomlinson (1998) recommends in developing materials as follows:

Figure 2. **Model of materials design procedure**



Regarding the procedures above, the researcher modified the steps as follows.

Figure 3. **Modified procedure of designing materials**



### **1. Conducting Needs Analysis**

This stage is to find information about learners' needs and learning needs. The data from the analysis on target needs were used to determine what should be taught to the students of immersion class in order to help them in learning reading of science text.

### **2. Writing the Course Grid**

In the planning stage, the researcher used the results of the first stage to write the course grid. The subject matters, language functions, and language knowledge and skills that should be taught were stated in the course grid. After that, a unit design was made as a basis for writing the learning materials. It includes all the components that should be taught, and then the components were composed based on the theories of tasks design and the students' need.

### **3. Writing the First Draft**

After selecting the subject matters, language functions, and language knowledge and skills needed, the researchers wrote the materials. The writing of each drafts of unit went through several units.

### **4. Expert Judgment**

After writing the first draft, evaluation from experts was needed. This step was intended to obtain as much as feedback as possible, which was useful information for the revision of the materials.

## **5. Writing the Second Draft**

After getting the expert judgment, the second draft was written. The feedback given from the expert was used to design the second draft.

## **6. Try-out the Second Draft**

After writing the second draft, the next step was the implementation of the second draft itself. This step was intended to obtain as much feedback as possible, which was useful information for the revision of the second draft.

## **7. Revising the Second Draft**

After testing the first draft, the second questionnaire was given. From the second questionnaire, the researcher gets some opinion and suggestion from the students and from the group of respondents the feedback, opinion, and suggestion analyzed from the second test are used to revise the draft of the unit design. If there is weakness, it should be write new design in the third implementation, but if there is no any weakness, it should not do the third implementation.

## **F. Data Collection**

First, the researcher analyzed the science curriculum of seventh grade junior high school. Second, the students need and learning needs were collected by giving out questionnaire to the students. Then, based on the information of students needs, the materials were designed. After designing materials, the field testing was conducted to know the strength and the weakness of the materials by giving students

the second questionnaire about the feedback and suggestion about the unit so that the materials could be revised then.

### **G. Data Analysis Technique**

Data analysis is a process of shifting, organizing summarizing, and synthesizing the data to arrive at some results and conclusion of the research (Seliger and Shohamy, 1989: 201). In relation the theory, the qualitative data were collected from interviews, observation data stored in the field notes and the open-ended questions in the questionnaires. The result of the observation in implementation process was written in the field notes, while feedback, opinion, and/or suggestions from the research subject were collected from interviews.

In addition, the researcher also used descriptive statistics data in analyzing the data obtained. The descriptive statistic technique refers to a set procedure that is used to describe different aspect of the data. As stated in the previous part, there were two different types of data collected in this research. The first type was collected from the first questionnaire and it was intended to discover the students' characteristics and needs in learning English. The result of the data was a description about the students' characteristics and needs in learning English.

The second type of the data is collected from the second questionnaire. The questionnaire that is used to evaluate the materials is the four point *Likert* scale questionnaire, with a range from '1' – '4', where 1 represents 'Strongly Disagree', 2 for 'Disagree', 3 indicates 'Agree' while 4 symbolize the 'Strongly Agree'.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the findings and discussion of the research study. It describes the findings of the research conducted starting from November, 15<sup>th</sup> 2010 up to May, 31<sup>th</sup> 2011. Following the research procedures, the findings regarding the needs analysis, the writing of the course grid, the designing of the units, expert judgments, try-outs of the materials, the evaluation of the unit designs, and the revision of each draft of the unit design are described, analyzed, and discussed.

#### **A. Research Findings**

This section describes the findings of the research. They are the needs analysis data, the course grid, the first draft, the expert judgment data, the second draft, the try-outs and the revision, and the final draft.

##### **1. The Results of the Needs Analysis**

###### **a. Description of the Learners**

The users of the developed materials are the students of grade VII whose ages are 12-13 years old. They are categorized as teenager learners. Before developing the materials, a field observation was done. The observations were done in an English class of Immersion Program. It was in VII D which consisted of 32 students.

This class is the immersion class. In some occasion, they are taught science and mathematics in English. They use a science text book and a mathematics text book that use English. In the class, the teachers also use English and Indonesian as the instructional language.

Students have difficulties in acquiring the science materials and the mathematics materials. They need some helps. They need to read the text effectively. They need to be equipped with the skills of reading, so that they can read the text effectively.

#### **b. The Results of Needs Analysis**

The results of needs analysis were used to design the materials. Needs analysis was used to know the students' needs based on the task components. The result of need analysis could be seen in table below:

##### **1) Goal**

**Table 1: Results of needs analysis related to goal component in SMP N 2 Wonosari Gunungkidul**

No.	Statements	Option	Number and percentage
1.	In language support program class, I hope the English material which has purpose to make me :	a. Being able to master vocabulary related to science	75 %
		b. Being able to master the use of grammar.	71%
		c. Being able to read text in science effectively.	84%
		d. ....	0%

Based on the result, what kinds of input, activity, and setting that the students wanted were identified. In that result, how the students wanted to have their role and their teacher role in the teaching and learning process could also be found out.

In relation to the goal, 75% of students wanted to be able to master vocabulary related to the science. They also need to master English grammar (71%) and need to know how to read a science text effectively (80%).

## 2) Input

Table 2: **Results of needs analysis related to input component in SMP N 2 Wonosari Gunungkidul**

No	Statements	Option	Number and Percentage
2.	Materials input(s) I want is/are...	a. Simple texts b. Authentic text c. Text with picture d. Given vocabulary of science field e. Text related to science f. ....	50% 55% 53% 69% 63% 0%

Based on the result, most of the students chose texts related to science as the input (63%). About 53% students liked to have pictures as the input. They also love to be exposed or introduced new vocabulary related to science (69). Further, they love to get input of authentic text that they usually meet in their real life.

### 3) Learner Role

Table 3: **Results of needs analysis related to learner role component in SMP N 2 Wonosari Gunungkidul**

No	Statements	Option	Number and Percentage
3.	In doing tasks, I love to be a...	a. Participant in group task	88%
		b. Participant in individual task	30%
		c. Student who can monitor how the language is used.	63%
		d. Creative student in doing the task	81%
		e. ....	0%

Based on the need analysis the students also needed to have a role in the class. Mostly, they wanted to take part in group discussion. The students also wanted to build interaction with their teacher and friends. More over they also want to be a creative learner in doing the task.

### 4) Teacher Role

Table 4: **Results of needs analysis related to teacher role component in SMP N 2 Wonosari Gunungkidul**

No	Statements	Option	Number and Percentage
4.	In doing task, I want the teacher to...	a. Just discuss the answer.	25%
		b. Give the example first before asks students do the task.	88%
		c. Give the answer if the students have difficulty.	88%

		d. Move around to monitor students in doing the tasks	16%
		e. Move around to give comment to students' task.	50%
		f. ....	0%

Based on the need analysis, students wanted teachers to facilitate counseling, to be facilitator, to teach communicatively and to explain the tasks which must be done. Some students also recommended the teacher to monitor the improvement of their English mastery and to give chances to sharing and discussions. In the teaching and learning process the teacher also needed to give explanation and correction to the students.

### 5) Activity

**Table 5: Results of needs analysis related to activity component in SMP N 2 Wonosari Gunungkidul**

No	Statements	Option	Number and Percentage
5.	In reading activities, I want activities like ...	a. Reading text loudly with good intonation and pronunciation.	28%
		b. Discussing the content of the text with a partner.	50%
		c. Discussing the content of text with small group.	56%
		d. Identifying main idea of each paragraph in the text.	53%
		e. Identifying the grammar use in the text.	50%
		f. Introducing and finding the meaning of new	69%

		vocabulary based on the context. g. Analyzing the meaning of some expression and its use. h. ...	31% 0%
6.	In improving vocabulary, I like activity like...	a. Matching new words with their meaning. b. Finding the meaning of words based on the context without giving the meaning. c. Completing the uncompleted sentences with my own words based on my knowledge. d. Identifying part of speech in the text. e. Repeating words which pronounced by the teacher. f. ...	50 % 28% 38% 28% 44% 0%
7.	In checking my grammar, I love such activity like...	a. Identifying the mistake of the structure. b. Correcting the unstructured sentences. c. Writing sentences based on grammar which is taught before. d. ....	50% 50% 56% 0%

Concerning to activities in reading, they wanted such activities such as finding the main idea of the passage, discussing the text with their partner or small group, identifying grammar used in the text, introducing and finding the new words of the text based on the context.

Meanwhile, the activities during vocabulary sessions the students need are that they want to play the language game, do the puzzle, and find out the difficult vocabulary related to the science and the meaning. They want try find the meaning of the word based on the context.

### 6) Setting

**Table 6: Results of needs analysis related to setting component in SMP N 2 Wonosari Gunungkidul**

No	Statements	Option	Number and Percentage
8.	In learning English in the class, I love learning setting like...	a. Doing task individually	15%
		b. Doing task with a partner.	50%
		c. Doing task in group	63%
		d. Learning English using game.	50%
		e. ...	0%

Related to the setting, most of the students wanted to finish the task in pairs and groups. Only 15% of students who liked to do the task independently. They also loved to use game in learning English.

Moreover, to find the students difficulties in learning English, some questions were attached in the needs analysis. They can be seen in the following table.

**Table 7: Results of needs analysis related to students difficulties in learning English in SMP N 2 Wonosari Gunungkidul**

No	Statements	Option	Number and Percentage
9.	My difficulty/ difficulties in learning English is/are....	a. Difficulties in using grammar.	66%
		b. Difficulties in	69%

		understanding a text.	
		c. Less of vocabulary mastery.	72%
		d. Difficulties in the pronunciation	53%
		e. ... .	0%

Based on result of students' difficulties, the students had difficulties in using grammar, in understanding a text, less vocabulary mastery, and also in pronunciation. Therefore, the unit that would be designed should solve their difficulties.

Based on the result, what kinds of input, activity, and setting that the students wanted were identified. In that result, how the students wanted to have their role and their teacher role in the teaching and learning process could also be found out.

## **2. Course Grid**

After the data of needs analysis were gathered by the questionnaire, the next step was constructing the course grid. In making the course grid, a curriculum of science was considered. It is important to decide the topic of the material so that the English material design will be in line with the science subject. Constructing the course grid is needed to serve as a guideline in designing the English science reading materials.

The materials are divided into 3 units. Each unit has different learning objectives, reading skills, and grammar that support reading science text effectively. There are input and vocabularies that help the students to do the task and activity. The

students should achieve the learning objectives. In general, the materials in each unit were designed to improve the students' reading skill.

There are two cycles in every unit. Every cycle includes stages of teaching reading (pre-reading, while-reading, and after-reading). The first cycle is as model of reading a science text effectively. The first cycle here is a model and should be completed by the students with guidance from the teacher, while the second cycle of each unit is a cycle that encourages the students to implement the reading skills that they got in the first cycle. Moreover, these two cycles could also facilitate the students to do more practice of reading.

The title of each unit uses the topic of the text that is related to science subject that will be taught in that unit because the material were designed to help student facing immersion program in which the student are encouraged to learn content by using target language. The title of Unit 1 is '*Living Things*.' Reading skills taught in this unit are scanning, guessing, understanding main idea, and understanding detailed information. Further, the grammar use taught in this unit is simple present tense. The inputs of this task are pictures, a text, tips to read effectively, and models of grammar.

Then, Unit 2 is '*Measurement*'. Unit 2 explains the students some reading skill such as Skimming, guessing, understanding main idea, understanding detailed information. In this unit, the students are explained text organization. They are

explained the main sentence and supporting sentence. The purpose is that by knowing the main sentence and supporting sentence, the students are expected to understand the science text effectively. There are many kinds of input in this unit and type of setting. There are many kinds of activity in this unit, for example game, guessing, and skimming.

The last unit is Unit 3 with the title '*State of matter*'. The content of Unit 3 is developed based on the reading skills that students need. This unit encourage the students to read effectively a text, by guessing, skimming, understanding main idea, and understanding detailed information. Activity in this unit is the same as the previous unit but the topic is different, State of matter. There are guessing, answering question, vocabulary game, and discussion activities.

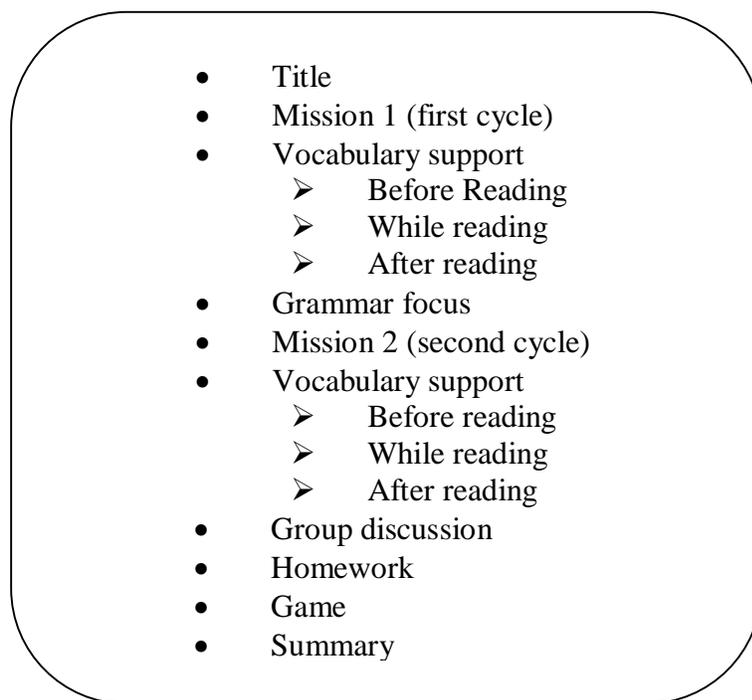
Each unit of the developed materials is organized into eleven to fifteen tasks. The tasks employed in the unit are reading tasks, vocabulary tasks, and grammar tasks. Some reading skill tips are also included for helping student reading the text effectively. The details of course grid can be seen in Appendix C.

### **3. Unit Design**

After developing the course grid, the materials were then developed. The details of each unit consisting of the name of task, instructions and descriptions, and function, can be learnt as following. The developed materials can be seen in Appendix D.

Every unit has two cycles that include steps of learning reading. It was started by vocabulary. Then, it was continued by the steps of reading. The steps of every cycle are before reading, while-reading, and after-reading. There is a grammar focus between the first cycle and the second cycle. After finishing the two cycles, the students have a group discussion related to the text that they read. Homework is also included after the discussion section. Then, there is a game in each unit. To close each unit there is a summary of the unit. Here is the outline for the general design of the units:

Figure 4. **The Outline of Units**



The units of materials are divided into three parts. It is based on the learning stage of teaching learning process. They are Pre-reading, while-reading, and After-

reading. The objective of Pre-reading is getting the students' attention in studying the materials. Besides, it is also used to build the students' interest in joining the higher stage of learning. In this part, the students are given some questions. The questions are designed to gather students' interest and attention. It can also build the students' apperception about the materials taught in the unit. This is a type of brainstorming where the students place the title/subject as the main idea, then develop a "mind map" around it.

The next stage that will be presented is called while reading. They consisted of skimming, scanning, reacting, questioning, arguing, evaluating, and placing a text within one's own experience.

The next part of the unit is called after-reading. It is necessary to state that after-reading activities almost always depend on the purpose of reading and the type of information extracted from the text. In the designing this material, the purpose is to design material to help student facing immersion program. Therefore, the tasks in this part are to encourage the students in understanding the science text effectively. The tasks of this stage focus on processes that lead to comprehension or miscomprehension. The tasks in this stage are filling in form and chart, answering question, and discussing a text.

The reason of designing each unit into two cycles is to increase rate of students reading. This is related to increasing reading fluency. Students can get more

comprehension when they are asked to read rapidly twice than when they are asked to read slowly once (Anderson in Nunan, 2003: 81).

Moreover, since the materials were designed to help learners to face immersion program in which the students were encouraged to use target language in the classroom, the materials were designed by including the micro skill of reading such as guessing, skimming and scanning. By including the micro skills of reading, it was expected to equip students with the knowledge of reading the science text effectively.

To maintain the learners' interest, the exercise might be different in each unit as long as they were aimed for comprehension. The reading exercises in the designed materials were answering question about detailed information, stating whether some statements were true or false, finding main idea of a paragraph or a whole text, finding the meaning of words used in the text by guessing based on the context, completing table related to the function or the criteria of the picture given, choosing the correct pattern of grammar, and group discussion.

#### **4. First Draft of the Materials**

##### **a. The Description of Unit 1**

Unit 1 was named "*Living Things*". This unit focuses on scanning, guessing, understanding main idea, finding detailed information. There are 16 tasks including pre reading task, while reading task, after reading task, and homework. The description of each task is presented in the following table.

Table 8: Task description of Unit 1

Name of Tasks	Instructions & Descriptions	Functions
Task 1	Look at the title of the next text. Then check the pictures you think include in the living things.	Before reading: attaining students' motivation toward the lesson unit.
Task 2	Scan the text to check your answers above. Then read the whole text.	While reading: encourage learner to use scanning to find some information in the text quickly.
Task 3	In pairs, write the number of each paragraph to its main idea below.	Finding the main idea of paragraph.
Task 4	Find the Indonesian meaning of italic words below based on the context in the text above.	Guessing the meaning based on the context.
Task 5	Answer these questions based on the text above.	Checking the reading comprehension.
Task 6	Write T for the true statement and write F for the false statement. The first number have been done for the example.	Reading comprehension check
Task 7	Circle the correct words in the brackets below.	Grammar input
Task 8	Choose the correct "be" in the brackets.	Grammar mastery check
Task 9	Look at the title of the next text. Then check the activities that you think living things do.	Pre-reading activity
Task 10	Scan the text to check your answers above. Then read the whole text.	While reading: encourage learner to use scanning to find some information in the text quickly.
Task 11	In pairs, write the number of each paragraph to its main idea below.	Finding the main idea of paragraph
Task 12	Find the Indonesian meaning of italic words	Guessing the meaning

	bellow based on the context in the reading above.	based on the context.
Task 13	Write T for the true statements and write F for the false statements.	Reading comprehension check
Task 14	Discuss these question in groups of 4.	Group discussion to check reading comprehension.
Task 15	In pairs find the article about living things in the internet. Then, do the following task.	Homework: encourage learner to be creative learner and applied the reading skills that they get
Task 16	Fill in the cross word puzzle by answering the following questions.	Game: Checking students understanding of a text in fun way.

At the last part of Unit 1, a summary was given as a tool of underlining the main parts of the unit. Then, there are also spaces left in the middle and at the last part or anywhere in the unit. To take the benefits of these empty spaces, “Reading tips space” is put in every empty space. In the spaces, the writer explains how to read a text effectively such as scanning, skimming and guessing.

#### **b. The Description of Unit 2**

Unit 2 was named under the title “*Measurement*”. This unit focuses on skimming, guessing, understanding main idea, finding detailed information, and understanding text organization, especially paragraph organization. There are 15 tasks in this unit. The description of each task is presented in the following table.

Table 9: Task description of Unit 2

Name of Tasks	Instructions & Descriptions	Functions
Task 1	Match the tools of measurements with their function.	Before reading activity: attaining students' motivation toward the lesson unit
Task 2	Skim the following text to find the topic of the text.	Learners are encouraged to apply reading technique (skimming) to have effective reading.
Task 3	In pairs, write the number of paragraph to its main idea.	Reading comprehension check (finding main idea)
Task 4	Find the Indonesian of words in italics below based on context in the text above.	Guessing the meaning based on the context.
Task 5	Learn the following explanation.	Grammar input
Task 6	Read again the text of " <i>Measurement</i> ". Then, classify the following sentences into main sentence or supporting sentences by checking the column.	Grammar mastery check
Task 7	In pairs, mention the function of the tools below. The first one has been done as the example.	Before reading activity: attaining students' motivation toward the lesson unit
Task 8	Skim the following text to find the topic of the text.	Learners are encouraged to employ reading technique (skimming) to have effective and efficient reading.

Task 9	These sentences can follow some paragraphs. In pairs, write the number of the paragraph.	Grammar mastery check
Task 10	Find the Indonesian of words in italics below based on context in the text above.	Guessing the meaning based on the context.
Task 11	Answer these question based on the text above.	Checking the reading comprehension.
Task 12	In groups of four, discuss these questions.	Group discussion to check reading comprehension.
Task 13	In pairs find the article about measurement in the internet. Then, do the following task.	Homework: encourage learner to be creative learner and applied the reading skills that they get
Task 14	Find the words in the puzzle. The firs one has be done as an example.	Game:  checking students understanding of a text in fun way.

### c. The Description of Unit 3

Unit 3 was named “*States of Matter.*” The text input in this unit is related to states of matter. In addition, some reading techniques such as guessing and skimming were equipped in this unit. There are 16 tasks in this unit. The detail description of this unit can be seen in the following table:

Table 10: **Task description of Unit 3**

<b>Name of Tasks</b>	<b>Instructions &amp; Descriptions</b>	<b>Functions</b>
Task 1	In pairs, clasify the objects below into solid (s), liquid (L), or gas (G).	Before reading: attaining students’ motivation toward the lesson unit.

Task 2	Skim the text to get the topic of the text. Then, read the whole text to answer question in task 3, 4, and 5.	While reading: encourage learner to use reading technique (skimming) to read the text effectively.
Task 3	Write the number of paragraph to the following main ideas.	Finding the main idea of paragraph.
Task 4	Based on the text above, write T for the true statement and write F for the false statement. The first number have been done for the example.	Reading comprehension check
Task 5	Find the Indonesian meaning of the words in italic below based on the context in the reading above.	Guessing the meaning based on the context.
Task 6	study the following explanation.	Grammar input
Task 7	Choose the correct verbs in the brackets to complete the following sentences.	Grammar mastery check
Task 8	Change the following active sentences into passive sentences. The first number has been done for the example.	Grammar mastery check
Task 9	Look at the figure and answer the questions.	Motivating learners to further reading and activating learners background knowledge.
Task 10	Skim the text to find the topic of the text. Then read the whole text to answer question in task 3, 4, and 5	While reading: encourage learner to use reading technique (skimming) to read the text effectively.
Task 11	In pairs, classify the sentences below into main sentences or supporting sentences by checking the column.	Finding main sentences and supporting sentences.
Task 12	Based on the text above, write T for the true statements and F for the false statements.	Checking reading comprehension.
Task 13	Find the Indonesian meaning of these italic words below based on the context in the text above.	Guessing the meaning based on the context.
Task 14	Answer the questions based on the text above.	Checking reading comprehension.

Task 15	In groups of four, discuss and answer these questions.	Group discussion to check reading comprehension.
Task 16	In pairs find the article about states of matter in the internet. Then, do the following task.	Homework: encourage learner to be creative learner and applied the reading skills that they get
Task 17	Role play: in this game, one of you will choose one of figure and then tell its characteristic to help your friend guess the figure.	Game: Encouraging students to do guessing a word in fun way.

### **5. The Reviews of the First Draft by the Expert**

The materials were reviewed by a lecturer of English Education as the first consultant and the English teacher of SMP N 2 Wonosari. The layouts, contents, instructions, grammar, and activities were reviewed to enhance the quality of the materials.

According to the reviewers, the layouts of the materials should be fixed before the try-out. The font size should be changed into the smaller one and the space between the sentences should be decreased.

The contents of the units were good. The input texts were authentic. The vocabulary is specific terms related to the students' program competency.

The instructions of some tasks should be modified to help the students in comprehending the tasks. However, the unclear expressions were found in some instructions. The grammar mistakes were found in some dialogs and questions. The

mistakes should be corrected to make the tasks understandable. There were some questions that should be changed.

Further, the activities in the materials were considered to be various. The activities have facilitated the students to have practice on the four language skills. After the first draft of the materials had been reviewed, all units were revised into second draft materials. The evaluations and the revisions are presented as follows.

**a. The Evaluations and the Revisions of Unit 1**

The evaluation and the revision of the first draft of Unit 1 can be seen in Table 11

**Table 11: The Evaluation and the Revision of the First Draft of Unit 1**

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>	<b>Function</b>
The objective of the unit	There is no objective written in the beginning of the units	Giving a clear objective after the title	To give a clear objective of the unit to the students
Vocabulary Support	Learning vocabulary should be in context	Move to the end of to the unit for glossary.	To help students in checking meaning of unfamiliar word
Task 1	The instruction is not clear	Simplifying the instruction.	To help students understand the instruction.
Task 2	The instruction is not clear	Giving addition of instruction to make it clearer	To help students understand the instruction.
Task 3	The instruction is not clear	Simplifying the instruction.	To help students understand the instruction.
Grammar focus (task 7 and Task 8)	The grammar taught is not appropriate. It cannot help students understanding text.	Giving appropriate grammar	To teach an appropriate grammar

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>	<b>Function</b>
Task 10 (while reading tasks)	The instruction is not clear	Giving addition of instruction to make it clearer	To help students understand the instruction.
Task 11	The setting is not varied.	Changing the setting to matching	To help the students understand the text by identifying the main idea
Task 14	The questions are confusing.	Modifying the questions.	To make the questions understandable.

#### **b. The Evaluations and the Revisions of Unit 2**

The evaluation and the revision of the first draft of Unit 2 can be seen in Table 12

**Table 12: The Evaluation and the Revision of the First Draft of Unit 2**

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>	<b>Function</b>
The objective of the unit	There is no objective written in the beginning of the unit	Giving a clear objective after the title	To give a clear objective of the unit to the students
Vocabulary Support	Learning vocabulary should be in context	Move to the end of to the unit as glossary.	To help students in checking meaning of unfamiliar word
Task 1	Inappropriate diction in the instruction	Use the correct word	To help students understand the instruction.
Task 2	The instruction is not clear	Giving addition of instruction to make it clearer	To help students understand the instruction.
Task 3	The instruction is not clear	Modifying the instruction.	To help students understand the instruction.

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>	<b>Function</b>
Task 4	The instruction is not clear	Modifying the instruction.	To help students understand the instruction.
Grammar focus (task 5)	The explanation is not clear enough	Giving an addition of explanation	To teach explain clearly
Task 6	The instruction is not clear	Modifying the instruction.	To help students understand the instruction.
Task 10 (while reading tasks)	The instruction is not clear	Giving addition of instruction to make it clearer	To help students understand the instruction.

### c. The Evaluations and the Revisions of Unit 3

The evaluation and the revision of the first draft of Unit 3 can be seen in Table 13

Table 13: The Evaluation and the Revision of the First Draft of Unit 3

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>	<b>Function</b>
The objective of the unit	There is no objective written in the beginning of the unit	Giving a clear objective after the title	To give a clear objective of the unit to the students
Vocabulary Support	Learning vocabulary should be in context	Move to the end of to the unit for glossary.	To help students in checking meaning of unfamiliar word
Task 1	The instruction is not clear	Modifying the instruction.	To help students understand the instruction.
Task 2	The instruction is not clear	Giving addition of instruction to make it clearer	To help students understand the instruction.
Task 3	The setting is not varied	Changing the setting to matching	To help the students understand the text by identifying the main idea

<b>Tasks</b>	<b>Evaluation</b>	<b>Revision</b>	<b>Function</b>
Task 4	There is no an example.	Giving an example	To give the example to help them in answering questions
Task 10 (while reading tasks)	The instruction is not clear	Giving addition of instruction to make it clearer	To help students understand the instruction.

Based on the evaluation of expert judgment, the second draft was designed. The second draft materials consisted of three units. Each unit had 2 cycles of reading. Each cycle consisted of three steps of reading activities (pre-reading, while-reading, and after-reading). In the beginning of the units there was the title and the objectives of the unit. In the end of the unit there were group discussion, homework, game and vocabulary support. Moreover, some of instructions were evaluated based on the suggestion from the experts and the font and lay out were improved.

## **6. The Try-out, Evaluation and Revision of the Materials**

### **a. The Description of the Try-out of Unit 1**

The try-out of Unit 1 was conducted in two meetings. The first meeting was conducted on May 2, 2011 and the second meeting was conducted on May 9, 2011. It was conducted in VII D with 32 students. The detailed information related to the implementation of Unit 1 could be seen in appendix J.

## b. The Evaluations and the Revisions Unit 1

### 1) Task 1

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 14: The Mean and Category of Task 1 in Unit 1 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 1 is effective in building the background knowledge	32	13	18	1	0	3,38	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	15	5	2	3,03	agree
3. Activities • The activities in task 1 are appropriate with students' interest	32	10	19	3		3,22	agree
• The activities in Task 1 are attractive	32	12	18	2	0	3,31	agree
4. Learner Role Task 1 has motivated and given students chances to participate and express actively	32	13	19	0	0	3,4	agree
5. Teacher Role The teacher role is effective	32	10	22	0	0	3,31	agree
6. Setting The class management/classification (individual, pairs, whole class) is effective	32	10	18	4	0	3,19	agree

## a. Task Components Analysis

### 1. Goal

Task 1 aimed at giving an early description on the whole topic of the unit. Instead of giving an early description directly, there were questions which aimed at prompting the students' background knowledge on the related to science field; i.e. the living things. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 1 was achieved well by conveying mean value of 3.38 which was regarded as *Agree* in category. The data was supported by the following interview excerpt:

- R : Kalian setuju tidak Task 1 bisa membantu kalian untuk mndapatkan gambaran tentang topic pada unit 1?( Do you agree that Task 1 can give you description about the topic of the uUnit 1?)*
- S : Menurut saya sudah baik pak, task ini bisalah memberi sedikt gambaran tentang topic yang akan kita bahas. Tentang makhluk hidup kan pak? ( I think the task is good, Sir. It can give us description about the topic that we are going to discuss. It is about living things, is'n it?)*
- S : Ya benar. (Yes, it is)*

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The complete transcript of the interview of first the try-out can be seen in Appendix I.

Then, based on the reflection of the try-out and the field notes, the goal really covers students need; the students participate well during the teaching learning process.

This helped them to recall their knowledge related the topic of the unit and to give early description of the unit

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 1 was effective for it prompted the students to build background knowledge and to give the description of the topic.

## 2. Input

In relation to input, the students agreed that the picture given helped them to understand the task. It could be seen in the descriptive statistics result; in which it conveys the mean value of 3.03. Therefore, it was also regarded as effective in the category. The different result came in the interview as seen in the following interview transcript:

- R : *Nah sekarang menurut kalian gambar di task 1 ini sesuai untuk topiknya dan menarik gak menurut kalian?* (What do you think about the picture? Are they appropriate to the topic and interested?)
- S : *Emm, gambarnya sih udah pas ya pak, sesuai sama topiknya, tapi gambarnya saya kira kurang menarik pak.* (The picture is appropriate to the topic, but I think it is not really interested enough, Sir.)
- R : *Ifa, menurut kamu gambarnya gimana?*(Ifa, what do you think of the picture?)
- S : *Ini nggak berwarna. Nggak jelas pak, cuma hitam putih.* (It"s not colorful yet unclear, Sir. It"s just in black and white format.)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

In the result of interview, the students said that they felt difficult to understand the picture which also meant that the picture was not comprehensible. In their

opinion, it was not clear yet comprehensible yet it was not colorful. Actually, what was given to the students was the copied version of the material so that the picture quality had undergone to the lowest one. The students gave a different response in the teaching and learning process regarding to the picture comprehensibility.

Based on the reflection of the field notes, the students are so enthusiastic and the task teaching runs well.

They could understand the picture and could complete the task well.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

Based on the data above, it could be concluded that the task component was effective. The students could complete the task well.

### **3. Activity**

The aspects related to activity have high means. The activities are interpreting the pictures and answering questions. The appropriateness of the activities with the students' interest has mean of 3.25, and the attractiveness of the activities has mean of 3.25. It can be concluded that more than half of students agreed that the activities of Task 1 in Unit 1 are well-developed and qualified to be implemented. The scores are in line with the results of the interview and the field note.

Based on the interview with the students, the activities really deal with their interest, attractive, and they facilitate and also motivate students to communicate in English actively.

R: *Kegiatannya task 1 gimana menurut kalian?* ( What do you think of the task 1 activity?)

S: *Task 1, menurut saya kegiatannya menarik pak...*(Task 1, I think the activity is interesting,Sir)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

In addition, during the try-out the students were so attractive when joining the sessions. They did the task well.

This helped them to recall their knowledge related the topic of the unit and to give early description of the unit. The activities were followed by discussing the questions and answering Task1

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

It can be concluded that the component was effective. The students could follow the task.

#### **4. Setting**

The setting component has high mean, it is 3.19 which is in “high” category. It can be concluded that the setting of Task 1 in Unit 1 are effective, well-developed and qualified to be implemented. The setting (class management) is in pairs. The interview and the field note also show the same results.

R : *Menurut kalian, management kelasnya bagaimana? apakah kalian bisa mengerjakannya dengan baik berdua-dua?* (What do you think about class management? Can you do the task well in pairs?)

S : *Sudah baik kok pak, kita bisa mengerjakannya.* (It is good, Sir. We can do it.)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the students said, they could complete the task in pairs. It was supported by the result of following class observation.

In Task 1, students studied the pictures, and then each student checked the pictures of objects which include in living things. They completed the task in pairs.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

Based on the data above, it could be concluded that the component was effective. The students could complete the task individually.

## 5. Learner Role

In learner role, Task 1 required the students to do the task in pairs. Toward the agreement for this component, the mean value was 3.4. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

R : *Apakah kalian bisa mengerjakan Task 1 ini bersdua dengan teman sebangku?* (Could you do the task in pairs?)  
 S : *Bisa pak..* (Yes, I could, sir)  
 R : *Yakin?* (Are you sure?)  
 S : *Yakin pak.* (Yes, I am.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students could do the task well. This statement was supported by the observation data as shown below:

In the task 1, students studied the pictures, and then each student checked the pictures which include in living things. The activities were followed with discussing the questions and the answers of the task 1.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students showed that by joining in the task and participating in the whole process. In conclusion, the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

The mean of teacher roles was 3.31. It can be concluded that the teacher roles of Task 1 in Unit 1 are well-developed and qualified to be implemented. The teacher's role is effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R : *Kalian setuju gak kalo dalam task 1 guru bisa memfasilitasi belajar dan memotivasi kalian belajar* ( Do you agree that in task 1, teacher can facilitate in learning process and motivate students to learn.)
- S : *Ya kalau menurut saya, bapak (teacher) sudah baik dan bisa memotivasi dan mefasilitasi dalam proses belajar.* ( I think the teacher is good and can facilitate and motivate the students in teaching learning process)
- R : *Kalau yang lain gimana? Kalian setuju tidak pendapat Ifa.* (What about the others? Do you agree with Ifa?)
- S : *Saya juga setuju pak.* ( I agree with Ifa, sir)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the reflection of the try-out, the researcher was helped by the class management. He can easily deliver the task and organized the students.

The activities were followed with discussing the questions and the answers of the task 1.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

Based on the reflection of the try-out, it can be concluded that teacher role of task one is effective. So, there is no revision needed.

## b. Conclusion

From the analysis above, the conclusion which can be made is as following.

Table 15: **The analysis and revisions of the components of Task 1 in Unit 1**

Component	Analysis	Revision
Goal: Task 1 gave an early description on the whole topic of the unit.	Effective	-
Input: The input (text, picture, article) is interested and easy to be understood	Effective	-
Activities: <ul style="list-style-type: none"> <li>The activities in task 1 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>The activities in Task 1 are attractive</li> </ul>	Effective	-
Learner Role : Task 1 has motivated and given students chances to participate and express actively	Effective	-
Teacher Role : The teacher role is effective	Effective	-
Setting : The class management/ classification (individual, pairs, whole class) is effective		

## 2) Task 2

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 16. : The mean and category of Task 2 in Unit 1 try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 2 help me to learn reading strategy, scanning detailed information	32	10	17	3	2	3.09	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	12	18	1	1	3.28	Agree
3. Activities • The activities in task 2 are appropriate with students' interest	32	9	20	2	1	3.16	Agree
• The activities in Task 2 are attractive	32	12	12	6	2	3.06	Agree
4. Learner Role Task 2 has motivated and given students chances to participate and express actively	32	12	15	5	0	3.22	agree
5. Teacher Role The teacher role is effective	32	20	10	2	0	3.56	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	13	17	1	1	3.31	Agree

The table showed that the students' agreement towards the task varied. This was shown from the range of the mean; i.e. from 3.06 to 3.56. It means that most of students agreed that Task 2 is effective because the range of mean of every task component is more than 2.5. In other words, more than half of total students of the class agreed that the task is effective. However, to know whether the task was effective or not the detailed analysis on the task components is given as follows.

## a. Task Component Analysis

### 1. Goal

Task 2 aimed at improving students' reading skill in English, particularly the scanning strategy in reading. The mean of the goal in the result of questionnaire was 3.09. It means that the task was effective because the means more than 2.5. It meant that more than half students in class agree that the component was effective. This result was supported with the result of interview as follows:

- R : *Task 2. Apakah kalian setuju kalau Task 2 ini meningkatkan kemampuan membaca kamu dalama bahasa Inggris?* (Do you agree if the Task 2 can improve your reading skill in English? )  
 S : *Setuju.* (I do.)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that their reading skill was improved by doing the task. This result is also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

In the task 2, students were encouraged to scan the text to check their answer in task 1 and read the whole text to answer question in task 3, 4, 5, and 6.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students gave a good response for the activity. They read and practiced the reading strategy well. In conclusion, as supported by three data resulted in the same result; the goal was effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects was 3.28. This result was supported by the result of the interview as shown in the following excerpt:

R : *Apakah kata-kata yang diberikan mudah dipahami?* (Was the vocabulary understandable?)

S : *Agak sulit pak, tapi masih bisa dipahami kok.* (It is rather difficult, but it can be understood.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students thought that the words given in the input was easy and understandable for them. It was also supported by the result of the observation which was shown in the

The learner was provided some explanation related to reading strategy, particularly scanning. Moreover, before asking students to read the text, the teacher gave opportunity to the students to ask some questions if they did not understand the explanation.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. In conclusion, as supported by three data resulted in the same result; the input for Task 2 is effective.

### 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.16 and 3.06 which can be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa mengikuti proses pembelajaran pada Task 2 ini saat diterapkan?* (Could you follow the learning g process of Task 2?)  
 S : *Bisa.* (Yes, we could.)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 2. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

... In the Task 2, students were encouraged to scan the text to check their answer in Task 1 and read the whole text.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students gave a good response for the activity. They scan and read the whole text. In conclusion, as supported by three data resulted in the same result; the activity for Task 2 was effective.

#### 4. Setting

In learner role, Task 2 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.31. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara individu? ( do you get any difficulty in doing task 2 individually?)  
*S* : ya, sedikit tapi masih bisa si pak. ( I have little difficulty, but i can do it, sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

Moreover, before asking students to read the text, the teacher gave opportunity to the students to ask some questions if they did not understand the explanation. Then, students read the text individually.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

In the class, the students' participation determined the task success. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

#### 5. Learner Role

This component was also similar with the previous one; i.e. the setting for the task. While the setting required the students to participate actively in the classroom,

the researcher had to make sure that they also participated actively in the classroom. It was shown in the mean value that is 3.22 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

R : *Apakah kalian berperan aktif di dalam proses pembelajaran?* (Did you participate actively in the teaching and learning process?)  
S : *Saya aktif di kelas pak.* (I did.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

Then, some students asked some questions about scanning and the teacher explain it again and give example. Then, students read the text individually and could check their answer in the previous task.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

Teacher, in Task 2, acted as a resource to the students. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.56. Therefore, it was effective. It was supported by interview data in the following interview excerpt:

R : *Kalian setuju tidak kalau dalam Task 2 ini guru sebagai fasilitator dalam pembelajaran?* (Did you agree that the teacher takes the role of a facilitator in Task 2?)

S : *Setuju.* (I did.)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the teacher acted as a resource. Surprisingly, the observation data also supported the previous data. It could be seen in the following piece of field note:

The learner was provided some explanation related to reading strategy, particularly scanning. Moreover, before asking students to read the text, the teacher gave opportunity to the students to ask some questions if they did not understand the explanation.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

It was clear that the teacher who taught the students gave the students a brief explanation related to reading strategy and encourage them to read text effectively. In conclusion, the component was effective.

## b. Conclusion

Based on the result of the components analysis, Task 2 was effective and agreed by the whole students. These could be concluded in the following table:

Table 17: **The analysis and revisions of the components of Task 2 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
Goal: Task 2 helped students to learn reading strategy, scanning detailed information	Effective	-
Input : The input (text, picture, article) is interested and easy to be understood	Effective	-
Activity:  1. The activities in task 2 are appropriate with students' interest	Effective	
2. The activities in Task 2 are attractive		
Learners roles: The students participated actively in the teaching and learning process.	Effective	-
Teacher roles: A guide, a facilitator, and a motivator	Effective	-
Setting : Individual task	Effective	-

## 3) Task 3

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 18: The mean and category of Task 3 in Unit 1 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 3 helped students to comprehend a text by identifying main idea of each paragraph.	32	10	12	8	2	2.94	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	12	15	4	1	3.19	Agree
3. Activities • The activities in task 3 are appropriate with students' interest	32	8	17	5	2	2.97	Agree
• The activities in Task 3 are attractive	32	8	15	6	3	2.88	Agree
4. Learner Role Task 3 has motivated and given students chances to participate and express actively	32	10	17	3	2	3.09	Agree
5. Teacher Role The teacher role is effective	32	11	15	5	1	3.13	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	12	12	5	3	3.03	Agree

The table showed that the students agreement towards was quite high. This he table showed the range of the mean from 2.88 to 3.13. It meant that most of students agreed that the task was effective because the mean over than 2.5.

## a. Task Component Analysis

### 1. Goal

Task 3 aimed at helping students' comprehension by identifying the main idea of each paragraph. As shown in the table of the descriptive statistics data of the mean, the value for this component was 2.94. It means that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

- R : *Pindah ke Task 3 sekarang. Apakah Task 3 ini membantu kalian memahami bacaan dengan mengajak kalian memahami main idea tiap paragraph?* ( move to Task 3 now. Did the task help you to comprehend the text by encouraging you identifying the main idea of each paragraph?)
- S : *Mmm...ya sih pak. Kita bias tahu isi bacaan dengan memahami main idea pad atiap paragraph.* ( yes, sir. We were able to comprehend the text by identifying the main idea.)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Response of the students was good. It could be reflected from the interview transcript above. This was also supported by the observation data below.

...In the Task 3, the students tried to find out the main idea of each paragraph ... Most of the students could do the task well.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

### 2. Input

The students agreed that the picture was interested and easy to be understood. The mean value for this was 3.19. It means that more than half of students in the class

agreed the input was qualified. However, a different result was shown in the interview transcript below.

- R : *Kalau tentang textnya gimana? Sudah jelaskan ( what about the text? Was it clear?*
- S : *Ya lumayan sih p pak, tapi beberapa kata gak tau maksudnya pak, Susah.* (Not really sir. I don't know the mening of some words)
- R : *Tapi isi secara umum bisa kalian pahami kan? (However, could you get the content of the text generally.*
- S : *Yah paham sih. Intinya cerita tentang ciri-ciri mahluk hidup kan pak?* (Yes, we could. It was about livingthings characteristics. Wasn't it?
- R : *Ya benar.Terus gambar yang disediakan sudah sesuai dengan topic nya kan? (Yes, it was. what about the picture? Was it appropriate?*
- S : *Iya pak.(Yes, sir)*
- R : *Bagus tidak? (Was it good?)*
- S : *Bagus lah pak...sesuai sama temanya. (It was good, sir, it is in line with the topic)*

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students did not agree that the text was easy to be understood. They did not know the meaning of some words in the text. However, they could find the content of the text in general. The different fact occurred in the teaching and learning process as shown in the following piece of field note:

To make the task feel easy to the students, it provides the main idea and the students just decide the number of paragraph of each main idea. Most of the students could do the task well.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

### **3. Activity**

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 2.97 and

2.88 which can be concluded that more than a half of students in the class agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Apa kalian bisa menentukan main idea pada setiap paragraph seperti yang diperintahkan di Task 3?* (Could you find main idea of each paragraph asked in Task 3 ?)
- S : *Bisa pak.* (Yes, we could, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 3. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

It provides the main idea and the students just decide the number of paragraph of each main idea.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students gave a good response for the activity. They could found the main idea of each paragraph and complete the task well. In conclusion, as supported by three data showing the same result, the activity for Task 3 was effective.

#### **4. Setting**

In learner role, Task 3 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.03. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R : *Terus, susah gak mengerjakan Task 3, kan kalian ngerjainnya individu?* ( then, is it difficult for you, because ,as you know, it is individual task?  
 S : *Ya, sedikit tapi masih bisa si pak.* ( I have little difficulty, but I can do it,

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

In the task 3, the students tried to find out the main idea of each paragraph. To make the task feel easy to the students, it provides the main idea and the students just decide the number of paragraph of each main idea. Most of the students could do the task well.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

In the class, the success of the task was shown by student participation in completing the task. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

## 5. Learner Role

The students in this task have to participate actively in the teaching and learning process. It was shown in the mean value that is 3.09 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Kalian aktif gak kemrim dikelas saat mengerjakan Task 3 ini?* (Did you participate actively in doing Task 3 yesterday?)  
 S : *Iya dong pak.* (I did.)  
 R : *Aktif nya gimana?* ( how did you participate actively in te class?)  
 S : *Ya kalau pas dikasih kesempatan menjawab pertanyaan saya jawab pak.* ( when I was given opportunity to answer the question, I answer it, Sir.)  
 R : *Bagus.* ( Good)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

the students just decide the number of paragraph of each main idea. Most of the students could do the task well.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of „participating actively“. In conclusion, the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

In this task, the teacher had to take the role of a resource and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.13. It was supported by interview data in the following interview excerpt:

- R : *Apakah di Task 3 ini guru hanya mengawasi siswa dalam mengerjakan Task 3 ?* (Did the teacher only control students in doing the task?)
- S : *kayaknya iya sih pak.*
- R : *Memangnya guru tidak menjelaskan langkah-langkah mengerjakannya dan menjelaskan tips menemukan main idea yang baik? ( did not the teacher explain the steps in doing the task and explain the tips to find main idea?)*
- S : *Oh iya pak. Guru juga menjelaskan itu.* (yes, sir. He did. )

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the teacher acted as a resource. Surprisingly, the observation data also supported the previous data. It could be seen in the following piece of field note:

In this task, the teacher asked them to complete the task and explained the instruction when they did not understand.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph.

## b. Conclusion

Based on the result of the components analysis, Task 3 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 19: The analysis and revisions of the components of Task 3 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 3 helped students to comprehend a text by identifying main idea of each paragraph.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in task 3 are appropriate with students' interest	Effective	
• The activities in Task 3 are attractive		
4. Learner Role Task 3 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-

6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-
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#### 4) Task 4

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 20: The Mean and Category of Task 4 in Unit 1 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	32	10	12	7	4	2.94	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	2	12	12	6	2.31	disagree
3. Activities • The activities in task 4 are appropriate with students' interest	32	3	8	17	4	2.31	disagree
• The activities in Task 4 are attractive	32	3	10	16	3	2.43	
4. Learner Role Task 4 has motivated and given students chances to participate and express actively	32	11	10	11	0	3.00	agree
5. Teacher Role The teacher role is effective	32	11	15	5	1	3,13	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	3	7	16	6	2.21	disagree

## a. Task Components Analysis

### 1. Goal

This task aimed at helping students to comprehend the text by guessing some unfamiliar words. This task encouraged students to read the task effectively by implementing guessing the meaning of unfamiliar words. Moreover, the task could also check the student understanding. By doing this task, it could be found whether the students could guess of unfamiliar words, so that they could get the information in the text. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 4 was achieved mean value of 2.94 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the task is good. The data was supported by the following interview excerpt:

- R* : *Kalian setuju tidak Task 4, dengan menyuruh kalian menabak atau gussing kata-kata yang sulit, bisa mendorong kalian agar bisa membaca text science dengan effective.?(Do you agree that task 4, by asking you to guess unfamiliar words, could encourage you to read science text effectively?)*
- S* : *Sebenarnya bagus sih pak, itu bisa melatih kita agar lebih cepat membaca, karena menebak kan gak pake kamus jadi lebih efisien, tapi kata-katanya susah pak ( Actually, the task is good, Sir. It could drill us to read the text quickly because we should guess the meaning of unfamiliar words without dictionary, but the words were to difficult.*
- R* : *La kok bisa?. (How come?)*
- S* : *La gak ada gambaran apa-apa buat nebak. ( I had nothing in my mind regarding to the words)*
- R* : *Kan kalian bisa ngira-ngira dengan melihat kata lain dalam kalimat yang ada unfamiliar wordnya.( you could guess the meaning of unfamiliar words by identifying the other words in the sentence including the unfamiliar words, right?)*
- S* : *Tetep saja pak, susah.( it still be difficult for us, sir)*

Then, based on the reflection of the try-out and the field notes, the goal really covers students need; the students participate well during the teaching learning process.

Then in Task 4, the teacher asked the students to find out the unfamiliar word by guessing it based on the context. The students were encouraged to find the meaning of the words without dictionary. The purpose of this task is to improve students' vocabulary and to encourage students read effectively without using a dictionary because in the real setting in immersion class, it is impossible to understand the text effectively with the dictionary support. It will be wasting time.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 4 was effective for it prompted the students to build background knowledge and to give the description of the topic. Although they have difficulty in doing the task 4, but the goal could be archived.

## **2. Input**

In relation to input, the students did not agree that the picture given helped them to understand the task. It could be seen in the descriptive statistics result; in which it conveys the mean value of 2.31. Therefore, it was also regarded that the task component was not effective because it shows that more than half students did not agree that the task was effective. The different result came in the interview as seen in the following interview transcript:

- R* : *Oh, berarti input textnya, terutama yang unfamiliar words buat gussing susah ya?(oh, so the text input, particularly the unfamiliar words, was difficult for guessing?*
- S* : *Iya pak (yes, sir).*

- R* : *Tapi secara umum masih bisa kan memahami informasi dalam text?(generally, could the information of the text be understood?)*
- S* : *Bisa sih pak, tapi yang unfamiliar word aja yang sulit.(yes, it could be, but the unfamiliar words were difficult.)*

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

In the result of interview, they agreed that generally the input especially the text is good, but some unfamiliar words that they should guess were difficult. Actually, these unfamiliar words had been included in the text to encourage the students to applied guessing while they read.

Based on the reflection of the field notes, the students felt difficulty in guessing the unfamiliar words. But finally they could do this by getting some help from the teacher.

They said that they did not have any idea about the meaning of unfamiliar words but they could understand the general information of the text.

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(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

Based on the explanation above, it can be concluded that the task 4 input was effective although the mean value showed that it was not. It was because the others data, interview and field note, showed the different result. These finding support an idea that the input of task 4 was good.

### **3. Activity**

The aspects related to activity have also low mean means like input. The appropriateness of the activities with the students' interest has mean of 2.31. Then, the

attractiveness of the activities has mean of 2.43. It means that there were more a half of students disagree to the effectiveness the task 4 activities.

The different result was shown in the interview. Based on the interview with the students, the activity actually was good. It could encourage the students to read effectively. They also interested to the activity, but the unfamiliar words that they should guess were to difficult for them.

*R : Terus berarti kalian setuju gak kalau kegiatannya sudah baik dan bisa membantu memahami bacaan dengan efektif?(So, did you agree that the activity was good and could help you to comprehend the text effectively?)*

*S : Mm..ya kegiatannya sudah benar sih pak, tapi ya tadi itu, sulit memang pak buat menebak.(Mmm, yes I think the activity is good, but as I said before, it was so difficult to guess the unfamiliar words.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

In addition, during the try-out the students were so attractive when joining the sessions. They did the task well.

The purpose of this task is to improve students' vocabulary and to encourage students read effectively without using a dictionary because in the real setting in immersion class, it is impossible to understand the text effectively with the dictionary support. It will be wasting time.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

Based on the interview and class observation, the task component was effective, but according to questionnaire result it was not. Therefore, it can be concluded that the activity can be achieved in the task although the questionnaire result show that the input was not effective. It is because the others data, interview and field note, showed that the task input was good.

#### 4. Setting

The setting component has low mean, it is 2.21 which means that more than half of students in the class did not agree that the task was effective. The setting (class management) was individual and they have difficulty in doing the task individually as shown in the following interview transcript.

- R* : Terus apa berarti susah ya ngerjain individu? (*so was it difficult to do individually?*)
- S* : Ya pak, kayaknya perlu kerjain kelompok atau berdua, terus ada pilihan jawabannya gitu. (Yes, Sir. I think we needed to do the task in groups or in pairs or it would be multiple choice task.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the reflection of the try-out, the students felt that the task was difficult to be completed individually. It can be seen in the field note below.

However, it was not easy for the students in guessing the meaning of unfamiliar words. They said that they did not have any idea about the meaning of unfamiliar words.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

Based on the data above, it can be concluded that the task component was not effective. The setting should be changed. It should be done in pairs and it also should be in multiple choice task form to help the students guessing the unfamiliar words. Further, the task should be replaced in the last session of pre-reading activity because it was too difficult.

## 5. Learner Role

In learner role, Task 4 mean value was 3.00. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : *Ok, terus kalian aktif gak tadi?*(Ok, then, did you participate actively in the class??  
*S* : *Ya lumayan aktif lah pak, Cuma agak bingung saja menebak klata yang susah.*( ya, I think I participate actively in the class, but I was just a little bit confused in guessing the unfamiliar words)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students tried to complete the task and asked the teacher when they had difficulty or did not understand the instruction. It meant that they participated actively in the class. This statement was supported by the observation data as shown below:

They said that they did not have any idea about the meaning of unfamiliar words. Therefore, the teacher helped them by guiding them in guessing. The teacher asked students to see the sentences including the unfamiliar words. The teacher asked them to translate the words that they know in the sentences. Then, he asked them to try in guessing the meaning of unfamiliar words that may be suitable.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

## 6. Teacher Role

The mean of teacher roles was 3.13. It can be concluded that the teacher roles of Task 4 in Unit 1 are well-developed and qualified to be implemented. The teacher's role is effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R* : Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan Task 4 blum?( what about the teacher? Could the teacher guide and control you in doing the task?)
- S* : Sudah pak, tadi kan bapak juga membantu juga dengan menjelaskan teknik guessing yang benar, juga kelling kelas untuk mengawasi proses mengerjakan Task 4.( yes, he could. The teacher help the students by giving explanation about the tips in guessing unfamiliar words and he also moved around the class to check our work.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the reflection of the try-out, the researcher was helped by the class management. He can easily deliver the task and organized the students.

Therefore, the teacher helped them by guiding them in guessing. The teacher asked students to see the sentences including the unfamiliar words. The teacher asked them to translate the words that they know in the sentences. Then, he asked them to try in guessing the meaning of unfamiliar words that may be suitable.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

### **c. Conclusion**

From the analysis above, the conclusion which can be made is as following.

**Table 21: The analysis and revisions of the components of Task 4 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in task 4 are appropriate with students' interest	Effective	
• The activities in Task 4 are attractive	Effective	-

4. Learner Role Task 4 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Ineffective	The setting must be in pairs and multiple choice task to help the students in guessing unfamiliar words. Further, the task should be replaced in the last session of pre-reading activity because it was too difficult.

### 5) Task 5

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 22: The Mean and Category of Task 5 in Unit 1 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 5 helps the students to comprehend the science text effectively.	32	14	15	3	0	3,21	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	11	15	5	1	3.06	Agree
3. Activities • The activities in task 5 are	32	11	14	4	3	3.03	Agree

appropriate with students' interest							
• The activities in Task 5 are attractive	32	13	17	1	1	3.31	Agree
4. Learner Role Task 5 has motivated and given students chances to participate and express actively	32	15	17	0	0	3.46	Agree
5. Teacher Role The teacher role is effective	32	11	21	0	0	3.34	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	11	17	2	2	3.13	Agree

### a. Task Components Analysis

#### 1. Goal

Task 5 helped the students to comprehend the science text effectively. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 5 was achieved well by conveying mean value of 3.21 which was regarded as *Agree* in category. The data was supported by the following interview excerpt:

- R* : Nah, sekarang Task 5 ini menurut kalian sudah bias membantu kalian belum dalam memahami text science tadi?(R: do you agree that task 5 could help you understanding the science text?)
- S* : Menurut saya sudah bisa pak, task ini bisalah membantu memahami text science. ( I think the task is good, Sir. It can help us in understanding the science text.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The complete transcript of the interview of first the try-out can be seen in Appendix I.

Then, based on the reflection of the try-out and the field notes, the goal really covers students need; the students participate well during the teaching learning process.

Task 5 provided 5 questions related to the content of the text. Then in Task 6, student decided whether the statements provided were true or false. In the class, they could finish the task well.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 5 was effective for achieving the goal in helping students to understand the text.

## 2. Input

In relation to input, the students agreed that the text given could be understood. It could be seen in the descriptive statistics result; in which it conveys the mean value of 3.06. Therefore, it was also regarded as effective in the category. The same result came in the interview as seen in the following interview transcript:

- R : *Kalau input text nya bisa dipahami kan?*( What about the input? Could you understand it?)  
 S : *Emm bisa kok pak.* ( emmm, yes I could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

In the result of interview, the students said that they could understand the text although some words were difficult to get the meaning. In their opinion, it was not

easy to guessing the unfamiliar words. The students showed good response in the teaching and learning process regarding to the text comprehension.

Based on the reflection of the field notes, the students are so enthusiastic and the task teaching runs well. It can be seen in the field note transcript on page 98.

### **3. Activity**

The aspects related to activity have high means. The activities were answering questions related to text. The appropriateness of the activities with the students' interest has mean of 3.03, and the attractiveness of the activities has mean of 3.31. It can be concluded that more than half of students agreed that the activities of Task 5 in Unit 1 are appropriate for them. The scores are in line with the results of the interview and the field note.

Based on the interview with the students, the activities really deal with their interest, attractive, and they facilitate and also motivate students to communicate in English actively.

R: *Kegiatannya Task 5 gimana menurut kalian?* ( What do you think of the Task 5 activity?)

S: *Sudah baiklah pak...*( I think the activity is good, Sir)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

In addition, during the try-out the students were so attractive when joining the sessions. They did the task well. It can be seen in the field note transcript on page 98.

The students gave a good response for the activity. They could understand the text in and completed the game enthusiastically. In conclusion, as supported by three data resulted in the same result; the setting for Task 5 was effective.

#### 4. Setting

The setting component has high mean, it is 3,13 which is in “high” category. It can be concluded that the setting of Task 5 in Unit 1 are appropriate for them. The setting (class management) is individual. The interview and the field note also show the same results.

- R* : Menurut kalian, management kelasnya bagaimana? apakah kalian bisa mengerjakannya dengan baik? (what do you think about class management? Can you do the task well?)
- S* : Sudah baik kok pak, kita bisa mengerjakannya. (*it is good, Sir. We can do it.*)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the reflection of the interview, the students felt that the task was well applied in individual work setting. It supported in the field note below. It can be seen in the field note transcript on page 98.

In the class, the success of the task was shown by student participation in completing the task and their understanding of the text. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

## 5. Learner Role

In learner role, Task 5 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.46. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R : *Kalian bisakan mengerjakan Task 5 ini secara mandiri? (Could you do the task individually?)*  
 S : *Bisa pak.. (yes, I could, sir)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students could do the task well. This statement was supported by the observation data. It can be seen in the field note transcript on page 98.

The students succeed in doing the task. Therefore, the component was effective.

## 6. Teacher Role

The mean of teacher roles was 3.34. It can be concluded that the teacher roles of Task 5 in Unit 1 are effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R : *kalian setuju gak kalo dalam task 5 guru bisa memfasilitasi belajar dan memotivasi kalian belajar ( Do you agree that in task 5, teacher can facilitate in learning process and motivate students to learn.*  
 S : *ya kalau menurut saya, gurunya sudah baik dan bisa memotivasi dan mefasilitasi dalam proses belajar. ( I think the teacher is good and can facilitate and motivate the students in teaching learning process)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the reflection of the try-out, the researcher was helped by the class management. The task could be delivered well. It can be seen in the field note transcript on page 98.

The teacher let the students do the task on their own and he only functioned on prompting the students. The result showed the component to be effective.

#### d. Conclusion

From the analysis above, the conclusion which can be made is as following.

**Table 23: The Analysis and Revisions of the Components of Task 5 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 5 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in task 5 are appropriate with students' interest	Effective	
• The activities in Task 5 are attractive	Effective	-
4. Learner Role Task 5 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	

## 6) Task 6

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 24: **The Mean and Category of Task 6 in Unit 1 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 6 helps the students to comprehend the science text effectively.	32	14	13	2	1	3.31	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	19	2	1	3.19	agree
3. Activities • The activities in task 6 are appropriate with students' interest	32	9	19	3	1	3.13	agree
• The activities in Task 6 are attractive	32	13	17	2	0	3.34	agree
4. Learner Role Task 6 has motivated and given students chances to participate and express actively	32	14	18	0	0	3.44	agree
5. Teacher Role The teacher role is effective	32	15	17	0	0	3.47	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	13	18	1	0	3.38	agree

## a. Task Component Analysis

### 1. Goal

Task 6 helped the students to comprehend the science text effectively. The mean of this component was 3.31. This result was supported with the result of interview as follows:

- R : *Apakah kalian setuju kalau Task 6 ini meningkatkan kemampuan membaca kamu dalama bahasa Inggris? (Do you agree if the Task 6 can improve your reading skill in English? )*
- S : *Iya pak, saya bisa tau memahami bacaan dengan baik. (Yes, I do. I can understand the text well)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that they can do the task well and understand the text. This result is also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

Then in Task 6, student decided whether the statements provided were true or false. In the class, they could finish the task well.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students gave a good response for the activity. They read and practiced the reading strategy well. In conclusion, as supported by three data resulted in the same result; the goal was effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.19. This result was supported by the result of the interview as shown in the following excerpt:

R : *Apakah kata-kata yang diberikan mudah dipahami?* (Was the vocabulary understandable?)

S : *Lumayan sulit pak, tapi masih bisa dipahami kok.* (it is quite difficult, but it can be understood..)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

The students thought that the words given in the input was easy and understandable for them. It was also supported by the result of the observation which was shown in the piece of the field note below:

In the class, they could finish the task well.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. In conclusion, as supported by three data resulted in the same result; the input for Task 6 is effective.

## 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for component was 3.13 for the appropriateness and 3.34 for attractiveness. This could be concluded that most of

students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa mengikuti proses pembelajaran pada Task 6 ini saat diterapkan?* (Could you follow the learning g process of Task 6?)  
 S : *Bisa.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 6. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

Then in Task 6, student decided whether the statements provided were true or false. In the class, they could finish the task well.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students gave a good response for the activity. They read the text and did the task well. In conclusion, as supported by three data resulted in the same result; the activity for Task 6 was effective.

#### **4. Setting**

In learner role, Task 6 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.38. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R : *menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan Task 6 secara individu?* ( did you get any difficulty in doing task 6 individually?)

*S : ya, gak ada pak, bisa kok pak. ( No, sir. We could do it .)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note. It can be seen on page 105.

In the class, the students' participation determined the task success. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

### **5. Learner Role**

This component was also similar with the previous one; i.e. the setting for the task. While the setting required the students to participate actively in the classroom, the researcher had to make sure that they also participated actively in the classroom. It was shown in the mean value that is 3.44 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

*R : Apakah kalian berperan aktif di dalam proses pembelajaran? (Did you participate actively in the teaching and learning process?)*

*S : Saya aktif di kelas pak. (I did.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students followed the flow of the task well. They participated actively in the teaching and learning process. This was also supported by the data from the observation in the piece of field note on page 105.

The students showed that by joining in the task and participating they can complete the task. In conclusion, the students had taken their role well, in other words, the component was effective.

## 6. Teacher Role

Teacher, in Task 6, acted as a resource to the students. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.47. Therefore, it was effective. It was supported by interview data in the following interview excerpt:

R : *kalian setuju tidak kalau dalam task 6 ini guru sebagai fasilitator dalam pembelajaran?* (Did you agree that the teacher takes the role of a facilitator in Task 6?)  
S : *Setuju.* (I did.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the teacher acted as a resource. Surprisingly, the observation data also supported the previous data. It could be seen in the following piece of field note:

In task 5 and 6, the teacher just explained the instruction if the students did not understand. Then, the teacher guided and checked their answer.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to reading strategy to encourage them to read text effectively.

## b. Conclusion

Based on the result of the components analysis, Task 6 was effective and agreed by the whole students. These could be concluded in the following table:

Table 25: **The analysis and revisions of the components of Task 6 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 6 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in task 6 are appropriate with students' interest</li> <li>• The activities in Task 6 are attractive</li> </ul>	Effective	
4. Learner Role Task 6 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

## 7) Task 7

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 26: The mean and category of Task 7 in Unit 1 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 7 was aimed at giving description and understanding of the grammar that is used in the text of this unit.	32	7	23	2	0	3.16	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	20	2	0	3.25	agree
3. Activities • The activities in task 7 are appropriate with students' interest	32	8	21	2	1	3.13	agree
• The activities in Task 7 are attractive	32	9	18	4	1	3.09	agree
4. Learner Role Task 7 has motivated and given students chances to participate and express actively	32	10	18	4	0	3.13	agree
5. Teacher Role The teacher role is effective	32	7	22	3	0	3.13	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	9	19	3	1	3.13	agree

### a. Task Component Analysis

#### 1. Goal

Task 7 was aimed at giving description and understanding of the grammar that is used in the text of this unit. In the descriptive statistics data, the students agreed to the component. It was shown in the mean of the component, i.e. 3.16 which in the

range it was categorized as “Agree”. The data was supported by the interview data in the following excerpt:

- R : *Apakah Task 7 membantu kalian dalam memberi gambaran dan pemahaman tentang tata bahasa yang ada pada text di unit ini? (Did Task 7 help you in describing and understanding grammar used in the text of this unit?)*
- S : *Ya. (Yes, it did.)* R

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Response of the students was good. Students could understand grammar provided. When some students had difficulties, the teacher explained it and gave examples. This was also supported by the observation data below.

In Task 7, the teacher asked students to read of grammar explanation (simple present tense) in pairs. These tasks provided explanation and the example of grammar use.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The goal of this task was effective. The students could acquire the grammar. Although some students had difficulty in the beginning, they, finally, could understand it after given explanation and examples from the teacher.

## **2. Input**

The students agreed that the picture was interested and easy to be understood. The mean value for this was 3.25. It means that more than half of students in the class agreed the input was qualified. Moreover, a different result was shown in the interview transcript below.

- R : *Apakah teks yang diberikan mudah dipahami?* (Is the text comprehensible?)  
 S : *Ya, mudah.* (Yes, it is.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the text was understandable. It was shown in the interview transcript above that they thought that the text was easy to them. It is in line with following field note:

These tasks provided explanation and the example of grammar use. In the task, students read the explanation and the teacher explain it when the students had difficulties.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

Based on the explanation above, it can be concluded that the task 7 input was effective. They could understand the explanation of grammar in this task. The examples given also supported the students to acquire the grammar.

### **3. Activity**

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.13 and 3.09 which can be concluded that more than a half of students in the class agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Apa dalam kegiatan yang ada pada task 7, bisa membantu memahami grammar?* (Could The activity of task 7 help you in learning grammar?)  
 S : *Bisa pak.* (Yes, we could, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 7. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

These tasks provided explanation and the example of grammar use. In the task, students read the explanation...

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students gave a good response for the activity. They could acquire the grammar explained in the task. In conclusion, as supported by three data resulted in the same result; the activity for Task 3 was effective.

#### 4. Setting

Regarded to the setting, Task 7 required the students to do the task in pairs. Toward the agreement for this component, the mean value was 3.13. Therefore, it could be concluded as effective task component. It is in line with the result of the interview.

*R* : *Kalian mengalami kesusahan gak mengerjakan Task 7 berpasangan?( did you get any difficulty in doing Task 7 in pairs?)*

*S* : *Ya, sedikit tapi masih bisa si pak. ( I have little difficulty, but I can do it, )*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 7. The positive responses from the students could be seen in the teaching and learning process which was shown in the following piece of field note:

In Task 7, the teacher asked students to read of grammar explanation (simple present tense) in pairs.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

In the class, the success of the task was shown by student participation in completing the task and understanding of the grammar. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

## 5. Learner Role

The students in this task have to participate actively in the teaching and learning process. It was shown in the mean value that is 3.13 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Kalian aktif gak kemrim dikelas saat mengerjakan task 7 ini?* (Did you participate actively in doing task 7 yesterday?)  
 S : *Iya dong pak.* (I did.)  
 R : *Aktif nya gimana?* ( how did you participate actively in te class?)  
 S : *Ya kalau pas dikasih kesempatan menjawab pertanyaan saya jawab pak.* ( when I was given opportunity to answer the question, I answer it, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of following:

In the task, students read the explanation and the teacher explain it when the students had difficulties.

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, it was also a form of participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

In this task, the teacher had to take the role of a resource and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.13. It was supported by interview data in the following interview excerpt:

- R : *Apakah di Task 7 ini guru hanya mengawasi siswa dalam mengerjakan task 7 ? (Did the teacher only control students in doing the task?)*  
 S : *Gak sih pak, pak guru juga kasih penjelasan tentang grammar. (Not really, sir. The teacher also gave explanation related to the grammar)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the teacher acted as a resource. Moreover, the observation data also supported the previous data. It could be seen in the following piece of field note:

In Task 7, the teacher asked students to read of grammar explanation ...

---

(Appendix J/Field Notes/Field Note of Try-out of Unit 1, May 2, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph.

## b. Conclusion

Based on the result of the components analysis, Task 7 was effective and agreed by the whole students. These could be concluded in the following table:

Table 27: **The analysis and revisions of the components of Task 7 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 7 was aimed at giving description and understanding of the grammar that is used in the text of this unit.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in task 7 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 7 are attractive</li> </ul>		
4. Learner Role Task 7 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 8) Task 8

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 28: The mean and category of Task 8 in Unit 1 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to learn grammar included in the text.	32	11	15	2	4	3.03	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	14	4	4	2.94	Agree
3. Activities • The activities in task 8 are appropriate to students' interest	32	11	14	5	2	3.06	Agree
• The activities in Task 8 are attractive	32	9	13	6	4	2.84	
4. Learner Role Task 8 has motivated and given students chances to participate and express actively	32	11	13	4	4	2.97	Agree
5. Teacher Role The teacher role is effective	32	11	15	4	2	3.09	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	8	13	7	4	2.78	Agree

## a. Task Components Analysis

### 1. Goal

This task aimed at helping students to learn grammar included in the text. This task encouraged students to learn grammar, especially the use of “to be”. In this task, the students were encouraged to complete the sentence by choosing the correct “to be”. As shown in the earlier table, the goal of Task 8 was achieved mean value of 3.03 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the task is good. The data was supported by the following interview excerpt:

- R* : *Kalian setuju tidak kalau Task 8 bisa membantu kalian dalam mempelajari grammar, khususnya penggunaan “to be” yang terdapat pada bacaan?*(R: do you agree that Task 8 could help you in learning grammar, especially the use of “to be”, that was included in the text?)
- S* : *Setuju, pak.* ( yes, we do)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Then, based on the reflection of the implementation and the field notes, the goal really covers students need. The students could apply the use of “to be”. it was supported by the following class observation result.

Then in Task 8 and 9, teacher asked students to do the task to check their comprehension related to grammar use.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 8 was effective for it prompted the students to learn grammar included in the text. Most of the students could complete the task well.

## 2. Input

The students agreed that the grammar explanation was interested and could be understood. The mean value for this was 2.94. It means that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

R : *Apakah teks yang diberikan mudah dipahami?* (Is the text comprehensible?)  
S : *Ya, mudah.* (Yes, it is.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the text was understandable. It was shown in the interview transcript above that they thought that the text was easy to them. It is in line with following field note:

Therefore, the input of these tasks is grammar explanation in task 7. Most of students could understand the grammar explanation so that they did not have problem in completing the tasks.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

Based on the explanation above, it can be concluded that the task 8 input was effective. They could understand the explanation of grammar and complete the task. The examples given also supported the students to acquire the grammar.

### 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.06 and 2.84 which can be concluded that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

- R : *Apa dalam kegiatan yang ada pada Task 8, bisa membantu memahami grammar?* (Could The activity of Task 8 help you in learning grammar?)  
 S : *Bisa pak.* (Yes, we could, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 8. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

In the Task 8, students were asked to choose the correct “to be ... they did the task well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

The students gave a good response for the activity. They could understand the grammar taught. In conclusion, as supported by three data resulted in the same result; the activity for Task 8 was effective.

#### 4. Setting

In learner role, Task 8 required the students to do the task individually. Toward the agreement for this component, the mean value was 2.78. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R* : *Kalian mengalami kesulitan gak mengerjakan Task 8 sendirian?( did you get any difficulty in doing Task 8 independently ?)*  
*S* : *Ya, sedikit tapi masih bisa si pak. ( I have little difficulty, but I can do it, )*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 8 independently. The positive responses from the students could be seen in the teaching and learning process which was shown in the following piece of field note:

They completed the task individually and they did the task well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

In the class, the success of the task was shown by student participation in completing the task and their understanding of grammar taught. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

#### 5. Learner Role

The students in this task have to participate actively in the teaching and learning process. It was shown in the mean value that is 2.97 which meant that most

of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Kalian aktif gak kemrim dikelas saat mengerjakan Task 8 ini?* (Did you participate actively in doing Task 8 yesterday?)  
 S : *Iya dong pak.* (I did.)  
 R : *Aktif nya gimana?* ( how did you participate actively in te class?)  
 S : *Ya kalau pas dikasih kesempatan menjawab pertanyaan saya jawab pak.* ( when I was given opportunity to answer the question, I answer it, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

In the other hand, the students also participated actively by answering the questions when the teacher checked their answers.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

In this task, the teacher had to take the role of a resource and a controller. In the result of the questionnaire, the mean value showed that the component was

effective and the value was 3.09. It was supported by interview data in the following interview excerpt:

- R : *Apakah di Task 8 ini guru hanya mengawasi siswa dalam mengerjakan task 8 ? (Did the teacher only control students in doing the task?)*
- S : *Gak sih pak, pak guru juga kasih penjelasan kalau ada yang kurang jelas. (Not really, sir. The teacher also gave explanation if there is something that is not clear enough)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the teacher acted as a resource. Surprisingly, the observation data also supported the previous data. It could be seen in the following piece of field note:

So in Task 7,8 and 9, the teacher gave explanation about grammar, guided the students completing the task and checked their answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph.

## **b. Conclusion**

Based on the result of the components analysis, Task 8 was effective and agreed by the whole students. These could be concluded in the following table:

Table 29: The analysis and revisions of the components of Task 8 in Unit 1

Component	Analysis	Revision
1. Goal Task 8 was aimed at helping the students to learn grammar included in the text.	Effective	-
2. Input The input (text, picture, article) is interested and could be understood	Effective	-
3. Activities • The activities in task 8 are appropriate to students' interest	Effective	
• The activities in Task 8 are attractive		
4. Learner Role Task 8 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 9) Task 9

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 30: The Mean and Category of Task 9 in Unit 1 Tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 9 helped students to learn grammar included in the text	32	11	12	7	2	3.00	agree
2. Input The input (text, picture, article) is interested and could be understood	32	10	13	5	4	2.91	agree

3. Activities • The activities in task 9 are appropriate to students' interest	32	10	15	4	3	3.00	agree
• The activities in Task 9 are attractive	32	9	14	7	2	2.94	agree
4. Learner Role Task 9 has motivated and given students chances to participate and express actively	32	10	16	4	2	3.06	agree
5. Teacher Role The teacher role is effective	32	11	16	4	1	3.16	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	8	14	7	3	2.84	agree

The table showed that the students agreement towards was quite high. This he table showed the range of the mean from 2.88 to 3.13. It meant that most of students agreed that the task was effective because the mean over than 2.5.

### a. Task Component Analysis

#### 1. Goal

Task 9 helped students to learn grammar included in the text. As shown in the table of the descriptive statistics data of the mean, the value for this component was 3.00. It means that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

R : *Terus, gimana dengan Task 9? Apakah ini juga bisa membantu kalaian mempelajari grammar yang ada di teks?*( Then, what about task 9? Could the task help you to learn grammar included in the text?)

S : *Mmm...ya sih pak. Kita bisa mempelajari penggunaan “verb” yang benar.*  
( yes, sir. We were able to learn the use of “verb”.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

By looking at the field note, it could be seen that the students could learn the use of to be. It can be seen as follows:

After finishing Task 8, students were asked to choose the correct verb in the Task 9. They did the task well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

## 2. Input

In relation to input, the students did not agree that the picture given helped them to understand the task. It could be seen in the descriptive statistics result that the mean value of this component was 2.91. Therefore, it was also regarded that the task was effective because it shows that more than half students agreed that the task was effective. The students agreed that the text was interested and could be understood. They could complete the task. They only had difficulty in the use of unfamiliar word related to science, but they could guess the meaning. This can be seen in the interview transcript below.

R : *Soal-soal nya gimna?kalimatnya Sudah jelaskan* ( what about question?  
Was it clear?  
S : *Ya udah jelas pak, tapi ada yang gak tau artinya pak.* ( yes, sir, but I don't  
know the mening of some words)  
R : *Tapi kalian bisa mengerjakankan?* ( however, you could complete the task,  
couldn't you?.  
S : *Yah sih pak. Dikira-kira aja artinya yang pas. Lagian ini kan hanya  
mengidentifikasi kata kerjanya yang pas aja, kita juga tinggal milih saja  
jawaban yang benar.* ( yes, sir. We guessed the meaning. Moreover, in this  
task we just decided the correct verb.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

The students agreed that the text was could be understood. They were able to identify the correct verb to complete the sentence. It is supported by the result of the teaching and learning process as shown in the following field note:

Then in Task 8 and 9, teacher asked students to do the task to check their comprehension related to grammar use. Therefore, the input of these tasks is grammar explanation in task 7... They did the task well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

The data above show that the input , the text, could be understood by the students. In conclusion, the component was effective.

### 3. Activity

In Task 9, the activity was evaluated through two aspects and the mean values for the both aspect: 3.00 and 2.94. It could be concluded that more than a half of students in the class agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

R : *Apa dalam kegiatan yang ada pada Task 9, bisa membantu memahami grammar?* (Could The activity of task 7 help you in learning grammar?)  
 S : *Bisa pak.* (Yes, we could, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 9. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

Students were asked to choose the correct verb in the Task 9.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

The students gave a good response for the activity. They could complete the task well. In conclusion, as supported by three data, the activity for Task 9 was effective.

#### 4. Setting

In terms of setting, the students were required to finish the task individually and they agreed to do so. Toward the agreement for this component, the mean value was 2.94. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : *Kalian mengalami kesulitan gak mengerjakan Task 9 sendirian?*( did you get any difficulty in doing Task 9 independently ?)  
*S* : *Tidak pak, saya bisa pak* (No, sir. I could do it.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the reflection of the implementation, the students could complete individually. It can be seen in the field note below.

They completed the task individually. They did the task well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

The teacher had told the students about the things they should do in the task; i.e. the way they should do the task. As the data supported the task components to be agreed, it was then effective.

## 5. Learner Role

The students had to participate actively during the teaching and learning process. They agreed to do so, as the mean for the role which they should perform was 3.06 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Apa kalian bisa mengerjakan Task 9 dengan baik dan m,engajukan pertanyaan jika belum faham ?* (Did you do the Task 9 well and asking questions whenever you do not get the point?)  
 S : *Iya dong pak.* (I did.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

In the other hand, the students also participated actively by answering the questions when the teacher checked their answers.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of participating actively. In conclusion, the learners had taken their role well. In other words, the component was effective.

## 6. Teacher Role

In this task, the teacher had to take the role of a resource and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.16. It was supported by interview data in the following interview excerpt:

- R : *Apakah di Task 9 ini guru hanya mengawasi siswa dalam mengerjakan Task 9 ? (Did the teacher only control students in doing the task?)*  
 S : *iya sih pak. (Yes, sir)*  
 R : *Apakah guru menjelaskan langkah-langkah mengerjakannya? ( did not the teacher explain the steps in doing the task?)*  
 S : *Oh iya pak. Guru juga menjelaskan itu. (yes, sir. He did. )*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the teacher acted as a resource. Surprisingly, the observation data also supported the previous data. It could be seen in the following piece of field note:

The teacher gave explanation about grammar, guided the students completing the task and checked their answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 2, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to do the task. He also controlled the class. Therefore, the component was effective.

### b. Conclusion

Based on the result of the components analysis, Task 9 was effective and agreed by the whole students. These could be concluded in the following table:

Table 31: **The analysis and revisions of the components of Task 9 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 9 helped students to learn grammar.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in task 9 are appropriate to students' interest	Effective	
• The activities in Task 9 are attractive		
4. Learner Role Task 9 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 10) Task 10

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 32: **The mean and category of Task 10 in Unit 1 tryout**

<b>Aspect</b>	<b>N</b>	<b>Score</b>				<b>Mean</b>	<b>Category</b>
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
1. Goal This task aimed at building the background knowledge.	32	10	15	5	2	3.03	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	7	15	7	3	2.81	agree

3. Activities • The activities in task 10 were appropriate to students' interest	32	10	17	3	2	3.09	agree
• The activities in Task 10 were attractive	32	6	17	6	3	2.81	
4. Learner Role Task 10 had motivated and given students chances to participate and express actively	32	11	18	3	0	3.25	agree
5. Teacher Role The teacher role was effective	32	11	19	2	0	3.28	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	9	19	3	1	3.13	agree

### a. Task Components Analysis

#### 1. Goal

This task aimed at helping students to build the background knowledge of the field. This task encouraged students to decide activities that living thing may do. It encouraged the students to recall the knowledge that they had learn before. By doing this task, the students were prepared to read the text in the next text, so that they could get the description of the topic in the next text. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 10 was achieved mean value of 3.03 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the task is good. The data was supported by the following interview excerpt:

- R* : *Kalian setuju tidak Task 10 bisa membantu kalian untuk mndapatkan gambaran tentang topic pada unit 1?(R: do you agree that task 10 can give you description about the topic of the unit 1?)*
- S* : *Menurut saya sudah baik pak, task ini bisalah memberi sedikt gambaran tentang topic yang akan kita bahas. Tentang mahluk hidup kan pak? ( I think the task is good, Sir. It can give us description about the topic that we are going to discuss. It is about living things, is'n it?)*
- S* : *Ya benar. (yes, it is)*

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Then, based on the reflection of the implementation and the field notes, the goal really covers students need. the students could answer the question in the task.

This task encouraged the students to build their background knowledge related to the topic in the next text. It looked easy for them to complete the task.

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 10 was effective for it prompted the students to build background knowledge and to give the description of the topic.

## 2. Input

In terms of the quantitative result towards the component for input, they showed that the component was effective. The mean for the component was 2.81. Therefore, it was also regarded that the task was effective because it shows that more than half students agreed that the task was effective. This result was supported by the result of the interview as shown in the following excerpt:

- R* : *Terus, kalian bisa gak memahami dan mengjakan task 10? (Then, could you understand and complete the Task 10?)*
- S* : *Bisa sih pak, .(yes, we could, sir.)*

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could understand and complete the exercise of Task 10. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

It looked easy for them to complete the task. They decided the activity that living things do.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. Based on the data above, it can be concluded that the task input was good.

### 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.09 and 2.81. it could be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

R : *Apa kalian bisa menentukan kegiatan yang dilakukan makhluk hidup yang ada pada Task 10?* (Could you decide what living things do asked in task 10?)  
 S : *Bisa.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

In addition, during the implementation the students were so attractive when joining the sessions. They did the task well.

They decided the activity that living things do.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave a good response for the activity. They were enthusiasts in answering the questions. In conclusion, as supported by three data resulted in the same result; the activity for Task 10 was effective.

#### 4. Setting

In learner role, Task 10 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.13. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

*R* : Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakannya berdua dengan teman sebangku? ( Do you get any difficulty in doing task 10 in pairs?)

*S* : Ya, sedikit tapi masih bisa si pak. ( I have little difficulty, but I can do it, sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

They completed the task in pairs. After finishing the task, the students were offered to answer their questions.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the data above, it can be concluded that the task was effective. The student can complete the task independently.

## 5. Learner Role

In learner role, Task 10 mean value was 3.25. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

*R* : *Ok, terus kalian aktif gak tadi?*(Ok, then, did you participate actively in the class??  
*S* : *Iya dong pak,*( yes, sir)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students completed the task and participated actively by answering the question loudly when they were asked by the teacher. This statement was supported by the observation data as shown below:

They were enthusiastic in answering the question. They read loudly the task and their answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students showed that they participate in completing and answering loudly the task. Based on the data above, it could be concluded that the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

The mean of teacher roles was 3.28. It can be concluded that the teacher roles of Task 10 in Unit 1 are good. In other word, the teacher's role was effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R* : Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan Task 10 blum?( what about the teacher? Could the teacher guide and control you in doing the task?)
- S* : Sudah pak,.( yes, he could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the reflection of the implementation, the researcher was helped by the class management. He can easily deliver the task and organized the students.

The teacher gave instruction to complete the task 10 ...After finishing the task, the students were offered to answer their questions. They were enthusiasts in answering the question. They read loudly the task and their answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

### **b. Conclusion**

From the analysis above, the conclusion which can be made is as following.

**Table 33: The analysis and revisions of the components of Task 10 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This task aimed at building the background knowledge.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in task 10 are appropriate	Effective	

to students' interest		
• The activities in Task 10 are attractive	Effective	-
4. Learner Role Task 10 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	.

### 11) Task 11

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 34: The mean and category of Task 11 in Unit 1 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to understand the text by applying reading skills ( scanning).	32	8	14	7	3	2.84	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	7	13	6	6	2.66	agree
3. Activities • The activities in task 11 were appropriate to students' interest	32	9	15	4	4	2.91	agree
• The activities in Task 11 were attractive	32	8	16	3	4	2.91	

4. Learner Role Task 11 motivated and gave students chances to participate and express actively	32	8	17	7	0	3.03	agree
5. Teacher Role The teacher role was effective	32	11	15	4	2	3.06	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	8	15	6	3	2.88	agree

### a. Task Components Analysis

#### 1. Goal

Task 11 aimed at improving students' reading skill in English, particularly the scanning strategy in reading. According the result of questionnaire, mean value of this component was 2.84. This result was supported with the result of interview as follows:

- R : *Kalian setuju tidak kalau Task 11 ini meningkatkan kemampuan membaca kamu dalama bahasa Inggris? (Do you agree if the Task 11 can improve your reading skill in English? )*  
 S : *Setuju. (I do.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

The students agreed that their reading skill was improved by doing the task. This result is also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

The students read and scan the text, the teacher asked to the students weather their answers in previous text were right or wrong. Then, the students said that their answers in Task 10 were correct.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave a good response for the activity. They read and practiced the reading strategy well. In conclusion, as supported by three data resulted in the same result; the goal was effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 2.66. This result was supported by the result of the interview as shown in the following excerpt:

R :*Apakah kata-kata yang diberikan mudah dipahami?* (Was the vocabulary understandable?)  
 S :*Agak sulit pak, tapi masih bisa dipahami kok.* (it is rather difficult, but it can be understood.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students thought that the words given in the input was easy and understandable for them. It was also supported by the result of the observation which was shown in the piece of the field note below:

Then, the teacher asked them to read the instruction of Task 11 and asked them weather they understood the instruction or not. Most of students understand it, but the teacher explained it to make sure that they did the task correctly. Then the teacher asked them to read the text. After the students read the text, the teacher asked to student's weather their answers in previous text were right or wrong. Then, the students said that their answers in task 10 were correct.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. In

conclusion, as supported by three data resulted in the same result; the input for Task 11 is effective.

### 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 2.91 and 2.91 which can be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa mengikuti proses pembelajaran pada Task 11 ini saat diterapkan?* (Could you follow the learning g process of Task 11?)  
 S : *Bisa.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 11. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

After the students read and scan the text, the teacher asked to students weather their answers in previous text were right or wrong.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave a good response for the activity. They scan and read the whole text. In conclusion, as supported by three data resulted in the same result; the activity for Task 11 was effective.

#### 4. Setting

In learner role, Task 11 required the students to do the task independently. Toward the agreement for this component, the mean value was 2.88. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara individu Task 11? ( do you get any difficulty in doing Task 11 individually?)  
*S* : Ya, sedikit tapi masih bisa si pak. ( I have little difficulty, but i can do it, sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

The students read and scan the text individually. Then, the students said that their answers in Task 10 were correct.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

In the class, the students' participation determined the task success. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

#### 5. Learner Role

This component was also similar with the previous one; i.e. the setting for the task. While the setting required the students to participate actively in the classroom, the researcher had to make sure that they also participated actively in the classroom. It was shown in the mean value that is 3.03. It meant that most of the students agreed

that the component was effective. It was supported by the result of the interview in the following excerpt:

R : *Apakah kalian berperan aktif di dalam proses pembelajaran?* (Did you participate actively in the teaching and learning process?)  
 S : *Saya aktif di kelas pak.* (I did.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

After the students read the text, the teacher asked to students whether their answers in previous text were right or wrong. The students read and scan the text individually. Then, the students said that their answers in Task 10 were correct.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of „participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## **6. Teacher Role**

Teacher, in Task 11, acted as a resource to the students. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.06. Therefore, it was effective. It was supported by interview data in the following interview excerpt:

- R : *Kalian setuju tidak kalau dalam Task 11 ini guru sebagai fasilitator dalam pembelajaran?* (Did you agree that the teacher takes the role of a facilitator in Task 11?)
- S : *Setuju.* (I did.)

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the teacher acted as a resource. Surprisingly, the observation data also supported the previous data. It could be seen in the following piece of field note:

Then, the teacher asked them to read the instruction of Task 11 and asked them whether they understood the instruction or not. Most of students understand it, but the teacher explained it to make sure that they did the task correctly. Then the teacher asked them to read the text.

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

It was clear that the teacher who taught the students gave the students a brief explanation related to reading strategy to encourage them to read text effectively. In conclusion, as one of the data showed that most of students agree on the component, the component was effective.

## **b. Conclusion**

Based on the result of the components analysis, Task 11 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 35: The analysis and revisions of the components of Task 11 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal: Task 11 helped students to learn reading strategy, scanning detailed information	Effective	-

2. Input : The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activity: 1. The activities in task 11 are appropriate to students' interest	Effective	
2. The activities in Task 11 are attractive		
4. Learners roles: The students participated actively in the teaching and learning process.	Effective	-
5. Teacher roles: A guide, a facilitator, and a motivator	Effective	-
6. Setting : Individual task	Effective	-

## 12) Task 12

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 36: The mean and category of Task 12 in Unit 1 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 12 helped students to comprehend a text by identifying main idea of each paragraph.	32	10	13	7	2	2.97	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	12	12	4	2	3.13	agree
3. Activities • The activities in task 12 were appropriate to students' interest	32	8	18	5	1	3.03	agree

• The activities in Task 12 were attractive	32	9	15	5	3	2.94	agree
4. Learner Role Task 12 motivated and given students chances to participate and express actively	32	11	15	5	1	3.13	agree
5. Teacher Role The teacher role was effective	32	10	17	3	2	3.09	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	10	17	4	1	3.13	Agree

### a. Task Component Analysis

#### 1. Goal

Task 12 aimed at helping students comprehension by identifying the main idea of each paragraph. As shown in the table of the descriptive statistics data of the mean, the value for this component was 2.97. It means that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

- R : *Apa dengan mengidentifikasi main idea yang ada pada Task 12 bisa membantu kalian memahami text?* (Did identifying main idea in task 12 help you to comprehend the text?)
- S : *Ya sih pak. Kita bisa tahu inti pesan yang disampaikan seperti yang bapak jelaskan kemarin.* ( yes, sir. We could get the message of the text by identifying the main idea as you explained at last meeting.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Response of the students was good. It could be reflected from the interview transcript above. This was also supported by the observation data below.

It aimed to help students to analyzing the main idea so that they could understand the text...Most of students answered it correctly.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

## 2. Input

In relation to input, the students agreed that the picture and the text given helped them to understand the task. The mean value for this was 3.13. It means that more than half of students in the class agreed the input was qualified. However, a different result was shown in the interview transcript below.

- R : *Kalau tentang textnya gimana? Kalian bisa memahaminya tidak* (What about the text? Was it clear?)
- S : *Ya lumayan susah pak, ada beberapa kata gak tau maksudnya pak, Susah.* (Not really sir. I don't know the mening of some words)
- R : *Terus kalian gak tahu maksud dari teks nya?* (So you could not get the content of the text.)
- S : *Yah lumayan faham sih.?* (Yes, we got enough dunderstanding)
- R : *Terus gambar yang disediakan sudah sesuai dengan topic nya kan?* (What about the picture? Was it appropriate?)
- S : *Gambarnya kurang jelas pak.*(not really)
- R : *Kurang jelas bagai mana?* (How could it be?)
- S : *Buram dan terlalu kecil pak.* (It was not clear and too small)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students did not agree that the text was easy to be understood. They could not identify the meaning of some words in the text. However, they could find the main idea of the text in general. The different fact occurred in the teaching and learning process as shown in the following piece of field note:

After that, the students were asked to complete Task 12 in pairs... Most of the students could answer the questions correctly.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

### 3. Activity

In terms of the quantitative result towards the activity component, they showed that the component was effective for the mean for both aspects were 3.03 and 2.94 which can be concluded that most of students in the class agreed that the activities were effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Apa kalian bisa menentukan main idea pada setiap paragraph seperti yang diperintahkan di task 12?* (Could you find main idea of each paragraph asked in task 12 ?)  
 S : *Bisa pak.* (Yes, we could, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 12. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

In this task, the students had to match main ideas provided to the number of paragraph... Most of the students could answer the questions correctly.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave a good response for the activity. They could found the main idea of each paragraph and complete the task well. In conclusion, as supported by three data resulted in the same result; the activity for Task 12 was effective.

### 4. Setting

In learner role, Task 12 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.13. Therefore, it

could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R* : *Terus, kalian bisa tidak mengerjakan task 12 secara individu? ( then, could you complete task 12 individually?*  
*S* : *Ya, lumayan bisa si pak. (I could do it, Sir)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the time given by the teacher, the students stated that they could finish the task independently. They could do it but they still get a little difficulty related unfamiliar word as stated in the interview in previous section.

After that, the students were asked to complete Task 12 in pairs ... Most of the students could answer the questions correctly.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

In the class, the success of the task was shown by student participation in completing the task. As the whole task could be implemented in the classroom and the students joined the task actively, although they have difficulty related to the unfamiliar words, this component was regarded to be effective.

## **5. Learner Role**

The students in this task have to participate actively in the teaching and learning process. It was shown in the mean value that is 3.13 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Kalian aktif gak dikelas saat mengerjakan Task 12 ini?* (Did you participate actively in doing task 12 ?)
- S : *Iya pak. Kita kan jawab pertanyaan kalau di beri kesempatan pas menjawab* (I did. I answered the questions when you gave me the chance to answer it)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

They read their answer loudly when they were given chance to answer it.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students showed that by joining in the task and participating in doing the task by answering questions when they have opportunity to answer it. In conclusion, the component was effective.

## 6. Teacher Role

In this task, the teacher had to take the role of a resource and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.09. It was supported by interview data in the following interview excerpt:

- R : *Apakah di Task 12 ini guru hanya mengawasi siswa dalam mengerjakan task 12 ?* (Did the teacher only control students in doing the task?)
- S : *Iya sih pak.* (Yes, he did.)
- R : *Terus pak guru ngapain lagi kemarin* (then, what the teacher did in the class?)
- S : *Pak guru juga menjelaskan maksud perintah dari Task 12 dan memberikan kesempatan siswa untuk menjawab pertanyaan.* (the teacher explained the

instruction of Task 12 and gave opportunity to the students to answer the questions)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the teacher acted as a resource. This data was also supported by following field note:

After that, the students were asked to complete Task 12 ... After finishing it, the teacher checked the students' answers.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph. He also encourages the students to be active in the class. In conclusion, based on data above the role of teacher in this task was effective.

### **b. Conclusion**

Based on the result of the components analysis, Task 12 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 37: The analysis and revisions of the components of Task 12 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 12 helped students to comprehend a text by identifying main idea of each paragraph.	Effective	-
2. Input The input (text, picture, article) was interested and easy to be understood	Effective	-

<p>3. Activities</p> <ul style="list-style-type: none"> <li>The activities in task 12 were appropriate to students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>The activities in Task 12 were attractive</li> </ul>		
<p>4. Learner Role</p> <p>Task 12 motivated and gave students chances to participate and express actively</p>	Effective	-
<p>5. Teacher Role</p> <p>The teacher role was effective</p>	Effective	-
<p>6. Setting</p> <p>The class management/ classification (individual, pairs, whole class) was effective</p>	Effective	-

### 13) Task 13

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 38: The mean and category of Task 13 in Unit 1 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	32	12	14	4	2	3.13	agree
2. Input The input (text and picture) was interested and easy to be understood	32	9	15	6	2	2.97	agree
3. Activities • The activities in task 13 were appropriate to students' interest	32	8	17	7	5	2.72	agree
• The activities in Task 13 are attractive	32	9	17	3	3	3.00	
4. Learner Role Task 13 motivated and gave students chances to participate and express actively	32	11	16	3	2	3.13	agree
5. Teacher Role The teacher role was effective	32	10	17	2	3	3.06	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	9	14	6	3	3.09	agree

## a. Task Components Analysis

### 1. Goal

This task aimed at helping students to comprehend the text by guessing some unfamiliar words. This task encouraged students to read the task effectively by implementing guessing the meaning of unfamiliar words. Moreover, the task could also check the student understanding. By doing this task, it could be found whether the students could guess of unfamiliar words, so that they could get the information in the text. In unit 1, there was another task focusing guessing skill, task 13. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 13 was achieved mean value of 3.13 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree. The data was supported by the following interview excerpt:

- R* : Menurut kalian, menebak makna kata seperti yang kalian lakukan di task 13 bisa membantu memahami bacaan tidak?,?( in your opinion, could guessing unfamiliar words in Task 13 help you in understanding the text?)
- S* :Sebenarnya bagus pak, tapi sama seperti Task 4 pak. Kata-katanya susah. Mungkin perlu dikasih pilihan, biar agak lebih mudah. (actually, it was good, but like task 4, it was difficult to guess unfamiliar words. I think it should be multiple choice setting, so that it will be easier.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Then, based on the reflection of the implementation and the field notes, the goal really covers students need; the students participate well during the teaching learning process.

Then teacher asked students to complete Task 13. This task encouraged students to guess the meaning of unfamiliar words. In addition, this task was to measure whether they guessed the meaning of the words correctly or not.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 13 was effective for it prompted the students to apply reading skill, guessing, in understanding the text. Although they have difficulty in doing the task 13, but the goal could be archived.

## 2. Input

In relation to input, the students did not agree that the picture given helped them to understand the task. It could be seen in the descriptive statistics result; in which it conveys the mean value of 2.97. Therefore, it was also regarded that the task was effective because it shows that more than half students agreed that the task was effective. The different result showed in the following interview transcript:

- R* : *Kata-kata yang buat gussing susah ya?*( Were words used for guessing task difficult?)  
*S* : *Iya pak* (yes, sir).  
*R* : *Tapi secara umum masih bisa kan memahami informasi dalam text?*(Generally, could the information of the text be understood?)  
*S* : *Bisa sih pak, tapi yang unfamiliar word aja yang sulit.* (Yes, it could be, but the unfamiliar words were difficult.)  
*R* : *la gambarnya jelas gak?* (What about the picture, was it clear enough?)  
*S* : *Wah kurang jelas pak, buram sama kekecilan.* ( it was not really clear, it was not clear and too small).

---

(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

In the result of interview, they agreed that generally the input especially the text was less effective because some unfamiliar words that they should guess were

difficult. Actually, these unfamiliar words had been included in the text to encourage the students to applied guessing while they read.

Based on the reflection of the field notes, the students felt difficulty in guessing the unfamiliar words. But finally they could do this by getting some helps from the teacher.

Actually they guessed when they read the text, but they still have difficulty. In the class most of the students got difficulty in completing this task individually. They did not have any idea to guess the meaning but they know the content of the text in general.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the explanation above, it can be concluded that the Task 13 input was not effective although the mean value showed that it was effective. It was because the others data, interview and field note, showed the different result. There should be a change for the picture.

### **3. Activity**

The appropriateness of the activities with the students' interest has mean of 2.72. Then, the attractiveness of the activities has mean value of 3.00. It means that there were more a half of students agree to the effectiveness the Task 13 activities.

The same result was shown in the interview. Based on the interview with the students, the activity was good in fact. It could encourage the students to read effectively. They also interested to the activity, but the unfamiliar words that they should guess were to difficult for them.

- R* : Kalian setuju gak kalau kegiatannya sudah baik dan bisa membantu memahami bacaan dengan efektif?(So, did you agree that the activity was good and could help you to comprehend the text effectively?)
- S* : Kegiatannya sudah benar sih pak, tapi ya kayak Task 4, sulit memang pak buat menebak.(Mmm, yes I think the activity is good, but like task 4, it was so difficult to guess the unfamiliar words.)

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(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

In the other hand, during the implementation the students get difficulty in guessing unfamiliar word. They could not guess the meaning.

This task encouraged students to guess the meaning of unfamiliar words. In addition, this task was to measure whether they guessed the meaning of the words correctly or not.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the data above, it can be concluded that the activity is effective. it can encourage the students to learn how to apply guessing in reading a text. Although field note show different result, the component was effective because the questionnaire result and interview result said that it was effective.

#### **4. Setting**

Based on the result of questionnaire, the mean of this component was 3.09. It meant that more than half of students in the class did not agree that the setting was effective. However, a different result came from interview result. The setting (class management) was individual and they have difficulty in doing the task individually as shown in the following interview transcript.

- R* : Kalian susah ya ngerjain individu? (*so was it difficult to do individually?*)  
*S* : Ya pak, kayaknya perlu kerjain kelompok atau berdua, terus ada pilihan jawabannya gitu. (Yes, Sir. I think we needed to do the task in groups or in pairs or it would be multiple choice task.)

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(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

Based on the reflection of the implementation, the students felt that the task was difficult to be completed individually. It could be seen in the field note below.

Actually they did guessing when they read the text, but they still have difficulty. In the class most of the students got difficulty in completing this task individually. They don't have any idea in guessing the meaning

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the data above, it can be concluded that the task was not effective, particularly in the setting component. The setting should be changed. It should be done in pairs and it also should be in multiple choice task form to help the students guessing the unfamiliar words. Further, the task should be replaced in the last session of pre-reading activity because it was too difficult.

## 5. Learner Role

In learner role, Task 13 mean value was 3.13. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : Terus kalian aktif gak tadi?(Then, did you participate actively in the class?)  
*S* : Ya lumayan aktif lah pak, Agak bingung menebak klata yang susah.( ya, I think I participate actively in the class, but I got difficulty in guessing the unfamiliar words)

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(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

The students tried to complete the task and asked the teacher when they had difficulty or did not understand the instruction. It meant that they participated actively in the class. This statement was supported by the observation data as shown below:

They did not have any idea to guess the meaning but they know the content of the text in general. Then, the teacher helped them by asking them to reread the sentence where the word was included. The teacher helped them by encouraging students understand the sentence not word by word. It helps them to understand the meaning of the sentence and then can help them to guess the unfamiliar word. This did well and most of students can complete the task.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave good respond related to the activity in Task 13. They tried to guess unfamiliar word although they got difficulty. They also asked the teacher when they did not understand the instruction and asked the teacher to explain how to guess unfamiliar words in good way. In conclusion, the activity of task 13 is effective.

## **6. Teacher Role**

The mean of teacher roles was 3.06. It can be concluded that the teacher roles of Task 13 in Unit 1 are well-developed and qualified to be implemented. The teacher's role is effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

*R* : *Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan task 13 belum?* ( what about the teacher? Could the teacher guide and control you in doing the task?)

*S : Sudah pak, tadi kan bapak juga membantu juga dengan menjelaskan teknik guessing yang benar, juga kelling kelas untuk mengawasi proses mengerjakan Task 13.( yes, he could. The teachers help the students by giving explanation about the tips in guessing unfamiliar words and he also moved around the class to check our work.)*

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(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

Based on the reflection of the implementation, the researcher was helped by the class management. He can easily deliver the task and organized the students.

It was also supported by the class observation. The teacher explained how to guess unfamiliar words in a text. It can be seen in the field note transcript on page 109.

It was clear that the teacher who taught the students gave the students a brief explanation related to reading strategy and encourage them to read text effectively. In conclusion, the component was effective.

#### **b. Conclusion**

From the analysis above, the conclusion which can be made is as following.

**Table 39: The analysis and revisions of the components of Task 13 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Ineffective	Make the picture to be more clear

3. Activities • The activities in task 13 are appropriate to students' interest	Effective	
• The activities in Task 13 are attractive	Effective	-
4. Learner Role Task 13 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Ineffective	The setting must be in pairs and multiple choice task to help the students in guessing unfamiliar words. Further, the task should be replaced in the last session of pre-reading activity because it was too difficult.

#### 14) Task 14

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 40: The mean and category of Task 14 in Unit 1 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 14 helps the students to comprehend the science text effectively.	32	13	18	1	0	3,38	agree

2. Input The input (text, picture, article) is interested and easy to be understood	32	10	15	5	2	3,03	agree
3. Activities • The activities in task 14 are appropriate with students' interest	32	10	19	3		3,22	agree
• The activities in Task 14 are attractive	32	8	21	2	1	3.13	agree
4. Learner Role Task 14 has motivated and given students chances to participate and express actively	32	9	18	4	1	3.09	agree
5. Teacher Role The teacher role is effective	32	10	18	4	0	3.13	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	7	22	3	0	3.13	agree

### a. Task Component Analysis

#### 1. Goal

Task 14 helped the students to comprehend the science text effectively. It helped the students to comprehend the in easy way. It encouraged the students to decide weather the statement was true or false. The ,mean value of this component was 3.38. It supported by the result of interview.

R : *Menrut kalian Task 14 ini bisa membantu kalian memahmi bacaan tidak?*  
(Do you think that the Task 14 could help you in understanding the text? )

S : *Iya pak, saya bisa memahami bacaan dengan baik.* (yes, I do. I can understand the text well)

The students agreed that they can do the task well and understand the text. This result was also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

After that, it is continued by completing Task 14. Task 14 encouraged students to decide the statements provided true or false... they could complete the task well

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students read and practiced the reading strategy well. They can complete the task. In conclusion, as supported by three data resulted in the same result; the goal was effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.03. This result was supported by the result of the interview as shown in the following excerpt:

R : *Apakah kata-kata yang diberikan mudah dipahami?* (Was the vocabulary understandable?)

S : *Lumayan sulit pak, tapi masih bisa dipahami kok.* (it is quite difficult, but it can be understood.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students thought that the words given in the input was quite difficult for them but they could understand the text. It was also supported by the result of the observation which was shown in the piece of the field note below:

The students had a little difficulty in understanding unfamiliar words in the text but they could complete the task well.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are quite difficult to be understood but they could understand the text. In conclusion, as supported by three data resulted in the same result; the input for Task 14 is effective.

### 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective as indicated by the mean for aspects, 3.22 and 3.13. It could be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

R : *Kalian bisa mengikuti proses pembelajaran pada Task 14 ini saat diterapkan?* (Could you follow the learning g process of Task 14?)  
 S : *Bisa.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 14. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

Task 14 encouraged students to decide the statements provided true or false...they could complete the task well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave a good response for the activity. They read the text and did the task well. In conclusion, as supported by three data resulted in the same result; the activity for Task 14 was effective.

#### **4. Setting**

In learner role, Task 14 required the students to do the task independently. The result of questionnaire related to this component was 3.13. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan Task 14 secara individu? ( did you get any difficulty in doing task 14 individually?)  
*S* : Ya, gak ada pak, bisa kok pak. ( No, sir. We could do it .)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the setting was appropriate and effective. This was also supported by the field note.

They did the task individually. The students had a little difficulty in understanding unfamiliar words in the text but they could complete the task well.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the data above, it can be seen that the students could follow the process of teaching and learning and complete the task. Therefore, it can be concluded that the setting was effective.

## 5. Learner Role

This component was also similar with the previous one; i.e. the setting for the task. While the setting required the students to participate actively in the classroom, the researcher had to make sure that they also participated actively in the classroom. It was shown in the mean value that is 3.22 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

R : *Apa kalian aktif tadi di kelas saat mengerjakan Task 14?* (Did you participate actively in doing the task?)

S : *Saya aktif di kelas pak.* (I did.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students followed the flow of the task well. They participated actively in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

They participated actively by answering the question when the teacher asked them to answer.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students showed that by joining in the task and participating they can complete the task. In conclusion, the students had taken their role well, in other words, the component was effective.

## 6. Teacher Role

Based on Table 37, the mean values result of teacher role component was 3.13. It means that the teacher role was effective. Moreover, the students said that the teacher was good. He could be a facilitator in the teaching and learning process. It can be seen from the interview transcripts.

- R : *Menut kalian, dalam Task 14 ini apakah guru sudah berperan dengan baik sebagai fasilitator dalam pembelajaran?* (In your opinion, did the teacher takes a good role of a facilitator in Task 14?)
- S : *Iya sih pak, pak guru sudah baik sebagai fasilitator karena bisa membantu menjelaskan tentang apa yang harus dikerjakan dalam Task 14 jika ada beberapa siswa yang kurang faham..* (I did.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the teacher acted as a resource. In addition, the observation data also supported the previous data. It could be seen in the following piece of field note:

Moreover, the teacher also explained to them what they should do in the task and asked them to check again the text when they have difficulty to decide the statement true or false.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to reading strategy to encourage them to read text effectively.

## b. Conclusion

Based on the result of the components analysis, Task 14 was effective and agreed by the whole students. These could be concluded in the following table:

Table 41: **The analysis and revisions of the components of Task 14 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 14 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in task 14 are appropriate with students' interest</li> </ul>	Effective	-
<ul style="list-style-type: none"> <li>• The activities in Task 14 are attractive</li> </ul>		
4. Learner Role Task 14 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

## 15) Task 15

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 42: The mean and category of Task 15 in Unit 1 Tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 15 helps the students to comprehend the science text effectively.	32	11	14	5	2	3.06	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	8	17	5	2	2.97	Agree
3. Activities • The activities in task 15 are appropriate with students' interest	32	8	15	6	3	2.88	Agree
• The activities in Task 15 are attractive	32	12	15	4	1	3.19	Agree
4. Learner Role Task 15 has motivated and given students chances to participate and express actively	32	11	15	2	4	3.03	Agree
5. Teacher Role The teacher role is effective	32	9	13	6	4	2.84	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	11	13	4	4	2.97	Agree

### a. Task Component Analysis

#### 1. Goal

Task 15 was aimed at helping student to comprehend the text in group. This encouraged the students to participate in completing the task by giving their idea in their group. Moreover, this task could also help the teacher to check their students comprehension. Table 38 showed that the mean of the component was. 3.06 which

could be categorized as “Agree”. The data was also supported by the interview data in the following excerpt:

- R : *Apakah Task 15 membantu kalian dalam memahami bacaan?* (Did Task 15 help you in understanding the text?)  
 S : *Ya.* (Yes, it did.)  
 R : *Yakin task in bisa membantu? Membantu gimana?* (were you sure the task could help you in understanding the text? How?)  
 S : *Yakin pak, gimana ya... ya kita bisa Tanya-tanya sama teman satu kelompok kalo gak bisa faham tentang text.* ( yes, we could ask our friends in group if we didn't understand to the text)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the excerpt above, response of the students was good. It was also reflected from the interview transcript above.

Then, group discussion task was started. The students made group of four and they should answer the question of this task by discussing in their group. It spent much time because they want to choose their group by their self. However, it could be solved by asking them to have groups with friends that sat closely. Moreover, it spent much time because they should discuss and after they discuss it, the teacher checked the answer of each group and compare each answer of the groups.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the three data above, it can be concluded that the goal of Task 15 was achieved. The data show that the task could encourage and helped students to understand the text. They could share and help each other in a group while they completing the task.

## **2. Input**

The students agreed that input was interesting and easy to be understood. The mean value for this was 2.97. It means that more than half of students in the class

agreed the input was suitable for them. However, the different result came from the interview result. It can be seen in the interview transcript below.

- R : *Apakah teks yang diberikan mudah dipahami?* (Is the text comprehensible?)  
 S : *Ya, gak terlalu sih, tapi kita faham kok pak.* (not really, but we could understand it)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The transcript shows that the students agreed the text understandable. Although, they said that it was not easy enough, but they could understand it. However, they have difficulty in understanding the question. The same result was also shown in the class observation. It can be seen in the following field note:

Moreover, it spent much time because they should discuss and after they discuss it, the teacher checked the answer of each group and compare each answer of the groups. They had difficulty related to understanding the question. Therefore, the teacher explained it to them. Then, the students could complete the task, finally.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the data above, it can be concluded that the input was ineffective. Therefore, the questions should be changed so that it can be much easier to be understood.

### **3. Activity**

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 2.88 and 3.19. These could be concluded that more than a half of students in the class agreed

that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Apa dalam kegiatan yang ada pada Task 15, bisa membantu memahami bacaan?* (Could The activity of Task 15 help you in understanding the text?)  
 S : *Bisa pak.* (Yes, we could, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that by doing a discussion in completing Task 15 they could understanding the text. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

The students made group of four and they should answer the question of this task by discussing in their group. It spent much time because they want to choose their group by their self... Moreover, it spent much time because they should discuss and after they discuss it, the teacher checked the answer of each group and compare each answer of the groups.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave a good response for the activity. They could answer the question in Task 15 after discussing with their friend. In conclusion, as supported by three data resulted in the same result; the activity for Task 15 was effective.

#### **4. Setting**

Related to the setting of task, the students were required to do the task in group. Toward the agreement for this component, the mean value was 2.97.

Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

*R : Apakah kalian memiliki kesulitan mengerjakan Task 15 dengan diskusi dalam satu kelompok?( did you get any difficulty in doing Task 15 in a groups?*

*S : Ya jadi lebih mudah sih pak, bisa mengerjakan bareng-bareng. Tapi soalnya memang agak susah pak. Gak mudeng maksudnya,. ( it make us easy to do it by discussing with our friends. However, the question was difficult to be understood sir.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 15. The positive responses from the students could be seen in the teaching and learning process which was shown in the following piece of field note:

Moreover, it spent much time because they should discuss and after they discuss it, the teacher checked the answer of each group and compare each answer of the groups.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

In the class, although they had difficulty in understanding the questions, they could complete it after the teacher explained the questions and then they discussed it with their friends. As the task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

## **5. Learner Role**

The students in this task have to participate actively in the teaching and learning process. They participated in discussing session. They also participated in answering session when the teacher gave opportunity in presenting their answer. It

was shown in the mean value that is 3.03 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Kalian aktif gak tadi dikelas saat mengerjakan Task 15 ini?* (Did you participate actively in doing Task 15?)  
 S : *Iya dong pak. Tadi kita udah berdiskusi terus juga menjawab pertanyaan* (yes we did. We discussed the questions and we also answer the question, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the following fieldnote:

Then, group discussion task was started. The students made group of four and they should answer the question of this task by discussing in their group.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students showed that by joining in the task and participating in the whole process, although they had difficulty in understanding the question, they could be participated actively and completed the task. In conclusion, the learners had taken their role well.

## **6. Teacher Role**

In this task, the teacher had to take the role of a facilitator and a controller. In the result of the questionnaire, the mean value showed that the component was

effective and the value was 2.84. It was supported by interview data in the following interview excerpt:

- R : *Apakah di Task 15 ini guru bisa mengatur dan mengendalikan proses belajar saat kalian berdiskusi dalam menyelesaikan Task 15* (Did the teacher only control students in discussing the task?)
- S : *Ya sih pak, pak guru juga kasih penjelasan tentang pertanyaannya juga tadi.* (Yes, he did. The teacher also gave explanation related to the questions)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the teacher acted as a facilitator and controller. Moreover, the observation data also supported it. It could be seen in the following field note:

Moreover, it spent much time because they should discuss and after they discuss it, the teacher checked the answer of each group and compare each answer of the groups. They had difficulty related to understanding the question. Therefore, the teacher explained it to them. Then, the students could complete the task, finally.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph.

## **b. Conclusion**

Based on the result of the components analysis, Task 15 was effective and agreed by the whole students. These could be concluded in the following table:

Table 43: **The analysis and revisions of the components of Task 15 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 15 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Ineffective	The question should be changed. It should be simplified so the students could understand it easily.
3. Activities <ul style="list-style-type: none"> <li>• The activities in task 15 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 15 are attractive</li> </ul>		
4. Learner Role Task 15 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 16) Task 16

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 44: The mean and category of Task 16 in Unit 1 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at encouraging learner to be creative learner and applied the reading skills that they get	32	8	14	7	3	2.84	agree
2. Input The input (text and picture) was interested and easy to be understood	32	12	15	4	1	3.19	agree
3. Activities • The activities in task 16 were appropriate to students' interest	32	10	12	7	4	2.94	agree
• The activities in Task 16 are attractive	32	11	19	2	0	3.28	agree
4. Learner Role Task 16 motivated and gave students chances to participate and express actively	32	11	14	5	2	3.06	agree
5. Teacher Role The teacher role was effective	32	11	15	5	1	3,13	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	11	18	3	0	3.25	agree

### a. Task Components Analysis

#### 1. Goal

This task aimed at helping students to encourage learner to be creative learner and to apply the reading skills that they got. Moreover, the task could also check the student understanding related to the skills of reading that they learned in this unit. As

shown in the table 40 of the descriptive statistics result of the questionnaire, the goal of Task 16 was achieved mean value of 2.84 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree. The data was supported by the following interview excerpt:

- R : Menurut kalian, PR yang diberikan bisa memberian kesempatan kalian menjadi lebih kreatif tidak? ( do you think that Home Work given could make you to be creative learners?)
- S :Kreatif gimana pak? (what do you mean of creative?)
- T : Ya maksudnya bisa membaut kalian kreatif, bisa belajar dari apa yang kalian mau tidak terfokus dikelas, dan tidak monoton, contohnya mencari materi sendiri seperti yang saat kalian mengerjakan PR. (you caould be creative, you could learn anything you want, not only in the class. For example, you tried to get materials by yourself as you had done when you completed your homework.)
- S : Oh iya pak, kalu seperti itu berarti kita sudah kreatif. (I see, so we had been a creative learner sir)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Then, based on the reflection of the implementation and the field notes, the goal really covers students need; the students participate well during the teaching learning process and applied what they learned in the unit.

Before closing the class, the teacher summarized the materials and asked them to do homework provided in the unit. In the homework, students should find an article about living things in pairs.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 16 was effective. It encouraged students to be creative in learning English and to apply reading skill, guessing, in understanding the text.

## 2. Input

In relation to input, the students did not agree that the text found in the internet was easy to be understood. It could be seen in the descriptive statistics result; in which it conveys the mean value of 3.19. Therefore, it was also regarded that the task was not effective because it shows that more than half students did not agree that the task was effective. It was supported by the following interview transcript:

- R* : Menurut kalian pr nya susah tidak?( did you think that the homework was difficult?)
- S* : Iya pak, saya bingung caranya diinternet, kata-kata yang diinternet susah. Kalau cari di buku npelajaran atau sumber lain yang agak mudah saja gimana pak? (yes, sir. I have difficulty searching the text in the internet. The text was also difficult in the internet. Wha do you think if we found it in course books or any source that is quite easy for us? ).
- R* : Oh gitu, baiklah(I see, oke)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

In the result of interview, they generally have difficulty to find the text that suitable for them. The input especially the text was difficult to find in the internet. They suggested to find the other resources that more suitable for them. It was supported by the observation data in the field note below:

The teachers previewed the previous materials and asked the students to submit the homework. There were some students who did not finish their homework and the teacher asked them to finish it in their home and then to submit it the next day on the English teacher desk. They did not do their homework because they have difficulty to find the text in the internet.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the explanation above, it can be concluded that the task 16 input was not effective although the mean value showed that it was not. It was because the

others data, interview and field note, showed the different result. It should be free for them to find any text of living things that suitable for them, not only from the internet.

### 3. Activity

The aspects related to activity, especially the appropriateness of the activities with the students' interest, has mean of 2.94. Then, the attractiveness of the activities has mean of 3.28. It means that there were more a half of students agree to the effectiveness the task 16 activities.

The same result was shown in the interview. Based on the interview with the students, they have difficulty in finding the appropriate text, related to living things, for them. They expected that the source is not only from the internet but also from the other sources like course book, magazine or other sources. These can be seen in the following interview transcript:.

- R : Menurut kalian pr nya susah tidak??( did you think that the homework was difficult?)*
- S : Iya pak, saya bingung caranya diinternet, kata-kata yang diinternet susah. Kalau cari di buku npelajaran atau sumber lain yang agak mudah saja gimana pak? (yes, sir. I have difficulty searching the text in the internet. The text was also difficult in the internet. Wha do you think if we found it in course books or any source that is quite easy for us? ).*
- R : Oh gitu, baiklah(I see, oke)*
- S : Ya pak jangan di intert saja.*
- R : Yalau kegiatan seperti sanning, guessing makna sama mencari main idea paragraph dari text yang kalian cari, apakah itu sudah cukup pas dan menarik untuk kalian?*
- S : Ya lumayan bagus pak?*
- R : Tapi yang jelas bias membantu kalian dalam memahami bacaan teks science kan?*

*S : Ya bias sih pak.*

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(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

Further, the same result was shown in the observation data. Some students got difficulty in finding the text. It was indicated by some students did not submitted their homework.

In the homework, students should find an article about living things in pairs. Then, they must scan the article and make list of information that they get. In addition, they also must find the main idea of each paragraph and guess the unfamiliar words in the article. The homework must be submitted in the next meeting.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the data above, it can be concluded that the activity is ineffective. The activity should not only finding the text from internets but also finding text from other sources. However, according to observation data and interview result, the other activities such as scanning, guessing and finding were good for them.

#### **4. Setting**

Pairs works were needed to do the task 16. Because it was homework task, they completed the task in home and submitted it in the next meeting. the mean value of task 16 setting was 3.25 of mean. It means that more than half of students in the class agreed that the task was effective. The setting (class management) was pairs work and they agreed that the pairs work for homework was good for them as shown in the following interview transcript.

- R* : Terus sudah pas belum kalau ngerjainnya berdua sama teman kalian? (Then, was pairs work appropriate for you in doing the task?)
- S* : Ya pak, kayaknya memang sudah pasnya kerjain berdua atau kelompok juga boleh, jadi ada yang bisa ditanya-tanya kalau bingung.. (Yes, Sir. I think we needed to do the task in pairs or may be in groups, so we can consult any difficulty with my friend.)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the reflection of the interview, the students felt that the task was well applied in pairs work setting although they have difficulty in finding it. It can be seen in the field note below.

Students should find an article about living things in pairs. Then, they must scan the article and make list of information that they get

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the data above, it can be concluded that the task component was effective. It was well applied in work pairs because it could help the students to consulting their difficulty with their partner.

## 5. Learner Role

In learner role, Task 16 required the students to do the task in pairs. Toward the agreement for learner role component, the mean value was 3.06. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : Ok, terus kalian bisa mengerjakan PR nya tidak tadi?(Ok, then, did you participate actively in the class??)
- S* : Ya kayaknya bisa sih pak, tapi sedikit susah cari bacaan yang bisa di pahami di internet. Susah-susah pak bacaannya. Cuma agak bingung saja

- menebak klata yang susah.* ( ya, I think I participate actively in the class, but I was just a little bit confused in guessing the unfamiliar words)
- R: *Tapi kalian sudah benar-benar nyari diinternet kan?* (but, had you really try to find in the internet?)
- S : *Sudah pak. Tapi nemunya baccaannya agak susah, jadi ngerjainnya lumayan susah sih pak.* ( Yes, had. But I only found the difficult text.)
- R :*Tapi kan kalian ngerjakannya di rumah dan ngerjain bareng temen kalian.* ( but you did it at home and dii it with your firend, right?)
- S : *Ya untung gak ngerjain sendiri. Kalau ngerjain sendiri tambah bingung pak.*( fortunately, we didn't do it individually. If it was completed individually, it would be confusing)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students tried to complete the task by browsing the text in the internet. Although it was difficult for them to find an appropriate text for trhem, they could complete the text. This was supported by the observation data as shown below:

Students should find an article about living things in pairs. Then, they must scan the article and make list of information that they get. In addition, they also must find the main idea of each paragraph and guess the unfamiliar words in the article.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

Based on the data above, it can be concluded that the task component was effective. The students had tried to finding text in the internet. They completed it in pair and submit the homework. Although there are some students who did not submit the class because they had difficulty to find an appropriate text in the internet, they can complete it in the next day.

## **6. Teacher Role**

The mean of teacher roles was 3.13. It can be concluded that the teacher roles of Task 16 in Unit 1 are well-developed and qualified to be implemented. The

teacher's role is effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

*R : Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan task 16 belum? ( what about the teacher? Could the teacher guide and control you in doing the task?*

*S : Sudah pak, tadi kan bapak juga membantu juga dengan menjelaskan teknik guessing yang benar, ( yes, he could. The teacher help the students by giving explanation about the tips in guessing unfamiliar words.)*

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the reflection of the implementation, the researcher was helped by the class management. He can easily deliver the task and organized the students.

The teachers previewed the previous materials and asked the students to submit the homework. There were some students who did not finish their homework and the teacher asked them to finish it in their home and then to submit it the next day on the English teacher desk.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

In conclusion, the teacher's role was effective. He took role as controller and assessor in the task.

## **b. Conclusion**

From the analysis above, the conclusion which can be made is as following.

**Table 45: The analysis and revisions of the components of Task 16 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	Effective	-

2. Input The input (text, picture, article) is interested and easy to be understood	Ineffective	Text should be appropriate for them. It could be from internet or other resources.
3. Activities • The activities in task 16 are appropriate to students' interest • The activities in Task 16 are attractive	Ineffective	They should not only find the text in the internet but also find the text from others resources
4. Learner Role Task 16 has motivated and given students chances to participate and express actively	Effective	
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Ineffective	

### 17) Task 17

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 46: The mean and category of Task 17 in Unit 1 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at checking students understanding of a text in fun way.	32	7	15	7	3	2.81	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	13	15	2	2	3.22	agree
3. Activities • The activities in task 17	32	9	16	4	3	2.97	agree

are appropriate with students' interest							
• The activities in Task 17 are attractive	32	10	16	3	3	3.03	
4. Learner Role Task 17 has motivated and given students chances to participate and express actively	32	11	16	3	2	3.13	agree
5. Teacher Role The teacher role is effective	32	10	17	4	1	3.13	agree
6. Setting The class management/classification (individual, pairs, whole class) is effective	32	9	15	6	2	2.97	agree

### a. Task Components Analysis

#### 1. Goal

This task aimed at attracting students in understanding the text in fun way. This task encouraged students to participate actively in the class by answering the question when they are given a chance to answer it. In this task, every student had same opportunity answering the task loudly when the teacher asked them. As shown in the earlier table, the goal of Task 17 was achieved mean value of 2.81 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the task is good. The data was supported by the following interview excerpt:

- R* : Apakah mengasikkan mengerjakan Cross word puzzle game? (R: were you fun in doing the game?)  
*S* : Ya pak. ( yes, we were)

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Then, based on the reflection of the implementation and the field notes, the goal really covers students need; the students participate well during the teaching learning process.

After finishing the discussion task, crossword puzzle game was done to refresh the students. Moreover, by giving this game, the teacher could know whether student understand the text or not, because this game asked students about the information in the text.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 17 was effective for it prompted the students to learn grammar included in the text.

## 2. Input

The students agreed that the text was interested and could be understood. The mean value for this was 3.22. It means that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

R : *Apakah teks yang diberikan mudah dipahami? (Is the text comprehensible?)*  
 S : *Ya, lumayan sih pak, tapi lebih bagus lagi kalo dikasih contoh satu jawaban, kan bisa jadi petunjuk buat jawaban yang lain juga pak.. (Yah...not really. I think it is better if there is one answer as an example. Moreover it could be a clue for the other answers.)*

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(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

The students agreed that the text was understandable but they suggest to give an answer to help them in answering the questions. It was shown in the interview transcript above that they thought that the text was easy to them. It is in line with following field note:

Moreover, by giving this game, the teacher could know whether student understand the text or not, because this game asked students about the information in the text. ...They did it enthusiastically.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

In conclusion, the input of the task was not effective. It should be added an example of answer as a clue of the other answer.

### 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 2.97 and 3.03 which can be concluded that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

*R* : Apakah mengasikkan mengerjakan Cross word puzzle game? (R: were you fun in doing the game?)  
*S* : Ya pak. ( yes, we were)  
*R* : Terus kalian bisa kan menjawab semua pertanyaanya?  
*S* : Bis pak.  
*R* : Jadi udah faham ya sama bacaannya kalo gitu  
*S* : Ya lumayan pak.

---

(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

The students stated that they could follow the exercise of Task 17. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

After finishing the discussion task, crossword puzzle game was done to refresh the students... The teacher asked the question then any students who knew the answer could answer it.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

The students gave a good response for the activity. They could understand the text in and completed the game enthusiastically. In conclusion, as supported by three data resulted in the same result; the setting for Task 17 was effective.

#### 4. Setting

In learner role, Task 17 required the students to do the task in independently. Toward the agreement for this component, the mean value was 2.97. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

*R* : *Kalian mengalami kesulitan gak mengerjakan task 17 sendirian?*( did you any difficulty in doing task 17 independently ?)  
*S* : *Gak pak.* ( No, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 1, May 9, 2011)

Based on the reflection of the interview, the students felt that the task was well applied in individual work setting. It supported in the field note below.

The teacher asked the question then any students who knew the answer could answer it. They did it enthusiastically.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 1, May 9, 2011)

In the class, the success of the task was shown by student participation in completing the task and their understanding of the text. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

### 5. Learner Role

The students in this task have to participate actively in the teaching and learning process. It was shown in the mean value that is 3.13 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R :*Pas kemarin dikasih kesempatan buat jawab isi puzzle, kalian menjawab tidak?* (  
 S :*Iya dong pak. (I did.)*  
 S :*Ya kalau pas dikasih kesempatan menjawab pertanyaan saya jawab pak. (*  
*when I was given opportunity to answer the question, I answer it, Sir.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note that could be seen on page 163.

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

In this task, the teacher had to take the role of a facilitator and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.13. It was supported by interview data in the following interview excerpt:

- R : *Apakah di task 17 ini guru hanya diam saja?* (Did the teacher only do nothing when you did the game?)  
 S : *Gak sih pak, pak guru juga kasih penjelasan kalau ada yang kurang jelas.* Sama meberikan kesempatan siswa buat melengkapi puzzle (Not really, sir. The teacher also gave explanation if there is something that is not clear enough)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 1, May 9, 2011)

The students agreed that the teacher acted as a facilitator. The observation data also supported the previous data. It could be seen in the following piece of field note on page 163.

It was clear that the researcher who taught the students had important role in encouraging the student to participate actively in the class by acting as facilitator and controller.

### b. Conclusion

Based on the result of the components analysis, Task 17 was effective and agreed by the whole students. These could be concluded in the following table:

Table 47: **The analysis and revisions of the components of Task 17 in Unit 1**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This task aimed at checking students understanding of a text in fun way.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	ineffective	It should be added an example of answer as clue of the other answer
3. Activities <ul style="list-style-type: none"> <li>• The activities in task 17 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 17 are attractive</li> </ul>		
4. Learner Role Task 17 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### c. The Description of the Tryout of Unit 2

The tryout of Unit 2 was conducted in two meetings. The first meeting was conducted on May 23, 2011 and the second meeting was conducted on May 30, 2011. It was conducted in VII D with 32 students.

The materials of unit 2 deal with the students' needs and interests, and are appropriate with the immersion program. This talks about measurement and has sixteen tasks. The grid of Unit 2 of the first draft can be seen in table 2 and the materials could be seen in Appendix D. Moreover, a complete description of the try out of unit 2 could be seen in appendix J.

### d. The Tryout, Evaluation and Revision of Unit 2

#### 1) Task 1

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 48: The mean and category of Task 1 in Unit 2 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at building the background knowledge.	32	9	16	4	3	2.97	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	8	14	6	4	2.81	agree

3. Activities • The activities in Task 1 were appropriate to students' interest	32	10	16	4	2	3.06	agree
• The activities in Task 1 were attractive	32	6	17	6	3	2.81	
4. Learner Role Task 1 had motivated and given students chances to participate and express actively	32	11	18	3	0	3.25	agree
5. Teacher Role The teacher role was effective	32	11	19	2	0	3.28	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	9	19	3	1	3.13	agree

The table showed that the students' agreement towards the task varied. This was shown from the range of the mean; i.e. from 2.81 to 3.28. It means that most students agreed that task 1 is effective because the range of a mean of every task component is more than 2.5. In the other words, more than half of total students of the class agreed that the task is effective. However, to know whether the task was effective or not the detailed analysis on the task components is given as follows.

### **a. Task Components Analysis**

#### **1. Goal**

This task aimed at helping students to build the background knowledge of the field. This task encouraged students to match the units of measurement with their application. It encouraged the students to recall the knowledge that they had learn

before. By doing this task, the students were prepared to read the text in the next text, so that they could get the description of the topic in the next text. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 1 was achieved mean value of 2.97 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the task is good. The data was supported by the following interview excerpt:

- R* : *Kalian setuju tidak Task 1 bisa membantu kalian untuk mendapatkan gambaran tentang topic pada unit 2?*(R: do you agree that task 1 can give you description about the topic of the unit 2?)  
*S* : *Menurut saya sudah baik pak, task ini bisalah memberi sedikit gambaran tentang topic yang akan kita bahas. Tentang pengukuran kan pak?* ( I think the task is good, Sir. It can give us description about the topic that we are going to discuss. It is about measurement, is'n it?)  
*S* : *Ya benar.* (yes, it is)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Then, based on the reflection of the tryout and the field notes, the goal really covers students need. The students could answer the question in the task.

The teacher asked them to remember about the units provided to help them in completing the task.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 23, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 1 was effective for it prompted the students to build background knowledge and to give the description of the topic.

## 2. Input

In terms of the quantitative result towards the component for input, they showed that the component was effective. The mean for the component was 2.81. Therefore, it was also regarded that the task was effective because it shows that more than half students agreed that the task was effective. This result was supported by the result of the interview as shown in the following excerpt:

R : *Terus, kalian bisa gak memahami dan mengerjakan Task 1?* (Then, could you understand and complete the Task 1?)  
 S : *Bisa sih pak, .* (yes, we could, sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students stated that they could understand and complete the exercise of Task 1. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

The teacher asked them to remember about the units provided to help them in completing the task. They looked enjoy and did not have any difficulty in completing the task.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 23, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. Based on the data above, it can be concluded that the task input was good.

## 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.06 and

2.81. It could be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Apa kalian bisa mencocokkan satuan yang ada sama penerapan nya?*  
 (Could you match the units with the application?)  
 S : *Bisa.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

In addition, during the tryout the students were so attractive when joining the sessions. They did the task well.

In the task 1, students matched the units of measurement with their application...  
 They looked enjoy and did not have any difficulty in completing the task.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 23, 2011)

The students gave a good response for the activity. They were enthusiasts in answering the questions. In conclusion, as supported by three data resulted in the same result; the activity for Task 1 was effective.

#### **4. Setting**

In learner role, Task 1 required the students to do the task in pairs. Toward the agreement for this component, the mean value was 3.13. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R* : Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara berdua? ( do you get any difficulty in doing task in pairs?)  
*S* : Tidak pak, kita bisa. ( no sir. we can do it, sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

In the task 1, students matched the units of measurement with their application. They complete the task in pairs.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 23, 2011)

Based on the data above, it can be concluded that the task was effective. The student can complete the task independently.

## 5. Learner Role

In learner role, Task 1 mean value was 3.25. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R* : Ok, terus kalian aktif gak tadi?(Ok, then, did you participate actively in the class??  
*S* :Iya dong pak,( yes, sir)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students completed the task and participated actively by answering the question loudly when they were asked by the teacher. This statement was supported by the observation data as shown below:

The activities were followed by discussing the questions and they answered it. After that, they were ready for the next task.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 23, 2011)

The students showed that they participate in completing and answering the task. Based on the data above, it could be concluded that the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

The mean of teacher roles was 3.28. It can be concluded that the teacher roles of Task 1 in Unit 2 are good. In other word, the teacher's role was effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R* : *Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan task 1 blum?*( what about the teacher? Could the teacher guide and control you in doing the task?)  
*S* : *Sudah pak.*( yes, he could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Based on the reflection of the tryout, the researcher was helped by the class management. He can easily deliver the task and organized the students. It can be seen in the field note related to the learner role on the previous page.

In short, the teacher role was appropriate for the students. It was supported by three data above, questionnaire results, interview result and class observation result. The teacher could inform needed information related to the task, control the class and asses the students.

## b. Conclusion

From the analysis above, the conclusion which can be made is as following.

**Table 49: The analysis and revisions of the components of Task 1 in Unit 2**

Component	Analysis	Revision
1. Goal This task aimed at building the background knowledge.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in Task 1 are appropriate to students' interest	Effective	
• The activities in Task 1 are attractive	Effective	-
4. Learner Role Task 1 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	.

## 2) Task 2

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 50: The mean and category of Task 2 in Unit 2 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 2 help me to learn reading strategy, skimming a text	32	9	20	2	1	3.16	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	12	12	6	2	3.06	Agree
3. Activities • The activities in task 2 are appropriate with students' interest	32	9	18	4	1	3.09	Agree
• The activities in Task 2 are attractive	32	13	17	1	1	3.31	Agree
4. Learner Role Task 2 has motivated and given students chances to participate and express actively	32	12	15	5	0	3.22	agree
5. Teacher Role The teacher role is effective	32	18	12	2	0	3.5	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	10	17	3	2	3.09	Agree

The table showed that the students' agreement towards the task varied. This was shown from the range of the mean; i.e. from 3.06 to 3.5. It means that most of students agreed that task 2 is effective because the range of mean of every task component is more than 2.5. In the other word, more than half of total students of the class agreed that the task is effective. However, to know whether the task was effective or not the detailed analysis on the task components is given as follows.

## a. Task Component Analysis

### 1. Goal

Task 2 aimed at improving students' reading skill in English, particularly the skimming strategy in reading. The mean of the goal in the result of questionnaire was 3.16. It means that the task was effective because the means more than 2.5. It meant that more than half students in class agree that the component was effective. This result was supported with the result of interview as follows:

- R : *Task 2. Apakah kalian setuju kalau Task 2 ini meningkatkan kemampuan membaca kamu dalama bahasa Inggris?* (Do you agree if the Task 2 can improve your reading skill in English? )  
 S : *Setuju.* (I do.)

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(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that their reading skill was improved by doing the task. This result is also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

In the task 2, students were encouraged to skim the text to find the topic of the text and read the whole text to answer question in task 3 and 4...  
 ... Then, the teacher asked to skim the text to find the topic of the text. Most of them could find it.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students gave a good response for the goal. They could learn and applied the reading skills, skimming. In conclusion, as supported by three data resulted in the same result; the goal was effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.06. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian faham tidak sama kata-katanya?* (did you understand the vocabulary?)  
 S : *Agak sulit pak, tapi masih bisa dipahami kok.* (it is rather difficult, but it can be understood.)

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(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students thought that the words given in the input was easy and understandable for them. It was also supported by the result of the observation which was shown in the piece of the field note below:

Before doing the Task 2, the students were explained the skill of reading, skimming. The learner was provided some explanation related to reading skills, particularly skimming.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. In conclusion, as supported by three data resulted in the same result; the input for Task 2 is effective.

### 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.09 and 3.31 which can be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa mengikuti proses pembelajaran pada Task 2 ini saat diterapkan?* (Could you follow the learning g process of Task 2?)  
 S : *Bisa.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students stated that they could follow the exercise of Task 2. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

Moreover, before asking students to read the text, the teacher gave opportunity to the students to ask some questions if they did not understand the explanation. Then, the teacher asked to skim the text to find the topic of the text. Most of them could find it.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students gave a good response for the activity. They scan and read the whole text. In conclusion, as supported by three data resulted in the same result; the activity for Task 2 was effective.

#### 4. Setting

In learner role, Task 2 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.09. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara individu? ( do you get any difficulty in doing task 2 individually?)  
*S* : Ya, sedikit tapi masih bisa si pak. ( I have little difficulty, but i can do it, sir.)

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(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

Then, the teacher asked to skim the text to find the topic of the text independently. Most of them could find it

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(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

In the class, the students' participation determined the task success. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

#### 5. Learner Role

This component was also similar with the previous one; i.e. the setting for the task. While the setting required the students to participate actively in the classroom, the researcher had to make sure that they also participated actively in the classroom.

It was shown in the mean value that is 3.22 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Apakah kalian berperan aktif di dalam proses pembelajaran?* (Did you participate actively in the teaching and learning process?)  
 S : *Saya aktif di kelas pak.* (I did.)

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(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

Moreover, before asking students to read the text, the teacher gave opportunity to the students to ask some questions if they did not understand the explanation. Then, the teacher asked to skim the text to find the topic of the text independently. Most of them could find it. Then, the teacher asked them to read the whole text to answer Task 3 and Task 4.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## **6. Teacher Role**

Teacher, in Task 2, acted as a resource/informer to the students. In the result of the questionnaire, the mean value showed that the component was effective and the

value was 3.56. Therefore, it was effective. It was supported by interview data in the following interview excerpt:

- R : *Kalian setuju tidak kalau dalam task 2 ini guru sebagai fasilitator dalam pembelajaran?* (Did you agree that the teacher takes the role of a facilitator in Task 2?)  
 S : *Setuju.* (I did.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the teacher acted as a resource. Then, the observation data also supported the previous data. It could be seen in the piece of field note related to the learner role on the previous page.

It was clear that the teacher who taught the students gave the students a brief explanation related to reading strategy and encourage them to read text effectively. In conclusion, the component was effective.

## **b. Conclusion**

Based on the result of the components analysis, Task 2 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 51: The analysis and revisions of the components of Task 2 in Unit 2**

Component	Analysis	Revision
Goal: Task 2 helped students to learn reading strategy, skimming a text	Effective	-
Input : The input (text, picture, article) is interested and easy to be understood	Effective	-

Activity: 1. The activities in task 2 are appropriate with students' interest	Effective	
2. The activities in Task 2 are attractive		
Learners roles: The students participated actively in the teaching and learning process.	Effective	-
Teacher roles: A guide, a facilitator, and a motivator	Effective	-
Setting : Individual task	Effective	-

### 3) Task 3

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 52: The mean and category of Task 3 in Unit 2 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 3 helped students to comprehend a text by identifying main idea of each paragraph.	32	8	13	8	3	2.81	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	11	16	3	2	3.13	Agree
3. Activities • The activities in task 3 are appropriate with students' interest	32	9	16	4	3	2.97	Agree
• The activities in Task 3 are attractive	32	9	14	6	3	2.91	Agree

4. Learner Role Task 3 has motivated and given students chances to participate and express actively	32	10	16	4	2	3.06	Agree
5. Teacher Role The teacher role is effective	32	10	16	5	1	3.09	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	12	14	3	3	3.03	Agree

The table showed that the students agreement towards was quite high. This he table showed the range of the mean from 2.81 to 3.13. It meant that most of students agreed that the task was effective because the mean over than 2.5.

#### a. Task Component Analysis

##### 1. Goal

Task 3 aimed at helping students to comprehend text by identifying the main idea of each paragraph. As shown in the table of the descriptive statistics data of the mean, the value for this component was 2.81. It means that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

- R : *Terus Apakah Task 3 ini membantu kalian memahami bacaan dengan mengajak kalian memahami main idea tiap paragraph? ( move to Task 3 now. Did the task help you to comprehend the text by encouraging you identifying the main idea of each paragraph?)*
- S : *Ya sih pak. Kita bisa tahu isi bacaan dengan memahami main idea pada tiap paragraph. ( yes, sir. We were able to comprehend the text by identifying the main idea.)*

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(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Response of the students was good. It could be reflected from the interview transcript above. This was also supported by the observation data below.

In the task 3, the students tried to find out the main idea of each paragraph.  
...Most of the students could do the task well.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

In conclusion, this component was effective. The students could reach the goal of the task. They could understand the task by identifying the main idea of paragraph.

## 2. Input

The students agreed that the picture was interested and easy to be understood. The mean value for this was 3.13. It means that more than half of students in the class agreed the input was qualified. However, a different result was shown in the interview transcript below.

- R : *Bacaannya menurut kalian gimana, jelas kan* ( what about the text? Was it clear?)  
 S : *Ya lumayan laha pak.* ( it' quite easy, Sir.)  
 R : *Terus gambar yang disediakan sudah sesuai dengan topic nya kan?* ( what about the picture? Was it appropriate?)  
 S : *Ya sudah pas pak.*(yes, sir)  
 R : *Bagus tidak?* ( was it good?)  
 S : *Bagus lah pak...sesuai sama temanya.tapi kayaknya musti di bagusin lagi* ( it was good, sir, it is in line with the topic, but I think it must be improved)  
 R : *Di bagusin gimana?gambar nya diganti?*(what do you mean? Must be the picture changed?)  
 S : *Gimana ya...gambar nya sesuai tapi kok masih kayak ada yang kurang* ( I don't know, the pictures are appropriate but there is still some thing lack)  
 R : *Tampilannya po yang masih kurang?*(is it about the lay out)  
 S : *Kayaknya gitu pak.*( may be, Sir)

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(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the text is easy and the pictures were appropriate. However, they think that the layout should be improved. In the class, they were looked easy in doing the task. It could be seen in the following piece of field note:

Then, the teacher asked them to read the whole text to answer Task 3 and Task 4. ... In the task 3, the students tried to find out the main idea of each paragraph. ... Most of the students could do the task well.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

### 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 2.97 and 2.91 which can be concluded that more than a half of students in the class agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

R :*Apa kalian bisa menentukan main idea pada setiap paragraph seperti yang diperintahkan di task 3? (Could you find main idea of each paragraph asked in task 3 ?)*  
 S :*Bisa pak. (Yes, we could, Sir.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students stated that they could follow the exercise of Task 3. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

In the task 3, the students tried to find out the main idea of each paragraph. To make the task feel easy to the students, the main ideas of paragraph in the text had been

provided and the students just decided the number of paragraph of each main idea. Most of the students could do the task well.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students gave a good response for the activity. They could found the main idea of each paragraph and complete the task well. In conclusion, as supported by three data resulted in the same result; the activity for Task 3 was effective.

#### 4. Setting

In setting, Task 3 required the students to do the task in pairs. Toward the agreement for this component, the mean value was 3.03. Therefore, it could be concluded as effective task related to the setting. It is in line with the result of the interview.

*R* :*Terus, susah gak mengerjakan task 3 sama teman sebangku mu?* ( then, is it difficult for you completing Task 3 in pairs?

*S* :*Bisa si pak.* ( I can do it)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Students agreed that the setting was appropriate for them. They could complete

The students completed the task independently. To make the task feel easy to the students, the main ideas of paragraph in the text had been provided and the students just decided the number of paragraph of each main idea.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The setting of this task was regarded as appropriate for the students. In the class, they could complete it in pairs.

## 5. Learner Role

The students in this task have to participate actively in the teaching and learning process. It was shown in the mean value that is 3.06 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R :*Kalian aktif gak dikelas saat mengerjakan task 3 ini?* (Did you participate actively in doing task 3?)  
 S :*Iya pak.* (I did.)  
 R :*Aktif nya gimana?* ( how did you participate actively in the class?)  
 S :*Ya kalau pas dikasih kesempatan menjawab pertanyaan saya jawab pak.* ( when I was given opportunity to answer the question, I answer it, Sir.)  
 R :*Bagus.* ( Good)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

Then, a discussion of their answer was conducted. The teacher gave opportunity to the students to show their answer. Then, some students raised their hand and showed their answer. After the students show their answer, the teacher asked to the other students weather the answer right or wrong. Most of the students could do the task well.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of

participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

In this task, the teacher had to take the role of a resource and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.09. It was supported by interview data in the following interview excerpt:

- R :*Apakah di task 3 ini guru hanya mengawasi siswa dalam mengerjakan task 3 ? (Did the teacher only control students in doing the task?)*  
 S :*Kayaknya iya sih pak.*  
 R :*Terus apakah guru menjelaskan langkah-langkah mengerjakannya dan menjelaskan tips menemukan main idea yang baik? ( did not the teacher explain the steps in doing the task and explain the tips to find main idea?)*  
 S :*Iya pak (yes, sir. He did. )*

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(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the teacher acted as a resource. Surprisingly, the observation data also supported the previous data. It could be seen in the piece of field note related to the learner role on previous page.

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph. therefore. it can be concluded that the teacher role are appropriate for the students.

## b. Conclusion

Based on the result of the components analysis, Task 3 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 53: The analysis and revisions of the components of Task 3 in Unit 2**

Component	Analysis	Revision
1. Goal Task 3 helped students to comprehend a text by identifying main idea of each paragraph.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>The activities in task 3 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>The activities in Task 3 are attractive</li> </ul>		
4. Learner Role Task 3 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

#### 4) Task 4

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 54: The mean and category of Task 4 in Unit 2 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	32	8	16	6	3	2.88	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	5	11	10	6	2.47	disagree
3. Activities • The activities in task 4 are appropriate with students' interest	32	4	7	16	5	2.31	disagree
• The activities in Task 4 are attractive	32	3	11	15	3	2.44	
4. Learner Role Task 4 has motivated and given students chances to participate and express actively	32	9	12	9	2	2.88	agree
5. Teacher Role The teacher role is effective	32	10	14	6	2	3,00	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	4	6	14	8	2.19	disagree

## a. Task Components Analysis

### 1. Goal

This task aimed at helping students to comprehend the text by guessing some unfamiliar words. This task encouraged students to read the task effectively by implementing guessing the meaning of unfamiliar words. Moreover, the task could also check the student understanding. By doing this task, it could be found whether the students could guess of unfamiliar words, so that they could get the information in the text. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 4 was achieved mean value of 2.88 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the task is good. The data was supported by the following interview excerpt:

- R* : Kalian setuju tidak Task 4, dengan menyuruh kalian menabak atau gussing kata-kata yang sulit, bisa mendorong kalian agar bisa membaca text science dengan effective.?(R: do you agree that task 4, by asking you to guess unfamiliar words, could encourage you to read science text effectively?)
- S* : Wah susah pak nebaknya. ( It was difficult.
- R* : La kok bisa?. (How come?)
- S* : la gak ada gambaran apa-apa buat nebak. ( I had nothing in my mind regarding to the words)
- R* : Kan kalian bisa ngira-ngira dengan melihat kata lain dalam kalimat yang ada unfamiliar wordnya.( You could guess the meaning of unfamiliar words by identifying the other words in the sentence including the unfamiliar words, right?)
- S* : Tapi saja pak, susah.( It still be difficult for us, sir)
- R* : Tapi menurut kalian menebak kata itu bisa melatih kalian untuk membaca yang lebih efektif tidak? kan dengan mengira-ngira maknanya kalian gak perlu buka kamus..jadi lebih cepet kan? ( Do you think guessing could teach you to read effectively? As you know, it do not need to open the dictionary, so you can read fast.)

S : *Iya sih pak.* ( I think so)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Then, based on the reflection of the tryout and the field notes, the goal could not achieve. The students have difficulty in guessing.

The purpose of this task is to improve students' vocabulary and to encourage students read effectively without using a dictionary because in the real setting in immersion class, it is impossible to understand the text effectively with the dictionary support. However, it was not easy for the students in guessing the meaning of unfamiliar words. Like in previous unit, that they did not have any idea about the meaning of unfamiliar words. Therefore, the teacher helped them by guiding them in guessing.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 4 was effective to encourage students guessing unfamiliar words. Although the field note showed that the students had difficulty in guessing, but the other data, interview data and questionnaire data, showed that the component was effective. Therefore, it could be concluded that the goal could be archived.

## **2. Input**

In relation to input, the students did not agree that the picture given helped them to understand the task. It could be seen in the descriptive statistics result; in which it conveys the mean value of 2.47. Therefore, it was also regarded that the task component was not effective because it shows that more than half students did not agree that the task was effective. The different result came in the interview as seen in the following interview transcript:

- R* : *Jadi textnya menryt kalian susah ato mudah?( so, what do you think about the text? Is it easy or difficult?)*
- S* : *Lumayan pak ( it is enough).*
- R* : *Maksud nya lumayan?(what do you mean?)*
- S* : *Ya masih bisa faham pak, tapi beberapa kata ada yang gak tau artinya.(yes, it could be, but the unfamiliar words were difficult.)*

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Based on the result of interview, they agreed that generally the input especially the text is good, but some unfamiliar words that they should guess were difficult. Actually, these unfamiliar words had been included in the text to encourage the students to applied guessing while they read.

Based on the reflection of the field notes, the students felt difficulty in guessing the unfamiliar words. But finally they could do this by getting some help from the teacher.

However, it was not easy for the students in guessing the meaning of unfamiliar words. Like in previous unit, that they did not have any idea about the meaning of unfamiliar words. Therefore, the teacher helped them by guiding them in guessing.

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

Based on the explanation above, it can be concluded that the task 4 input was effective although the mean value showed that it was not. It was because the others data, interview and field note, showed the different result. These finding support an idea that the input of task 4 was good.

### **3. Activity**

The aspects related to activity have also low mean means like input. The appropriateness of the activities with the students' interest has mean of 2.31. Then, the

attractiveness of the activities has mean of 2.43. It means that there were more a half of students disagree to the effectiveness the task 4 activities.

The different result was shown in the interview. Based on the interview with the students, the activity actually was good. It could encourage the students to read effectively. They also interested to the activity, but the unfamiliar words that they should guess were to difficult for them.

- R :Terus berarti kalian setuju gak kalau kegiatannya sudah baik dan bisa membantu memahami bacaan dengan efektif?(So, did you agree that the activity was good and could help you to comprehend the text effectively?)*
- S :Ya setuju pak sebenarnya, menebak bisa membantu membaca cepat. Tapi susah (yes I think the activity is good, but it was so difficult to guess the unfamiliar words.)*

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(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

In addition, during the tryout the students were so attractive when joining the sessions. They did the task well.

Then in task 4, the teacher asked the students to find out the unfamiliar word by guessing it based on the context. The students were encouraged to find the meaning of the words without dictionary.  
 ...However, it was not easy for the students in guessing the meaning of unfamiliar words. Like in previous unit, that they did not have any idea about the meaning of unfamiliar words.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

Based on the interview and class observation, the task component was effective, but according to questionnaire result it was not. Therefore, it can be concluded that the activity can be achieved in the task although the questionnaire

result show that the input was not effective. It is because the others data, interview and field note, showed that the task activity was good.

#### 4. Setting

The setting component has low mean, it is 2.19 which means that more than half of students in the class did not agree that the task was effective. The setting (class management) was individual and they have difficulty in doing the task individually as shown in the following interview transcript.

- R* : Terus apa berarti susah ya ngerjain individu? ( *so was it difficult to do individually?*)  
*S* :Ya iya pak susah (Yes, Sir.)

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(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Based on the reflection of the tryout, the students felt that the task was difficult to be completed individually. It can be seen in the field note below.

Moreover, they should complete the task individually. This made them to complain their difficulty to the teacher.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

Based on the data above, it can be concluded that the task component was not effective. The setting should be changed. It should be done in pairs and it also should be in multiple choice task form to help the students guessing the unfamiliar words. Further, the task should be replaced in the last session of pre-reading activity because it was too difficult.

## 5. Learner Role

Regarded to the learner role, Task 4 mean value was 2.88. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

*R* : *Terus kalian aktif gak tadi?*(Ok, then, did you participate actively in the class??

*S* :*Aktif pak, tapi masih bingung pak, susah buat nebak.* ( I think I participate actively in the class, but I was just a little bit confused in guessing the unfamiliar words)

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(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students tried to complete the task and asked the teacher when they had difficulty or did not understand the instruction. It meant that they participated actively in the class. This statement was supported by the observation data as shown below:

This made them to complain their difficulty to the teacher. Therefore, the teacher helped them by guiding them in guessing. The teacher asked students to see the sentences including the unfamiliar words. The teacher asked them to translate the words that they know in the sentences. Then, he asked them to try in guessing the meaning of unfamiliar words that may be suitable.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

Based on the data above, it could be concluded that the component was effective. The student had participate in teaching and learning process in the class.

## 6. Teacher Role

The mean of teacher roles was 3.00. It can be concluded that the teacher roles of Task 4 in Unit 2 were good. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

*R* : *Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan task 4 blum?*( what about the teacher? Could the teacher guide and control you in doing the task?)

*S* : *Sudah pak.*( yes, he could.)

*R* : *Gurunya memberikan informasi yang kalian butuhkan di kelas saat mengerjakan task?* (Did the teacher give you information that you need in doing the task?)

*S* : *Iya pak, tadi juga sudah jelasin lagi caranya nebak kata.*( yes, sir. The teacher told us how to guess the meaning of unfamiliar words)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Based on the reflection of the tryout, the researcher was helped by the class management. He can easily deliver the task and organized the students. It can be seen in the piece of field note related to the learner role on previous page.

Based on the data above, it could be concluded that the component was effective. The teacher acted as controller, facilitator, and informer.

## **b. Conclusion**

From the analysis above, the conclusion which can be made is as following.

**Table 55: The analysis and revisions of the components of Task 4 in Unit 2**

Component	Analysis	Revision
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	Effective	-

2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in task 4 are appropriate with students' interest	Effective	
• The activities in Task 4 are attractive	Effective	-
4. Learner Role Task 4 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Ineffective	The setting must be in pairs and multiple choice tasks to help the students in guessing unfamiliar words. Further, the task should be replaced in the last session of pre-reading activity because it was too difficult.

### 5) Task 5

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 56: The mean and category of Task 5 in Unit 2 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 5 helps the students to learn grammar included in the text.	32	13	16	2	1	3.28	Agree
2. Input The input (text, picture,	32	10	16	4	2	3.06	Agree

article) is interested and easy to be understood							
3. Activities • The activities in task 5 are appropriate with students' interest	32	11	15	3	3	3.06	Agree
• The activities in Task 5 are attractive	32	12	16	3	1	3.22	Agree
4. Learner Role Task 5 has motivated and given students chances to participate and express actively	32	14	16	1	1	3.34	Agree
5. Teacher Role The teacher role is effective	32	10	19	2	1	3.19	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	10	18	3	1	3.15	Agree

### a. Task Components Analysis

#### 1. Goal

Task 5 helped the students to learn grammar included in the text. In this unit, the students learned the structure of paragraph. This task encouraged the students to identify a main sentence and supporting sentences included in the text. They were offered an explanation and an example of the main sentence and the supporting sentence. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 5 was achieved well by conveying mean value of 3.28 which was regarded as *Agree* in category. The data was supported by the following interview excerpt:

- R* : *Coba gentian liat Task 5, menurut kalian task in bisa membantu kalian mempelajari structure paragraph tidak?*(*R*: lets turn to task 5. Do you think that this task could help you to understand the structure of paragraph?)
- S* : *Structure apa pak?* (What kind of structure do you mean?)
- R* : *Ya tentang main sentencesentence. Kalian bisa memahaminya tidak?*( it is about the main sentence and supporting sentence. Do you could understand it?)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Then, based on the reflection of the tryout and the field notes, the goal really covers students need; the students participate well during the teaching learning process.

After completing Task 4, the students did Task 5. In this task, the students read the explanation talking about main sentences and supporting sentences individuall.

... Most of them could understand the explanation.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 5 was effective for achieving the goal in helping students to understand the text.

## **2. Input**

In relation to input, the students agreed that the grammar explanation given could be understood. It could be seen in the descriptive statistics result; in which it conveys the mean value of 3.06. Therefore, it was also regarded as effective in the category. The same result came in the interview as seen in the following interview transcript:

- R : *Kalau penjelasan tentang main sentence and supporting sentences sudah cukup jelas belum?*( What about the explanation about a main sentence and supporting sentences, is it clear enough?)
- S : *Sudah jelas kok pak, itu bisa dipahami*( It is clear enough and could be understood.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

In the result of interview, the students said that they could understand the grammar explanation. The students showed good response in the teaching and learning process regarding to the text comprehension.

Based on the reflection of the field notes, the students are so enthusiastic and the task teaching runs well. Although there were some student could not understand the explanation, but most of them could understand it.

Most of them could understand the explanation. However, there were some students who could not understand it.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

Based on the data above, it could be concluded that the input was appropriate for the students. The could understand the explanation of grammar that was provided in Task 5.

### **3. Activity**

The activities of Task 5 were reading the explanation of grammar and identifying the main sentence and the supporting sentences. The appropriateness of the activities with the students' interest has mean of 3.06, and the attractiveness of the activities has mean of 3.22. It can be concluded that more than half of students agreed

that the activities of Task 5 in Unit 2 are appropriate for them. The scores are in line with the results of the interview and the field note.

Based on the interview with the students, the activities really could not meet their interest. They were boring to read the explanation of grammar.

- R : *Terus kegiatannya gimana menurut kalian?* ( What do you think of the task 5 activity?)  
 S : *Menurut saya Task 5 membosankan pak ..* ( I think the activity is boring, Sir)  
 R : *Kenapa?* (Why?)  
 S : *Yak karena cuma membaca penjelasan aja pak.* (because we just read the explanation, Sir)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The different results came from the class observation. They could follow the activity and enjoy it. They did the task well.

They tried to identify main sentences and supporting sentences that were provided in the example. Most of them could understand the explanation. However, there were some students who could not understand it.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students gave a good response for the activity. Although bad respond toward the activity came from the interview results, the field note and questionnaire results showed a good respond. Therefore, it could be concluded that the activity component of this task was appropriate for the students.

#### **4. Setting**

Task 5 required the students to do the task independently. The mean of this component was 3,15 which was in “high” category. It could be concluded that the

setting of Task 5 in Unit 2 are appropriate for them. The setting (class management) was individual. The interview and the field note also showed the same results.

- R : Menurut kalian, management kelasnya bagaimana? apakah kalian bisa memahami penjelasan grammar dengan baik? (what do you think about class management? Can you do the task well?)*
- S : Bisa pak, memahaminya sendiri. (we could understand it individually.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Based on the reflection of the interview, the students felt that the task was well applied in individual work setting. It supported in the field note below.

In this task, the students read the explanation talking about main sentences and supporting sentences individually.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective. they could complete the task individually.

## **5. Learner Role**

In learner role, students should read the text and participate actively in the learning and teaching process. Toward the agreement for this component, the mean value was 3.34. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R : Kalian membaca dengan baik kan penjelasannya? (did you read the explanation well?)*
- S : Iya pak.. (yes, Sir)*

R : *Active gak tadi waktu kita berdiskusi tentanmg main sentence and supporting sences? (Did you participate actively when we discussed the main sentence and supporting sences?)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students could do the task well. They participated actively in the class.

This statement was supported by the observation data as shown below:

Teacher asked students to decide main sentence and supporting sentences in the example. Then they tried to answer it. Most students answered it correctly.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students succeed in doing the task. They participated actively in the class.

They tried to answer the questions given by the teacher. Therefore, the component was effective.

## 6. Teacher Role

The mean of teacher roles was 3. 15. It can be concluded that the teacher roles of Task 5 in Unit 2 are effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

R : *Kalian setuju gak kalopak guru bisa memberikan penjelasantentang grammar dengan baik? ( Do you agree that the teacher could explain the grammar well?).*

S : *Sudah cukup jelas kok pak kasih penjelasannya tentang grammar. (The explanation given by the teacher is clear enough, Sir)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Based on the reflection of the tryout, the teacher could give a clear explanation related to the grammar. He could also give examples of the main sentence and supporting sentences and encouraged the students to identify the main sentences and the supporting sentences. It could be seen in the result of class observation below.

However, there were some students who could not understand it. Therefore, the teacher gave additional examples. Then it was followed by discussion the additional example given. Teacher asked students to decide main sentence and supporting sentences in the example.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The result data showed the component to be appropriate. The teacher give clear explanation related to the main sentence and supporting sentences.

## **b. Conclusion**

From the analysis above, the conclusion which can be made is as following.

**Table 57: The analysis and revisions of the components of Task 5 in Unit 2**

Component	Analysis	Revision
1. Goal Task 5 helps the students to learn grammar included in the text.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>The activities in task 5 are appropriate with students' interest</li> </ul>	Effective	

<ul style="list-style-type: none"> <li>The activities in Task 5 are attractive</li> </ul>	Effective	-
4. Learner Role Task 5 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/classification (individual, pairs, whole class) is effective	Effective	

### 6) Task 6

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 58: The mean and category of Task 6 in Unit 2 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 6 helps the students to learn grammar included in the text.	32	15	16	1	0	3.44	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	13	17	2	0	3.34	agree
3. Activities <ul style="list-style-type: none"> <li>The activities in task 6 are appropriate with students' interest</li> </ul>	32	14	17	1	0	3.41	agree
<ul style="list-style-type: none"> <li>The activities in Task 6 are attractive.</li> </ul>	32	12	19	1	0	3.34	agree

4. Learner Role Task 6 has motivated and given students chances to participate and express actively.	32	13	18	1	0	3.38	agree
5. Teacher Role The teacher role is effective.	32	14	17	1	0	3.41	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	12	18	2	0	3.31	agree

### a. Task Component Analysis

#### 1. Goal

Task 6 helps the students to learn grammar included in the text. It encouraged the learners to identify main sentences and supporting sentences in a text. The mean of this component was 3.44. It means that more than half of students agreed that the goal of this task is appropriate for them. This result was supported with the result of interview as follows:

- R : *Kalian setuju tidak kalau Task 6 ini membantu kalian belajar mengidentifikasi main sentence dan supporting sences? (Do you agree that the Task 6 caoul help you identifying main sentences and supporting sentences? )*
- S : *Iya pak, saya bisa tau main sentences and supporting sentences. (yes, I do. I could identify main sentences and supporting sentences.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that they can do the task well and understand the text. This result is also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

In task 6, student decided the main sentences or supporting sentences. Most of students could complete the task ...

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students gave a good response for the activity. They could complete the grammar task well. In conclusion, as supported by three data resulted in the same result; the goal was effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.19. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Apakah kata-kata yang diberikan mudah dipahami? (Was the vocabulary understandable?)*  
 S : *Lumayan sulit pak, tapi masih bisa dipahami kok. (it is quite difficult, but it can be understood..)*  
 R : *Terus penjelasan tentang main sentences sama supporting sentencesnya udah jelas kan? (what about the explanation of main sentences and supporting sentences? Is it clear enough?)*  
 S : *Iya pak, kan tadi sudah saya jawab. (yes, it is, Sir. I have answered it before, right?)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students thought that the words given in the input was easy and understandable for them. It was also supported by the result of the observation which was shown in the piece of the field note below:

Most of students could complete the task individually, but there are still students who answered wrong.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. Most of them could complete the task. In conclusion, the input for Task 6 is effective.

### 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for component was 3.41 for the appropriateness and 3.34 for attractiveness. This could be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa mengikuti proses pembelajaran pada Task 6 ini saat diterapkan?* (Could you follow the learning g process of Task 6?)  
 S : *Bisa kok pak.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students stated that they could follow the exercise of Task 6. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

Most of students could complete the task individually, but there are still students who answered wrong. Then, teacher explained it again.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students gave a good response for the activity. They read the text and did the task well. Although there were still some students who could complete the task

correctly, most of students did it well. In conclusion, the activity for Task 6 was effective.

#### 4. Setting

In learner role, Task 6 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.38. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan Task 6 secara individu? ( did you get any difficulty in doing task 6 individually?)  
*S* : Ya, gak ada pak, bisa kok pak. ( No, sir. We could do it )

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

Most of students could complete the task individually ...

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

In the class, the students' participation determined the task success. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

#### 5. Learner Role

This component was also similar with the previous one; i.e. the setting for the task. While the setting required the students to participate actively in the classroom,

the researcher had to make sure that they also participated actively in the classroom. It was shown in the mean value that is 3.38 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R :*Apakah kalian berperan aktif di dalam proses pembelajaran?* (Did you participate actively in the teaching and learning process?)  
 S :*Aktif lah pak* (I did.)  
 R :*Aktif nya dikelas kayak apa?* (How did you participate actively in the class?)  
 S :*Ya menjawab pertanyaan yang diberikan, terus tanya kalau gak faham.* (Answering questions given, asking question if there was something confusing)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students followed the flow of the task well. They participated actively in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

There are some questions from the students about main sentences and supporting sentences. The teacher asked them to read again the text.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

The students showed that by joining in the task and participating they can complete the task. In conclusion, the students had taken their role well, in other words, the component was effective.

## **6. Teacher Role**

Teacher, in Task 6, acted as a resource to the students. In the result of the questionnaire, the mean value showed that the component was effective and the value

was 3.47. Therefore, it was effective. It was supported by interview data in the following interview excerpt:

- R :*Kalian setuju tidak kalau dalam task 6 ini guru bisa memfasilitasi pembelajaran dan bisa kasih penjelasan kalian tentang grammar yang belum kalian fahami?* (Do you agree that the teacher could facilitate the learning proces and inform the knowledge of grammar?)
- S :*Setuju, pak* (yes, I do.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the teacher acted as a resource. Surprisingly, the observation data also supported the previous data. It could be seen in the following piece of field note:

Then teacher explained it again. There are some questions from the students about main sentences and supporting sentences. The teacher asked them to read again the text. Then, he discussed the text and showed them how to decide main sentences and supporting sentences.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 2, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to reading strategy to encourage them to read text effectively.

## **b. Conclusion**

Based on the result of the components analysis, Task 6 was effective and agreed by the whole students. These could be concluded in the following table:

Table 59: The Analysis and Revisions of the Components of Task 6 in Unit 2

Component	Analysis	Revision
1. Goal Task 6 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in task 6 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 6 are attractive</li> </ul>		
4. Learner Role Task 6 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 7) Task 7

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 60: The Mean and Category of Task 7 in Unit 2 Tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at building the background knowledge.	32	8	23	1	0	3.22	agree

2. Input The input (text, picture, article) is interested and easy to be understood	32	10	21	1	0	3.28	agree
3. Activities • The activities in task 7 are appropriate with students' interest	32	8	22	2	0	3.19	agree
• The activities in Task 7 are attractive	32	9	22	1		3.25	agree
4. Learner Role Task 7 has motivated and given students chances to participate and express actively	32	10	22	0	0	3.31	agree
5. Teacher Role The teacher role is effective	32	8	24	0	0	3.25	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	12	20	0	0	3.38	agree

### a. Task Component Analysis

#### 1. Goal

This task aimed at building the background knowledge. It was shown in the table above that the mean of the component was 3.22. It was categorized as “Agree”.

The data was supported by the interview data in the following excerpt:

*R : Menurut kalian, apakah Task 7 bisa membantu kalian untuk mengingat kembali tentang hal yang berkaitan dengan topic yang ada di unit 2 ini?(R: do you think that Task 7 could help you to remind what you know about the topic in the unit 2?)*

*S : Menurut saya sudah baik pak, task ini bisalah memberi sedikit gambaran tentang topic yang akan kita bahas jadi bisa mengingat lagi pelajaran kemarin2? ( I think the task is good, Sir. It can give us description about the topic so that we could remind what we learn before.)*

Then, based on the reflection of the implementation and the field notes, the goal really covers students need. The students could get clear description of the topic and could remind what they know about the topic. Then, the students could answer the question in the task.

This task encouraged the students to build their background knowledge related to the topic in the next text. In this task, the students complete the picture of measurement tolls with their function.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 2, May 30, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 7 was effective for it prompted the students to build background knowledge and to give the description of the topic.

## 2. Input

In terms of the quantitative result towards the component for input, they showed that the component was effective. The mean for the component was 3.28. Therefore, it was also regarded that the task was effective because it shows that more than half students agreed that the task was effective. This result was supported by the result of the interview as shown in the following excerpt:

*R* : *Terus, kalian bisa gak memahami dan mengerjakan task 7? (Then, could you understand and complete the Task 7?)*  
*S* : *Bisa sih pak, .(yes, we could, sir.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students stated that they could understand and complete the exercise of Task 7. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

The teacher gave instruction to complete the Task 7. This task encouraged the students to build their background knowledge related to the topic in the next text. It was looked easy for them to complete the task. After finishing the task, the students were offered to answer their questions. They were enthusiasts in answering the question. They read loudly the task and their answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 9, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. Based on the data above, it can be concluded that the task input was good.

### 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.09 and 2.81. It could be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

R : *Apa kalian bisa menentukan kegiatan yang dilakukan makhluk hidup yang ada pada Task 7?* (Could you decide what measurement do asked in Task 7?)  
 S : *Bisa.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

In addition, during the implementation the students were so attractive when joining the sessions. They did the task well.

It was looked easy for them to complete the task. They were enthusiasts in answering the question.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the activity. They were enthusiasts in answering the questions. In conclusion, as supported by three data resulting in the same result; the activity for Task 7 is effective.

#### 4. Setting

In learner role, Task 7 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.28. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

*R* : Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara individu? (Do you get any difficulty in doing the task individually?)  
*S* : Tidak pak, mudah kok. (No, Sir. It was easy.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the setting is appropriate for them. This was also supported by the field note.

It was looked easy for them to complete the task. They were enthusiasts in answering the question independently.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the data above, it can be concluded that the task was effective. The student can complete the task independently.

## 5. Learner Role

In learner role, Task 7 mean value was 3.31. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R* : *Terus kalian berpartisipasi aktif gak tadi?*(Ok, then, did you participate actively in the class??  
*S* : *iya dong pak, ( yes, sir)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011

The students completed the task and participated actively by answering the question loudly when they were asked by the teacher. This statement was supported by the observation data as shown below:

- In this task, the students complete the picture of measurement tolls with their function...  
 ... They read loudly the task and their answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 9, 2011)

The students showed that they participate in completing and answering loudly the task. Based on the data above, it could be concluded that the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

The mean of teacher roles was 3. 28. It can be concluded that the teacher roles of Task 7 in Unit 2 are good. In other word, the teacher's role was effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R* : Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan Task 7 belum?( what about the teacher? Could the teacher guide and control you in doing the task?)
- S* : Sudah pak,.( yes, he could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Based on the reflection of the implementation, the researcher was helped by the class management. He can easily deliver the task and organized the students.

The teacher gave instruction to complete the task 7...  
...After finishing the task, the teacher gave opportunity to them to show their answers. They read loudly the task and their answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 9, 2011)

## **b. Conclusion**

From the analysis above, the conclusion which can be made is as following.

**Table 61: The analysis and revisions of the components of Task 7 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This task aimed at building the background knowledge.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in Task 7 are appropriate to students' interest	Effective	

<ul style="list-style-type: none"> <li>The activities in Task 7 are attractive</li> </ul>	Effective	-
<p>4. Learner Role</p> <p>Task 7 has motivated and given students chances to participate and express actively</p>	Effective	-
<p>5. Teacher Role</p> <p>The teacher role is effective</p>	Effective	-
<p>6. Setting</p> <p>The class management/ classification (individual, pairs, whole class) is effective</p>	Effective	.

### 8) Task 8

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 62: The mean and category of Task 8 in Unit 2 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
<p>1. Goal</p> <p>This task aimed at helping students to understand the text by applying reading skills (skimming).</p>	32	12	18	2	0	3.31	Agree
<p>2. Input</p> <p>The input (text, picture, article) was interested and easy to be understood.</p>	32	10	19	2	1	3.19	Disagree
<p>3. Activities</p> <ul style="list-style-type: none"> <li>The activities in Task 8 were appropriate to students' interest .</li> </ul>	32	9	23	0	0	3.28	Disagree

• The activities in Task 8 were attractive.	32	10	22	0	0	3.31	
4. Learner Role Task 8 motivated and gave students chances to participate and express actively.	32	11	21	0	0	3.34	Agree
5. Teacher Role The teacher role was effective.	32	11	21	0	0	3.34	Agree
6. Setting The class management/classification (individual, pairs, whole class) was effective.	32	9	23	0	0	3.28	Disagree

### a. Task Components Analysis

#### 1. Goal

Task 8 aimed at improving students' reading skill in English, particularly the skimming strategy in reading. According the result of questionnaire, mean value of this component was 3.31. This result was supported with the result of interview as follows:

- R : *Menurut kalian, apakah Task 8 ini bisa meningkatkan kemampuan membaca kamu dalama bahasa Inggris?* (Do you think that Task 8 could improve your reading skill in English?)  
 S : *Ya bisa pak.* (I do.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that their reading skill was improved by doing the task. This result is also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

After students skimmed the text for 3 or 4 minutes, the teacher asked the topic of the text. Most of the students answer correctly and the other closely correct.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the activity. They read and practiced the reading strategy well. In conclusion, as supported by three data resulted in the same result; the goal was effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.19. This result was supported by the result of the interview as shown in the following excerpt:

R : *Kalian bisa kan memahami bacaannya?* (can you understand the text?)  
 S : *Agak sulit pak, tapi masih bisa dipahami kok.* (it is rather difficult, but it can be understood.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students thought that the words given in the input was easy and understandable for them. It was also supported by the result of the observation which was shown in the piece of the field note below:

Most of the students answer correctly and the other closely correct.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. In conclusion, as supported by three data resulted in the same result; the input for Task 8 is effective.

### 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.28 and 3.31 which can be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa mengikuti proses pembelajaran pada Task 8 ini?* (Could you follow the learning g process of Task 8?)  
 S : *Bisa.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students stated that they could follow the exercise of Task 8. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

Then, the teacher asked them to read the instruction of Task 8 and asked them weather they understood the instruction or not. Most of students understand it...  
 ... Most of the students answer correctly and the other closely correct.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the activity. They skimmed and read the whole text. In conclusion, as supported by three data resulting in the same result; the activity for Task 8 was effective.

### 4. Setting

In learner role, Task 8 required the students to do the task independently. Toward the agreement for this component, the mean value was 2.88. Therefore, it

could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : *Kalian mendapat kesulitan tidak kalau mengerjakan secara individu Task 8? ( do you get any difficulty in doing Task 8 individually?)*  
*S* : *Ya, sedikit tapi masih bisa si pak. ( I have little difficulty, but i can do it, sir.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

Most of the students answer correctly and the other closely correct. They did not have any difficulty in doing the task independently.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 9, 2011)

In the class, the students' participation determined the task success. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

## **5. Learner Role**

This component was also similar with the previous one; i.e. the setting for the task. While the setting required the students to participate actively in the classroom, the researcher had to make sure that they also participated actively in the classroom. It was shown in the mean value that is 3.03. It meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Apakah kalian berperan aktif di dalam proses pembelajaran?* (Did you participate actively in the teaching and learning process?)  
 S : *Iya pak.* (I did.)  
 R : *Aktifnya gimana?* (How did you participate actively in the class?)  
 S : *Ya mengerjakan task, jawab pertanyaan pas di suruh.* ( by doing the task and answering the questions if you asked me)

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

After students skimmed the text for 3 or 4 minutes, the teacher asked the topic of the text. Most of the students answer correctly and the other closely correct. They did not have any difficulty in doing the task independently. Then, the teacher asked them to read the whole text to answer question of Task 9, Task 10, and Task 11.

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## **6. Teacher Role**

Teacher, in Task 8, acted as a resource to the students. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.06. Therefore, it was effective. It was supported by interview data in the following interview excerpt:

- R :Menurut kalia apakah pak guru bisa menjelaskan bagaimana cara membaca yang baik dan memberikan bantuan saat kalian mengalami kesulitan dalam mengerjakan Task 8? (Do you think that the teacher could tell you how to read the text effectively and help you when you got any difficulty in the class?)
- S :Ya , pak. Pak guru sudah menjelaskan dengan baik (I Yes, I do. The teacher could explain it well.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the teacher acted as a resource. Surprisingly, the observation data also supported the previous data. It could be seen in the following piece of field note:

Then, the teacher asked them to read the instruction of Task 8 and asked them weather they understood the instruction or not. Most of students understand it, but the teacher explained it to make sure that they did the task correctly. Then the teacher asked them to skim the text to decide the topic of the text.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

It was clear that the teacher who taught the students gave the students a brief explanation related to reading strategy to encourage them to read text effectively. In conclusion, as one of the data showed that most of students agree on the component, the component was effective.

## **b. Conclusion**

Based on the result of the components analysis, Task 8 was effective and agreed by the whole students. These could be concluded in the following table:

Table 63: The analysis and revisions of the components of Task 8 in Unit 2

Component	Analysis	Revision
Goal: 1. Task 8 helped students to learn reading strategy, skimming detailed information	Effective	-
2. Input : The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activity: <ul style="list-style-type: none"><li>The activities in task 8 are appropriate to students' interest</li></ul>	Effective	
<ul style="list-style-type: none"><li>The activities in Task 8 are attractive</li></ul>		
4. Learners roles: The students participated actively in the teaching and learning process.	Effective	-
5. Teacher roles: A guide, a facilitator, and a motivator	Effective	-
6. Setting : Individual task	Effective	-

### 9) Task 9

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 64: The mean and category of Task 9 in Unit 2 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 9 helped students to comprehend a text by deciding provided supporting sentences which were suitable for certain paragraph.	32	10	22	0	0	3.31	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	9	23	0	0	3.28	agree
3. Activities • The activities in Task 9 were appropriate to students' interest	32	8	22	2	0	3.19	agree
• The activities in Task 9 were attractive	32	9	22	1	0	3.25	agree
4. Learner Role Task 9 motivated and given students chances to participate and express actively	32	11	21	0	0	3.34	agree
5. Teacher Role The teacher role was effective	32	12	20	0	0	3.38	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	10	22	0	0	3.31	Agree

### a. Task Component Analysis

#### 1. Goal

Task 9 aimed at helping students to comprehend a text by identifying the main idea and supporting sentences of each paragraph. As shown in the table of the descriptive statistics data of the mean, the value for this component was 3.31. It

means that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

- R : *Sekarang liat Task 9, apakah dengan menentukan dari beberapa kalimat yang ada untuk menjadi supporting sentence dalam paragraph tertentu bisa bisa membantu kalian untuk memahami teks??* (Did identifying main idea in Task 9 help you to comprehend the text?)
- S : *Kayaknya bisa pak* ( Yes, sir..)
- R : *Kok jawabnya gak yakin, kenapa? ( I think you are not sure with your answer . Why?*
- S : *Maksudnya gimna pak?(What do you mean sir?)*
- R : *sebenarnya kan task ini untkk mengecek pemmahman kalian tentang teks, terus di berikat beberapa kalimat yang cocok sama beberapa paragraph. Kalau kalian paham isinya kan bisa menentukan kalimat itu cocok untuk paragraph yang mana.*(Actually, the task to check your understanding of the text. If you understand the content of the text, you can decide the provided sentences to certain paragraph.)
- S : *Ya benar pak begitu. Bisa bantu untuk membantu berarti pak.* (Yes, Sir. It is like that. It can help us)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Response of the students was good. It could be reflected from the interview transcript above. This was also supported by the observation data below.

In Task 9, the students had to decide which paragraph in the text suitable with supporting sentences provided...  
... Most of students answer it correctly.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

## 2. Input

In relation to input, the students agreed that the picture and the text given helped them to understand the task. The mean value for this was 3.28. It means that more than half of students in the class agreed the input was qualified. However, a different result was shown in the interview transcript below.

- R : *Kalau tentang textnya gimana? Kalian bisa memahaminya tidak* ( what about the text? Was it clear?)
- S : *Ya lumayan susah pak, ada beberapa kata gak tau maksudnya pak, Susah.* ( not really sir. I don't know the mening of some words)
- R : *Terus apa kalian faham maksud dari teks nya?* ( do you understand the text?)
- S : *Faham sih.?* ( yes, we do)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students did not agree that the text was easy to be understood. They could not identify the meaning of some words in the text. However, they could find the main idea of the text in general. The different fact occurred in the teaching and learning process as shown in the following piece of field note:

Most of students answer it correctly.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

### **3. Activity**

In terms of the quantitative result towards the activity component, they showed that the component was effective for the mean for both aspects were 3.03 and 2.94 which can be concluded that most of students in the class agreed that the activities were effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa gak ngerjainnya?* (Could you do Task 9 ?)
- S : *Bisa pak.* (Yes, we could, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students stated that they could follow the exercise of Task 9. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

In Task 9, the students had to decide which paragraph in the text suitable with supporting sentences provided. They completed the task in pairs.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the activity. They could decide that supporting sentences provided were suitable with certain paragraph in the text. In conclusion, the activity for Task 9 was effective.

#### **4. Setting**

In learner role, Task 9 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.13. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

*R* : *Terus, kalian bisa tidak mengerjakan Task 9 secara berpasangan? ( then, could you complete Task 9 individually?*  
*S* : *Bisa kok pak (I could do it, Sir)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

Based on the time given by the teacher, the students stated that they could finish the task in pairs. It was supported by the data in the piece of field note below:

They completed the task in pairs.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 9, 2011)

In the class, the success of the task was shown by student participation in completing the task. As the whole task could be implemented in the classroom and the students joined the task actively, although they have difficulty related to the unfamiliar words, this component was regarded to be effective.

### 5. Learner Role

The students in this task have to participate actively in the teaching and learning process. It was shown in the mean value that is 3.13 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Kalian aktif gak dikelas saat mengerjakan Task 9 ini?* (Did you participate actively in doing Task 9 ?)  
 S : *Iya pak. Kita kan ngerjain, terus jawab-jawab pertanyaan pas di suruh* (I did. I answered the questions when you gave me the chance to answer it)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

The teacher asked them to show their answer. Then they read their answer loudly. Most of the students answer it correctly.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students showed that by joining in the task and participating in doing the task by answering questions when they have opportunity to answer it. In conclusion, the component was effective.

## 6. Teacher Role

In this task, the teacher had to take the role of a resource and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.09. It was supported by interview data in the following interview excerpt:

- R : *Apakah di Task 9 ini pak guru nya bagus gak dalam menyampaikan?* (Did the teacher good in explaining?)  
 S : *Iya sih pak.* (Yes, he did.)  
 R : *Terus pak gurunya mengawasi dan membantu kalian saat tidak faham mengaerjakan soal gak?* (then, did the teacher watch you and help you when you got difficulty in doing the task?)  
 S : *Ya sih pak.* ( Yes, sir)

---

(Appendix I/Interview Transcripts/Interview transcript unit 2, May 30, 2011)

The students agreed that the teacher acted as a resource. This data was also supported by following field note:

The teacher move around to control and watch them while they were completing the task. Then, the teacher checked the students' answers. Teacher asked them to show their answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph. He also encouraged the students to be active in the class. In conclusion, based on data above the role of teacher in this task was effective.

## b. Conclusion

Based on the result of the components analysis, Task 9 was effective and agreed by the whole students. These could be concluded in the following table:

Table 65: **The analysis and revisions of the components of Task 9 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 9 helped students to comprehend a text by deciding provided supporting sentences which were suitable for certain paragraph.	Effective	-
2. Input The input (text, picture, article) was interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in Task 9 were appropriate to students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 9 were attractive</li> </ul>		
4. Learner Role Task 9 motivated and gave students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role was effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) was effective	Effective	-

### 10) Task 10

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 66: The mean and category of Task 10 in Unit 2 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This Task aimed at helping students to comprehend the text by guessing some unfamiliar words.	32	11	17	4	0	3.22	agree
2. Input The input (text and picture) was interested and easy to be understood	32	9	19	4	0	3.16	agree
3. Activities • The activities in Task 10 were appropriate to students' interest	32	9	20	3	0	3.19	agree
• The activities in Task 10 are attractive	32	9	18	3	2	3.06	
4. Learner Role Task 10 motivated and gave students chances to participate and express actively	32	11	21	0	0	3.34	agree
5. Teacher Role The teacher role was effective	32	10	22	0	0	3.31	agree
6. Setting The class management/classification (individual, pairs, whole class) was effective	32	9	18	5	0	3.13	agree

## a. Task Components Analysis

### 1. Goal

This Task aimed at helping students to comprehend the text by guessing some unfamiliar words. This Task encouraged students to read the Task effectively by implementing guessing the meaning of unfamiliar words. Moreover, the Task could also check the student understanding. By doing this Task, it could be found whether the students could guess of unfamiliar words, so that they could get the information in the text. In Unit 2, there was another Task focusing guessing skill, Task 4. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 10 was achieved mean value of 3.22 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree. The data was supported by the following interview excerpt:

- R* : Menurut kalian, menebak makna kata seperti di Task 10 bisa membantu memahami bacaan tidak?,?( in your opinion, could guessing unfamiliar words in Task 10 help you in understanding the text?)
- S* : Ya kayak yang tadi pak, bagus, tapi kata-katanya susah. Mungkin perlu dikasih pilihan, biar agak lebih mudah. (actually, it was good, but like Task 4, it was difficult to guess unfamiliar words. I think it should be multiple choice setting, so that it will be easier.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

Then, based on the reflection of the implementation and the field notes, the goal really covers students need; the students participate well during the teaching learning process.

Then, teacher asked students to complete Task 10. This Task encouraged students to guess a meaning of unfamiliar words. In addition, this Task was to measure whether

they guessed them correctly or not. Actually they guessed when they read the text, but they still have difficulty.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 1 was effective for it prompted the students to apply reading skill, guessing, in understanding the text. Although they have difficulty in doing the Task 10, but the goal could be achieved.

## 2. Input

In relation to input, the students did not agree that the picture given helped them to understand the Task. It could be seen in the descriptive statistics result; in which it conveys the mean value of 3.16. Therefore, it was also regarded that the Task was effective because it shows that more than half students agreed that the Task was effective. The different result showed in the following interview transcript:

*R : Susah gak teks nya?( Is the text difficult for you??)*  
*S : Lumayan pak (Not really, Sir).*  
*R : Maksudnya lumayan?( what do you mean?)*  
*S :Bisa memahami teks, tapi kakat-kata untuk guessing di Task 10 susah pak (The could be understood, but the unfamiliar words were difficult.)*  
*R : Oh gitu. (I see.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

In the result of interview, they agreed that generally the input especially the text was effective because they could understand the text in general although some unfamiliar words that they should guess were difficult.

Based on the reflection of the field notes, the students felt difficulty in guessing the unfamiliar words. But finally they could do this by getting some help from the teacher.

Actually they guessed when they read the text, but they still have difficulty...  
... The teacher help them guessing by encouraged students understand the sentence not word by word. It helps them understanding the meaning of the sentence and then can help them in guessing the unfamiliar word.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the explanation above, it can be concluded that the Task 10 input was effective. Although the students have difficulty to guess the words, they could understand the text in general.

### **3. Activity**

The appropriateness of the activities with the students' interest has mean of 3.19. Then, the attractiveness of the activities has mean value of 3.06. It means that there were more a half of students agree to the effectiveness the Task 10 activities.

The same result was shown in the interview. Based on the interview with the students, the activity was good in fact. It could encourage the students to read effectively. They also interested to the activity, but the unfamiliar words that they should guess were to difficult for them.

*R : Menurut kalian kegiatannya di Task in sudah baik belum? Udah bisa membantu kamu memahami bacaan belum??(So, do you think that the activity in the Task is good? And could the activity help you in understanding the text?)*

*S : Sama kayak tadi, sebenarnya udah bagus menebak-nebak kata, tapi kata-kata nya sulit memang pak buat ditebak. (Mmm, yes I think the activity is good, but like Task before, it was so difficult to guess the unfamiliar words.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

In the other hand, during the implementation the students get difficulty in guessing unfamiliar word. They could not guess the meaning.

Actually they guessed when they read the text, but they still have difficulty.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the data above, it can be concluded that the activity is effective. it can encourage the students to learn how to apply guessing in reading a text. Although field note show different result, the component was effective because the questionnaire result and interview result said that it was effective.

#### **4. Setting**

Based on the result of questionnaire, the mean of this component was 3.09. It meant that more than half of students in the class did not agree that the setting was effective. However, a different result came from interview result. The setting (class management) was individual and they have difficulty in doing the Task individually as shown in the following interview transcript.

*R : Kalian susah ya ngerjain sendirian? (So was it difficult to do individually?)*

*S :Susah pak, harusnya ngerjainnya berkelompok atau sama teman sebangku sama kasih pilihan jawabannya pak mungkin. (Yes, Sir. I think we needed to do the Task in groups or in pairs or it would be multiple choice Task.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

Based on the reflection of the implementation, the students felt that the Task was difficult to be completed individually. It could be seen in the field note below.

In the class most of the students got difficulty in completing this Task individually. They don't have any idea in guessing the meaning.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the data above, it can be concluded that the Task was not effective, particularly in the setting component. The setting should be changed. It should be done in pairs and it also should be in multiple choice Task form to help the students guessing the unfamiliar words. Further, the Task should be replaced in the last session of pre-reading activity because it was too difficult.

## 5. Learner Role

In learner role, Task 10 mean value was 3.34. Therefore, it could be concluded as effective Task related to the learner role. It is inline with the result of the interview.

*R* : *Terus kalian aktif gak tadi?(Ok, then, did you participate actively in the class??*

*S* : *Aktif kok pak. Aktif tanya karena bingung menebak kata yang susah.( I am active sir, I am active in asking because I don't have any idea in guessing the words.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students tried to complete the Task and asked the teacher when they had difficulty or did not understand the instruction. It meant that they participated actively in the class. This statement was supported by the observation data as shown below:

They complained to the teacher that the Task was difficult for them. They asked how to guess the words without the text. They asked to be permitted to see the dictionary, but the teacher did not permit it.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave good response related to the activity in Task 10. They tried to guess unfamiliar words although they got difficulty. They also asked the teacher when they did not understand the instruction and asked the teacher to explain how to guess unfamiliar words in a good way. In conclusion, the activity of Task 10 is effective.

## 6. Teacher Role

The mean of teacher roles was 3.06. It can be concluded that the teacher roles of Task 10 in Unit 2 are well-developed and qualified to be implemented. The teacher's role is effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R : Gurunya gimana? Menjelaskan dengan baik tidak?? membant kalian jika ada kesulitan tidak?( what about the teacher? Could the teacher explain well and help you if you got any difficulty?)*
- S : Ya sudah baik pak. Menjelaskan dengan jelas sama membantu pas gak bisa ngerjainnya.( yes, he could. The teacher help the students by giving explanation and help us when we got difficulties.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

Based on the reflection of the implementation, the researcher was helped by the class management. He can easily deliver the Task and organized the students.

Then, the teacher help them by asking them reread again the sentence where the word was included. The teacher help them guessing by encouraged students understand the sentence not word by word. It helps them understanding the meaning of the sentence and then can help them in guessing the unfamiliar word. This did well and most of students can complete the Task.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

It was clear that the teacher who taught the students gave the students a brief explanation related to reading strategy and encourage them to read text effectively. In conclusion, the component was effective.

### **b. Conclusion**

From the analysis above, the conclusion which can be made is as following.

**Table 67: The analysis and revisions of the components of Task 10 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This Task aimed at helping students to comprehend the text by guessing some unfamiliar words.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	
3. Activities <ul style="list-style-type: none"> <li>• The activities in Task 10 are appropriate to students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 1 are attractive</li> </ul>	Effective	-
4. Learner Role Task 10 has motivated and given students chances to participate and express actively	Effective	-

5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Ineffective	The setting must be in pairs and multiple choice Task to help the students in guessing unfamiliar words. Further, the Task should be replaced in the last session of pre-reading activity because it was too difficult.

### 11) Task 11

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 68: **The mean and category of Task 11 in Unit 2 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 11 helps the students to comprehend the science text effectively.	32	13	19		0	3,41	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	22	0	0	3,31	agree
3. Activities • The activities in Task 11 are appropriate with students' interest	32	12	20	0	0	3,38	agree
• The activities in Task 11 are attractive	32	8	22	2	0	3,19	agree

4. Learner Role Task 11 has motivated and given students chances to participate and express actively	32	11	21	0	0	3.34	agree
5. Teacher Role The teacher role is effective	32	13	19	0	0	3.41	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	10	22	0	0	3.31	agree

### a. Task Component Analysis

#### 1. Goal

Task 11 helped the students to comprehend the science text effectively. Moreover, it was also used to check students comprehension. The mean value of this component was 3.41. therefore, it is appropriate for the students. It supported by the result of interview.

- R : *Menurut kalian Task 11 ini bisa membantu kalian memahami bacaan tidak?*  
(Do you think that the Task 11 could help you in understanding the text? )  
S : *Iya pak* (yes, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students agreed that they can do the Task well and understand the text. This result was also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

After that, it is continued by completing Task 11. Task 11 checked the students understanding related to the content of the text. Task 11 provided 5 questions related the content of the text.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students read and practiced the reading strategy well. They can complete the Task. In conclusion, as supported by three data resulted in the same result; the goal was effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.03. This result was supported by the result of the interview as shown in the following excerpt:

- R : Untuk memastikan lagi, teks nya bisa difahamkan? (Was the text understandable?)  
 S : *Ya lumayan sulit pak, tapi paham kok, isinya tentang pengukuran panjang dan berat kan?*. (it is quite difficult, but it can be understood. It is about measurement of leng and weight, right?)  
 R : ya kurang lebih seperti itu ( yes, it is.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students thought that the words given in the input was quite difficult for them but they could understand the text. It was also supported by the result of the observation which was shown in the piece of the field note below:

They could answer the question well. It looked quite easy for them.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are quite difficult to be

understood but they could understand the text. In conclusion, the input for Task 11 was effective.

### 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.38 and 3.19. It could be concluded that most of students agreed that the activities are appropriate for them. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa mengikuti proses pembelajaran pada Task 11 ini saat diterapkan?* (Could you follow the learning g process of Task 11?)  
 S : *Ya bisa dong pak.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students stated that they could follow the exercise of Task 11. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

Task 11 provided 5 questions related the content of the text. They could answer the question well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the activity. They read the text and answered all questions in the task well. In conclusion, as supported by three data resulted in the same result; the activity for Task 11 was effective.

#### 4. Setting

In learner role, Task 11 required the students to do the Task independently. The result of questionnaire related to this component was 3.31. Therefore, it could be concluded as effective Task related to the learner role. It is inline with the result of the interview.

- R* : *Terus susah gak mengerjakan Task 11 sendiri-sendiri?* (Did you get any difficulty in doing Task 11 individually?)  
*S* : *Sedikit sih, tapi bisa kok pak.* (Just a little but I could do it.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students agreed that the setting was appropriate and effective. This was also supported by the field note.

Most of students could answers questions individually.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the data above, it can be seen that the students could follow the process of teaching and learning and complete the Task. Therefore, it can be concluded that the setting was effective.

#### 5. Learner Role

This component was also similar with the previous one; i.e. the setting for the Task. While the setting required the students to participate actively in the classroom, the researcher had to make sure that they also participated actively in the classroom. It was shown in the mean value that is 3.22 which meant that most of the students

agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Apa kalian aktif tadi di kelas saat mengerjakan Task 11?* (Did you participate actively in doing the Task?)  
 S : *Saya aktif pak, kan jawab pertanyaan juga tadi.* ( Yea, I did. I answer the questions. )

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students followed the flow of the Task well. They participated actively in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

They participated actively by answering the question when the teacher asked them to answer.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students showed that by participating in the class, they can complete the task well. In conclusion, the students had taken their role well. In other words, the component was effective.

## 6. Teacher Role

Based on Table 63, the mean values result of teacher role component was 3.41. It means that the teacher role was effective. Moreover, the students said that the teacher was good. He could be a facilitator in the teaching and learning process. It can be seen from the interview transcripts.

- R : *Gurnya sudah berperan dengan baik sebagai fasilitator dalam pembelajaran?* (Did the teacher take a good role as a facilitator in Task 11?)

S : *Iya sih pak, pak guru sudah baik sebagai fasilitator karena bisa membantu menjelaskan tentang apa yang harus dikerjakan dalam Task 11 jika ada beberapa siswa yang kurang faham..* (Yes he did. He could explain what we have to do and help us when we had difficulties.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students agreed that the teacher acted as a informer, facilitator, controller and assessor. In addition, the observation data also supported the previous data. It could be seen in the following piece of field note:

Moreover, the teacher also explained to them what they should do in the task and asked them to check again the text when they have difficulty.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to reading strategy to encourage them to read text effectively.

## **b. Conclusion**

Based on the result of the components analysis, Task 11 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 69: The analysis and revisions of the components of Task 11 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 11 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-

3. Activities • The activities in Task 11 are appropriate with students' interest	Effective	
• The activities in Task 11 are attractive		
4. Learner Role Task 11 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

## 12) Task 12

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 70: The mean and category of Task 12 in Unit 2 tryout**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 12 helps the students to comprehend the science text effectively.	32	12	20	0	0	3.38	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	9	23	0	0	3.28	Agree
3. Activities • The activities in Task 12 are appropriate with students' interest	32	10	22	0	0	3.31	Agree

• The activities in Task 12 are attractive	32	12	19	1	0	3.34	Agree
4. Learner Role Task 12 has motivated and given students chances to participate and express actively	32	11	21	0	0	3.34	Agree
5. Teacher Role The teacher role is effective	32	11	21	0	0	3.34	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	10	22	0	0	3.31	Agree

### a. Task Component Analysis

#### 1. Goal

Task 12 was aimed at helping student to comprehend the text in group. This encouraged the students to participate in completing the task by expressing their idea in their group. Moreover, this task could also help the teacher to check their students comprehension. Table 65 showed that the mean of the component was. 3.38 which could be categorized as “Agree”. The data was also supported by the interview data in the following excerpt:

- R : *Apakah kalian bisa lebih memahami bacaan setelah mengerjakan Task 12?*  
(Did you get more comprehension after doing task 12?)
- S : *Iya sih pak. Setelah diskusi jadi lebih ngerti. Beberapa kalimat yang tadinya tidak faham jadi faham setelah sharing id kelompok diskusi* (Yes, I did. We got more comprehension after doing it. Some sentences that I did not know before doing group discussion could be understood after doing it.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

Based on the excerpt above, response of the students was good. It was also reflected from the interview transcript above.

Then, group discussion it was time for group discussion. The students made group of four and they answered the question of this task by discussing in their group.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the three data above, it can be concluded that the goal of Task 12 was achieved. The data show that the Task could encourage and helped students to understand the text. They could share and help each other in a group while they completing the Task.

## 2. Input

The students agreed that input was interesting and easy to be understood. The mean value for this was 3.28. It means that more than half of students in the class agreed the input was suitable for them. However, the different result came from the interview result. It can be seen in the interview transcript below.

- R : *Kalian yakin teks yang diberikan mudah dipahami?* (Are you sure that the text was easy to be understood?)  
 S : *Teksnya gak mudah pak, tapi masih bisa dipahami.* (The text was not easy to be understood, but we could understand it)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The transcript shows that the students agreed the text understandable. Although, they said that it was not easy enough, but they could understand it. However, they have difficulty in understanding the question. The same result was also shown in the class observation. It can be seen in the following field note:

Moreover, it spent much time because they should discuss and after they discuss it, the teacher checked the answer of each group and compare each answer of the groups. They had difficulty related to understanding the question. Therefore, the teacher explained it to them. Then, the students could complete the Task, finally.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the data above, it can be concluded that the input was ineffective. Therefore, the questions should be changed so that it can be much easier to be understood.

### 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.31 and 3.34. These could be concluded that more than a half of students in the class agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

R : *Apa dalam kegiatan yang ada pada Task 12, bisa membantu memahami bacaan?* (Could The activity of Task 12 help you in understanding the text?)  
 S : *Bisa pak.* (Yes, we could, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students agreed that by doing a discussion in completing Task 12 they could understand the text. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

It spent much time because they want to choose their group by their self. However, it could be solved by asking them to have groups with friends that sat closely. Moreover, it spent much time because they should discuss and after they discuss it, the teacher checked the answer of each group and compare each answer of the groups.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the activity. They could answer the question in Task 12 after discussing with their friend. In conclusion, as supported by three data resulted in the same result; the activity for Task 12 was effective.

#### 4. Setting

Related to the setting of Task, the students were required to do the Task in group. Toward the agreement for this component, the mean value was 2.97..

Therefore, it could be concluded as effective Task related to the learner role. It is in line with the result of the interview.

*R : Apakah kalian memilki kesulitan mengerjakan Task 12 dengan diskusi dalam satu kelompok?( did you get any difficulty in doing Task 12 in a groups?*

*S : Ya jadi lebih mudah sih pak, bisa mengerjakan bareng-bareng. ( it make us easy to do it by discussing with our friends.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students stated that they could follow the exercise of Task 12. The positive responses from the students could be seen in the teaching and learning process which was shown in the following piece of field note:

The students made group of four and they answered the question of this task by discussing in their group.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

In the class, although they had difficulty in understanding the questions, they could complete it after the teacher explained the questions and then they discussed it with their friends. Therefore, this component was regarded to be effective.

### 5. Learner Role

The students in this Task have to participate actively in the teaching and learning process. They participated in discussing session. They also participated in answering session when the teacher gave opportunity in presenting their answer. It was shown in the mean value that is 3.03 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Kalian aktif gak tadi dikelas saat mengerjakan Task 12 ini?* (Did you participate actively in doing Task 12?)  
 S : *Iya pak. tadi kan kita udah ikut berdiskusi terus juga menjawab pertanyaan*(yes we did. We discussed the questions and we also answer the question, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students followed the flow of the Task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the following field note:

After they discuss it, the teacher asked them to show their and answer. Then, teacher checked the answer of each group and compared each answer of the groups. Although some groups did not answer correctly, most of group could answer the questions well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students showed that by joining in the Task and participating in the whole process, although they had difficulty in understanding the question, they could be participated actively and completed the Task. In conclusion, the learners had taken their role well.

## 6. Teacher Role

In this Task, the teacher had to take the role of a facilitator and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 2.84. It was supported by interview data in the following interview excerpt:

- R : *Apakah di Task 12 ini guru bisa mengatur dan mengendalikan proses belajar saat kalian berdiskusi dalam menyelesaikan Task 12 (Did the teacher only control students in discussing the Task?)*
- S : *Ya sih pak, tadi kan juga agak kacau, terus pak guru nyuruh kelompok nya sama teman didepannya atau dibelakangnya (Yes, he did. )*
- R : *Terus, Kasih penjelasan yang jelas gak ? (Did the teacher explain clearly?)*
- S : *Ya cukup jelas kok pak. (Yes, sir. He explained clear enough.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students agreed that the teacher acted as a facilitator and controller. Moreover, the observation data also supported it. It could be seen in the field note about learner role on previous page.

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph.

## b. Conclusion

Based on the result of the components analysis, Task 12 was effective and agreed by the whole students. These could be concluded in the following table:

Table 71: **The analysis and revisions of the components of Task 12 in Unit 2**

Component	Analysis	Revision
1. Goal Task 12 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Ineffective	- The question should be changed. It should be simplified so the students could understand it easily.
3. Activities • The activities in Task 12 are appropriate with students' interest	Effective	
• The activities in Task 12 are attractive		
4. Learner Role Task 12 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

## 13) Task 13

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 72: The mean and category of Task 13 in Unit 2 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This Task aimed at encouraging learner to be creative learner and applied the reading skills that they get	32	9	20	3	0	3.19	Agree
2. Input The input (text and picture) was interested and easy to be understood	32	13	19	0	0	3,41	Agree
3. Activities • The activities in Task 13 were appropriate to students' interest	32	8	22	2	0	3.19	Agree
• The activities in Task 13 are attractive	32	13	16	2	1	3.28	
4. Learner Role Task 13 motivated and gave students chances to participate and express actively	32	11	21	0	0	3.34	Agree
5. Teacher Role The teacher role was effective	32	11	21	0	0	3.34	Agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	10	14	6	2	3,00	Agree

## a. Task Components Analysis

### 1. Goal

This Task aimed at helping students to encourage learner to be creative learner and to apply the reading skills that they got. Moreover, the Task could also check the student understanding related to the skills of reading that they learned in this unit. As shown in the table 67 of the descriptive statistics result of the questionnaire, the goal of Task 13 was achieved mean value of 2.84 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree. The data was supported by the following interview excerpt:

- R* : Menurut kalian, PR yang diberikan bisa membantu kalian untuk belajar lagi tentang cara membaca dan memahami bacaan gak? ( do you think that Home Work given could make you to learn again reading skill??)
- S* :Iya sih pak. Kita harus belajar lagi cara membaca yang benar pas kita ngerjainnya. (Yes, sir. We should learn again how to read effectively when we did it)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

Then, based on the reflection of the implementation and the field notes, the goal really covers students need; the students participate well during the teaching learning process and applied what they learned in the unit.

In the homework, students should find an article about measurement in pairs. Then, they should apply how to read effectively that they got in the class.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 13 was effective. It encouraged students to be creative in learning English and to apply reading skill in understanding the text.

## 2. Input

In relation to input, the students did not agree that the picture given helped them to understand the Task. It could be seen in the descriptive statistics result; in which it conveys the mean value of 3.19. Therefore, it was also regarded that the Task was not effective because it shows that more than half students did not agree that the Task was effective. It was supported by the following interview transcript:

- R : Terus kalian kan nyari teks nya sendiri ya, susah gak nyari teks nya?( did you get any difficulty in searching the text in the internet?)*
- S : Iya pak. Banyak memang sih teks nya di internet, tapi susah-susah. Kalau gak harus di internet, misal boleh ambil di buku pelajaran kan lumayan mudah pak.? (yes, sir. Actually, there are so many text in the internet, but they are too difficult. I think it is better if we search the text not only in the internet but also in our course book. ).*
- R : Emang buku pelajarannya mudah ya?(Is the coursebook easy to be understood.)*
- S : Ya paling tidak gampang caranya kan kita udah punya. (At least we have it so that we do not need to search again like we searching it in the internet.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

In the result of interview, they generally have difficulty to find the text that suitable for them. The input especially the text was difficult to find in the internet. They suggested to find the other resources that more suitable for them. It was supported by the observation data in the field note below:

There were some students who did not finish their homework and the teacher asked them to finish it in their home and then to submit it the next day on the English teacher desk. They did not do their homework because they have difficulty to find the text in the internet.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the explanation above, it can be concluded that the Task 13 input was not effective although the mean value showed that it was not. It was because the others data, interview and field note, showed the different result. It should be free for them to find any text of measurement that suitable for them, not only from the internet.

### **3. Activity**

The aspects related to activity, especially the appropriateness of the activities with the students' interest, has mean of 3.19. Then, the attractiveness of the activities has mean of 3.28. It means that there were more than a half of students agree to the effectiveness the Task 10 activities.

The same result was shown in the interview. Based on the interview with the students, they have difficulty in finding the appropriate text, related to measurement, for them. They expected that the source is not only from the internet but also from the other sources like course book, magazine or other sources. These can be seen in the following interview transcript:

- R* : *Jadi susah ya menurut kalian??( did you think that the homework was difficult?)*
- S* : *ya gitu lah pak, susah cari teks nya di internet. (yes, sir. I have difficulty searching the text in the internet. )*
- R* : *La kalau kegiatan yang lain seperti Skimming, mencari main idea, sama guessing gimana? Apakah sudah pas untuk membantu kalian belajar dan menerapkan cara membaca yang baik? (What about the other activities like skimming, finding main idea and guessing? Are they appropriate for you?)*
- S* : *Ya kalau yang itu sih gak masalah pak. Sudah baiklah. (They are good, sir.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

Further, the same result was shown in the observation data. Some students got difficulty in finding the text. It was indicated by some students did not submitted their homework.

They did not do their homework because they have difficulty to find the text in the internet.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the data above, it can be concluded that the activity is ineffective. The activity should not only finding the text from internets but also finding text from other sources. However, according to observation data and interview result, the other activities such as skimming, guessing and finding main idea were good for them.

#### **4. Setting**

In the Task 13, Students should complete the task in pairs. Because it was homework Task, they completed the Task in home and submitted it in the next meeting. The mean value of Task 13 setting was 3.00 of mean. It means that more than half of students in the class agreed that the Task was effective. The setting (class

management) was pairs work and they agreed that the pairs work for homework was good for them as shown in the following interview transcript.

- R* : *Terus kalian lebih suka ngerjain bareng sama temen mu atau ngerjain sendiri?*(Then, do you prefer to complete the task in pairs or to complete it individually?)
- S* : *Ya mending berdua lah pak, bisa ngerjain bareng bareng.* (I prefer to do the task in pairs. We can do it together.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

Based on the reflection of the interview, the students felt that the Task was well applied in pairs work setting although they have difficulty in finding it. It can be seen in the field note below.

However, the other students could complete the homework in pairs.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the data above, it can be concluded that the Task component was effective. It was well applied in work pairs because it could help the students to consulting their difficulty with their partner.

## **5. Learner Role**

In learner role, Task 13 required the students to do the Task in pairs. Toward the agreement for learner role component, the mean value was 3.06. Therefore, it could be concluded as effective Task related to the learner role. It is inline with the result of the interview.

- R* : *Ok, terus kalian bisa mengerjakan prnya tidak tadi?(Ok, then, did you participate actively in the class??*
- S* : *Ya kayaknya bisa sih pak, tapi sedikit susah cari bacaan yang bisa di pahami di internet. Susah-susah pak bacaannya. Cuma agak bingung saja menebak klata yang susah.( ya, I think I participate actively in the class, but I was just a little bit confused in guessing the unfamiliar words)*
- R:* *Tapi kalian sudah benar-benar nyari diinternet kan? (but, had you really try to find in the internet?)*
- S* : *Sudah pak. Tapi nemunya baccaannya agak susah, jadi ngerjainnya lumayan susah sih pak. ( Yes, had. But I only found the difficult text.)*
- R* : *Tapi kan kalian ngerjakannya di rumah dan ngerjain bareng temen kalian. ( but you did it at home and dii it with your firend, right?)*
- S* : *Ya untung gak ngerjain sendiri. Kalau ngerjain sendiri tambah bingung pak.( fortunately, we didn't do it individually. If it was completed individually, it would be confusing)*

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(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students tried to complete the Task by browsing the text in the internet. Although it was difficult for them to find an appropriate text for trhem, they could complete the text. This was supported by the observation data as shown below:

There were some students who did not finish their homework and the teacher asked them to finish it in their home and then to submit it the next day on the English teacher desk. They did not do their homework because they have difficulty to find the text in the internet.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the data above, it can be concluded that the Task component was effective. The students had tried to finding text in the internet. They hve work in pair and submit the homework. Although there are some students who did not submit the class because the had difficulty an appropriatate text in the internet, they can complete it in the next day.

## 6. Teacher Role

The mean of teacher roles was 3.13. It can be concluded that the teacher roles of Task 13 in Unit 2 are well-developed and qualified to be implemented. The teacher's role is effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

*R* : *Kalo mengenai gurunya gimana? Sudah menjelaskan dengan baik kan cara ngerjain PR nya*( what about the teacher? Could the teacher explain clearly to do the Task?)

*S* : *Sudah pak, tadi kan bapak juga membantu juga dengan menjelaskan teknik guessing yang benar,*( yes, he could. The teacher help the students by giving explanation about the tips in guessing unfamiliar words.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

Based on the reflection of the implementation, the researcher was helped by the class management. He can easily deliver the Task and organized the students.

Before closing the class, the teacher summarized the material and asked them to do homework provided in the unit.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

In conclusion, the teacher's role was effective. He took role as controller and assessor in the task.

### c. Conclusion

From the analysis above, the conclusion which can be made is as following.

**Table 73: The analysis and revisions of the components of Task 13 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This Task aimed at encouraging learner to be creative learner and applied the reading skills that they get.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood.	Ineffective	Text should be appropriate for them. It could be from internet or other resources.
3. Activities <ul style="list-style-type: none"> <li>• The activities in task 13 are appropriate to students' interest.</li> <li>• The activities in Task 13 are attractive</li> </ul>	Ineffective	They should not only find the text in the internet but also find the text from others resources
4. Learner Role Task 13 has motivated and given students chances to participate and express actively	Effective	
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 14) Task 14

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 74: The mean and category of Task 14 in Unit 2 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This Task aimed at checking students understanding of a text in fun way.	32	11	21	0	0	3.34	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	13	19	0	0	3.41	Agree
3. Activities • The activities in Task 14 are appropriate with students' interest	32	14	18	0	0	3.44	Agree
• The activities in Task 14 are attractive	32	15	17	0	0	3.47	Agree
4. Learner Role Task 14 has motivated and given students chances to participate and express actively	32	11	21	0	0	3.34	Agree
5. Teacher Role The teacher role is effective	32	10	22	0	0	3.31	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	12	20	0	0	3.38	Agree

## a. Task Components Analysis

### 1. Goal

This Task aimed at attracting students in understanding the text in fun way. It made student learn and find the vocabulary in fun way. In this Task, every student had same opportunity answering the Task. As shown in the earlier table, the goal of Task 14 was achieved mean value of 3.34 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the Task is good. The data was supported by the following interview excerpt:

*R* : *Kalian suka gak ngerjain gamenya?* (R: were you fun in doing the game?)  
*S* : *Ya pak.* ( yes, we were)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

Then, based on the reflection of the implementation and the field notes, the goal really covers students need; the students participate well during the teaching learning process.

After finishing the discussion task, crossword puzzle game was done to refresh the students...  
 ... They did it enthusiastically.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 14 was effective for it prompted the students to learn grammar included in the text.

## 2. Input

The students agreed that the text was interesting and could be understood. The mean value for this was 3.41. It means that most of students agreed that this Task could help them to reach the goal of the Task. The data was supported by the interview data in the following excerpt:

R : *Crossword puzzle jelas kan?* (Is the word puzzle clear enough for you?)  
 S : *Jelas kok pak.* (it is clear enough , Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students agreed that the cross word puzzle was clear enough. It was shown in the interview transcript above that they thought that the text was easy to them. It is in line with following field note:

They could complete this task well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

In conclusion, the input of the Task was effective. The word puzzle was clear enough and they could complete the task.

## 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.44 and 3.47 which can be concluded that most of students agreed that this Task could help them to reach the goal of the Task. The data was supported by the interview data in the following excerpt:

- R* : Terus kalian bisa tidak menemukan kata-katanya?  
*S* : Bisa pak. Kan kata-katanya juga sudah ada di bacaan sebelumnya

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students stated that they could follow the exercise of Task 14. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

Any ones could give the words that he or she found. After telling the words, the students write the words on white board. They did it enthusiastically.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the activity. They could completed the game enthusiastically. In conclusion, the activity for Task 14 was effective.

#### **4. Setting**

In learner role, Task 14 required the students to do the Task in independently. Toward the agreement for this component, the mean value was 2.97. Therefore, it could be concluded as effective Task related to the learner role. It is in line with the result of the interview.

- R* : *Terus bisa tidak mengerjakan Task 14 sendirian?*( Could you complete the game individualy ?)  
*S* : *Bisa pak.* ( No, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

Based on the reflection of the interview, the students felt that the Task was well applied in individual work setting. It supported in the field note below.

Moreover, this game could improve the vocabulary of the students, because this game asked students to find some word related to the measurement. The teacher gave opportunity for them to find the word individually.

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(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

In the class, the success of the Task was shown by student participation in completing the Task and their understanding of the text. As the whole Task could be implemented in the classroom and the students joined the Task 14 actively, this component was regarded to be effective.

### 5. Learner Role

The students in this Task have to participate actively in the teaching and learning process. It was shown in the mean value that is 3.13 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Pas kemarin dikasih kesempatan buat jawab kata yang ada di puzzle, kalian menjawab tidak?*  
 S : *Iya dong pak. (I did.)*  
 R : *Terus setelah jawab ngapain?( then, what did you do after answering it)*  
 S : *Nulis di papan tulis jawabannya. ( I wrote it on white board.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students followed the flow of the Task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

Any ones could give the words that he or she found. After telling the words, the students write the words on white board. They did it enthusiastically.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students showed that by joining in the Task and participating in the whole process, though at the beginning not all people participating, was also a form of participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

In this Task, the teacher had to take the role of a facilitator and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.13. It was supported by interview data in the following interview excerpt:

- R : *Terus pak guru sudah cukup jelas belum meberikan penjelasan.? (Did the teacher explain clerly?)*  
 S : *Ya jelas pak(yes, he did)*  
 R : *Berarti pak guru sudah bisa ya membuat kalian aktif di kelas?*  
 S : *Iya pak.*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 2, May 30, 2011)

The students agreed that the teacher acted as a facilitator. The observation data also supported the previous data. It could be seen in the following piece of field note:

The teacher gave opportunity for them to find the word individually. Any ones could give the words that he or she found.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

It was clear that the researcher who taught the students had important role in encouraging the student to participate actively in the class by acting as facilitator and controller.

### **b. Conclusion**

Based on the result of the components analysis, Task 14 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 75: The analysis and revisions of the components of Task 14 in Unit 2**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This Task aimed at checking students understanding of a text in fun way.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	effective	-
3. Activities • The activities in Task 14 are appropriate with students' interest	Effective	-
• The activities in Task 14 are attractive		
4. Learner Role Task 14 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

**e. The Description of the Tryout of Unit 3**

The tryout of Unit 3 was conducted in two meetings. The first meeting was conducted in June 6, 2011 and the second meeting was conducted in June 9, 2011. It was conducted in VII D with 32 students but in the first meeting of unit there was a student absent so that there were only 31 students joining the class. Then in the second meeting there were 25 students who joined the class because there were 7 students absent.

The materials of Unit 3 deal with the students' needs and interests, and are appropriate with immersion program. This talks about measurement and has sixteen tasks. The grid of Unit 3 of the first draft can be seen in table 3 and the materials could be seen in Appendix D. Moreover, a complete description of the try-out of Unit 3 could be seen in appendix J.

**f. The Tryout, Evaluation and Revision of Unit 3****1) Task 1**

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 76: The mean and category of Task 1 in Unit 3 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at building the background knowledge.	25	10	15	0	0	3.4	agree
2. Input The input (text, picture, article) was interested and easy to be understood	25	8	15	2	0	3.24	agree
3. Activities • The activities in Task 1 were appropriate to students' interest	25	9	16	0	0	3.36	agree
• The activities in Task 1 were attractive	25	10	15	0	0	3.4	
4. Learner Role Task 1 had motivated and given students chances to participate and express actively	25	8	17	0	0	3.25	agree
5. Teacher Role The teacher role was effective	25	10	15	0	0	3.4	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	25	9	16	0	0	3.36	agree

Based on the data collected through the try-out questionnaire as a whole, Unit 1 is effective. It can be seen from the mean values ( $\bar{x}$ ) in Table 4.6. a good materials has mean in range 2.51-4.00. It means that the students agreed with almost all the statements in the questionnaire. Besides gathering information through the

questionnaire, the observations and the interviews were conducted to obtain detailed information about the materials. However, to know the detailed analysis on the task components, the analysis is given as follows.

### **a. Task Components Analysis**

#### **1. Goal**

This task aimed at helping students to build the background knowledge of the field. This task expected the students to be able to classify the object in the picture into solid, liquid or gas. This task was also prepared students to move to the next task. By doing this task, the students were prepared to read the next text, so that they could get the description of the topic in the next text. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 1 was achieved mean value of 3.4 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the task is good. The data was supported by the following interview excerpt:

- R* : Menurut kalian Task 1 bagus tidak? bisa membantu kalian untuk mengingatkan kalian apa yang telah kalian ketahui tentang topic di unit ini?(R: Do you think that task 1 is good? Could it remind you about what you ever know related to the topic of the Unit 3?)
- S* : Bagus kok pak, ya emang harus nginget apa yang kita tahu untuk ngerjain tasknya pak. ( The task is good, Sir. To complete the task, we should remind what we know about the topic.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

Then, based on the reflection of the tryout and the field notes, the goal really covers students need. The students could answer the question in the task.

Then the teacher explained in Indonesia what states of matter are. Then, he asked them to complete Task 1 in pairs. In Task 1, students should classify the object/ the picture in to solid, liquid or gas. It helps them to recall their knowledge related to this topic in the unit and to prepare them to move the while reading task.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 6, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 1 was effective for it prompted the students to build background knowledge and to give the description of the topic.

## 2. Input

In terms of the quantitative result towards the component for input, they showed that the component was effective. The mean for the component was 3.24. Therefore, it was also regarded that the task was effective because it shows that more than half students agreed that the task was effective. This result was supported by the result of the interview as shown in the following excerpt:

- R :Perintah sama gambarnya sudah jelas belum? (are the instruction and the picture clear enough for you?)*
- S : Kurang jelas pak, sedikit bingung nentuin objek mana yang musti di klasifikasikan karena didalam gambar ada beberapa objek .(Not clear enough, Sir. It is confusing to choose which objects should be classified because there are some objects in the picture.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students stated that they got difficulty to choose which objects should be classified. This could also be seen in the following piece of field note:

However there was a problem in doing the task. They were confused to co classify the object because the picture consisted of some object and the students did not know which objects should be classified.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 23, 2011)

The input of this task was not effective. The students were confused in completing the task. They did not know which object should be classified. Therefore a revision is needed. There should be name labels of the objects in the picture so that it will be clearer than before.

### 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.36 and 3.4. It could be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Tapi bisa kan ngerjainnya?* (Could you do the task?)  
 S : *Bisa sih pak, Cuma tadi itu bingung objek yang harus di klasifikasikan yang mana.* (Yes, we could. We are only confused which objects should be classified.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

In addition, during the tryout the students were so attractive when joining the sessions. They did the task well.

In Task 1, students should classify the object/ the picture in to solid, liquid or gas. ...They could complete task well.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 23, 2011)

The students gave a good response for the activity. They were enthusiasts in answering the questions. In conclusion, as supported by three data resulted in the same result; the activity for Task 1 was effective.

#### 4. Setting

In learner role, Task 1 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.36. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R* : *Terus bisa gak ngerjainnya berpasangan?*( Can you complete the task in pairs?)  
*S* : *Ya bisa pak, tadi kan sudah di jawab.* (We can do it, sir.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

Then, he asked them to complete Task 1 in pairs. They could complete task well.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 23, 2011)

Based on the data above, it can be concluded that the task was effective. The student can complete the task independently.

#### 5. Learner Role

In learner role, Task 1 mean value was 3.32. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R* : *Kalian aktif gak di kelas?*(Did you participate actively in the class?)  
*S* : *Iya pak, kita kan juga jawab pertanyaan tadi pas di suruh.*,( yes, sir)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students completed the task and participated actively by answering the question loudly when they were asked by the teacher. This statement was supported by the observation data as shown below:

After finishing the task, the students showed their answer by reading it loudly. Then the teachers told to them weather the answer right or wrong.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 23, 2011)

The students showed that they participate in completing and answering the task. Based on the data above, it could be concluded that the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

The mean of teacher roles was 3.4. It can be concluded that the teacher roles of Task 1 in Unit 3 are good. In other word, the teacher's role was effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

*R* : *Kalo gurunya gimana? Tadi memberi penjelasannya sudah baik belum?*(  
what about the teacher? Could the teacher explain well?)  
*S* : *Sudah pak,.( yes, he could.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Based on the reflection of the tryout, the researcher was helped by the class management. He can easily deliver the task and organized the students. It can be seen in the field note related to the learner role on the previous page.

In short, the teacher role was appropriate for the students. It was supported by three data above, questionnaire results, interview result and class observation result. The teacher could inform needed information related to the task, control the class and assess the students.

## b. Conclusion

From the analysis above, the conclusion which can be made is as following.

**Table 77: The analysis and revisions of the components of Task 1 in Unit 3**

Component	Analysis	Revision
1. Goal This task aimed at building the background knowledge.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Ineffective	There should be name labels of the objects in the picture so that it will be clearer than before.
3. Activities • The activities in Task 1 are appropriate to students' interest	Effective	
• The activities in Task 1 are attractive	Effective	-
4. Learner Role Task 1 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	.

## 2) Task 2

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 78: The mean and category of Task 2 in Unit 3 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 2 help me to learn reading strategy, skimming a text	25	5	20	0	0	3.2	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	8	17	0	0	3.32	Agree
3. Activities • The activities in task 2 are appropriate with students' interest	25	9	16	0	0	3.36	Agree
• The activities in Task 2 are attractive	25	10	15	0	0	3.4	Agree
4. Learner Role Task 2 has motivated and given students chances to participate and express actively	25	10	15	0	0	3.4	agree
5. Teacher Role The teacher role is effective	25	10	15	0	0	3.4	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	8	17	0	0	3.32	Agree

The table showed that the students' agreement towards the task varied. This was shown from the range of the mean; i.e. from 3.2 to 3.4. It means that most of students agreed that task 2 is effective because the range of mean of every task component is more than 2.5. In the other word, more than half of total students of the class agreed that the task is effective. However, to know whether the task was effective or not the detailed analysis on the task components is given as follows.

### **a. Task Component Analysis**

#### **1. Goal**

Task 2 aimed at improving students' reading skill in English, particularly the scanning strategy in reading. The mean of the goal in the result of questionnaire was 3.16. It means that the task was effective because the means more than 2.5. It meant that more than half students in class agree that the component was effective. This result was supported with the result of interview as follows:

- R : *Menurut kalian Task 2 ini bisa meningkatkan kemampuan membaca kalian tidak?* (Do you think that Task 2 could improve your reading skill? )  
 S : *Ya bisa sih pak.* (Yes, I do.)  
 R : *Kenapa kok bisa?(why?)*  
 S : *Ya kan kita terlatih untuk membaca, sama latihan cari topiknya pak.*  
 (because we practice to read and to find the topic of the text)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students agreed that the task could improved their reading skill. It is also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

In Task 2, they had to skim the text to find the topic of the text. The teacher asked to the students ...  
... Some of them answered correctly and most of them answered closely correct.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

Based on the field note data, the student could find the topic although some of them answered closely correct. They could learn and applied the reading skills, skimming.

In conclusion, as supported by three data resulted in the same result; the goal was effective. The students could improve their reading skill.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.32. This result was supported by the result of the interview as shown in the following excerpt:

R : *Bacaannya bisa dipahami gak? (Can the text be understood?)?*  
S : *Bisa dipahami kok pak. (It can be understood.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students thought that the words given in the input was understandable for them. It was also supported by the result of the observation which was shown in the piece of the field note below:

After about 3 minutes, he asked the students to tell the topic of the text. Some of them answered correctly and most of them answered closely correct.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students gave a good response for the input. Based on the data above the text are comprehensible. In conclusion, as supported by three data resulting the same result; the input for Task 2 is effective.

### 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.36 and 3.34 which can be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

R : *Kalian bisa mengikuti proses pembelajaran pada Task 2 di kelas?* (Could you follow the learning process of Task 2?)  
 S : *Bisa pak.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students stated that they could follow the exercise of Task 2. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

In Task 2, they had to skim the text to find the topic of the text...  
 ... Then, the teacher wait for a few minute to let them to skim the text. After about 3 minutes, he asked the students to tell the topic of the text. Some of them answered correctly and most of them answered closely correct.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students gave a good response for the activity. They scan and read the whole text. In conclusion, as supported by three data resulted in the same result; the activity for Task 2 was effective.

#### 4. Setting

In learner role, Task 2 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.32. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R* : *Terus, apa task nya sudah bagus kalo dikerjain sendiri-sendiri?* ( do you you think that it is ok to do the task individually?)  
*S* : *Ya gak papa pak, sudah bisa kok ngerjain sendirian.* ( yes ui do. It is ok to do the task individually)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

Some of them answered correctly and most of them answered closely correct. It seemed the text was easy to be completed individually.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

In the class, the students' participation determined the task success. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

## 5. Learner Role

This component was also similar with the previous one; i.e. the setting for the task. While the setting required the students to participate actively in the classroom, the researcher had to make sure that they also participated actively in the classroom. It was shown in the mean value that is 3.4 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

R : *Kalian aktif tidak di kelas?* (Did you participate actively in class?)  
 S : *Saya aktif di kelas pak.* (I did.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

Then, the students answered “yes, I do sir.” The teacher asked again how to skim a text to find the topic. They answered that they should read the title and looked some word in each paragraph but not all words in the text.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## 6. Teacher Role

Teacher, in Task 2, acted as a resource/informer to the students. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.56. Therefore, it was effective. It was supported by interview data in the following interview excerpt:

- R : *Klalau gurunya sudah baik belum dalam menjelaskan soal, mengawasi kalian dalam belajar, sama menilai kalian?* (Do you agree that the teacher takes the role of a facilitator in Task 2?)
- S : *Sudah baik, kok pak. Pak guru menjelaskan dengan jelas, mengawasi kita saat membaca, sama menilai pekerjaan kita.* (Yes, I do. The teacher could explain clerly, control us and give us assessment.)

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(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students agreed that the teacher acted as a resource. Then, the observation data also supported the previous data. It could be seen in the following piece of field note.

The teacher asked to the students “Do you still remember how to skim a text?”...  
... Then, the teacher wait for a few minute to let them to skim the text. After about 3 minuets, he asked the students to tell the topic of the text.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

It was clear that the teacher who taught the students gave the students a brief explanation related to reading strategy and encourage them to read text effectively. In conclusion, the component was effective.

## b. Conclusion

Based on the result of the components analysis, Task 2 was effective and agreed by the whole students. These could be concluded in the following table:

Table 79: **The analysis and revisions of the components of Task 2 in Unit 3**

Component	Analysis	Revision
1. Goal: Task 2 helped students to learn reading strategy, skimming a text	Effective	-
2. Input : The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activity: <ul style="list-style-type: none"> <li>• The activities in task 2 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 2 are attractive</li> </ul>		
4. Learners roles: The students participated actively in the teaching and learning process.	Effective	-
5. Teacher roles: A guide, a facilitator, and a motivator	Effective	-
6. Setting : Individual task	Effective	-

### 3) Task 3

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 80: The mean and category of Task 3 in Unit 3 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 3 helped students to comprehend a text by identifying main idea of each paragraph.	25	8	17	0	0	3.32	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	11	14	0	0	3.44	Agree
3. Activities • The activities in task 3 are appropriate with students' interest	25	9	16	0	0	3.36	Agree
• The activities in Task 3 are attractive	25	9	16	0	0	3.36	Agree
4. Learner Role Task 3 has motivated and given students chances to participate and express actively	25	10	15	0	0	3.4	Agree
5. Teacher Role The teacher role is effective	25	10	15	0	0	3.4	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	11	14	0	0	3.44	Agree

The table showed that the students agreement towards was quite high. This he table showed the range of the mean from 3.32 to 3.44. It meant that most of students agreed that the task was effective because the mean over than 2.5.

## a. Task Component Analysis

### 1. Goal

Task 3 aimed at helping students to comprehend text by identifying the main idea of each paragraph. As shown in the table of the descriptive statistics data of the mean, the value for this component was 2.81. It means that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

- R : *Kalian bisa gak memahmi teks nya dengan mencari main idea tiap paragraph kayak di Task 3? (Can you understand the text by identifying main idea of each paragraph in the text like you do in task 3?)*
- S : *Bisa sih pak. Kan kalau tau main ideanya kita jadi tau teks nya ini tentang apa. (Yes, sir. If we know the main idea of each paragraph, we know the content of the text.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Response of the students was good. It could be reflected from the interview transcript above. This was also supported by the observation data below.

After skimming the text, the students read the whole text to answered questions in Task3, Task 4 and task 5. In task 3 students decided the main idea of each paragraph.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

Based on the data in the fielf note, the task encourage leaner to find the main idea of each paragraph. It could help them to comprehend the text. Moreover, it also helped teacher to check students' comprehension.

In conclusion, this component was effective. The students could reach the goal of the task. They could understand the task by identifying the main idea of paragraph.

## 2. Input

The students agreed that the picture was interested and easy to be understood. The mean value for this was 3.13. It means that more than half of students in the class agreed the input was qualified. However, a different result was shown in the interview transcript below.

- R : *Balik lagi ke teksnya, kalian yakin bacaannya bisa kalian fahami.* ( Are you sure the text is comprehensible?)
- S : *Menurut saya bisa pak.* ( I think it is comprehensible, Sir.)
- R : *Perintahnya sudah jelas belum?* (what about the instruction, is it clear enough?)
- S : *Ya sudah jelas pak.*(yes, it is.)
- R : *Gambarnya gimana ? Sudah sesuai sama bacaannya belum?*(What about the picture? Is it relevant to the text)
- S : *Bagus pak...sesuai sama temanya.*( it was good, sir, it is in line with the topic.)
- R : *Oh iya, kalau lay outnya gimana, bagus gak?* (What about the lay out?)
- S : *Lay out itu apa?* (what is lay out?)
- R : *desain nya materi, gambar-gambar, tampilannya gimana?* ( The design of the picture?)
- S : *Oh itu, kayak unit yang kemarin pak. Kayangnya musti dibagusin lagi pak, biar kayak buku-buku yang biasanya itu.* ( Oh..like previous unit, Sir. I think that it must be improved so that it is like others books)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students agreed that the text is easy and the pictures were appropriate. However, they think that the layout should be improved. In the class, they were looked easy in doing the task. It could be seen in the following piece of field note:

Most of them could answer it correctly.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

In conclusion, the Input of this task is effective. They could understand the text. Moreover, the picture is also relevant to the text.

### 3. Activity

In terms of the quantitative result towards the aspects for procedure, they showed that the component was effective for the mean for both aspects were same, 3.36, which can be concluded that more than a half of students in the class agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R :*kalian bisa menentukan main idea pada setiap paragraph yang ada di task 3? (Could you find main idea of each paragraph asked in task 3 ?)*  
 S :*Bisa pak. (Yes, we could, Sir.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students stated that they could follow the exercise of Task 3. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

They just matched the main ideas that were provided to the paragraph numbers...  
 ...Most of them could answer it correctly.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students gave a good response for the activity. They could found the main idea of each paragraph and complete the task well. In conclusion, as supported by three data resulted in the same result; the procedure for Task 3 was effective.

#### 4. Setting

In setting, Task 3 required the students to do the task in pairs. Toward the agreement for this component, the mean value was 3.03. Therefore, it could be concluded as effective task related to the setting. It is in line with the result of the interview.

*R* :Menrut kalian sudah pas belum kalau ngerjainnya berdua-dua? (Do you think that is appropriate to do the task in pairs?)

*S* :Udah baik pak, kan kalau berdua bisa diskusi. (Yes, I do. I think it is good because we can discuss to complete the task.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Students agreed that the setting was appropriate for them. They could complete

They completed it in pairs and they could finish it well.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The setting of this task was regarded as appropriate for the students. In the class, they could complete it in pairs.

#### 5. Learner Role

The students in this task have to participate actively in the teaching and learning process. It was shown in the mean value that is 3.06 which meant that most

of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R :*Dikelas kalian aktif gak megikuti pelajaran, terutama saat ngerjain Task 3?* (Did you participate actively in doing task 3?)  
 S :*Ya aktif pak* (I did.)  
 R :*Aktif nya gimana?* ( how did you participate actively in the class?)  
 S :*Ya kayak jawab jawab pertanyaan sama berdiskusi*( I am active by answering the task and discus to answer the question)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

Some students raised their hand and the teacher asked one of them to show his answer. Then, after the student told the answer, the teacher asked to the other students to judge weather the answer right or wrong.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students showed that by joining in the task and participating in the whole process, though at the beginning not all people participating, was also a form of participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## **6. Teacher Role**

In this task, the teacher had to take the role of a resource and a controller. In the result of the questionnaire, the mean value showed that the component was

effective and the value was 3.09. It was supported by interview data in the following interview excerpt:

- R : *gurunya gimana? Sudah jelas belum menjelaskan materi? erjakan task 3 ?*  
 (Did the teacher only control students in doing the task?)  
 S : *Sudah pak pak.*  
 R : *Terus apakah gurunya mengawasi kalian dan menilai pekerjaan kalian dengan baik? ( did the teacher watch you and give assessment well?)*  
 S : *Iya pak (yes, sir. He did. )*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students agreed that the teacher acted as a resource. The observation data also supported the previous data. It could be seen in the following piece of field note:

While they were reading the text and were completing the task, the teacher moved around and gave some helps to the students who did understand the instruction or the text. After the student finished the task, the teacher offered to the student to tell the correct answers.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph. Therefore, it can be concluded that the teacher' roles are appropriate for the students.

## **b. Conclusion**

Based on the result of the components analysis, Task 3 was effective and agreed by the whole students. These could be concluded in the following table:

Table 81: **The analysis and revisions of the components of Task 3 in Unit 3**

Component	Analysis	Revision
1. Goal Task 3 helped students to comprehend a text by identifying main idea of each paragraph.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in task 3 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 3 are attractive</li> </ul>		
4. Learner Role Task 3 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

#### 4) Task 4

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 82: The mean and category of Task 4 in Unit 3 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 4 helps the students to comprehend the science text effectively.	32	8	17	0	0	3,28	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	15	0	0	3,4	agree
3. Activities • The activities in Task 4 are appropriate with students' interest	32	12	13	0	0	3,48	agree
• The activities in Task 4 are attractive	32	8	17	0	0	3,32	agree
4. Learner Role Task 4 has motivated and given students chances to participate and express actively	32	11	14	0	0	3,44	agree
5. Teacher Role The teacher role is effective	32	13	12	0	0	3,52	agree
6. Setting The class management/classification (individual, pairs, whole class) is effective	32	10	15	0	0	3,4	agree

### a. Task Component Analysis

#### 1. Goal

Task 4 helped the students to comprehend the science text. Moreover, it was also used to check students' comprehension. The mean value of this component was

3.28. Therefore, it is appropriate for the students. It supported by the result of interview.

- R : *Menurut kalian Task 4 ini bisa membantu kalian memahami bacaan tidak?*  
 (Do you think that the Task 4 could help you in understanding the text? )  
 S : *Iya pak* (yes, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that they can do the Task well and understand the text. This result was also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

It seemed they did not have any difficulties to complete the question.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students read and practiced the reading strategy well. They can complete the Task. In conclusion, as supported by three data resulted in the same result; the goal is effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.4. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Teks nya bisa difahamkan?* (Is the text understandable?)  
 S : *Ya bisa kok pak. Kok pertanyaannya diulang ulang terus pak?.* (Yes, it is. Sir, why the question is repeated)  
 R : *Ya untuk memperjelas saja. Lagian tanyanya untuk task yang beda?* (to make it clear. However, the question is for the different task.)  
 S : *Kok bisa pak?*(How come)

R : *Ya task nya beda tapi teks nya kan satu, jadi biar lebih jelas saja.* ( The tasks are different but they have same text)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students thought that the words given in the input was comprehensible for them. It was also supported by the result of the observation which was shown in the piece of the field note below:

...most of them could finish it well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are quite difficult to be understood but they could understand the text. In conclusion, the input for Task 4 was effective.

### 3. Activities

In terms of the quantitative result towards the aspects for procedure, they showed that the component was effective for the mean for both aspects were 3.48 and 3.32. It could be concluded that most of students agreed that the activities are appropriate for them. This result was supported by the result of the interview as shown in the following excerpt:

R : *Kalian bisa gak menentukan kalimat mana yang benar atau yang salah?*  
(Could you dicede weather statements are true or wrong?)  
S : *Bisa kok pak.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students stated that they could follow the exercise of Task 4. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

In Task 4, students should decide the provided statements right or wrong. The teacher asked them to answer the questions based on the text and they could read again the text. It seemed they did not have any difficulties to complete the question.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students gave a good response for the activity. They read the text and answered all questions in the task well. In conclusion, activity for Task 4 was effective.

#### **4. Setting**

Task 4 required the students to do the Task independently. The result of questionnaire related to this component was 3.4. Therefore, it could be concluded as effective Task related to the setting. It is inline with the result of the interview.

*R* : *Terus susah gak mengerjakan Task 4 sendiri-sendiri?* (Did you get any difficulty in doing Task 4 individually?)

*S* : *Lumayan, tapi bisa kok pak.* (Just a little but I could do it.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that the setting was appropriate and effective. This was also supported by the field note.

Although they did the task individually, most of them could finish it well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

Based on the data above, it can be seen that the students could follow the process of teaching and learning and complete the Task. Therefore, it can be concluded that the setting was effective.

### 5. Learner Role

This component was also similar with the previous one; i.e. the setting for the Task. While the setting required the students to participate actively in the classroom, the researcher had to make sure that they also participated actively in the classroom. It was shown in the mean value that is 3.44 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Kalian aktif tidak tadi pas nerjakan Task 4?* (Did you participate actively in doing Task 4?)  
 S : *aktif pak, jawab pertanyaan juga tad dan mediskusikan bareng-bareng jawabannyai.* ( Yea, I did. I answered the questions discussed it together. )

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students followed the flow of the Task well. They participated actively in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

After they finished it, the teacher checked their answer by offering them to show their answers. Some of the raised their hand and the teacher asked one of them to tell his or her answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

The students showed that by participating in the class, they can complete the task well. In conclusion, the students had taken their role well. In other words, the component is effective.

## 6. Teacher Role

Based on Table 63, the mean values result of teacher role component is 3.52. It means that the teacher role is effective. He could be a facilitator in the teaching and learning process. It can be seen from the interview transcripts.

- R : *Gurunya menjelaskan dengan baik tidak?* (Did the teacher take explain clearly?)  
 S : *Iya sih pak, pak guru sudah menjelaskan tentang apa yang harus dikerjakan dalam Task 4 jika ada beberapa siswa yang kurang faham..* (Yes he did. He could explain what we have to do and help us when we had difficulties.)  
 R : *Terus apa pak guru memberikan penilaian dengan baik?* (Did the teacher give assessment well?)  
 S : *Bagus kok pak.* ( It is good , Sir)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that the teacher acted as an informer, facilitator, controller and assessor. In addition, the observation data also supported the previous data. It could be seen in the following piece of field note:

The teacher moved around to check students' progress while he was waiting them to complete the task. After they finished it, the teacher checked their answer by offering them to show their answers.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 2, May 30, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to reading strategy to encourage them to read text effectively.

### **b. Conclusion**

Based on the result of the components analysis, Task 4 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 83: The analysis and revisions of the components of Task 4 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 4 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in Task 4 are appropriate with students' interest</li> <li>• The activities in Task 4 are attractive</li> </ul>	Effective	-
4. Learner Role Task 4 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 5) Task 5

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 84: The mean and category of Task 5 in Unit 3 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	25	5	20	0	0	3.24	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	9	16	0	0	3.4	disagree
3. Activities • The activities in task 5 are appropriate with students' interest	25	7	18	0	0	3.32	disagree
• The activities in Task 5 are attractive	25	6	19	0	0	3.28	
4. Learner Role Task 5 has motivated and given students chances to participate and express actively	25	9	16	0	0	3.4	agree
5. Teacher Role The teacher role is effective	25	10	20	0	0	3,44	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	6	17	2	0	3.2	disagree

## a. Task Components Analysis

### 1. Goal

This task aimed at helping students to comprehend the text by guessing some unfamiliar words. This task encouraged students to read the task effectively by implementing guessing the meaning of unfamiliar words. Moreover, the task could also check the student understanding. By doing this task, it could be found whether the students could guess of unfamiliar words, so that they could get the information in the text. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 5 was achieved mean value of 3.4 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the task is good. The data was supported by the following interview excerpt:

*R* : *Menurut kalian Task 5 bisa gak meningkatkan kemampuan baca kalian.?(R: do you that Task 5 could improve your reading skill?)*  
*S* : *MMmm..Bisa sih pak. (Yes, I do)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Then, based on the reflection of the tryout and the field notes, the goal could be achieved. However, the students have difficulty in guessing as shown in the following field note.

In task 5, the students should guess some unfamiliar words consisting in the text. The students were encouraged to find the meaning of the words without dictionary.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 5 was effective to encourage students guessing unfamiliar words. The data showed that the component is effective. Therefore, it can be concluded that the goal could be archived.

## 2. Input

Based on Table 84, it could be seen that the mean value of input is 3.4. Therefore, it is also regarded that the task component is effective because it shows that more than half students agree that the task is effective. The different result came in the interview as seen in the following interview transcript:

- R* : *Jadi textnya menryt kalian susah ato mudah?*( so, what do you think about the text? Is it easy or difficult?)  
*S* : *Lumayan pak* ( it is enough).

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Based on the result of interview, they agreed that generally the input especially the text is good. The text was comprehensible for them.

Based on the reflection of the field notes, the students felt difficulty in guessing the unfamiliar words. But finally they could do this by getting some help from the teacher.

Some of them could do it although it looked difficult for them. Then, most of them could not finish it well.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

Based on the explanation above, it can be concluded that the task 5 input is effective although some of students got difficulties as shown in the field note. However, they could complete it finally. Moreover the others data, interview data and questionnaire data show that the text is comprehensible. These finding support an idea that the input of task 5 is appropriate for the students.

### 3. Activity

The aspects related to activity have also low mean means like input. The appropriateness of the activities with the students' interest has mean of 3.32. Then, the attractiveness of the activities has the mean of 3.28. It means that there were more a half of students agree to the effectiveness the task 5 activities.

The same result was shown in the interview. Based on the interview with the students, the activity actually was good. It could encourage the students to read effectively. They also interested to the activity, but the unfamiliar words that they should guess were to difficult for them.

*R :Menurut kalian Apakah guessing makna kata yang tidak kalian ketahui bisa membantu kalian untuk memahami bacaan dengan baik?(Do you think that guessing meaning of unfamiliar words is good and can help you to comprehend the text effectively?)*

*S :menurut saya guessing makna itu bagus pak dan itu bisa membantu untuk memahami isi bacaan dengan efektif tapi ini kata-katanya terlalu sulit pak. Jkadiagak susah nebak kira-kira maknanya itu apa? (I think guessing meaning of unfamiliar word is good, but the words are too difficult so that it is difficult to guess the meaning.)*

In addition, during the tryout the students were so attractive when joining the sessions. They could complete the task after the teacher helped them.

The teacher reminded them how to guess the words. Then, some of them could complete the task well finally.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

Based on the data above the task component is effective. The activity is good for them to help them to comprehend the text although they have difficulty in completing the task.

#### 4. Setting

The mean of the setting is 3.2 which means that more than half of students in the class did not agree that the task is effective. However, different results came from interview data and class observation data. It could be seen in the following interview transcript:

- R* : *Menurut kalian apa sudah pas kalau ngerjainnya sendiri-sendiri?* ( Do you think that doing the task individually is appropriate for you)
- S* : *Kayaknya itu pak, kurang pas. Susah ngerjain sendiri.* (I think that it is not appropriate, Sir. It is too difficult to complete the task individually.)
- R* : *Oh berarti berpasangan aja ya.* ( oh,.So it is better to change to pairs task, right?)
- S* : *Ya lebih bagus gitu kayaknya, atau kelompok.* (I think it is better in pairs task or group task)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Based on the reflection of the tryout, the students felt that the task was difficult to be completed individually. It can be seen in the field note below.

Some of them could do it although it looked difficult for them. Then, most of them could not finish it well individually.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

Based on the data above, it can be concluded that the task component is not effective. The setting should be changed. It should be done in pairs and it also should be a multiple choice task to help them guessing the unfamiliar words. Further, the task should be replaced in the last session of pre-reading activity because it was too difficult.

## 5. Learner Role

Regarded to the learner role, Task 5 mean value is 3.4. Therefore, it could be concluded the component is effective. It is inline with the result of the interview.

*R* : *Terus kalian aktif gak tadi?*(Ok, then, did you participate actively in the class??  
*S* : *Aktif sih pak.* (I participate actively in the class, Sir)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students tried to complete the task and asked the teacher when they had difficulty or did not understand the instruction. It meant that they participated actively in the class. This statement was supported by the observation data as shown below:

However, most of them complaining that the task was difficult and asking the teacher helps. Then, some of them could do it although it looked difficult for them.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

Based on the data above, it could be concluded that the component was effective. The student had participated in teaching and learning process in the class.

## 6. Teacher Role

The mean of teacher roles was 3.00. It can be concluded that the teacher roles of Task 5 in Unit 3 were good. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R* : *Terus gurunya gimana? Sudah bisa menjealaskan dengan baik belum?*( what about the teacher? Could the teacher explain well?)  
*S* : *Sudah pak.*( yes, he could.)  
*R* : *Terus mengawasi kalian gak pas kalian ngerjain task 5?* (Did the teacher watch you when you did the task?)  
*S* : *Iya pak, tadi pak guru gwsu sama bantu kita untuk nebak makna kata di task 5.*( Yes, sir. The teacher watched us when we did the task and helped us to guess the meaning of unfamiliar words)

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(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Based on the reflection of the tryout, the researcher was helped by the class management. He can easily deliver the task and organized the students. It can be seen in the following piece of field note.

The teacher reminded them how to guess the words.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

Based on the data above, it could be concluded that the component was effective. The teacher acted as controller, facilitator, and informer.

## b. Conclusion

From the analysis above, the conclusion which can be made is as following.

Table 85: The analysis and revisions of the components of Task 5 in Unit 3

Component	Analysis	Revision
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in task 5 are appropriate with students' interest	Effective	
• The activities in Task 5 are attractive	Effective	-
4. Learner Role Task 5 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Ineffective	The setting must be in pairs and multiple choice tasks to help the students in guessing unfamiliar words. Further, the task should be replaced in the last session of pre-reading activity because it was too difficult.

## 6) Task 6

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 86: The mean and category of Task 6 in Unit 3 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 6 helps the students to learn grammar included in the text.	25	6	19	0	0	3.24	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	8	17	0	0	3.32	Agree
3. Activities • The activities in task 6 are appropriate with students' interest	25	8	17	0	0	3.32	Agree
• The activities in Task 6 are attractive	25	7	18	0	0	3.28	Agree
4. Learner Role Task 6 has motivated and given students chances to participate and express actively	25	10	15	0	0	3.4	Agree
5. Teacher Role The teacher role is effective	25	10	15	0	0	3.4	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	9	16	0	0	3.36	Agree

## a. Task Components Analysis

### 1. Goal

Task 6 helped the students to learn grammar included in the text. In this unit, the students learned the structure of paragraph. This task encouraged the students to identify a main sentence and supporting sentences included in the text. They were offered an explanation and an example of the main sentence and the supporting sentence. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 6 was achieved well by conveying mean value of 3.24 which was regarded as *Agree* in category. The data was supported by the following interview excerpt:

- R* : *Sekarang Task 6, menurut kalian task 6 bisa membantu untuk mempelajari grammar tidak?*(Now task 6. Do you think that this task could help you to learn grammar?)  
*S* : *Bisa pak. Kan task 6 memang jelasin grammar?* (yes, I do. Task 6 explain about grammar, doesn't it?)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Then, based on the reflection of the tryout and the field notes, the goal really covers students need; the students participate well during the teaching learning process.

After Task 5 had been finished, he then led them to have a look on Task 6. In Task 2, the students learned the explanation of grammar. There was a table that consisted of explanation related to simple present.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 6 is effective to help students learning grammar.

## 2. Input

In relation to input, the students agreed that the grammar explanation given could be understood. It could be seen in the descriptive statistics result; in which it conveys the mean value of 3.06. Therefore, it was also regarded as effective in the category. The same result came in the interview as seen in the following interview transcript:

- R : *Apakah penjelasan tentang grammar yang ada di task 6 sudah cukup jelas?*( Is the explanation about a main sentence and supporting sentences clear enough?  
 S : *Cukup jelas kok pak*( It is clear enough.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

In the result of interview, the students said that they could understand the grammar explanation. The students showed good response in the teaching and learning process regarding to the text comprehension.

Based on the reflection of the field notes, the students are so enthusiastic and the task teaching runs well. Although there were some student could not understand the explanation, but most of them could understand it.

Most of them could understand the explanation, but there were some students who could not understand it.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

Based on the data above, it could be concluded that the input was appropriate for the students. They could understand the explanation of grammar that was provided in Task 6.

### 3. Activity

The activities of Task 6 were reading the explanation of grammar. In this task, the students identified simple present, active and passive sentences. The appropriateness of the activities with the students' interest has mean of 3.32, and the attractiveness of the activities has mean of 3.28. It can be concluded that more than half of students agreed that the activities of Task 6 in Unit 3 are appropriate for them. The scores are in line with the results of the interview and the field note.

Based on the interview with the students, the activities were good. They could learn grammar included in the text..

- R : *Terus kegiatannya gimana menurut kalian?* ( What do you think of the task 6 activity?)  
 S :*Bagus pak, kita bisa belajar grammar.*( I think the activity is good, Sir. We can learn grammar)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The same results came from the class observation. They could follow the activity and enjoy it. They did the task well.

They tried to identify main sentences and supporting sentences that were provided in the example. Most of them could understand the explanation. However, there were some students who could not understand it.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students gave a good response for the activity. Although bad respond toward the activity came from the interview results, the field note and questionnaire

results showed a good respond. Therefore, it could be concluded that the activity component of this task was appropriate for the students.

#### 4. Setting

Task 6 required the students to do the task independently. The mean of this component was 3.36 which was in effective category. It could be concluded that the setting of Task 6 in Unit 3 are appropriate for them. The setting (class management) was individual. The interview and the field note also showed the same results.

*R* : Menurut kalian, management kelasnya bagaimana? apakah kalian bisa memahami penjelasan grammar dengan baik? (what do you think about class management? Can you do the task well?)

*S* : Bisa pak, memahaminya sendiri. (we could understand it individually.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Based on the reflection of the interview, the students felt that the task was well applied in individual work setting. It supported in the field note below.

They read it individually. Most of them could understand the explanation.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective. They could complete the task individually.

## 5. Learner Role

In learner role, students should read the text and participate actively in the learning and teaching process. Toward the agreement for this component, the mean value was 3.34. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R : *Active gak tadi waktu kita berdiskusi tentang main sentence and supporting sences?* (Did you participate actively when we discussed the main sentence and supporting sences?)  
 S : *Iya pak..* (yes, Sir)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students could do the task well. They participated actively in the class.

This statement was supported by the observation data as shown below:

... But there were some students who could not understand it. Therefore, after they read it, the teacher explained it. They paid a well attention to the teacher and some students asked about what the active and passive sentence are.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students succeed in doing the task. They participated actively in the class.

They paid attention to the teacher and asked some question when they did not understand the explanation. Therefore, the component was effective.

## 6. Teacher Role

The mean of teacher roles was 3.4. It can be concluded that the teacher roles of Task 6 in Unit 3 are effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R : *Menurut kalian gurunya bisa memberikan penjelasantentang grammar dengan baik? ( Do you think that the teacher could explain the grammar well?).*  
 S : *jelas kok pak jelasannya.* (It is clear enough, Sir)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Based on the reflection of the tryout, the teacher could give a clear explanation related to the grammar. He could also give examples of the main sentence and supporting sentences and encouraged the students to identify the main sentences and the supporting sentences. It could be seen in the result of class observation below.

Therefore, after they read it, the teacher explained it. They paid a well attention to the teacher and some students asked about what the active and passive sentence are. He gave example of active and passive sentences and showed “be” used in the sentence. Moreover, he explained and gave example the situation the active sentence and passive sentences used in daily life. He showed also the passive sentence and active sentences used in the text. Most of them understood about what the teacher said. Then, to check their understanding and to help them to learn more about the grammar, he asked them to complete Task 7 and Task 9.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The result data shows that the component is appropriate for them. The teacher gave clear explanation related to the main sentence and supporting sentences.

## **b. Conclusion**

From the analysis above, the conclusion which can be made is as following.

Table 87: **The analysis and revisions of the components of Task 6 in Unit 3**

Component	Analysis	Revision
1. Goal Task 6 helps the students to learn grammar included in the text.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in task 6 are appropriate with students' interest	Effective	
• The activities in Task 6 are attractive	Effective	-
4. Learner Role Task 6 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	

## 7. Task 7

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 88: The mean and category of Task 7 in Unit 3 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 7 helps the students to learn grammar included in the text.	25	7	18	0	0	3.28	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	8	17	0	0	3.32	agree
3. Activities • The activities in Task 7 are appropriate with students' interest	25	7	18	0	0	3.28	agree
• The activities in Task 7 are attractive	25	7	18	0	0	3.28	agree
4. Learner Role Task 7 has motivated and given students chances to participate and express actively	25	9	16	0	0	3.36	agree
5. Teacher Role The teacher role is effective.	25	9	16	0	0	3.36	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective.	25	7	18	0	0	3.28	agree

**a. Task Component Analysis****1. Goal**

Task 7 helps the students to learn grammar included in the text. It encouraged the learners to identify main sentences and supporting sentences in a text. The mean of

this component was 3.28. It means that more than half of students agreed that the goal of this task is appropriate for them. This result was supported with the result of interview as follows:

- R : *Menurut kalian apakah Task 7 ini membantu kalian belajar untuk memahami dan menerapkan active sentence sama passive sentence? (Do you agree that the Task 7 could help you identifying active sentences and passive sentences? )*
- S : *Iya pak, saya bisa tau maktive sentences sama passive sentence itu kayak apa. (yes, I do. I could identify active sentence and passive sentence.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students agreed that they can do the task well and understand the text. This result is also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

Next, students should complete task 7. It was grammar task. In this task, students were encouraged to apply what they got and learn more about what they got in Task 7. They should change the active sentences provided into passive sentences.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students gave a good response for the activity. They could complete the grammar task well. In conclusion, as supported by three data showing the same result, the goal is effective.

## **2. Input**

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.19. This result was supported by the result of the interview as shown in the following excerpt:

- R : *penjelasan tentang grammarnya ttadi udah jelaskan?* (Is the grammar explanation clear enough?)
- S : *Lumayan sulit pak, tapi masih bisa dipahami kok.* (it is quite difficult, but it can be understood..)
- R : *Terus penjelasan tentang main sentences sama supporting sentencesnya udah jelas kan?* (what about the explanation of main sentences and supporting sentences? Is it clear enough?)
- S : *Iya pak, kan tadi sudah saya jawab.* (yes, it is, Sir. I have answered it before, right?)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students thought that the words given in the input was easy and understandable for them. It was also supported by the result of the observation which was shown in the piece of the field note below:

Some of them looked difficult in doing the task, but they could complete it well.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students gave a good response for the input. They also understood the explanation. Most of them could complete the task. In conclusion, the input for Task 7 is effective.

### 3. Activities

In terms of the quantitative result towards the aspects for procedure, they showed that the component was effective for the mean for component was 3.28 for the appropriateness and 3.28 for attractiveness. This could be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa mengikuti proses pembelajaran pada Task 7 ini saat diterapkan?* (Could you follow the learning g process of Task 7?)

S : *Bisa kok pak.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students stated that they could follow the exercise of Task 7. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

It was grammar task. In this task, students were encouraged to apply what they got and learn more about what they got in Task 6. They should change the active sentences provided into passive sentences...  
... they could complete it well.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students gave a good response for the activity. They change the active sentences into passive sentences. Although there were still some students who have difficulties in completing the task, most of students did it well. In conclusion, as supported by three data resulted in the same result; the activity for Task 7 was effective.

#### 4. Setting

Regarding to the setting, task 7 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.28. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

R : *Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan Task 7 secara individu?* ( did you get any difficulty in doing Task 7 individually?)  
S : *Ya, gak ada pak, bisa kok pak.* ( No, sir. We could do it )

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

Most of students could complete the task individually ...

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

In the class, the students' participation determined the task success. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

## 5. Learner Role

Regarding the setting, the task required the students to participate actively in the classroom. It is shown in the mean value that is 3.36 which means that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R       : *Kalian aktif tidak pas ngerjain task 7?* (Do you participate actively in doing Task 7?)  
 S       : *Aktif lah pak* (I did.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students followed the flow of the task well. They participated actively in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

Some students showed their answer. The other give feedback related to the answer.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

The students showed that by joining in the task and participating they can complete the task and discuss their answer. In conclusion, the students had taken their role well, in other words, the component is effective.

## 6. Teacher Role

Teacher, in Task 7, acted as a resource to the students. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.36. Therefore, it was effective. It was supported by interview data in the following interview excerpt:

- R :*Gurunya bisa menjelaskan dan mengawasi kalian saat mengerjakan task ini tidak?* (Did the teacher explain and watch you completing the task?)  
 S :*Ya jelasinnya sudah bagus pak, terus juga sudah mengawasi sama membantu kita pas kita bingung ngerjainnya.* (Yes he did, he explained clearly and watch us and help us when we got difficulties.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students agreed that the teacher acted as a resource. Surprisingly, the observation data also supported the previous data. It could be seen in the following piece of field note:

Then, the teacher concluded the discussion and show which answers were correct or wrong.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 2, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to reading strategy to encourage them to read text effectively.

## b. Conclusion

Based on the result of the components analysis, Task 7 was effective and agreed by the whole students. These could be concluded in the following table:

Table 89: **The Analysis and Revisions of the Components of Task 7 in Unit 3**

Component	Analysis	Revision
1. Goal Task 7 helps the students to learn grammar included in the text.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in Task 7 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 7 are attractive</li> </ul>		
4. Learner Role Task 7 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

## 8. Task 8

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 90: The Mean and Category of Task 8 in Unit 3 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 8 helps the students to learn grammar included in the text.	25	8	17	0	0	3.32	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	10	15	0	0	3.4	agree
3. Activities • The activities in Task 8 are appropriate with students' interest	25	8	17	0	0	3.32	agree
• The activities in Task 8 are attractive	25	9	16	0		3.36	agree
4. Learner Role Task 8 has motivated and given students chances to participate and express actively	25	10	15	0	0	3.4	agree
5. Teacher Role The teacher role is effective	25	8	17	0	0	3.32	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	6	19	0	0	3.24	agree

### a. Task Component Analysis

#### 1. Goal

This task aimed at helping the students to learn grammar included in the text.

It was shown in the table above that the mean of the component was 3.22. It was

categorized as “Agree”. The data was supported by the interview data in the following excerpt:

- R : Apa kalian bisa mempelajari structure kalimat yang ada pada bacaan pada Task 8?(R: do you think that Task 8 could help you to remind what you know about the topic in the Unit 3?)*
- S : Menurut saya sudah baik pak, task ini bisalah memberi sedikit gambaran tentang topic yang akan kita bahas jadi bisa mengingat lagi pelajaran kemarin2? ( I think the task is good, Sir. It can give us description about the topic so that we could remind what we learn before.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Then, based on the reflection of the implementation and the field notes, the goal really covers students need. The students could get clear description of the topic and could remind what they know about the topic. Then, the students could answer the question in the task.

This task encouraged the students to build their background knowledge related to the topic in the next text. In this task, the students complete the picture of measurement tolls with their function.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, May 30, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 8 was effective to helps the students to learn grammar included in the text.

## **2. Input**

In terms of the quantitative result towards the component for input, they showed that the component was effective. The mean for the component was 3.4.

Therefore, it was also regarded that the task was effective because it shows that more than half students agreed that the task was effective. This result was supported by the result of the interview as shown in the following excerpt:

- R* :Kalian faham tidak penjelasan tentang grammar yang ada pada task 6, kan itu berkaitan sama Task 8? (Do you understand the grammar explanation in Task 6 because it is related to Task 8?)  
*S* : ya faham kok pak. Cukup jelas .(yes, we do. It is clear enough.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students stated that they could understand the grammar explanation in task 6 so that they could finish Task 8. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

In this task, students were still encouraged to apply what they got and learn more about what they got in Task 6...  
 ... Most of them could complete the task well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 6, 2011)

The students gave a good response for the input. They also understood the explanation. Based on the data above, it can be concluded that the task input was good.

### **3. Activity**

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.32 and 3.36. It could be concluded that most of students agreed that the activities are

effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Apa kalian bisa menentukan kata kerja yang mana yang harus ditambahkan “s” pada Task 8? (Could you decide which verbs are added “s” in Task 8?)*  
 S : *Bis pak. (Yes, we could.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

In addition, during the implementation the students were so attractive when joining the sessions. They did the task well.

- They should choose the correct verbs in the bracket to complete the sentences...  
 ... Most of them could complete the task well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, May 30, 2011)

The students gave a good response for the activity. They were enthusiasts in answering the questions. In conclusion, as supported by three data resulting in the same result; the activity for Task 8 is effective.

#### **4. Setting**

In learner role, Task 8 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.24. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R : *Berarti kalian gak masalah ya ngerjainnya sendirian kan? (Sao, you do not get any difficulties in completion the task.)*  
 S : *Ya bisa kok pak ngerjain sendirian, gak masalah. (We can do it individually, sir. It doesn't matter.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students agreed that the setting is appropriate for them. This was also supported by the field note.

They did not have difficulties to finish the task individually.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, May 30, 2011)

Based on the data above, it can be concluded that the task was effective. The student can complete the task independently.

## 5. Learner Role

In learner role, Task 8 mean value was 3.4. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

*R* : *Kalian aktif tidak di kelas?(Did you participate actively in the class??*  
*S* : *Aktiflah pak dikelas, jawan-jawab pertanyaan juga kan pas dikelas( yes we did. We answer the questions given to me)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

The students completed the task and participated actively by answering the question loudly when they were asked by the teacher. This statement was supported by the observation data as shown below:

Some students showed their answer and the other gave comment the answer. Then the teacher told weather it was right or wrong.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 6, 2011)

The students showed that they participate actively in doing the task. They discussed their answer the question and gave comment to their friends' answer. Based

on the data above, it could be concluded that the learners had taken their role well. In other words, the component was effective.

## 6. Teacher Role

The mean of teacher roles was 3.32. It can be concluded that the teacher roles of Task 8 in Unit 3 are good. In other word, the teacher's role was effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R : Gurunya gimana? Apakah gurunya memandu, dan mengawasi kalian dalam mengerjakan Task 8 dengan baik?( what about the teacher? Could the teacher guide and control you in doing the task well?*
- S : Gurunya sudah baik kok pak saat mengawasi dan memandu kita waktu ngerjain tugas (The teacher is good in controlling and watching us in doing the task.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 6, 2011)

Based on the reflection of the implementation, the researcher was helped by the class management. He can easily deliver the task and organized the students.

After students completed it, the teacher led to discuss their answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 6, 2011)

Based on the data above, it could be concluded that the teacher had taken their role well. In other words, the component was effective.

## b. Conclusion

From the analysis above, the conclusion which can be made is as following.

Table 91: **The analysis and revisions of the components of Task 8 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 8 helps the students to learn grammar included in the text.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in Task 8 are appropriate to students' interest	Effective	
• The activities in Task 8 are attractive	Effective	-
4. Learner Role Task 8 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	.

### 9) Task 9

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 92: The mean and category of Task 9 in Unit 3 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 9 is effective in building the background knowledge.	25	12	13	0	0	3.48	Agree
2. Input The input (text, picture, article) was interested and easy to be understood	25	10	15	0	0	3.4	Agree
3. Activities • The activities in Task 9 were appropriate to students' interest	25	9	16	0	0	3.36	Agree
• The activities in Task 9 were attractive	25	10	15	0	0	3.4	
4. Learner Role Task 9 motivated and gave students chances to participate and express actively	25	8	17	0	0	3.25	Agree
5. Teacher Role The teacher role was effective	25	11	14	0	0	3.44	Agree
6. Setting The class management/classification (individual, pairs, whole class) was effective	25	9	16	0	0	3.36	Agree

## a. Task Components Analysis

### 1. Goal

This task aimed at helping students to build the background knowledge of the field. It encouraged the students to recall the knowledge that they had learn before. In addition, the students were prepared to read the text in the next text, so that they could get the description of the topic in the next text. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 9 was achieved mean value of 3.48 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the task is good. The data was supported by the following interview excerpt:

- R* : Dengan mengerjakan Task 9, apakah kalian bisa mengingat pelajaran sebelumnya yang terkait?(By doing the task, can you remember lessons related to the questions?)
- S* : Iya sih pak. Tapi gak perlu mengingat juga sih kan itu hal umum kalau es mencair. ( Yes, Sir. However, I think that it is not necessary to remember the previous lesson because it is usual things that always happen, ice always melts.)
- R* : Terus menurut kalian pertanyaan yang ada pada Task 9 bisa membantu kalian agar lebih siap untuk membaca teks di Task 90? (Do you think that questions in Task 9 can help you to read the next teks in Task 90?)
- S* : Ya bisa juga sish pak.pertanyaanya kan juga berkaitan juga.( yes, sir. The questions are related to the text, right?)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

Then, based on the reflection of the tryout and the field notes, the goal really covers students need. The students could answer the question in the task.

After that, he led them to have a look at Task 9 which was about the Pre-reading of the text in Mission 2. This task helps students to recall what they know about the topic of the unit and prepares them to read the next text.

---

(Appendix G/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 9 was effective for it prompted the students to build background knowledge and to give the description of the topic.

## 2. Input

In terms of the quantitative result towards the component for input, they showed that the component was effective. The mean for the component was 3.4. Therefore, it was also regarded that the task was effective because it shows that more than half students agreed that the task was effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisakan memahami pertanyaan di Task 9? (Then, could you understand and complete the Task 9?)*  
 S : *Bisa pak, .(yes, we could, sir.)*  
 R : *Gambarnya jelas kan?(is the picture clear)*  
 S : *Jelas pak.(yes, it is, Sir.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students stated that they could understand instruction of Task 9. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

They enjoyed and did not have difficulties.

---

(Appendix G/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. Based on the data above, it can be concluded that the task input was good.

### 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.36 and 3.4. It could be concluded that most of students agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *kalian bisa kan menjawab pertanyaan di Task 9?* (Could you answer the questions in Task 9?)  
 S : *Bisa Pak.* (Yes, we could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

In addition, during the tryout the students were so attractive when joining the sessions. They did the task well.

Most of them could complete the task well.

---

(Appendix G/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

The students gave a good response for the activity. They were enthusiasts in answering the questions. In conclusion, as supported by three data resulted in the same result; the activity for Task 9 was effective.

### 4. Setting

In learner role, Task 9 required the students to do the task in pairs. Toward the agreement for this component, the mean value was 3.13. Therefore, it could be

concluded as effective task related to the learner role. It is in line with the result of the interview.

- R* : Apakah sudah pas buat kalian kalau Task 9 dikerjakannya berdua-dua dengan teman kalian? ( Is pairs setting in task 9 appropriate for you ?)  
*S* : Iya pak. Sudah baik kok ngerjainnya berduaan,. (Yes, sir. It is good doing the task in pairs.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

He asked students to see the picture and answered the questions in pairs. They enjoyed and did not have difficulties.

---

(Appendix G/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

Based on the data above, it can be concluded that the task was effective. The student can complete the task in pairs.

## 5. Learner Role

In learner role, Task 9 mean value was 3.25. Therefore, it could be concluded as effective task related to the learner role. It is in line with the result of the interview.

- R* : Kalian aktif kan dikelas?( Did you participate actively in the class??  
*S* :Iya aktif pak,( yes, sir)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students completed the task and participated actively by answering the question loudly when they were asked by the teacher. This statement was supported by the observation data as shown below:

The teacher asked, “*Meleleh bahasa inggrisnya apa?*” (What is meleleh in English?). A few students answered, “Melt, sir.” The teacher said, “Yes, melting.” Most of them could complete the task well.

---

(Appendix G/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

The students showed that they participate in completing and answering the task. Based on the data above, it could be concluded that the learners had taken their role well. In other words, the component was effective.

## 6. Teacher Role

The mean of teacher roles was 3.44. It can be concluded that the teacher roles of Task 9 in Unit 3 are good. In other word, the teacher’s role was effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

R : *Gurunya sudah bisa memandu, dan mengawasi kalian dalam mengerjakan Task 9 dengan baik?*( Could the teacher guide and control you in doing the task well?  
S : *Udah baik kok pak.*( yes, he could.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

Based on the reflection of the tryout, the researcher was helped by the class management. He can easily deliver the task and organized the students. It can be seen in the following field note.

After a few minutes, the teacher asked the students to answer. The teacher asked them, “What happen with the ice-cream?” Most of students answered in indonesia.”*Meleleh pak.*” (it is melting, sir).

---

(Appendix G/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

In short, the teacher role was appropriate for the students. It was supported by three data above, questionnaire results, interview result and class observation result. The teacher could inform needed information related to the task, control the class and assess the students.

## b. Conclusion

From the analysis above, the conclusion which can be made is as following.

**Table 93: The analysis and revisions of the components of Task 9 in Unit 3**

Component	Analysis	Revision
1. Goal This task aimed at building the background knowledge.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in Task 9 are appropriate to students' interest	Effective	
• The activities in Task 9 are attractive	Effective	-
4. Learner Role Task 9 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	.

### 10) Task 10

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 94: The mean and category of Task 10 in Unit 3 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 10 help me to learn reading strategy, skimming a text	25	9	16	0	0	3.36	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	12	13	0	0	3.48	Agree
3. Activities • The activities in Task 10 are appropriate with students' interest	25	9	16	0	0	3.36	Agree
• The activities in Task 10 are attractive	25	11	14	0	0	3.44	Agree
4. Learner Role Task 10 has motivated and given students chances to participate and express actively	25	11	14	0	0	3.44	Agree
5. Teacher Role The teacher role is effective	25	11	14	0	0	3.44	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	10	15	0	0	3.4	Agree

## a. Task Component Analysis

### 1. Goal

Task 10 aimed at improving students' reading skill in English, particularly the skimming strategy in reading. The mean of the goal in the result of questionnaire was 3.36. It means that the task was effective because the means more than 2.5. It meant that more than half students in class agree that the component was effective. This result was supported with the result of interview as follows:

- R : *Menurut kalian apakah Task 10 bisa meningkatkan kemampuan membaca kamu dalama bahasa Inggris? (Do you think that Task 10 can improve your reading skill in English? )*
- S : *ya bisa pak, kan kita pratek mebaca juga kan (Yes, I do. In this task we can prtice to read the text.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that their reading skill was improved by doing the task. This result is also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

Then, the teacher asked them to find the topic of the text by skimming. The students were better to skim the text then they did before.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

The students gave a good response for the goal. They could learn and applied the reading skills, skimming. In conclusion, as supported by three data resulted in the same result; the goal was effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.48. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian faham gak sama perintahnya?* (do you understand the vocabulary?)  
 S : Faham kok pak. (yes I do)  
 R : *Teksnya bisa difahami kan?* (Can the text be understood?)  
 S : ya lumayan bisa dipahami kok. (It is quite easy to be understood.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students thought that the words given in the input was easy and understandable for them. It was also supported by the result of the observation which was shown in the piece of the field note below:

In task 10, the teacher asked the students to read the instruction. Then, he asked them weather they understood or not. They understood the instruction because it was same as what they did in Mission 1...  
 ... most of them could find the topic correctly.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are easy to be understood. In conclusion, as supported by three data resulted in the same result; the input for Task 10 is effective.

## 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.36 and 3.44 which can be concluded that most of students agreed that the activities are

effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa kan mencari topic pada teks ini dengan skimming? (Can you could you find tye topic by skimming in this text??)*  
 S : *Ya bisa sih pak. (Yes, we could.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students stated that they could find the topic of the text in Task 10. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

...most of them could find the topic correctly.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

The students gave a good response for the activity. They skimmed and read the whole text. In conclusion, as supported by three data resulted in the same result; the activity for Task 10 is effective.

#### **4. Setting**

In learner role, Task 10 required the students to do the task independently. Toward the agreement for this component, the mean value was 3.4. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R : *Kalian bisakan mengerjakannya sendiri-sendiri? ( Can you doTask 10 individually?)*  
 S : *Bisa pak. (Yes, we can.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that the setting is appropriate and effective. This was also supported by the field note.

Although they skimmed the text individually, most of them could find the topic correctly.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

In the class, the students' participation determined the task success. As the whole task could be implemented in the classroom and the students joined the task actively, this component was regarded to be effective.

## 5. Learner Role

The students should participate actively in the class. Based on table 94, the mean value for this component is 3.44. It means that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

R : *Kalian aktif dikelas kan?* (Did you participate actively in the class?)  
 S : *Saya aktif di kelas pak.* (I did.)  
 R : *aktifnya gimana?* (How did you participate actively in the class?)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students followed the flow of the task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

After a few minutes, he asked them to tell the topic. Some of them told in Indonesian, "*Perubahan wujud zat pak.*" (The change of matter, sir). Then, the teacher responded, "Yes, it is about the change of matter."

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

The students showed that they participated actively in the class. In conclusion, the learners had taken their role well. In other words, the component was effective.

## 6. Teacher Role

Regarding the teacher role, the teacher watched the process of learning in the class and controlled the students. Based on table 94, the mean value for this component is 3.56. Therefore, it was effective because more than half of the students agreed with it. It was supported by interview data in the following interview excerpt:

- R : *Apakah guru sudah baik dalam mengawasi, menjelaskan, dan memandu kalian dalam mengerjakan task ini?* (Did the teacher watch, explain and guide you to complete the task well?)  
 S : *Ya pak, sudah baik kok* (Yes, he did.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that the teacher acted as a resource. Then, the observation data also supported the previous data. It could be seen in the piece of field note related to the learner role on the previous page.

It was clear that the teacher who taught the students gave the students a brief explanation related to reading strategy and encouraged them to read text effectively. In conclusion, the component was effective.

### b. Conclusion

Based on the result of the components analysis, Task 10 was effective and agreed by the whole students. These could be concluded in the following table:

Table 95: **The analysis and revisions of the components of Task 10 in Unit 3**

Component	Analysis	Revision
Goal: Task 10 helped students to learn reading strategy, skimming a text	Effective	-
Input : The input (text, picture, article) is interested and easy to be understood	Effective	-
Activity: <ul style="list-style-type: none"> <li>• The activities in Task 10 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 10 are attractive</li> </ul>		
Learners roles: The students participated actively in the teaching and learning process.	Effective	-
Teacher roles: A guide, a facilitator, and a motivator	Effective	-
Setting : Individual task	Effective	-

### 11) Task 11

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 96: The mean and category of Task 11 in Unit 3 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 11 helped students to comprehend a text by identifying main idea of each paragraph.	25	8	17	0	0	3.32	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	11	14	0	0	3.44	Agree
3. Activities • The activities in Task 11 are appropriate with students' interest	25	9	16	0	0	3.36	Agree
• The activities in Task 11 are attractive	25	9	16	0	0	3.36	Agree
4. Learner Role Task 11 has motivated and given students chances to participate and express actively	25	10	15	0	0	3.4	Agree
5. Teacher Role The teacher role is effective	25	10	15	0	0	3.4	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	12	13	0	0	3.48	Agree

The table showed that the students agreement towards was quite high. This he table showed the range of the mean from 3.32 to 3.48. It meant that most of students agreed that the task was effective because the mean over than 2.5.

## a. Task Component Analysis

### 1. Goal

Task 11 aimed at helping students to comprehend text by identifying the main idea of each paragraph. As shown in the table of the descriptive statistics data of the mean, the value for this component was 3.32. It means that most of students agreed that this task could help them to reach the goal of the task. The data was supported by the interview data in the following excerpt:

- R : *Kalian bisa memahami bacaannya gak dengan mengidentifikasi main sentence dan suprrting senetence?* (Can you understand the text by identifying main sentences or supporting sentences?)
- S : *Ya bisa sih pak, kan kalau tahu main sentencnya sama supporting sentencnya jadi tahu is teksnya* (Yes, we can, Sir. By knowing main sentences and supporting sentences we know the content of the text.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

Response of the students was good. It could be reflected from the interview transcript above. This was also supported by the observation data below.

In task 11, the students classified provided sentences into main sentences or supporting sentences. By identifying main sentence and supporting sentences, the students could comprehend the text.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

In conclusion, this component was effective. The students could reach the goal of the task. They could understand the task by identifying the main idea of paragraph.

## 2. Input

The students agreed that the picture was interested and easy to be understood. The mean value for this was 3.44. It means that more than half of students in the class agreed the input was qualified. However, a different result was shown in the interview transcript below.

- R : *Bacaannya bisa kalian fahamikan* ( Do you can understand the text?)  
 S : *Ya pak, masih bisa difahami kopk bacaannya.* ( Yes, sir. It can be understood.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that the text could be understood. In the class, they were looked easy in doing the task. It could be seen in the following piece of field note:

By identifying main sentence and supporting sentences, the students could comprehend the text. They did not have any difficulties in understanding the questions.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

## 3. Activity

In terms of the quantitative result towards the aspects for activity, the table shows that the activity is effective. The mean for both aspects of activity were 3.36 and 3.36. It can be concluded that more than a half of students in the class agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisa tidak menentukan kalimat mana yang main sentence atau supporting sentence?* ( Can you classify the sentences into main sentences or supporting sentences?)

S : *Ya bisa sih pak.* ( yes, we can, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students stated that they could follow the exercise of Task 11. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

They did not have any difficulties in understanding the questions and completing the task.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

The students gave a good response for the activity. They could classify the sentences into main sentences and supporting sentences. In conclusion, the activity for Task 11 was effective.

#### 4. Setting

In setting, Task 11 required the students to do the task in pairs. Toward the agreement for this component, the mean value was 3.48. Therefore, it could be concluded as effective task related to the setting. It is in line with the result of the interview.

R : *Kalian bisa kan ngerjainnya berdua denganteman kalian?* Can you complete Task 11 in pairs?

S : *Bisa pak.* ( I can do it)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

Students agreed that the setting was appropriate for them. They could complete the task.

Most of them could complete the task in pairs.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

The setting of this task was regarded as appropriate for the students. In the class, they could complete it in pairs.

### 5. Learner Role

The students in this task have to participate actively in the teaching and learning process. It was shown in the mean value that is 3.4 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R :*Pas ngerjain Task 11, kalian berpartisipasi aktif gak di kelas??* (Did you participate actively in doing Task 11?)  
 S :*Ya aktif pak kan juga jawab-jawab pertanyaan juga.* (Yes, I did. We answered the questions)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students followed the flow of the task well. They said that they participated actively in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

Some students raised their hand and he asked one of them to read the answer loudly. Then, the discussion of their answer was begun. The other students commented of the answers. Then, the teacher concluded and told the correct answers.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

The students showed that they participated actively. In conclusion, the learners had taken their role well. In other words, the component was effective.

## 6. Teacher Role

In this task, the teacher had to take the role of a informer and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.4. It was supported by interview data in the following interview excerpt:

- R : *Apakah gurunya sudah mengawasi dan menjelaskan kepada siswa dengan baik pas ngerjain Task 11 ?* (Did the teacher explain and control students in doing the task?)
- S : *Sudah baik kok pak. Gurunya udah cukup jelas dalam menjelaskan materi dan mengatur kita dengan baik dikelas.* (Yes, he did. He explained clearly and control the students well in the class.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that the teacher took a good role in the class. The observation data also supported the previous data. It could be seen in the following field note.

The teacher move around to watch the students' progress and to help them if they got difficulties. After they finished it, he asked them to show their answer. He offered them to answer it loudly.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph. Therefore, it can be concluded that the teacher's role is appropriate for the students.

## b. Conclusion

Based on the result of the components analysis, Task 11 was effective and agreed by the whole students. These could be concluded in the following table:

Table 97: **The analysis and revisions of the components of Task 11 in Unit 3**

Component	Analysis	Revision
1. Goal Task 11 helped students to comprehend a text by identifying main idea of each paragraph.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in Task 11 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 11 are attractive</li> </ul>		
4. Learner Role Task 11 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

## 12) Task 12

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 98: The mean and category of Task 12 in Unit 3 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 12 helps the students to comprehend the science text effectively.	25	8	17	0	0	3.32	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	7	18	0	0	3.28	agree
3. Activities • The activities in Task 12 are appropriate with students' interest	25	8	17	0	0	3.32	agree
• The activities in Task 12 are attractive	25	11	14	0	0	3.44	
4. Learner Role Task 12 has motivated and given students chances to participate and express actively	25	9	16	0	0	3.36	agree
5. Teacher Role The teacher role is effective	25	10	15	0	0	3,4	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	8	17	0	0	3.32	agree

## a. Task Component Analysis

### 1. Goal

Task 12 helped the students to comprehend the science text. Moreover, it was also used to check students' comprehension. The mean value of this component was 3.32. Therefore, it is appropriate for the students. It supported by the result of interview.

- R : *Kalian bisa lebih faham tentang teksnya gak setelah menyelesaikan ask 12?*  
(Do you get more understanding after doing Task 12? )
- S : *Ya sih, pak. Setelah ngerjainnya dan dibahas bareng-bareng jadi lebih faham.* (Yes, we do, Sir. After completing and discussing the task, we get more understanding related to the text)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that they can do the Task well and understand the text. This result was also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

The task could check the students understanding of the text. Moreover, after completing the task, students could improve their understanding related to the text.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students read and practiced the reading strategy well. They can complete the Task. In conclusion, as supported by three data resulted in the same result; the goal is effective.

## 2. Input

In terms the quantitative result toward the aspect; they showed that the component was effective for the mean for both aspects were 3.28. This result was supported by the result of the interview as shown in the following excerpt:

R : *Kalian bisakan memahami bacaannya?* (can you understand the text?)  
 S : *Ya bisa kok pak.* (Yes, we do.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students thought that the words given in the input was comprehensible for them. It was also supported by the result of the observation which was shown in the piece of the field note below:

They could comprehend the text so that they could finish the task well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students gave a good response for the input. They also understood the words, in which according to their opinion the words are quite difficult to be understood but they could understand the text. In conclusion, the input for Task 12 was effective.

## 3. Activities

In terms of the quantitative result towards the aspects for procedure, they showed that the component was effective for the mean for both aspects were 3.32 and 3.44. It could be concluded that most of students agreed that the activities are

appropriate for them. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Apakah kalian bisa mengikuti kegiatan pada task 12? (can you follow the activities in Task 12?)*  
 S : *Bisa pak. (Yes, we can.)*  
 R : *Sudah cukup baik belum kegiatan yang ada pada task 12?(Are the activities in task 12 good?)*  
 S : *Cukup baik kok pak. Kegiatannya cukup menarik. (It's good, Sir. The activities are interesting)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students stated that they could follow the exercise of Task 12. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

In task 12, students were provided some statements and they decided which statements were true or false based on the text. The task could check the students understanding of the text.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students gave a good response for the activity. They read the text and answered all questions in the task well. In conclusion, activity for Task 12 was effective.

#### **4. Setting**

Task 12 required the students to do the Task independently. The result of questionnaire related to this component was 3.4. Therefore, it could be concluded as effective Task related to the setting. It is inline with the result of the interview.

- R : *Jadi gak masalah ya ngerjainnya individu? ( So it is not a problem doing the task individually)*

S : *Ya sih, Pak, gak papa. Kita bisa kok ngerjainnya individu.* (It's ok, sir. We can do it individually.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that the setting was appropriate and effective. This was also supported by the field note.

Most of students looked easy finishing the task individually.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

Based on the data above, it can be seen that the students could follow the process of teaching and learning and complete the Task. Therefore, it can be concluded that the setting was effective.

## 5. Learner Role

Regarded to learner's role, the mean value is 3.44. It means that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

R : *Pas di kelas kalian aktif gak ngerjain Task 12?* (Did you participate actively in doing Task 12?)

S : *Ya aktif pak. Kayak pas ngerjain task yang lain kita juga jawab pertanyaan kita pas di suruh jawab. Kita juga komentari jawaban temen kalo ada yang salah. .* (Yes, I did. I answered the questions and commented our friends' answer. )

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students followed the flow of the Task well. They participated actively in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

Some students were asked to present their answer and the other students commented the answers. After that, the teacher told them which answers are correct or wrongs.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students showed that by participating in the class, they can complete the task well. In conclusion, the students had taken their role well. In other words, the component is effective.

## 6. Teacher Role

Based on Table 63, the mean values result of teacher role component is 3.52.

It means that the teacher role is effective. He could be a facilitator in the teaching and learning process. It can be seen from the interview transcripts.

- R : *Apakah pak guru sudah jelas ngajarinnya?* (Did the teacher teach clearly?)  
 S : *Sudah cukup jelas kok pak* (Yes, he did.)  
 R : *Terus pas ngerjain Task 12 gurunya mengawasi dan mengontrol kalian dengan baik gak?* (Did the teacher watch and control you when you completed Task 12?)  
 S : *Iya pak, pak gurunya juga udah mengawasi kita dengan baik. Pak guru mendekati kita, liat apa ada kesulitan atau tidak..* (Yes he did. He watched us and move around to help us if we got difficulties.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students agreed that the teacher acted as an informer, facilitator, controller and assessor. In addition, the observation data also supported the previous data. It could be seen in the following piece of field note:

After finishing the task, the students were led to a discussion. The teacher asked them to discuss their answer.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to reading strategy to encourage them to read text effectively.

### **b. Conclusion**

Based on the result of the components analysis, Task 12 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 99: The analysis and revisions of the components of Task 12 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 12 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in Task 12 are appropriate with students' interest</li> </ul>	Effective	-
<ul style="list-style-type: none"> <li>• The activities in Task 12 are attractive</li> </ul>		
4. Learner Role Task 12 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 13) Task 13

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 100: The mean and category of Task 13 in Unit 3 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 13 helps the students to comprehend the science text effectively.	25	10	15	0	0	3.4	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	8	17	0	0	3.32	agree
3. Activities • The activities in Task 13 are appropriate with students' interest	25	8	17	0	0	3.32	agree
• The activities in Task 13 are attractive	25	10	15	0	0	3.4	
4. Learner Role Task 13 has motivated and given students chances to participate and express actively	25	7	18	0	0	3.28	agree
5. Teacher Role The teacher role is effective	25	9	16	0	0	3,36	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	11	14	0	0	3.44	agree

## a. Task Components Analysis

### 1. Goal

This task aimed at helping students to comprehend the text by guessing some unfamiliar words. This task encouraged students to read the task effectively by implementing guessing the meaning of unfamiliar words. Moreover, the task could also check the student understanding. By doing this task, it could be found whether the students could guess of unfamiliar words, so that they could get the information in the text. As shown in the earlier table of the descriptive statistics result of the questionnaire, the goal of Task 13 was achieved mean value of 3.4 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the task is good. The data was supported by the following interview excerpt:

- R : Apakah kalian bisa lebih memahmi bacaan kalau menebak makna kata seperti pada Task ?(Do you get more understanding of the text by guessing the meaning of unfamiliar words?)*
- S : Susah pak nebak maknanya.. ( It was too difficult gueesing meaning of unfamiliar words.)*
- R : Tapi kalau kalian menebak kan lebih efisien timbang kalaing makai kamus. Kalian cuma perlu mengira-ira artinya apa berdasarkan konteksnya, iya kan? (by guessing, you can read efficiently. You do not need to use dictionary. You just guess the meaning based on the context, right?)*
- S : Iya juga sih pak. Memang lebih efisien, tapi Task 13 ini harusnya dikasih pilihan pak biar lumayan mudah menebaknya. ( I think so. However, I think that Task 13 should have choice so that it can help us to guess the meaning of the words)*

Then, based on the reflection of the tryout and the field notes, the goal could not achieve. The students have difficulty in guessing.

This task could improve students' vocabulary and to encourage students read effectively without using a dictionary. Although the task looked difficult for them, they were encouraged to guess the meaning.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 13 was effective to encourage students guessing unfamiliar words. Although the field note showed that the students had difficulty in guessing, but the other data, interview data and questionnaire data, showed that the component was effective. Therefore, it could be concluded that the goal could be archived.

## 2. Input

In relation to input, the students agreed that the picture given helped them to understand the task. It could be seen in the descriptive statistics result; in which it conveys the mean value of 3.32. Therefore, it was also regarded that the task component was effective because it shows that more than half students agreed that the task was effective. The same result came in the interview as seen in the following interview transcript:

- R* : *Kalian bisa kan memahami teksnya?*( Can you understand the text?)  
*S* : *Ya lumayan bisa* ( not really)  
*R* : *Emang kenapa* ( why?)  
*S* : *Ya beberapa kata yang di Task 13 gak tau artiny.*(Some words in Task 13 are difficult to be understood.)

*R : Makanya itu kalian disuruh nebak. Kalau tau artinya dan katanya yang gampang kalian gak perlu nebakkan? (That encourage you to guess the meaning. If the words are too easy and you know the meaning, you do not need to guess it.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

Based on the result of interview, they agreed that generally the input especially the text is good, but some unfamiliar words that they should guess were difficult. Actually, these unfamiliar words had been included in the text to encourage the students to applied guessing while they read.

Based on the reflection of the field notes, the students felt difficulty in guessing the unfamiliar words. But finally they could do this by getting some help from the teacher.

Some of students still had difficulties in guessing the words...  
Then, they could complete the task well finally.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

Based on the explanation above, it can be concluded that the Task 13 input was effective although the mean value showed that it was not. It was because the others data, interview and field note, showed the different result. These finding support an idea that the input of Task 13 was good.

### **3. Activity**

The appropriateness of the activities with the students' interest has mean of 3.32. Then, the attractiveness of the activities has mean 3.4. It means that there were more a half of students agreed to the appropriateness of Task 13 activities.

The same result was shown in the interview. Based on the interview with the students, the activity actually was good. It could encourage the students to read effectively. They also interested to the activity, but they think that the unfamiliar words that they should guess were too difficult for them.

*R :Apakah kegiatannya sudah baik dan bisa membantu memahami bacaan dengan efektif?( is the activity good? Could it help you to comprehend the text effectively?)*

*S :Ya kegiatannya bagus sih pak menebak kata, jadi tidak perlu repot pakai kamus. Tapi susah pak nebaknya kata (yes I think the activity is good, but it was so difficult to guess the unfamiliar words.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

In addition, during the tryout the students were so attractive when joining the sessions. They did the task well.

Some of students still had difficulties in guessing the words. They could not finish it individually. Therefore, the teacher helped them by giving clues related to the words.

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(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

Based on the data above, the students actually agreed that the activity was good but they still have problem how to guess the meaning well. Therefore, it can be concluded that the activity can be achieved. In the other word, the task activity was good.

#### **4. Setting**

The mean of setting in Task 13 is 3.44. It means that more than half of students in the class agreed that the task was effective. The setting (class management) was

individual. However, the different result is showed by the interview data. They said that they have difficulty in doing the task individually as shown in the following interview transcript.

- R : Kalian mengalami kesulitan tidak ngerjain Task 13 individu? ( Did you have difficulties in doing Task 13 individually?)*
- S :Iya pak, susah ngerjainnya sendiri. Kerja kelompok aja pak atau berdua dengan teman sebangku. (Yes, we did. I think it is better to complete the task in groups or in pairs.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

Based on the reflection of the tryout, the students felt that the task was difficult to be completed individually. It can be seen in the field note below.

Some of students still had difficulties in guessing the words. They could not finish it individually.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

Based on the data above, it can be concluded that the task setting was not effective. The setting should be changed. It should be done in pairs and it also should be in multiple choice task form to help the students guessing the unfamiliar words. Further, the task should be replaced in the last session of pre-reading activity because it was too difficult.

## **5. Learner Role**

Regarded to the learner role, Task 13 mean value was 3.28. Therefore, it could be concluded as effective task related to the learner role. It is inline with the result of the interview.

- R : Kalian pas ngerjain Task 13, apakah terlibat aktif seperti memaparkan jawaban kalian dan berdiskusi tentang jawaban kalian kah? (Did you participate actively like show your answers and discuss your answer ?)*
- S :Iya sih, Pak, tapi saya lebih banyaktanyanya karena susah nebaknya ( Yes, I did. However, I too much asked how to guess because I am still confused to guess it.)*

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

The students tried to complete the task and asked the teacher when they had difficulty or did not understand the instruction. It meant that they participated actively in the class. This statement was supported by the observation data as shown below:

After completing the task, students showed their answers and discussed it.

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

Based on the data above, it could be concluded that the component was effective. The student had participate in teaching and learning process in the class.

## **6. Teacher Role**

The mean of teacher roles was 3.36. It can be concluded that the teacher roles of Task 13 in Unit 3 were good. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R : Apakah gurunya bisa menjelaskan dengan baik dan mengawasi dan membantu kalian kalau ada kesulitan??(Does the teacher explain clearly and watch you and help you if you have difficulties?)*

*S* : *Gurunya sudah cukup jelas sih pak jelasin materinya.* (The teacher explains the materials clearly.)

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

Based on the reflection of the tryout, the researcher was helped by the class management. He can easily deliver the task and organized the students. It can be seen in the piece of field note related to the learner role on previous page.

Based on the data above, it could be concluded that the component was effective. The teacher acted as controller, facilitator, and informer.

## **b. Conclusion**

From the analysis above, the conclusion which can be made is as following.

**Table 101: The analysis and revisions of the components of Task 13 in Unit 3**

Component	Analysis	Revision
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities • The activities in Task 13 are appropriate with students' interest	Effective	
• The activities in Task 13 are attractive	Effective	-
4. Learner Role Task 13 has motivated and	Effective	-

given students chances to participate and express actively		
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Ineffective	The setting must be in pairs and multiple choice tasks to help the students in guessing unfamiliar words. Further, the task should be replaced in the last session of reading activity because it was too difficult.

#### 14) Task 14

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 102: The mean and category of Task 14 in Unit 3 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 14 helps the students to comprehend the science text effectively.	25	11	14	0	0	3,44	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	10	15	0	0	3,4	agree
3. Activities • The activities in Task 14 are appropriate with students' interest	25	9	16	0	0	3,36	agree
• The activities in Task 14 are attractive	25	8	17	0	0	3,32	agree
4. Learner Role Task 14 has motivated and	25	11	14	0	0	3,44	agree

given students chances to participate and express actively							
5. Teacher Role The teacher role is effective	25	11	14	0	0	3.44	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	10	15	0	0	3.4	agree

### a. Task Component Analysis

#### 1. Goal

Task 14 helped the students to comprehend the science text effectively. Moreover, it was also used to check students' comprehension. The mean value of this component was 3.44. Therefore, it is appropriate for the students. It supported by the result of interview.

- R : *Apakah dengan mengerjakan Task 14 kalian bisa lebih memahami bacaan?*  
(Do you think that the Task 14 could help you in understanding the text? )  
S : *Iya pak* (yes, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students agreed that they can do the Task well and understand the text. This result was also supported by the students' responses during the teaching and learning activity as shown in the following piece of the field note:

The questions aimed to get students' comprehension of the text. The students read again the text to complete the task.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students read and practiced the reading strategy well. They can complete the Task. In conclusion, as supported by three data resulted in the same result; the goal was effective.

## 2. Input

Regarded to the input, they showed that the component was effective because the mean for input was 3.4. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Teksnya bisa kalian fahami kan?* (Can you understand the text?)  
 S : *Bisa pak* (Yes, we can)  
 R : *Tentang apacoba teksnya?* (What is it about?)  
 S : *Tentang perubahan wujud zatkan?*(It is about the change of matter)  
 R : *Terus?* (Then?)  
 S : *Temperatur yang mempengaruhinya.* (Temperature that influence it)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students thought that the words given in the input was quite difficult for them but they could understand the text. It was also supported by the result of the observation which was shown in the piece of the field note below:

They did not have difficulties finishing the task.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students gave a good response for the input. They could understood the the text. In conclusion, the input for Task 14 was effective.

### 3. Activities

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective. The mean of this component were 3.36 and 3.32. It could be concluded that most of students agreed that the activities are appropriate for them. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Kalian bisakan menjawab pertanyaan Task 14? (Can you answer the questions in Task 14?)*  
 S : *Ya bisa kok Pak. (Yes, we can.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students stated that they could answer the questions of Task 14. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

They looked easy answering the questions.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students gave a good response for the activity. They read the text and answered all questions in the task well. In conclusion, as supported by three data resulted in the same result; the activity for Task 14 was effective.

### 4. Setting

In learner role, Task 14 required the students to do the Task independently. The result of questionnaire related to this component was 3.4. Therefore, it could be

concluded as effective Task related to the learner role. It is inline with the result of the interview.

- R* : *Gak masalah kan ngerjain Task 14 sendiri?* (Is it ok to complete the task individually?)  
*S* : *Ya gak papa sih pak. Kita bisa kok ngerjain nya sendiri-sendiri.* (It is ok, Sir. We can do it individually.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students agreed that the setting was appropriate and effective. This was also supported by the field note.

Most of students could finish the task individually.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

Based on the data above, it can be seen that the students could follow the process of teaching and learning and complete the Task. Therefore, it can be concluded that the setting was effective.

## **5. Learner Role**

This component was also similar with the previous one; i.e. the setting for the Task. While the setting required the students to participate actively in the classroom, the researcher had to make sure that they also participated actively in the classroom. The mean value of this component is 3.44 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

R : *Tadi pas ngerjain Task 14 kalian aktif tidak?* (Did you participate actively in doing the Task?)

S : *Iya pak.Tadi kan jawab-jawab pertanyaan gitu, terus berdiskusi juga kan.* (Yes, I did. I answer the questions and participate in discussion the answers.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students followed the flow of the Task well. They participated actively in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

After some students presented their answers, the other students gave comments to the answers.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students showed that by participating in the class, they can complete the task well. In conclusion, the students had taken their role well. In other words, the component was effective.

## 6. Teacher Role

Based on Table 63, the mean values result of teacher role component was 3.44. It means that the teacher role was effective. Moreover, the students said that the teacher was good. He could be a facilitator in the teaching and learning process. It can be seen from the interview transcripts.

R : *Apa gurunya sudah jelas nerangin materinya dan bisa mengawasi dan membantu kalian kalau ada masalah?* (Did the teacher explain clearly and watch and help you if you have difficulties?)

S : *Jelas sih nerangin materinya dan juga membantu pas kita agak bingung dengan tasknya.* (Yes he did. He could explain the materials and helped us when we had difficulties.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students agreed that the teacher acted as a informer, facilitator, controller and assesor. In addition, the observation data also supported the previous data. It could be seen in the following piece of field note:

After that, the teacher led them to discuss their answer. The teacher asked them to presents the answer and some students raised to be volunteer in answering the questions.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

It was clear that the researcher who taught the students gave the students a brief explanation related to reading strategy to encourage them to read text effectively.

### **b. Conclusion**

Based on the result of the components analysis, Task 14 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 103: The analysis and revisions of the components of Task 14 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 14 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-
3. Activities <ul style="list-style-type: none"> <li>• The activities in Task 14 are appropriate with students' interest</li> </ul>	Effective	
<ul style="list-style-type: none"> <li>• The activities in Task 14 are attractive</li> </ul>		
4. Learner Role Task 14 has motivated and given students chances to participate and express actively	Effective	-

5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 15) Task 15

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 104: The mean and category of Task 15 in Unit 3 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 15 helps the students to comprehend the science text effectively.	25	12	13	0	0	3.48	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	9	16	0	0	3.36	Agree
3. Activities • The activities in Task 15 are appropriate with students' interest	25	10	15	0	0	3.4	agree
• The activities in Task 15 are attractive	25	12	13	1	0	3.48	agree
4. Learner Role Task 15 has motivated and given students chances to participate and express actively	25	11	14	0	0	3.44	agree
5. Teacher Role The teacher role is effective	25	11	14	0	0	3.44	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	10	15	0	0	3.4	agree

## a. Task Component Analysis

### 1. Goal

Task 15 was aimed at helping student to comprehend the text in group. This encouraged the students to participate in completing the task by expressing their idea in their group. Moreover, this task could also help the teacher to check their students' comprehension. Table 104 showed that the mean of the component was. 3.48 which could be categorized as "Agree". The data was also supported by the interview data in the following excerpt:

- R : *Setelah berdiskusi dan menjawab pertanyaan Task15, apakah kalian bisa lebih memahami bacaannya* (Did you get more comprehension after doing task 15?)
- S : *Setelah berdiskusi memang lebih ngerti isi bacaannya pak.Saat berdiskusi kan kita sharing apa ytang kita tahu tentang isi teks, jadi bisa lebih faham isinya* (After discussing, I can get more comprehension than before. When we discussed it, we share what we know about the text so that we get more comprehension.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

Based on the excerpt above, response of the students was good. It was also reflected from the following fieldnote.

Then, group discussion was begun. The students made group of four and they answered the question of this task by discussing in their group. It still spent much time because they should discuss with their friends in their groups.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

Based on the three data above, it can be concluded that the goal of Task 15 was achieved. The data show that the Task could encourage and helped students to

understand the text. They could share and help each other in a group while they completing the Task.

## 2. Input

The students agreed that input was interesting and easy to be understood. The mean value for this was 3.36. It means that more than half of students in the class agreed the input was suitable for them. However, the different result came from the interview result. It can be seen in the interview transcript below.

- R : *Bacaannya bisa kalian fahamkan?* (Are you sure that the text was easy to be understood?)  
 S : *Ya lumayan susah sih, tapi masih bisa difahami.* (The text is quite difficult but it could be understood.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The transcript shows that the students agreed the text understandable. Although, they said that it was not easy enough, but they could understand it. However, they have difficulty in understanding the question. The same result was also shown in the class observation. It can be seen in the following field note:

Most of students could understand the text so that they could answer it well.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

Based on the data above, it can be concluded that the input was effective. The students could understand the text and completed the task.

### 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.4 and 3.48. These could be concluded that more than a half of students in the class agreed that the activities are effective. This result was supported by the result of the interview as shown in the following excerpt:

- R : *Dengan berdiskusi apakah kalian bisa lebih memahami isi text? (Can you improve your understanding of the text by discussion in group)*  
 S : *Iya pak, kan kayak tadi saya bilang, kita bisa sharing tentang apa yang kita tahu tentang isi teksnya. (Yes, we could, Sir.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students agreed that by doing a discussion in completing Task 15 they could understand the text. The positive responses from the students also occurred in the teaching and learning process which was shown in the following piece of field note:

It spent much time because they want to choose their group by their self. However, it could be solved by asking them to have groups with friends that sat closely. Moreover, it spent much time because they should discuss and after they discuss it, the teacher checked the answer of each group and compare each answer of the groups.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students gave a good response for the activity. They could answer the question in Task 15 after discussing with their friend. In conclusion, as supported by three data resulted in the same result; the activity for Task 15 was effective.

#### 4. Setting

Related to the setting of Task, the students were required to do the Task in group. Toward the agreement for this component, the mean value was 2.97..

Therefore, it could be concluded as effective Task related to the learner role. It is in line with the result of the interview.

- R* : menurut kalian udah pas belum kalau diskusi berkelompok 4 orang?( Do you thing that discussion in group of 4 is appropriate for you?)  
*S* : Iya pah, udah paslah. Kita jadi bisa ngerjainnya bareng-bareng. ( Yes, Ido. It is appropriate for us. We can do it together.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students stated that they could follow the exercise of Task 15. The positive responses from the students could be seen in the teaching and learning process which was shown in the following piece of field note:

The students made group of four and they answered the question of this task by discussing in their group.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

In the class, although they had difficulty in understanding the questions, they could complete it after the teacher explained the questions and then they discussed it with their friends. Therefore, this component was regarded to be effective.

#### 5. Learner Role

The students in this Task have to participate actively in the teaching and learning process. They participated in discussing session. They also participated in

answering session when the teacher gave opportunity in presenting their answer. It was shown in the mean value that is 3.44 which meant that most of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Kalian aktif gak tadi pas berdiskusi?* (Did you participate actively in discussion?)  
 S : *Iya pak. tadi kan kita udah sharing dan ngerjain bareng-bareng.* (Yes we did. We shared and also completed together.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students followed the flow of the Task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the following fieldnote:

The teacher gave opportunity to each group to present the answers. Then, the other group gave comments to the answers.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students showed that by joining in the Task and participating in the whole process, although they had difficulty in understanding the question, they could be participated actively and completed the Task. In conclusion, the learners had taken their role well.

## **6. Teacher Role**

In this Task, the teacher had to take the role of a facilitator and a controller. In the result of the questionnaire, the mean value showed that the component was

effective and the value was 3.44. It was supported by interview data in the following interview excerpt:

- R : *Gurunya sudah jelas belum dalam menyampaikan materi* (Did the teacher explain clearly?)  
 S : *Ya sih pak, udah cukup[ jelas* (Yes, he did. )  
 R : *Ngawasi dan bantu kalian juga gak pas kalian ada kesulitan ?* (Did the teacher watch and help you if you have difficulties?)  
 S : *Iya pak. Tadi kan juga kasih tau saya maksudnya pertanyaan ini apa* (Yes, sir. He told me what the questions mean.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students agreed that the teacher acted as a facilitator and controller. Moreover, the observation data also supported it. It could be seen in the field note about learner role on previous page.

It was clear that the researcher who taught the students gave the students a brief explanation related to get a main idea in a paragraph.

## **b. Conclusion**

Based on the result of the components analysis, Task 15 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 105: The analysis and revisions of the components of Task 15 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal Task 15 helps the students to comprehend the science text effectively.	Effective	-
2. Input The input (text, picture, article) is interested and easy to be understood	Effective	-

3. Activities • The activities in Task 15 are appropriate with students' interest	Effective	
• The activities in Task 15 are attractive		
4. Learner Role Task 15 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 16) Task 16

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

**Table 106: The mean and category of Task 16 in Unit 3 Try-out**

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This Task aimed at encouraging learner to be creative learner and applied the reading skills that they get	25	9	16	0	0	3.36	Agree
2. Input The input (text and picture) was interested and easy to be understood	25	12	13	0	0	3,48	Agree
3. Activities • The activities in Task 16 were appropriate to	25	8	17	0	0	3.32	Agree

students' interest							
• The activities in Task 16 are attractive	25	9	16	0	0	3.36	
4. Learner Role Task 16 motivated and gave students chances to participate and express actively	25	11	14	0	0	3.44	Agree
5. Teacher Role The teacher role was effective	25	11	14	0	0	3.44	Agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	25	10	15	0	0	3,4	Agree

### a. Task Components Analysis

#### 1. Goal

This Task aimed at helping students to encourage learner to be creative learner and to apply the reading skills that they got. Moreover, the Task could also check the student understanding related to the skills of reading that they learned in this unit. As shown in the table 106 of the descriptive statistics result of the questionnaire, the goal of Task 16 was achieved mean value of 3.36 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree. The data was supported by the following interview excerpt:

- R* : Menurut kalian, dengan ngerjain PR apakah kalian bisa belajar lagi dirumah tentang cara membaca dan memahami bacaannya?( do you think that Home Work given could make you to learn again reading skill??)
- S* : Ya kalau ngerjain PR kan memang harus belajar lagi pak. Kita juga harus cari juga bacaannya dan harus memahami bacaannya lagikan Pak. (Yes, sir. We should find the text and tried to understand the text.)

Then, based on the reflection of the implementation and the field notes, the goal really covers students need. The students participate well during the teaching learning process and applied what they learned in the unit.

They should find an article in the text and they should apply how to read effectively that they got in the class.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 16 was effective. It encouraged students to be creative in learning English and to apply reading skill in understanding the text.

## 2. Input

In relation to input, the students agreed that the Input given helped them to understand the task. It could be seen in the descriptive statistics result; in which it conveys the mean value of 3.48. Therefore, it was also regarded that the task component was effective because it shows that more than half students agreed that the task was effective. The same result came in the interview as seen in the following interview transcript:

- R* : *Kalian bisa kan memahami teksnya y6ang kalian dapatkan di internet? (Can you understand the text that you got from internet?)*  
*S* : *Lumayan sih pak ( The texts got from intrnet are quite difficult.)*  
*R* : *kenapa ( why?)*  
*S* : *Kalimatnya panjang-panjang. (The sentences are too long.)*  
*R* : *Terus Tips tentang membaca yang ada di unit ini berguna kan? ( do Tips about reading in this unit help you to understand the text?)*  
*S* : *Iya pak. Itu cukup membantu. ( Yes, they do.)*

---

(Appendix I/Interview Transcripts/Interview transcript unit 3, June 9, 2011)

Based on the result of interview, they did not agree that generally the input especially the texts from internet are difficult to be understood. Some sentences in the texts that they got from the internet are too long. In addition, the tips given in this unit helped them to read the text. It was supported from the following field note data.

Some of them could not submit it now because the time to complete is short. The previous meeting was on 6 June and this meeting was on 9 June. Therefore, they said that they did not have enough time to complete the task.

---

(Appendix J/Field Notes/Field Note of Tryout of Unit 3, June 9, 2011)

Based on the explanation above, it can be concluded that the Task 13 input was ineffective. The data from interview and field note show that the texts from internet are difficult. Therefore, the texts should be not only from the internet but also from the other resources that may be suitable for them.

### **3. Activity**

The aspects related to activity, especially the appropriateness of the activities with the students' interest, has a mean of 3.32. Then, the attractiveness of the activities has a mean of 3.36. It means that there were more than a half of students agree to the effectiveness of the task activities.

The different result was shown in the interview. Based on the interview with the students, they have difficulty in finding the appropriate text, related to states of matter. They expected that the source is not only from the internet but also from the

other sources like course book, magazine or other sources. These can be seen in the following interview transcript:

- R* : *Ya berarti kaya PR pada unit sebelumnya ya? Sumbernya tiadak harus dari internet tapi sumber lain juga boleh?( did you think that the homework was difficult?)*
- S* : *ya Pak. Gitu sajalaht. (yes, sir. I think so. )*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

Further, the same result was shown in the observation data. Some students got difficulty in finding the text. In the field note data, they show that some of students could not complete the home work because the time for finishint the task is too short.

They should find an article in the text and they should apply how to read effectively that they got in the class. They should skim the text to find main ideas of the paragraphs; scan it to find the information and guessed the meaning of unfamiliar words in the text. They should submit it on next meeting...  
 ...Some of them could not submitted it now because the time to complete to short. The previous meeting was on 6 June and this meeting was on 9 June. Therefore, they said that they did not have enough time to complete the task.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

Based on the data above, it can be concluded that the activity is ineffective. The activity should not only finding the text from internets but also finding text from other sources. In addition, the students have difficulty to find the text because there are two meeting in a wee. It was because the English teacher told to the researcher to fininsh the research in the week. The students should prepare for *UAS (Ujian Akhir Sekolah)*.

#### 4. Setting

In the Task 16, Students should complete the task in pairs. Because it was homework Task, they completed the task in home and submitted it in the next meeting. The mean value of Task 16 setting was 3.4. It means that more than half of students in the class agreed that the Task was effective. The setting (class management) was pairs work and they agreed that the pairs work for homework was good for them as shown in the following interview transcript.

- R* :Menurut kalian sudah pas belum ngerjain PR nya berdua dalam satu kelompok?(Do you think that doing the task in pairs is appropriate for you?)
- S* : Ya pak udah pas begitu aja.. (Yes, I do.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

Based on the reflection of the interview, the students felt that the task was well applied in pairs work setting although they have difficulty in finding it. It can be seen in the field note below.

However, there were some students who completed the task in pairs.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

Based on the data above, it can be concluded that the Task component was effective. It was well applied in work pairs because it could help the students to consulting their difficulty with their partner.

## 5. Learner Role

Regarded to learner's role component, the mean value was 3.44. Therefore, it could be concluded as effective Task related to the learner role. It is inline with the result of the interview.

- R* : *Kalian udah benar-bbenarnyari teksnya di internet kan?(Did you tried hard to find the text in the internet?)*  
*S* : *Ya pak,, tapi susah cari bacaan yang mudah.( Yes, I did. However, it was difficult t find the easy one.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students tried to complete the Task by browsing the text in the internet. Although it was difficult for them to find an appropriate text for trhem, they could complete the text. This was supported by the observation data as shown below:

Therefore, they said that they did not have enough time to complete the task. However, there were some students who completed the task in pairs. The other students who did not complete the task should submit it on next Monday.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

Based on the data above, it can be concluded that the Task component was effective. The students had tried to finding text in the internet. They have work in pair and submit the homework. Although there are some students who did not submit the class because the had difficulty an appropirate text in the internet, they can complete it in the next day.

## 6. Teacher Role

The mean of teacher roles was 3.4. It can be concluded that the teacher roles of Task 16 in Unit 3 are well-developed and qualified to be implemented. The

teacher's role is effective. The interview and the field note also show the same results.

Based on the interview with students, the researcher taught effectively and he can motivate the students.

- R* : *Gurunya sudah menjelaskan cara ngerjain PR nya dengan baik kan(Did the teacher explain clearly to do the Task?*  
*S* : *Sudah jelas kok pak( yes, he did.)*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

Based on the reflection of the implementation, the researcher was helped by the class management. He can easily deliver the Task and organized the students.

In addition, he gave them homework. They should find an article in the text and they should apply how to read effectively that they got in the class.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

In conclusion, the teacher's role was effective. He took role as controller and assessor in the task.

### c. Conclusion

From the analysis above, the conclusion which can be made is as following.

**Table 107: The analysis and revisions of the components of Task 16 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This Task aimed at encouraging learner to be creative learner and applied the reading skills that they get.	Effective	-

2. Input The input (text, picture, article) is interested and easy to be understood.	Ineffective	Text should be appropriate for them. It could be from internet or other resources.
3. Activities • The activities in Task 16 are appropriate to students' interest. • The activities in Task 16 are attractive	Ineffective	They should not only find the text in the internet but also find the text from others resources
4. Learner Role Task 16 has motivated and given students chances to participate and express actively	Effective	
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Effective	-

### 17) Task 17

The result of the questionnaire of evaluation in the form of descriptive statistics data can be seen in the following table:

Table 108: The mean and category of Task 17 in Unit 3 Try-out

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This Task aimed at checking students understanding of a text in fun way.	25	11	14	0	0	3.44	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	10	15	0	0	3.4	agree
3. Activities • The activities in Task 17 are	25	9	16	0	0	3.36	agree

appropriate with students' interest							
• The activities in Task 17 are attractive	25	10	15	0	0	3.4	
4. Learner Role Task 17 has motivated and given students chances to participate and express actively	25	11	14	0	0	3.44	agree
5. Teacher Role The teacher role is effective	25	11	14	0	0	3.44	agree
6. Setting The class management/classification (individual, pairs, whole class) is effective	25	8	17	0	0	3.32	agree

### a. Task Components Analysis

#### 1. Goal

This Task aimed at attracting students in understanding the text in fun way. It made student learn and find the vocabulary in fun way. In this Task, every student had same opportunity answering the Task. As shown in the earlier table, the goal of Task 17 was achieved mean value of 3.34 which was regarded as *Agree* in category because it more than 2.5 or more than half of students in the class agree that the Task is good. The different result was showed by the following interview excerpt:

- R* : *Gamenya menyenangkan gak?* (R: were you fun in doing the game?)  
*S* : *Susah pak.* (It is difficult)  
*R* : *Kenapa?* (Why?)  
*S* : *Ngomong cirri-cirinya gambar ke temen-temen susah.* (It is difficult to describe the characteristic of the picture to my friends.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

Then, based on the reflection of the implementation and the field notes, the goal did not achieve well during the teaching learning process.

Moreover, they have difficulty to describe it and they were shy to present it in front of the class.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

To sum up, after looking at the data (questionnaire, interview transcript, and field note), the goal of Task 17 was ineffective for it prompted the students to learn grammar included in the text.

## 2. Input

The students agreed that the picture was interested and could be understood. The mean value for this was 3.4. It means that most of students agreed that this Task could help them to reach the goal of the Task. However, the different result was shown by the following excerpt:

- R : *Gambarnya jelas kan?* (Is the picture clear enough?)  
 S : *Jelas kok pak,tpai masih bingung adi ngerjainnya* (it is clear enough , Sir. However, we were confused in doing the game.)  
 R : *Kenapa?* (Why?)  
 S : *Gak tau cara ngomong dan jelasin gambarnya ke temen-temen biar bisa ketebak.* (I do not know how to tell the description of the picture to rthe other friends.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students were confused to describe the picture to the other friends. It was shown in the interview transcript above that they thought that the game was too difficult for them. It is in line with following field note:

The game did not provide expression to describe the picture so that they have got difficulties in describing the picture to the other friends.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

In conclusion, the input of the Task was ineffective. The students could not do the game well because they did not get the expression how to describe the picture..

### 3. Activity

In terms of the quantitative result towards the aspects for activity, they showed that the component was effective for the mean for both aspects were 3.36 and 3.4 which can be concluded that most of students agreed that this task could help them to reach the goal of the Task. The data was supported by the interview data in the following excerpt:

*R* : Jadi kalian gak bisa ya kasih gambaran ke temen-temen dengan baik?  
*S* : Iya pak, susah sih.

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students stated that they could not do the game well. It is in line with the following piece of field note:

In short, the game was too difficult for them and spent much time.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students gave a good response for the activity. They could complete the game enthusiastically. In conclusion, the activity for Task 17 was effective.

#### 4. Setting

In learner role, Task 17 required the students to do the Task in independently. Toward the agreement for this component, the mean value was 3.32. Therefore, it could be concluded as effective Task related to the learner role. It is in line with the result of the interview.

- R* : *Terus bisa tidak mengerjakan game sendirian?*( Could you complete the game individually ?)  
*S* : *Susah pak.* ( No, Sir.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

Based on the reflection of the interview, the students felt that the game was not well applied in individual work setting. It supported in the field note below.

It spent much time because they should prepare the description of the pictures and they presented it in front of the class. Moreover, they have difficulty to describe it.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

In the class, the success of the Task was shown by student participation in completing the Task and their understanding of the text. As the whole Task could not be implemented well, this component was regarded to be ineffective.

#### 5. Learner Role

The students in this Task have to participate actively in the teaching and learning process. It was shown in the mean value that is 3.13 which meant that most

of the students agreed that the component was effective. It was supported by the result of the interview in the following excerpt:

- R : *Tapi kalian udah berusaha ngerjain dan aktif dikelaskan?*  
 S : *Iya sih pak. Kita coba untuk nyiapin cirri-ciri gambarnya sebisanya.* (yes, we did. We tried to prepare the description of the pictures.)

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students followed the flow of the Task well. They said that they actively participated in the teaching and learning process. This was also supported by the data from the observation in the piece of field note as follows:

After they were ready with the description, the teacher asked on of them to present in front of the class. Then, a volunteer stand up in front of the class to tell the characteristics of a picture. Then, the other students guessed the picture that was described.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

The students showed that by joining in the Task and participating in the whole process, though at the beginning not all people participating, was also a form of participating actively. In conclusion, the learners had taken their role well, in other words, the component was effective.

## **6. Teacher Role**

In this Task, the teacher had to take the role of a facilitator and a controller. In the result of the questionnaire, the mean value showed that the component was effective and the value was 3.44. It was supported by interview data in the following interview excerpt:

- R : *Gurunya sudah member penjelasan dengan baik belum.? (Did the teacher explain clerly?)*  
 S : *Ya jelas pak(yes, he did)*  
 R : *kalian tadi kan ngomong dapet kesulitan, gurunya bantu tidak?*  
 S : *Iya sih pak. Pak guru bantu menyusun kalimat yang benar buat jeklasin cirri-ciri gambarnya.*

---

(Appendix I/Interview Transcripts/Interview transcript Unit 3, June 9, 2011)

The students agreed that the teacher acted as a facilitator. The observation data also supported the previous data. It could be seen in the following piece of field note:

The teacher moved around while they were preparing the descriptions.

---

(Appendix J/Field Notes/Field Note of Implementation of Unit 3, June 9, 2011)

It was clear that the researcher who taught the students had important role in encouraging the student to participate actively in the class by acting as facilitator and controller.

## **b. Conclusion**

Based on the result of the components analysis, Task 17 was effective and agreed by the whole students. These could be concluded in the following table:

**Table 109: The analysis and revisions of the components of Task 17 in Unit 3**

<b>Component</b>	<b>Analysis</b>	<b>Revision</b>
1. Goal This Task aimed at checking students understanding of a text in fun way.	Ineffective	The game is not fun for them. It is too difficult. Game should be change to the more excited one.
2. Input The input (text, picture, article) is	Ineffective	They have difficulties to describe it. There is not expression to describe

interested and easy to be understood		the picture.
3. Activities <ul style="list-style-type: none"> <li>The activities in Task 17 are appropriate with students' interest</li> </ul>	Ineffective	The activities is too difficult and spend muc time
<ul style="list-style-type: none"> <li>The activities in Task 17 are attractive</li> </ul>		
4. Learner Role Task 17 has motivated and given students chances to participate and express actively	Effective	-
5. Teacher Role The teacher role is effective	Effective	-
6. Setting The class management/ classification (individual, pairs, whole class) is effective	Ineffective	It is difficult to complete the game individually.

The game should be changed because it was too difficult for them and spent much time. The game was changed with the simple game. It is game which provides some pictures related to state of matter. In the game, the students just classify the pictures into solid, liquid or gas.

Based on the three data, questionnaire result, interview result, class observation result, there were some revision in the materials. There were some revisions related to the Instructions. Then, the picture and lay out of the material should also be improved to attract student inters. Some of setting should also be revised. Some individual Task had to be changed in to pairs Task to help students handling the difficulty in completing the Task. Then, some of Tasks that is too difficult were rearranged. They were replaced in the last session of reading activity because the good materials should be arranged from the easy or simple Task to difficult or complex Task. Furthermore, some activities were also required to be revised to make the Task interesting and attractive for the students.

### **B. Summary of the materials**

The appropriate science reading materials should meet the learner needs and helped them to read the science text in immersion class. The tasks were graded from the easy one to the difficult one and also from the general part to the detailed one. It helped students to learn or read a text from the general part to the detailed part. Moreover, beside considering 6 components of the task (goal, input, setting, activities, teacher role, and learner role), the steps of reading were also implemented in designing the tasks of each unit. In each unit, there are two cycle and each cycle was designed based on the steps of reading, pre-reading/before reading, while-reading, and after reading/post-reading. In the end of each unit there were discussion, game vocabulary support, and also summary of the unit.

Based on the implementation and evaluation there were some tasks were repaired. In the three units of the materials, the tasks that should be repaired were task related guessing unfamiliar words. It was too difficult for the students of grade 7 of SMP N 2 Wonosari to guess unfamiliar words individually without any helps. Therefore, the guessing tasks were changed into pair tasks and multiple choice tasks. It helps students in guessing the unfamiliar words. Moreover, the guessing tasks were replaced to the end of each cycle to grade the task from easy to more difficult. Moreover it helps learner to learn task from the general information to the detailed information.

In addition, the lay out of materials was evaluated. In the implementation and evolution, it was found that lay out of materials, and the pictures have an important role in attracting student to learn the materials. Furthermore, some instructions were also repaired. It helped learner to understand the instruction. The detailed information related to the evaluation of the materials can be seen in the following table.

Table 110: The Comparison of First Draft, Second Draft and Final Draft

No	Evaluation Subject	First Draft	Second Draft	Final Draft
1	Component	<ul style="list-style-type: none"> <li>• Title</li> <li>• Mission 1 (first cycle) <ul style="list-style-type: none"> <li>➤ Vocabulary support <ul style="list-style-type: none"> <li>➤ Before Reading</li> <li>➤ While reading</li> <li>➤ After reading</li> </ul> </li> <li>• Grammar focus</li> </ul> </li> <li>• Mission 2 (second cycle) <ul style="list-style-type: none"> <li>• Vocabulary support <ul style="list-style-type: none"> <li>➤ Before reading</li> <li>➤ While reading</li> <li>➤ After reading</li> </ul> </li> <li>• Group discussion</li> <li>• Homework</li> <li>• Game</li> <li>• Summary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• The objective of unit</li> <li>• Mission 1 (first cycle) <ul style="list-style-type: none"> <li>➤ Before Reading</li> <li>➤ While reading</li> <li>➤ After reading</li> </ul> </li> <li>• Grammar focus</li> <li>• Mission 2 (second cycle) <ul style="list-style-type: none"> <li>➤ Before reading</li> <li>➤ While reading</li> <li>➤ After reading</li> </ul> </li> <li>• Group discussion</li> <li>• Homework</li> <li>• Game</li> <li>• Summary</li> <li>• Vocabulary support</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• The objective of unit</li> <li>• Mission 1 (first cycle) <ul style="list-style-type: none"> <li>➤ Before Reading</li> <li>➤ While reading</li> <li>➤ After reading</li> </ul> </li> <li>• Grammar focus</li> <li>• Mission 2 (second cycle) <ul style="list-style-type: none"> <li>➤ Before reading</li> <li>➤ While reading</li> <li>➤ After reading</li> </ul> </li> <li>• Group discussion</li> <li>• Homework</li> <li>• Game</li> <li>• Summary</li> <li>• Vocabulary support</li> </ul>
2	Setting for guessing task	individual	individual	Pairs, multiple choices, replaced in the end of the cycle.
3	Input			Addition of picture
4	Layout	Font 12 and simple lay out	Font 11 and improved lay out	improved lay out
5	Instruction		Clearer and simplified	Clearer and simplified

### **C. Discussion**

To help students in learning science in the immersion class, appropriate materials for language support program, especially reading, were needed. To make such of materials, concept of immersion program should be considered. Immersion class is form of bilingual education and it is the model of CBI (Larsen-Freeman and Long, 1999:1). In the model of CBI, the process of teaching and learning focus on the content and the language learning was the effect of learning content using the target language (Richards and Rogers, 2001: 210). Therefore, in this study, to help earlier student facing immersion program, materials which include content related to the field were needed. This could help the students to solve the language problem that they met in the class. In the implementation, the students showed that learning such materials could help them in understanding the subjects in immersion class.

Further, needs analysis was needed to design reading materials. The information gathered from curriculum analysis and needs analysis were used to design the materials. In the process of designing materials, besides considering the concept of CBI (Larsen-Freeman and Long, 1999:1), the concept of materials development (Tomlinson, 1998) was applied. The data from the analysis on target needs were used to determine what should be taught to the students of immersion class in order to help them in learning reading of science text. Questionnaire was required to collect the learners' needs and learning needs.

The results of the needs analysis were as follows. In relation to the goal, the students wanted to be able to master vocabulary related to the science. Then, they needed to master English grammar and needed to know how to read a science text effectively. Concerning to the input, they wanted to get text about the science which is supported by the picture that can help them in understanding the text. They also wanted to get authentic text that they usually get in their real life. In the learner role, they wanted to take part in group discussion. The students also wanted to build interaction with their teacher and friends. Moreover, they also wanted to be a creative learner in doing the task. Regarded to the teacher role, students wanted teachers to facilitate counseling, to be facilitator, to teach communicatively and to explain the tasks which must be done. Some students also recommended the teacher to monitor the improvement of their English mastery and to give chances to sharing and discussions. In the teaching and learning process the teacher also needed to give explanation and correction to the students. Then, students wanted to such activity like finding main idea of the passage, discussing of the text with their partner or small group, identifying grammar use in the text, introducing and finding the new words of the text based on the context. Related to the setting, most of the students wanted to finish the task in individual, in pairs and groups. Further, they also needed materials that can help them to solve their difficulties in learning English, especially reading.

Based on the needs analysis results, they had difficulties in using grammar, in understanding a text, less vocabulary mastery, and also in pronunciation. Therefore, the unit that would be designed should give the students in solving their difficulties.

Because the research study focused on designing reading materials, the principle of teaching reading was considered. In designing materials, each unit consisted of 2 cycles of reading. The each cycle consisted of a text. This gave opportunity to the students for practicing reading and applying the reading strategies. Each cycle consisted of pre-reading task, while-reading task, and after-reading task (Nunan, 2003 and Vaezi, 2005). These steps of reading helped student in understanding the text effectively. Further, the materials were also included variety of micro skills of reading. The strategies of reading, scanning, guessing, and skimming, help students to comprehend the text (Andersons 1999 in Nunan, 2003). By acquiring reading strategies in the designed materials, the students were expected to apply that in the immersion class so that they could comprehend the text effectively.

Focusing on the task, the materials developer should consider the six task components that are goal, input, activities, setting, learner role, and teacher role (Nunan, 2004). These components were used to analyze and to evaluate the effectiveness of materials.

According to the research finding, appropriate task goals were attaining students' motivation toward the lesson unit, encouraging learner to use scanning to find some information in the text quickly, encouraging learners to apply reading technique (skimming) to have effective reading, Finding the main idea of paragraph, Guessing the meaning based on the context, checking Reading comprehension, learning grammar, checking grammar mastery, checking reading comprehension in group discussion, encouraging learner to be creative learner and to apply the reading skills that they get. These goals were related to the activities of the task

In term of input, the input should be  $x+1$ . It means that the input should not be too easy or too difficult (Nunan, 2004). It should be one step beyond the current proficiency of students. Then, the input should also be related to the field of the immersion program because it is the model of CBI, which focuses on the content (Larsen-Freeman and Long, 1999:1). It should be about science so that the students could feel the advantage of the materials in immersion class. Furthermore, the authenticity of materials was a requirement to design this reading materials. As proposed by Richard and Rodgers (2001:215), the materials used in CBI are authentic. Materials used by native speaker in communication would help learner in acquire the language. Moreover, the presentation of the input should be interested. Picture and lay out as part of the input had important role in attracting student, especially teenager students, to learn the materials. It is line with Brown. He states that teenagers are in age of transition from child to adult and therefore we should

design materials based on the characteristics of teenager (Brow, 2001: 92). The teenager students like to learn such of materials consisting some pictures and good lay out which is relevant to the theme and could support their understanding in reading a text.

Regarding the activities, the materials was designed by grouping the activities in to three stages, pre-reading activities, while-reading activities and post reading activities (Vaezi, 2005). In the pre-reading activities, the students were encourage to draws out the information student already have and interjects additional information deemed necessary to understanding of the text to be read. Then, skimming and scanning were activities in while-reading activities. These were continued by comprehension reading check activities, such as answering the questions and group discussion. Besides, the students were also encouraged to learn grammar by reading explanation of grammar and completing grammar task. The purpose of attaching grammar learning was to help student understanding the text by equipping the with grammar knowledge.

Pairs work and group discussion were the effective setting of designing these materials. These helped them in acquiring the skill and content of reading in attractive way. They could share their difficulty and they could also give feedback each other. Pairs and group discussion also could make the student feel at easy in doing the task (Tomlinson, 1998: 22). Beside these setting, multiple choice could be an other choice setting to make students feeling at easy in doing the task.

Teacher role and learner role were components of task that could not be separated. They were interrelated. Nunan (2004) supported this statement. The participation of the students in doing the task was influenced by the teacher role. When the students did group discussion or pairs works, the teacher acted as facilitator and controller to manage the class did well.

In short, the materials developer should considered some aspects in designing the appropriate science reading materials. The appropriate science reading materials should meet the students' needs. Therefore a needs analysis was needed. Then, they also consisted of the tasks which included appropriate goals, appropriate inputs, appropriate activities, appropriate setting, appropriate students' roles, and appropriate teacher's roles. Steps of reading, pre-reading, while-reading, and after reading, should also be included in the materials. Moreover, recycling was also needed to encourage learner to relearn what they studied because learners could not master 100% materials in once learning process.

## CHAPTER V

### CONCLUSSIONS AND SUGGESTIONS

This research study has two main goals: 1) to find out the design of the effective science reading material design for English language support program to support students of immersion program, 2) to produce the appropriate science reading materials for language support program in SMPN 2 Wonosari Gunungkidul Yogyakarta. This chapter is divided into two main points. They are conclusions and suggestions. Each point is explained below.

#### **A. Conclusions**

Based on the research finding, the conclusions can be drawn as follows.

##### **1. The learners' needs**

The questionnaire was designed to find learners' needs and there were five components. They were: input, activity, setting, learner role, and teacher role. Based on the research finding, the students needed material input to have some criteria. Materials should have simple text, text with picture, authentic text, science vocabulary exposure, and science text.

##### **2. The learning needs**

Regarded to the learning needs, they could be found in activity, setting, learner role and teacher role. They wanted activity like discussing the content of the text with a partner or small group, identifying main idea of each paragraph in the text,

identifying the grammar use in the text, finding the meaning of the word based on the context. Concerning to setting, the students wanted to complete the task in pairs or small group. Beside, a game also needed by student to encourage them learning the reading materials. Focusing on learner's role and teacher's role, they wanted the teacher became a consultant so that he could help them to solve their difficulties in learning English and became a facilitator who facilitate the in learning English.

### **3. The effective materials**

It can be concluded that an appropriate science reading materials for language support program have some characteristics.

- a. The materials have a clear objective in the beginning.
- b. The materials are organized by presenting the steps of reading (pre-reading, while-reading, and after reading).
- c. Recycling is needed to increase reading rate and also to reintroduce the item over period time because learners will not achieve 100% mastery particular linguistics item at the first time.
- d. Then, some tips about reading skills or reading strategies are needed. It cannot be denied that that knowledge give an important role in the success of reading.
- e. Moreover, an appropriate science reading materials have some components. 1) The first component is the title. It gives information about the unit number and the topic of the unit. 2) The next is the three steps of reading activity. They are pre-reading task, while reading task, and after-reading task. The pre-reading task aims at

attaining students' motivation toward the lesson unit. Besides, it also helps students to recall their prior knowledge related to the topic of the unit. Then, while-reading task aims at encouraging students to apply reading skills (scanning, skimming and guessing) so that they can read the text effectively. The last but not the least is after-reading task. It aims to review and reflect what they have got from the text. The tasks of after-reading task can be finding the main idea of paragraph, preview the vocabulary, finding detailed information. 3). The third is grammar focus. This helps students to help their comprehension to the text. By knowing the grammar, the students can get the information of the text well. 4) the next is recycling activity. The recycling also includes three steps of reading. It provides the students to increase their reading rate and to repeat and apply what they get in the first cycle. 6) Discussion task is the next component. Actually it is after reading task but it is not attached in cycle 1 to manage the time. 7) Home work is included to reinforce the topic being discussed. 8) game is also included to encourage learner to learn in fun way. 9) Summary is needed to help preview what they learn in the unit. 10) Vocabulary support helps students to know unfamiliar or technical words.

f. Materials have effective task. The components of the task are as follows.

1) the goal

The goal should be relevant to the students' needs. In this material the goals are giving an early description on whole topic of the unit, encouraging learner to acquire

reading skills and to apply it, getting information of the text ( could be finding main idea, guessing and discussion group) , learning particular form of grammar.

## 2) Input

The input of the materials are authentic text, simplified text, related picture, tips related to reading skills, figure, and phonetics transcriptions.

## 3) Activity

The activity are checking correct answer, matching pairs, scanning, skimming, guessing, finding main idea, answering comprehension questions, group discussion, completing word puzzle.

## 4) Setting

The settings are individual work, pair work, group discussion and project work.

## 5) Learner role

The learner role is as an active participant.

## 6) Teacher role

The teacher roles are as facilitator, controller, assessor, and informer.

## **B. Suggestions**

There are some suggestions for the next implementation of English learning materials which can be proposed to the material developers, the students of Immersion Program and English teachers who teach in school which implement immersion program.

1. To material developers, there should be a good coordination with the teacher and students in the school. This helps them in analyzing what the students need to face immersion program. Further, collaborated research is better for the next research. By collaborating with other researchers, the researchers can focus on what they study and they also can discuss the problem that they meet in the research.
2. To the students of the Immersion Program, there should be a clearer role in the teaching and learning process. The students should not only participate well in the teaching and learning process, but also take control to the task, especially when they are put in groups.
3. To the English teachers who teach in immersion schools, the more detailed analysis on the students' needs is highly recommended. Then, in terms of providing specific learning material based on the students' needs, they should be able to collaborate well with the other teacher to create better materials for the students.

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(Richards et al, 1997:36);

(Walter, 2005:4).

Anderson (1999 in Nunan, 2003: 67)

Teddick et al (2001:3)

Vaezi ( 2005)

# APPENDICES

# APPENDIX A

(Questionnaires of Needs Analysis)

## Questionnaire of Needs Analysis

### SMPN 2 WONOSARI GUNUNGKIDUL YOGYAKARTA

Jawablah pertanyaan berikut ini dengan melingkari jawaban yang telah tersedia yang sesuai dengan materi bahasa inggris yang diharapkan adik-adik. Adidk-adik bisa memilih lebih dari satu jawaban pada setiap pertanyaan.

#### A. Tujuan Pembelajaran ( Goal)

1. Dalam Kelas ekstrakurikuler bahasa inggris (Language Support Program) untuk kelas immersi, Saya mengharapkan materi pembelajaran yang bertujuan untuk menjadikan saya
  - a) Mampu menguasai kosa kata bahasa inggris yang berkaitan dengan bidang science sebagai salah satu pelajaran di kelas immersi
  - b) Mampu menguasai penggunaan tata bahasa yang baik.
  - c) Mampu memahami bacaan-bacaan bahasa inggris mengenai IPA
  - d) Mampu membaca bacaan inggris mengenai IPA dengan efektif menggunakan strategi membaca
  - e) Lain-lain

#### B. Bahan ajar (Input)

2. Bahan pembelajaran apa saja yang adik inginkan untuk teks reading
  - a) Diberikan teks yang sederhana
  - b) Diberikan teks bersifat autentik ( yang biasa kita jumpai dalam kehidupan sehari-hari, seperti iklan, pamphlet dll.)
  - c) Bahan ajar berupa teks disertai gambar
  - d) Diperkenalkan terlebih dahulu kosa kata yang berkaitan dengan teks yang akan disimak.
  - e) Dibahas kata-kata sulit yang terdapat dalam teks.
  - f) Berkaitan dengan bidang pelajaran dikelas immersi (IPA)
  - g) Lain-lain

### **C. Peran siswa (Learner role)**

3. Pada saat mengerjakan tugas, saya lebih suka apa bila..
  - a) Saya senang mengerjakan dalam tugas kelompok
  - b) Saya senang mengerjakan tugas sendiri
  - c) Saya bisa mengamati bagaimana bahasa inggris digunakan.
  - d) Dalam task/ tugas bahasa inggris saya ingin didorong lebih kreatif dalam memahami pesan / isi bacaan.
  - e) Lain-lain

### **D. Peran guru ( Teacher Role )**

4. Dalam mengerjakan tugas bahasa inggris di kelas, saya lebih suka jika guru...
  - a) Membahas langsung jawaban tugas tersebut
  - b) Member contoh terlebih dahulu sebelum meminta siswa mengerjakan.
  - c) Memberikan jawaban secara langsung bila siswa menemui kesulitan dalam mengerjakan tugas
  - d) Berkeliling untuk sekedar mengamati siswa dalam mengerjakan tugas.
  - e) Berkeliling member komentar terhadap tugas-tugas yang sedang dikerjakan oleh siswa.
  - f) Lain-lain..

### **E. Kegiatan pembelajaran ( Activities)**

5. Dalam kegiatan membaca saya lebih menyukai kegiatan seperti...
  - a) Membaca teks reading nyaring dengan penguacapan dan intonasi yang benar.
  - b) Mendiskusikan tentang isi teks dengan teman sebangku.
  - c) Mendiskusikan isi teks dengan kelompok kecil untuk memahaminya.
  - d) Mengidentifikasi makna gagasan dalam teks
  - e) Mengidentifikasi susunan unsur kalimat dalam teks
  - f) Mengenalkan arti dari kata-kata tertentu dan penggunaannya berdasarkan konteks yang dibaca.
  - g) Menganalisa arti ungkapan-ungkapan tertentu dan penggunaannya berdasarkan konteks yang dibaca.
  - h) Lain-lain

6. Dalam menambah penguasaan kosakata, saya lebih suka kegiatan seperti....
  - a) Mencokkan kata-kata atau ungkapan bahasa inggris dengan maknanya yang telah disediakan.
  - b) Mengartikan kata-kata bahasa inggris berdasarkan konteks bacaan tanpa disediakan maknanya terlebih dahulu.
  - c) Melengkapi kalimat atau paragraph dengan kata-kata sendiri berdasarkan pengetahuan yang telah dimiliki sebelumnya.
  - d) Mennentukan kelompok kata dalam teks
  - e) Menirukan guru dalam memngucapkan kata-kata tertentu.
  - f) Lain-lain
7. Untuk menguji kemampuan penguasaan tata bahasa (grammar), saya lebih suka kegiatan seperti...
  - a) Mengidentifikasi kesalahan struktur kalimat
  - b) Membenarkan kesalahan struktur kalimat
  - c) Menulis kalimat berdasarkan pola yang telah dipelajari sebelumnya
  - d) Lain-lain

#### **F. Setting**

8. Dalam belajar bahasa inggris dikelas saya lebih suka setting pmbelajaran seperti:
  - a) Mengerjakan tugas secara individu
  - b) Mengerjakan tugas dengan teman sebangku
  - c) Mengerjakan tugas secara kelompok
  - d) Belajar bahasa inggris dengan menerapkan game
  - e) Lain-lain

#### **G. Permasalahan yang dihadapi**

9. Kesulitan yang biasa saya hadapi dalam belajar bahasa Inggris...
  - a) Kesulitan menggunakan struktur kalimat bahasa inggris yang benar.
  - b) Kesulitan memahami teks.
  - c) Tidak tahu makna kosa kata yang terdapat dalam teks
  - d) Tidak tahu pelafalan yang benar suatu kosa kata.
  - e) Lain-lain

# APPENDIX B

(The Result of Needs Analysis)

**Result of Needs Analysis in SMP N 2 Wonosari Gunungkidul**

NO.	Questions	Option	Number and percentage
1.	In language support program class, I hope the English material which has purpose to make me :	<ul style="list-style-type: none"> <li>a. Being able to master vocabulary related to the science</li> <li>b. Being able to master the use of grammar.</li> <li>c. Being able to read text in science effectively.</li> <li>d. ....</li> </ul>	<ul style="list-style-type: none"> <li>75 %</li> <li>71%</li> <li>84%</li> </ul>
2.	What kinds of material input do you want for reading texts	<ul style="list-style-type: none"> <li>a. Simple texts</li> <li>b. Authentic text</li> <li>c. Text with picture</li> <li>d. Given vocabulary first, then followed by text</li> <li>e. The discussing of the difficult word in the text</li> <li>f. Text related to science</li> <li>g. ....</li> </ul>	<ul style="list-style-type: none"> <li>50%</li> <li>25%</li> <li>53%</li> <li>69%</li> <li>63%</li> <li>63%</li> </ul>
3.	In doing tasks, I love to be..	<ul style="list-style-type: none"> <li>a. Participant in group task</li> <li>b. Participant in individual task</li> <li>c. Student who can monitor how the language is used.</li> <li>d. Creative student in doing the task</li> <li>e. ....</li> </ul>	<ul style="list-style-type: none"> <li>50%</li> <li>30%</li> <li>63%</li> <li>81%</li> </ul>
4.	In doing task, I want teacher to	<ul style="list-style-type: none"> <li>a. Just discuss the answer.</li> <li>b. Give the example first before asks students do the task.</li> <li>c. Just give the answer if the students have difficulty.</li> <li>d. Move around to monitor students in doing the tasks</li> <li>e. Move around to give comment to students' task.</li> <li>f. ....</li> </ul>	<ul style="list-style-type: none"> <li>25%</li> <li>88%</li> <li>28%</li> <li>16%</li> <li>50%</li> </ul>
5	In reading activities, I want activities like ...	<ul style="list-style-type: none"> <li>a. Reading text loudly with good intonation and pronunciation.</li> <li>b. Discussing about the content of the text with a partner.</li> <li>c. Discussing the content of text with small group.</li> <li>d. Identifying main idea of each paragraph in the text.</li> <li>e. Identifying the grammar use in the text.</li> <li>f. Introducing and finding the meaning new vocabulary based on the</li> </ul>	<ul style="list-style-type: none"> <li>28%</li> <li>50%</li> <li>56%</li> <li>53%</li> <li>50%</li> <li>69%</li> </ul>

		<p>context.</p> <p>g. Analyzing the meaning of some expression and its use.</p> <p>h. ...</p>	31%
6.	In improving vocabulary, I like activity like	<p>a. Matching new words with their meaning.</p> <p>b. Finding the meaning of words based on the context without giving the meaning.</p> <p>c. Completing the uncompleted sentences with my own words based on my knowledge.</p> <p>d. Identifying part of speech in the text.</p> <p>e. Repeating words which pronounced by the teacher.</p> <p>f. ...</p>	<p>50 %</p> <p>28%</p> <p>38%</p> <p>28%</p> <p>44%</p>
7.	In checking my grammar, I love such activity like...	<p>a. Identifying the mistake of the structure.</p> <p>b. Correcting the unstructured sentences.</p> <p>c. Writing sentences based on grammar which is taught before.</p> <p>d. ..</p>	<p>50%</p> <p>50%</p> <p>56%</p>
8.	In learning English in the class, I love learning setting like...	<p>a. Doing task individually</p> <p>b. Doing task with a partner.</p> <p>c. Doing task in group</p> <p>d. Learning English using game.</p> <p>e. ...</p>	<p>15%</p> <p>50%</p> <p>63%</p> <p>50%</p>
9.	My difficulty/ difficulties in learning English is/are	<p>a. Difficulties in using grammar.</p> <p>b. Difficulties in understanding text.</p> <p>c. Less of vocabulary mastery.</p> <p>d. Difficulties in the pronunciation</p> <p>e. ... .</p>	<p>66%</p> <p>69%</p> <p>72%</p> <p>53</p>

# APPENDIX C

(Course Grid)

## Course Grid

School : SMP N 2 Wonosari Gunungkidul Yogyakarta

Subject : English (English for science)

Grade : VII

Theme	Skills	Activities	Vocabulary	Grammar
1 Livings Things	<ul style="list-style-type: none"> <li>➤ Scanning, understanding main idea, understanding detailed information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Answer question about personal experience knowledge task</li> <li>➤ Scanning the text</li> <li>➤ Understanding main idea</li> <li>➤ Guessing unfamiliar words</li> <li>➤ Understanding detailed information</li> </ul>	Variety, Organism, Cell, Breathing, Reproducing, Vertebrata	Simple present Subject + Verb 1 Subject + to be (is, am, are)
2. Measurement	<ul style="list-style-type: none"> <li>➤ Scanning, skimming, understanding main idea, understanding detailed information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Answer question about personal experience knowledge task</li> <li>➤ Scanning the text</li> <li>➤ Skimming the text</li> <li>➤ Guessing unfamiliar words</li> <li>➤ Understanding main idea</li> <li>➤ Understanding detailed information</li> </ul>	Length, Volume, Weight, Temperature, Electricity, Measurement,	Main sentence and supporting sentences in a paragraph

<p>3. State of Matter</p>	<ul style="list-style-type: none"> <li>➤ Scanning, skimming, understanding main idea, understanding detailed information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Answer question about personal experience knowledge task</li> <li>➤ Scanning the text</li> <li>➤ Skimming the text</li> <li>➤ Guessing unfamiliar words</li> <li>➤ Understanding main idea</li> <li>➤ Understanding detailed information</li> </ul>	<p>Solid, Liquid, Gas, Melting Evaporation, Sublimation</p>	<p>Active sentence S+ V+O Passive sentence S+to be+V3+To be ( is, am, are)</p>
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# APPENDIX D

(First Draft of Materials)

# UNIT 1

## LIVING THINGS



### A. Before reading

#### Vocabulary support

Before you read the text, Please learn this words.

1. Living thing = makhluk hidup
2. Organism = organisme
3. Cell = sel
4. Reproduce = berkembang biak
5. Breath = bernafas
6. Vertebrata = makhluk bertulang belakang

#### Task 1

Look at the title of the next text. Then check (  ) the pictures you think include in the living things.

1.  BIRD



2.  GRASS



3.  CAR



4.  CAT



## B. While reading

### Task 2

Scan the text to check your answers above. Then read the whole text.

### Living Things

Look out of your window and you will see living things and non-living things. Houses, cars, walls and fences are not alive. These things cannot reproduce or grow. Trees, birds, grass, cats and worms are all living, breathing, growing organisms and there are many more living things.

The main aim of all living things is to reproduce to make identical or near identical copies of them. This keeps their species continuity. All living things possess genes, or instructions for making the body. Even the simplest bacteria have about 2,000 genes. Vertebrates, such as humans, have as many as 100,000 cells. Viruses cannot reproduce independently. So it cannot include as living things.



Cell builds the body of living things and it is the smallest thing in the body of living things. Some microscopic organisms have at least a single cell, but animals and plants have many millions of cells with different functions. The cells work together to allow the organism to survive. If a cell works alone, it cannot work well.

Scanning adalah suatu cara untuk membaca sekilas, untuk mengetahui informasi-informasi khusus yang ada pada teks.

## After reading

### Task 3

In pairs, write the number of each paragraph to its main idea below.

- \_\_\_a. This paragraph describes both living things and non-living things.
- \_\_\_b. This paragraph describes cells as construction of living things.
- \_\_\_c. This paragraph describes why living thing reproduce.

### Task 4

Find the Indonesian meaning of italics words below based on the context in the text above.

- a. These things cannot reproduce or *grow*. (Par. 1)
- b. The main aim of all living things is to reproduce to make *identical* or near *identical* copies of them. (par. 2)
- c. The cells work together to allow the organism to *survive*. (par.3)
- d. Viruses cannot reproduce *independently* so cannot really be thought of as living things. (par. 2)

### Task 5

Answer these questions based on the text above.

- a. What are the example of living tings and non living things?
- b. What is the main aim of living tings?
- c. Why living things need to reproduce?
- d. What build living tings?
- e. What will happen if cells in human body cannot work well?

Task 6

Write T for the true statements and write F for the false statements. The first number has been done for the example.

NO.	Statements	T/F
1.	Houses, cars, walls and fences are examples of living things.	F
2.	The main aim living things is to reproduce to keep their species continuity.	
3.	A cell of an organism can work alone.	
4.	Every organism is constructed by one cell or more.	
5.	Viruses are living things.	

## Grammar focus

### Task 7

In pairs, read the following explanation.

Do you know how to make singular noun to plural noun?

Lets see the examples bellow

1. Some microscopic organisms have at least **a single cell**
2. animals and plants have **many millions of cells** with different functions

Add final "s/es" to a singular noun to make a plural noun

*Jadi untuk mebuat suatu kata benda dari tunggal (singular) menjadi jamak (plural) kamu harus menambahkan imbuhan s/es pada ahir kata benda tunggal.*

### Task 8

Circle the correct words in the brackets bellow.

1. There are many (cell / cells) in the human body.
2. Some (animal / animals) cannot live without food.
3. An elephant can eat 100 (banana / bananas) every day.
4. A (fish / fishes) lives in the water.
5. All (animal / animals) reproduce to keep their species.

## Mission 2

### A. Before reading

#### Task 9

Look at the title of the next text. Then check (✓) the activities that you think living things do.

Activities	Living things	Non living things
Reproduce	✓	
Melt		
Eat		
Grow		
Cannot move		

### B. While reading

#### Task 10

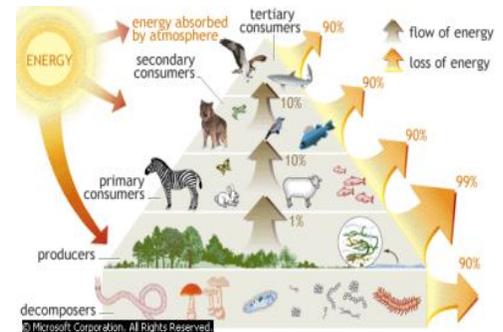
Scan the text to check your answers above. Then read the whole text.

#### What Living Things Do

The most obvious **clue** to whether something is living is its ability to move. All living things can move, using their own energy. Even though plants stay in one spot, they move their leaves to get sunlight.

Living things are also sensitive. This means that they are able to feel. The simplest life forms can feel only when something touches them, or they have only a sense of hot and cold.

Living things take in certain **chemicals** and release other chemicals. Humans and other animals breathe in oxygen and breathe out carbon dioxide. Green plants take in carbon dioxide through their leaves and release oxygen into the air.



All living things need the nutrients and energy that food gives. Green plants make their own food with the help of sunlight. Animals eat plants and other animals to get energy.



Living things reproduce. This means that they create a new generation of life. People and animals have babies. Plants make **seeds** or spores that grow into new plants. Even the most basic life form, a single cell, reproduces. It does so by dividing into two new cells.

Living things grow. When many cells in a plant or an animal divide, the plant or animal becomes larger. Living things also grow by making new parts—for example, branches or teeth.



Finally, living things get **waste** out from his body. When an animal or plant takes in nutrients, there is always a part that is not needed. They will **excrete**, or release this part from the system.

**living things.** (2009). Britannica Elementary Library. *Encyclopædia Britannica 2009 Student and Home Edition*. Chicago: Encyclopædia Britannica.

## C. After reading

### Task 11

In pairs, write the number of each paragraph to its main idea below.

- \_\_\_a. This paragraph describes that living things can move.
- \_\_\_b. This paragraph describes how living things grow.
- \_\_\_c. This paragraph describes that living things also can feel.
- \_\_\_d. This paragraph describes that living things get waste.
- \_\_\_e. This paragraph describes that living things reproduce.
- \_\_\_f. This paragraph describes living things take in certain chemicals and release other chemicals.
- \_\_\_g. This paragraph describes that living things need food.

### Task 12

Find the Indonesian meaning of italic words bellow based on the context in the reading above.

- a. The most obvious *clue* to whether something is living is its ability to move.  
(In Paragraph 1).
- b. Living things take in certain *chemicals* and release other chemicals.  
(In paragraph 3)
- c. Plants make *seeds* or spores that grow into new plants. (In paragraph 3)
- d. Finally, living things get *waste* out from his body. (In paragraph 7)
- e. They will *excrete*, or release this part from the system.(In paragraph 7)

### Task 13

Write T for the true statements and write F for the false statements.

NO.	Statements	T/F
1.	Living things can move.	T
2.	Living things cannot feel hot and cold.	
3.	Living things need to eat and breathe.	
4.	Living things release waste.	
5.	Living things reproduce to keep their species continuity.	

### Task 14

Discuss these questions in a group of 4.

- a. How do living things grow? Explain clearly.
- b. Why do living things need to reproduce? What happens if they do not do it?
- c. Can such things be classified as living things if they do not have some characteristics of living things such as they do not need food or they cannot move? Why?

### Home work

In pairs find an article about living things in the internet. Then, do the following task.

1. Scan the article and then make a list of information you get.
2. Find the main idea of each paragraph.
3. Find the unfamiliar words in the article. Then, guess the meaning of the words.

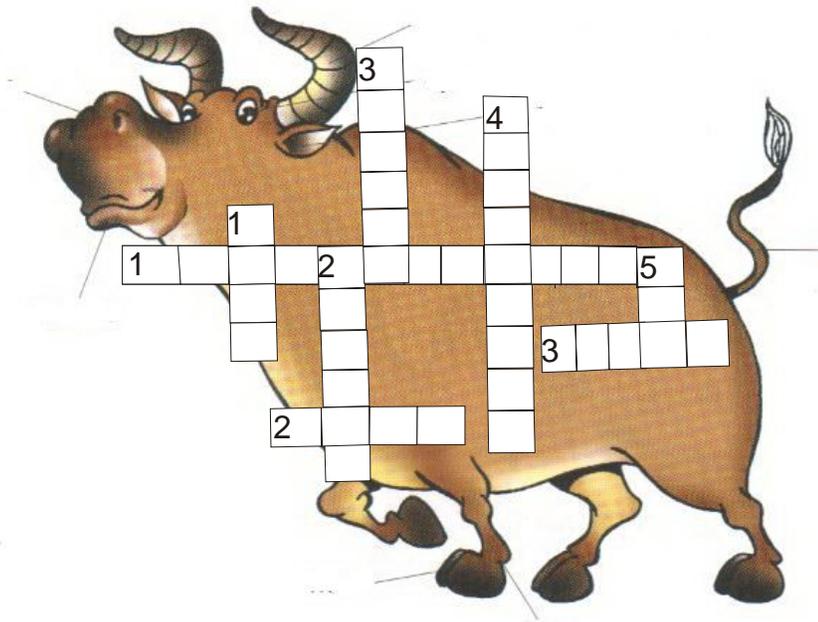
# Game

## Cross

1. What do plants take from the air?
2. What is the smallest thing of living things body?
3. What do animals release after eating?

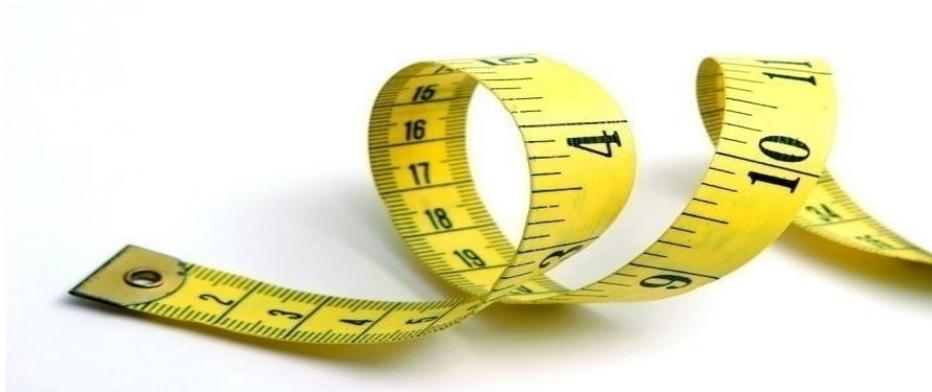
## Down

1. What do animals do to become larger?
2. What do animals take from the air?
3. What do plants take from the air?
4. What do living things do to keep their species continuity?
5. What do animals do to get nutrition and energy?



## UNIT 2

### MEASUREMENT



#### MISSION 1

##### A. Before Reading

##### Vocabulary support

1. Length	=	Panjang
2. Volume	=	Volume
3. Weight	=	Berat
4. Temperature	=	Suhu
5. Electricity	=	Kelistrikan
6. Measurement	=	Pengukuran
7. Standard	=	Standar
8. Quantity	=	Kwantitas
9. Amount	=	Jumlah
10. Unit	=	Satuan

## Task 1

Match the tools of measurements with their function.

The Units	The function
Kilogram	<ul style="list-style-type: none"><li>It is used to measure weight</li></ul>
Meter	<ul style="list-style-type: none"><li>It is used to measure volume</li></ul>
Liter	<ul style="list-style-type: none"><li>It is used to measure length</li></ul>

## B. While Reading

### Task 2

Skim the following text to find the topic of the text.

#### TIPS:

Use skimming for fast reading.

Skimming is used to identify quickly the main idea or topic of a text. When you read the newspaper or magazine, you're probably not reading it word by word. You might read the title, subtitles, Subheadings, and illustrations.

### MEASUREMENT

Length, volume, and weight are examples of measurements. People use measurements every day at home, at work, and in school.

All measurements make a comparison with something called a standard. A standard is a quantity, or amount, that everyone agrees on. For example, everyone agrees that 1 pound is a certain amount of weight. So, 2 pounds equal twice that amount, 3 pounds equal three times that amount, and so on. There are different standards for measuring length, volume, temperature, electricity, and many other things.

Units are the names used for different standards. For example, pounds and kilograms are both units of weight. However, the standards for these units are different. There are about 2.2 pounds in 1 kilogram. Units may also be divided into smaller units. For example, a foot is a unit of length that may be divided into 12 smaller units, called inches. Moreover, liter is unit of volume. It can be divided into smaller unit, called deciliter.

Sited from Britannica\*

### C. After you read

#### Task 3

In pairs, write the number of paragraph to its main idea.

- \_\_\_1. This paragraph describes the example of measurement.
- \_\_\_2. This paragraph describes that every standard of measurement has unit.
- \_\_\_3. This paragraph describes the standards of measurement.

#### Task 4

Find the Indonesian meaning of the italics words below based on context of the sentence in the text above.

1. All measurements make a *comparison* with something called a standard. (par. 2)
2. Everyone *agrees* that 1 pound is a certain amount of weight. (par. 2)
3. So, 2 pounds *equal* twice that amount, 3 pounds *equal* three times that amount, and so on.
4. Units may also be *divided* into smaller units.

## Language Focus

### Task 5

Learn the following explanation.

Let's get main sentence and supporting sentence

Main sentence adalah kalimat yang berisi tentang tema paragraph yang akan di jelaskan kalimat-kalimat lain dalam satu paragraph.

Supporting sentence adalah kalimat yang menjelaskan main sentence, bisa berupa contoh atau penjelasan. Lihat contoh berikut ini, kalimat yang bercetak tebal adalah main sentence sedang yang kalimat yang lain adalah supporting sentence.

**Nowadays we have standard units of measurement such as the meter.** Standard units make measuring more accurate because they do not change from one person to another. For example meter is used to measure length.

### Task 6

Classify the following sentences into main sentence or supporting sentences by checking (✓) the column.

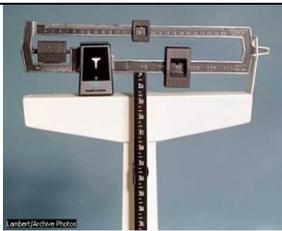
NO	Sentences	Main Sentence	Supporting Sentence
1.	All measurements make a comparison with something called a standard		
2.	For example, everyone agrees that 1 pound is a certain amount of weight.		
3.	Units are the names used for different standards.		
4.	For example, pounds and kilograms are both units of weight.		

## MISSION 2

### Before Reading

#### Task 7

In pairs, mention the function of the tools below. The first one has been done as an example.



Kilogram

*To measure mass/ weight*

1. \_\_\_\_\_



Centimetre

2. \_\_\_\_\_



Inch

3. \_\_\_\_\_



gram

4. \_\_\_\_\_

## Task 8

Skim the following text to find the topic of the text.

### **MEASURING LENGTH AND WEIGHT**

#### Measuring Length

Measurements of length tell how tall you are. The inch, foot, yard, and mile are units used for measuring length in the United States. This is called the English measurement system. There are 12 inches in a foot, and 3 feet in a yard. A mile is equal to 5,280 feet.

Other countries and all scientists and engineers use the metric system. The centimeter, meter, and kilometer are metric units for measuring length. The metric system is based on units that can be multiplied or divided by 10. A centimeter is one-hundredth of a meter.

You can measure how tall you are with inches and feet, or centimeters and meters. You also use feet or meters to tell how high a mountain or a building is. You measure longer distances with yards and miles, or meters and kilometers.

#### Measuring Weight

If you live in the United States, you can tell how much you weigh using a system of ounces and pounds. There are 16 ounces in a pound. The ton is the measurement for very heavy things, like ships. A ton is 2,000 pounds! The metric system uses grams, kilograms, and metric tons.

You also use weight measurements to tell how much food you are buying. You use ounces and pounds or grams to weigh potatoes, carrots, meat, and other kinds of food.

There are special units for weighing other things. You use the carat to weigh diamonds and other gemstones. You use a different unit called the karat to measure the purity of gold.

## Task 9

These sentences can follow some paragraphs. In pairs, write the number of the paragraph.

- \_\_\_1. There are 1,000 grams in a kilogram, and 1,000 kilograms in a metric ton.
- \_\_\_2. You also use kilograms to weigh eggs and sugar.
- \_\_\_3. For example, you use karat when you buy a necklace in a jewelry shop.
- \_\_\_4. Moreover, there are 1,000 meters in a kilometer.

## Task 10

Find the Indonesian meaning of italics words below based on context of the sentence in the text above.

1. The metric system is based on units that can be *multiplied* or divided by 10. (Par. 2)
2. You measure longer *distances* with yards and miles, or meters and kilometers. (Par. 3)
3. The ton is the measurement for very *heavy* things, like ships. (Par. 4)
4. You use the carat to weigh diamonds and other *gemstones*. (Par. 6)
5. You use a different unit called the karat to measure the purity of gold. (Par. 6)

## Task 11

Answer these questions based on the text above.

1. Based on the text above, how many system of length in the world? Mention it.
2. Please give the example of English measuring system and metric system.
3. What system use pounds and ounces to measure weight?
4. What unit do you use to weight diamond and gold?
5. How many ounces in 5 pounds?

## Task 12

In groups of four, discuss these questions.

1. Do you think English measurement system is same with metric system? Explain it.
2. Based on your experience, does the weight of an object always have same weight if we measure it in different place? Explain it.

## Home Work

In pairs, find an article about measurement in the internet. Then, do the following task. Scan the article and then make list of information you get.

1. Identify the main idea and supporting details.
2. Find the meaning of unfamiliar words in the article.



Find the words in the puzzle. The first one has been done as an example.

M	E	A	S	U	R	E	M	E	N	T	R	G	R	G	J	B	A	M
T	A	S	E	S	E	D	F	G	H	J	I	O	P	K	P	O	S	E
F	A	S	D	F	G	H	U	J	K	O	I	Y	U	I	E	G	D	T
V	D	D	F	F	C	E	N	T	I	M	E	T	E	R	A	E	F	R
B	D	G	W	T	Y	U	I	U	G	H	U	T	D	B	J	U	C	I
N	W	W	E	I	G	H	T	E	T	U	I	O	P	K	F	U	X	C
N	F	A	D	F	G	H	J	K	K	K	L	D	Q	A	F	Y	Z	C
<b>V</b>	A	L	G	F	D	D	Y	H	A	D	E	J	T	R	H	T	V	B
Q	<b>O</b>	S	T	A	N	D	A	R	D	F	N	S	P	A	S	R	B	G
W	J	<b>L</b>	A	S	D	F	R	G	F	D	G	D	P	T	G	S	G	T
E	W	E	<b>U</b>	R	T	T	D	A	S	O	H	Q	D	G	G	H	I	R
U	W	R	T	<b>M</b>	T	H	A	I	J	O	H	Q	E	O	I	M	O	T
O	E	R	E	G	<b>E</b>	U	U	K	L	H	V	G	H	F	A	K	W	L

## Summary

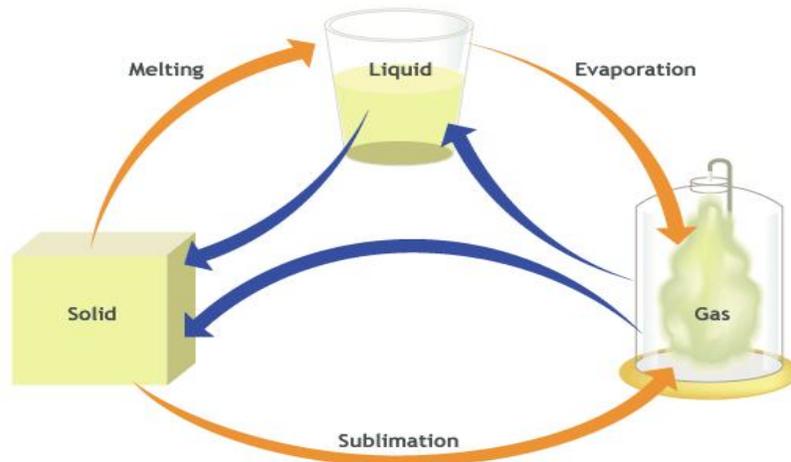
In this unit, you learn:

- 1. Skimming a text**  
This reading skill help you to get a topic of a text without read a text in detail.
- 2. Guessing unfamiliar words**  
It helps you to find meaning of unfamiliar words effectively without dictionary.
- 3. Analyzing main sentence and supporting sentence**  
These help you to understand a content of paragraph of a text.

## Vocabulary support

11. length [leŋθ] (noun)	=	panjang
12. volume [vɒlju:m] (noun)	=	volume
13. weight [weɪt] (noun)	=	berat
14. temperature [ˈtempɪətʃə(r)] (noun)	=	suhu
15. electricity [ɪlekˈtrɪsəti] (noun)	=	kelistrikan
16. measurement [ˈmeʒəmənt] (noun)	=	pengukuran
17. standard [ˈstændəd] (noun) =	=	standar
18. quantity [ˈkwɒntəti] (noun)	=	kuantitas
19. amount [əˈmaʊnt] (noun)	=	jumlah
20. unit [ju:nɪt] (noun)	=	satuan

# STATES OF MATTER



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Do you know that there are three states of matter, solid, liquid, and gas? Do you think that they are same? Why? Do you think that water, pencil and air are built from the same molecules? You can find the answer in this unit.

## MISSION 1

### A. Before reading

#### Vocabulary Support

Evaporation =	Penguapan	Gas	Gas
Sublimation =	Penyubliman	Melt	Mecair
Freeze =	Membeku	Molecule	Molekul
Solidify =	Memadat	substance	zat
Solid =	Padat		
Liquid =	Cair		

## Task 1

Classify the object bellows into solid ( S ), liquid ( L ), or gas ( G ).



(S)



(.....)



(.....)



(.....)



(.....)

## B. While reading

## Task 2

Scan the text to check your answers above. Then read the whole text to answer questions in tasks 3, 4, and 5.

### WHAT ARE SOLIDS, LIQUIDS & GASES?

Look at all the things around you. Most of them are solid: the tables, walls, glasses, trees, books and food. Some, such as lemonade, water, milk and orange juice, are liquid. You probably cannot see any gases, but they are around of us. They are in a fizzy drink, a light bulb, the smoke from an industri and the air you breathe.



Everything in the world is made up of solids, liquids and gases. These are known as the three states of matter. They are all substances that have mass and take up space because they have volume. All those things around you are made of matter.

Solids, liquids and gases are made of molecules, which contain one or more atoms. In a solid, the molecules are bound together so strongly that its shape usually stays the same. In a liquid, the molecules are more loosely connected so that the liquid flows easily but has a level surface. In a gas the molecules move randomly in any direction so that the gas has no shape, but it has weight.



### C. After reading

#### Task 3

Based on the text above, write T for the true statement and write F for the false statement.

NO.	The Statements	T/F
1.	There are tree states of matter	
2.	All those things around you are made of matter.	
3.	Some substances do not have mass because they do not have volume.	
4.	Molecules of matter contain one or more atoms	
5.	In a gas the molecules bound together so strongly	

#### Task 4

Find the Indonesian meaning of this italics words bellow based on the context in the text above.

1. They are all substances that have mass and take up *space* because they have volume.
2. The molecules are *bound* together so strongly.
3. The molecules are more *loosely* connected.
4. The liquid *flows* easily but has a level surface.
5. . In a gas the molecules move *randomly*

#### Task 5

Write the number of paragraph to the main ideas belows.

1. \_\_\_\_ Three states of matter around of you
2. \_\_\_\_ Types of molecules that build three states of matter
3. \_\_\_\_ Definition of states of matter

## Grammar Focus

Simple present tense and passive voice

Study the following example.

<ol style="list-style-type: none"><li>1. The molecules move randomly in any direction.</li><li>2. The gas has no shape.</li></ol>	<ol style="list-style-type: none"><li>1. Solids, liquids and gases are made of molecules.</li><li>2. These are known as the three states of matter.</li></ol>
<b>Active</b> ( <i>Subject + verb 1</i> )	<b>Passive</b> ( <i>Subject + is/am/are + verb 3</i> )

Task 6

Complete the following table

<b>Verb 1</b>	<b>Verb 2</b>	<b>Verb 3</b>
<ol style="list-style-type: none"><li>1. <i>make</i></li><li>2. <i>know</i></li><li>3. <i>connect</i></li><li>4. <i>move</i></li><li>5. <i>take</i></li></ol>		

Task 7

In this task you should put the verb into correct form to make the active or passive sentence.

1. The ice..... (heat) to melt it.
2. Water .....(boil) at 100 degrees Celcius.
3. A gas .....(make) of molcul
4. Molecules.....((build) states of matter.
5. A gas.....(change) into liquid in low temperature.

## MISSION 2

### A. Before Reading

#### Task 6

Look at the Figure and answer the questions



What do you see?

What happens with this ice cream?

Why does the ice cream melt?

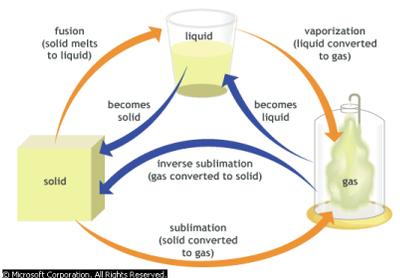
### B. While Reading

#### Task 7

Scan the text to check your answers above. Then read the whole text to answer questions in tasks 3, 4, and 5.

### CAN ONE CHANGE TO ANOTHER?

Matter can take the shape of a solid, liquid, or gas. When a solid changes to a liquid, it is called melting. When a liquid changes to a gas, it is called evaporation. Sublimation occurs when a solid changes to a gas. These changes are reversible—that is, a gas can turn into a solid or a liquid, and a liquid can turn into a solid



Temperature is very important in deciding whether a substance exists as a solid, liquid or a gas. Think about the normal temperatures of where you live. The temperature of the air

may freeze water in winter but very rarely **reaches** 50 degrees Celsius in summer. In this temperature, the solids, liquids and gases in the world will not normally change from one state to another

Water is one of the few things that we can see as a solid, a liquid and a gas in our everyday lives. Water turns into ice at its freezing point of 0 degrees Celsius and turns into steam at its boiling point of 100 degrees Celsius. These are temperatures that we can create in our homes—in the fridge and the kettle.



When a solid, liquid or a gas is exposed to very high or very low temperatures, it can change to another state. Raising the temperature of a solid to its melting point will turn it into a liquid. Iron, for example, is normally a solid but deep in the Earth's crust it is so hot the iron is a molten liquid.

Lowering the temperature of a gas to its **liquefaction** point will turn it into a liquid. Oxygen is normally a gas, but scientists can lower its temperature to -183 degrees Celsius so that it can be turned into a liquid.

**BUT CAN A GAS BECOME A SOLID?**

Sometimes, a gas can be solidified. For example, carbon dioxide is normally a gas but it can be turned into a liquid by lowering its temperature. If its temperature is lowered even further, liquid carbon dioxide becomes a solid. This is called dry ice. When dry ice is exposed to the normal temperatures of the air, it turns from a solid into a gas without first becoming a liquid.

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### **A. After Reading**

Task 8

Based on the text above, write T for the true statement and write F for the false statement.

NO.	The statements	T/f
1	Temperature is very important in deciding whether a substance exists as a solid, liquid or a gas	
2	Rising temperature of water will make water freeze	
3	A gas cannot change to solid	
4	The change of matter is not influenced by temperature	
5	Oxygen cannot change to liquid	

Task 9

Find the Indonesian meaning of this italics words bellow based on the context in the text above.  
 ( Carilah makna dalam bahasa Indonesia kata-kata yang bercetak miring berikut ini berdasar kan konteks dalam teks diatas.

1. Sublimation *occurs* when a solid changes to a gas. (par1)
2. Temperature is very important in *deciding* whether a substance exists as a solid, liquid or a gas.(par2)
3. ...very rarely *reaches* 50 degrees Celsius in summer. (par2)
4. Water *turns* into ice at its freezing point of 0 degrees Celsius. (par. 3)
5. Raising the temperature of a solid to its melting point will turn it into a liquid. (par4)

Task 10

In pairs, classify the sentences bellows into general statement or specific example by checking (✓) the column. ( Klasifasikan kalimat – kalimat berikut ini ke dalam kalimat umum atau kalimat pendukung dengan mencentang kolom yang tersedia.)

NO	Sentences	Main Sentence	Supporting Sentence
1.	Temperature is very important in deciding whether a substance exists as a solid, liquid or a gas.		
2	The temperature of the air may freeze water in winter but very rarely <b>reaches</b> 50 degrees Celsius in summer.		
3	Water is one of the few things that we can see as a solid, a liquid and a gas in our everyday lives.		
4	Water turns into ice at its freezing point of 0 degrees Celsius and turns into steam at its boiling point of 100 degrees Celsius.		
5	Sometimes, a gas can be solidified.		
6	For example, carbon dioxide is normally a gas but it can be turned into a liquid by lowering its temperature.		

## Task 10

Answer the questions based on the text above

1. What is the most important thing that influence a substance exists as a solid, liquid or a gas?
2. What will happen with a solid if it is given high temperature?
3. What will happen with water if you boil it?
4. What does liquefaction means?
5. What does freezing point means?

## Task 11

In groups of four, discuss and answer the following questions.

1. When you put camphor in your cupboard, it will disappear in a month and your cupboard will smell good. Why does it happen?
2. When you boil water, you will find the volume of the water decreased. Why does it happen?

## HOME WORK

In pairs find the article about states of matter in the internet. Then, do the following task.

1. Scan the article and then make list of information you get.
2. Find the main idea of each paragraph
3. Find the meaning of unfamiliar words in the article.

## Game

Role play: in this game one of you will chose one of figure bellow and then tell its characteristic to help your friend guess the figure.

1. Melting



3. Solid



2. Liquid



4. Gas



**APPENDIX E**  
**(Second Draft of Materials)**

# UNIT 1

## LIVING THINGS



In your life you see cats, dogs, birds, trees, and grass. They are living things. You also see cars, houses, motorcycles, and bicycles. They are non living things. You can learn these in this unit.

In this unit you can also learn how to read a text effectively. You are going to learn how to find the meaning of unfamiliar words by guessing and how to find detailed information of texts by scanning.

### A. Before Reading

#### Task 1

In pairs, study the following objects. Then, check (  ) the objects you think the living things.

1.



2.



3.



4.



## B. While Reading

### Task 2

Scan the text to check your answers above. Then, read the whole text to answer questions in Tasks 3, 4, 5, and 6.

Scanning is the way to read effectively. The goal is to find detailed information quickly. It is like you searching new words in dictionary. You just look for the words you want to know.

### Living Things

Look out of your window and you will see living things and non-living things. Houses, cars, walls and fences are not alive. These things cannot reproduce or grow. Trees, birds, grass, cats and worms are all living, breathing, growing organisms and there are many more living things.

The main aim of all living things is to reproduce to make identical or near identical copies of them. This keeps their species continuity. All living things possess genes, or instructions for making the body. Even the simplest bacteria have about 2,000 genes. Vertebrates, such as humans, have as many as 100,000 cells. Viruses cannot reproduce independently. So it cannot include as living things.

A cell builds the body of living things and it is the smallest thing in the body of living things. Some microscopic organisms have at least a single cell, but animals and plants have many millions of cells with different functions. The cells work together to allow the organism to survive. If a cell works alone, it cannot work well.



(Taken from Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation)

## C. After Reading

### Task 3

In pairs, write the paragraph number of the following main ideas.

- \_\_\_a. This paragraph describes both living things and non-living things.
- \_\_\_b. This paragraph describes cells as construction of living things.
- \_\_\_c. This paragraph describes why living things reproduce.

#### Task 4

Find the Indonesian of words in italics below based on the context in the text above.

- These things cannot reproduce or *grow*. (Par. 1)
- The main aim of all living things is to reproduce to make *identical* or near *identical* copies of them. (par. 2)
- The cells work together to allow the organism to *survive*. (par.3)
- Viruses cannot reproduce *independently* so cannot really be thought of as living things. (par. 2)

#### Task 5

Answer these questions based on the text above.

- What are the examples of living things and non living things?
- What is the main aim of living things?
- Why do living things need to reproduce?
- What is the function of cells in human body?
- What will happen if cells in human body cannot work well?

#### Task 6

Write T for the true statements and write F for the false statements. The first number has been done for the example.

NO.	Statements	T/F
1.	Houses, cars, walls and fences are examples of living things.	F
2.	The main aim living things is to reproduce to keep their species continuity.	
3.	A cell of an organism can work alone.	
4.	Every organism is constructed by one cell or more.	
5.	Viruses are living things.	

**Grammar focus**

**Task 7**

In pairs, read the following explanation.

**Simple present**

<ol style="list-style-type: none"> <li>1. A cell builds the body of living things.</li> <li>2. The cells work together.</li> </ol>	<ol style="list-style-type: none"> <li>1. Trees, birds, and cats are living things.</li> <li>2. A cell is the smallest part in the human body.</li> </ol>													
<i>(Subject + verb 1)</i>	<i>(Subject + to be (is/am/are))</i>													
<p><b>Jika subjek singular ( tunggal) : S + V1 s/es :</b> A cell <u>builds</u> the body of living things.</p> <p><b>Jika subjek plural ( jamak): S + V1 :</b> The cells work together.</p>	<table style="border: none;"> <tr> <td style="padding-right: 20px;">I</td> <td style="padding-right: 20px;"></td> <td>am</td> </tr> <tr> <td>He</td> <td rowspan="3" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="3">is</td> </tr> <tr> <td>She</td> </tr> <tr> <td>it</td> </tr> <tr> <td>We</td> <td rowspan="3" style="font-size: 2em; vertical-align: middle;">}</td> <td rowspan="3">are</td> </tr> <tr> <td>You</td> </tr> <tr> <td>They</td> </tr> </table>	I		am	He	}	is	She	it	We	}	are	You	They
I		am												
He	}	is												
She														
it														
We	}	are												
You														
They														

**Task 8**

Choose the correct "to be" in the brackets.

1. There (are / is) many cells in the human body.
2. Cars, tables, and chairs (are/ is) non-living things.
3. Reproduction (is / are) process to make new individuals.
4. Plants, and birds (are / is) living things.
5. Viruses (is/are) non-living things.

**Task 9**

Choose the correct verbs in the brackets.

1. Elephants (reproduce / reproduces) to keep their species continuity.
2. All animal (breath / breaths) oxygen to live.
3. An elephant (use / uses) nutrition from their food to grow.
4. Trees (produce / produces) oxygen.
5. A plant (grow/grows) by using water, mineral and sunlight.

## Mission 2

### A. Before reading

#### Task 10

In pairs, look at the title of the next paragraph. Then check ( ) the activity that living things or non living things may do.

NO.	Activity	Living Things	Non Living Things
1.	move	✓	
2.	cannot feel		
3.	breath		
4.	do not need eat		
5.	reproduce		
6.	waste		
7.	cannot grow		

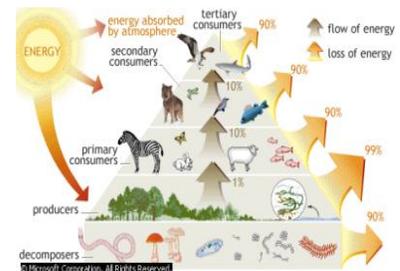
### B. While reading

#### Task 11

Scan the text to check your answers above. Then, read the whole text to answer questions in Tasks 8, 9, 10, and 11.

#### What Living Things Do

The most obvious **clue** to whether something life is its ability to move. All living things can move, using their own energy. Even though plants stay in one spot, they move their leaves to get sunlight.



Living things are also sensitive. This means that they are able to feel. The simplest life forms can feel only when something touches them, or they have only a sense of hot and cold.

Living things take in certain **chemicals** and release other chemicals. Humans and other animals breathe in oxygen and breathe out carbon dioxide. Green plants take in carbon dioxide through their leaves and release oxygen into the air.

All living things need the nutrients and energy that food gives. Green plants make their own food with the help of sunlight. Animals eat plants and other animals to get energy.

Living things reproduce. This means that they create a new generation of life. People and animals have babies. Plants make **seeds** or spores that grow into new plants. Even the most basic life form, a single cell, reproduces. It does so by dividing into two new cells.

Living things grow. When many cells in a plant or an animal divide, the plant or animal becomes larger. Living things also grow by making new parts—for example, branches or teeth.

Finally, living things get **waste** out from his body. When an animal or plant takes in nutrients, there is always a part that is not needed. They will **excrete**, or release this part from the system.

(Taken from Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation)

## C. After reading

### Task 12

In pairs, match the paragraph number with main ideas below. The first number has been done for the example.

Main idea	Paragraph
a. This paragraph describes that living reproduce.	• 1st paragraph
b. This paragraph describes how living things grow.	• 2 <sup>nd</sup> paragraph
c. This paragraph describes that living things also can feel.	• 3 <sup>rd</sup> paragraph
d. This paragraph describes that living things get waste.	• 4 <sup>th</sup> paragraph
e. This paragraph describes that living things ability to move.	• 5 <sup>th</sup> paragraph
f. This paragraph describes living things take in certain chemicals and release other chemicals.	• 6 <sup>th</sup> paragraph
g. This paragraph describes that living things need food.	• 7 <sup>th</sup> paragraph

### Task 13

Find the Indonesian of words in italic below based on the context in the reading above.

1. The most obvious *clue* to whether something is living is its ability to move. (In Paragraph 1).
2. Living things take in certain *chemicals* and release other chemicals. (In paragraph 3)
3. Plants make *seeds* or spores that grow into new plants. (In paragraph 3)
4. Finally, living things get *waste* out from his body. (In paragraph 7)
5. They will *excrete*, or release this part from the system.(In paragraph 7)

### Task 14

Write T for the true statements and write F for the false statements.

NO.	Statements	T/F
1.	Living things can move.	T
2.	Living things cannot feel hot and cold.	
3.	Living things need to eat and breathe.	
4.	Living things release waste.	
5.	Living things reproduce to keep their species continuity.	

### Task 15

In groups of four, discuss and answer these questions.

- a. When you put plants behind the walls and they do not get sunlight, what will happen to the plants? Do they move to find the light? Why?
- b. If a species of animal cannot reproduce, what will happen with the species?

### HOMEWORK

In pairs find an article about living things in the internet. Then, do the following task.

1. Scan the article and then make list of information you get.
2. Find the main idea of each paragraph.
3. Find the unfamiliar words in the article. Then, guess the meaning of the words

## Game

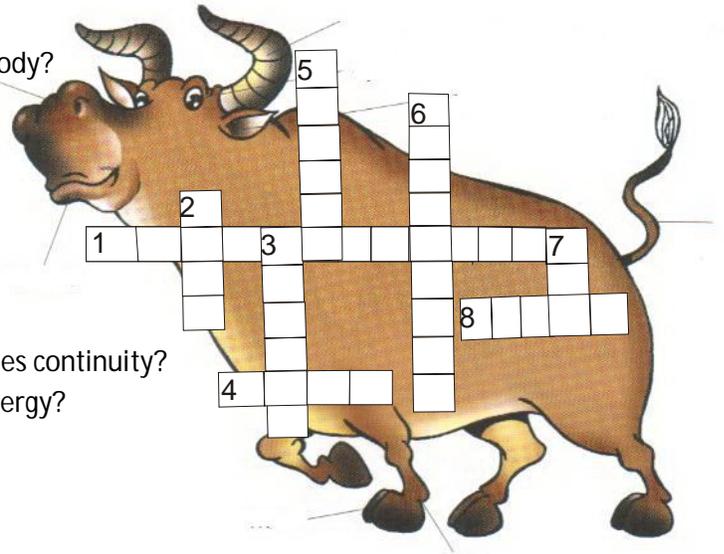
Fill in the crossword puzzle by answering the questions below.

Cross

1. What do plants take from the air?
4. What is the smallest thing of living things body?
8. What do animals release after eating?

Down

2. What do animals do to become larger?
3. What do animals take from the air?
5. What plants release to the air?
6. What do living things do to keep their species continuity?
7. What do animals do to get nutrition and energy?



## Summary

In this unit you learn:

### 1. Scanning certain information

This helps you to find certain information quickly without reading a text thoroughly.

### 2. Guessing unfamiliar words

This encourages you to read a text effectively without dictionary.

### 3. Simple Sentences

**S + V/ Ves+ O** and **S + to be (is/am/are) + ...**

## Vocabulary support

1. ability [ə'biləti] (noun) = kemampuan
2. cell [sel] (noun) = sel
3. breath [breθ] (verb) = bernafas
4. living thing [liviŋ θiŋ] (noun) = makhluk hidup
5. move [mu:v] (verb) = Bergerak
6. organism ['ɔ:gənizəm] (noun) = organisme
7. reproduce [ri:prə'dju:s] (verb) = berkembang biak
8. release [ri'li:s] (verb) = mengeluarkan
9. vertebrate ['vɜ:tibrət] (noun) =mahluk bertulang belakang
10. waste [weist] (noun) = kotoran

## UNIT 2

### MEASUREMENT



How tall are you? You can find this out by measuring it. You can learn how to measure weight and the units of measurement in this unit.

In this unit, you can also learn how to read a text effectively. You are going to learn how to find the meaning of unfamiliar words by guessing based on the context, how to find main sentences and supporting sentences of paragraphs.

#### MISSION 1

#### A. Before Reading

##### Task 1

In pairs, match the units of measurements with their application.

The Units	The application
Kilogram	<ul style="list-style-type: none"><li>It is applied to measure weight</li></ul>
Meter	<ul style="list-style-type: none"><li>It is applied to measure volume</li></ul>
Liter	<ul style="list-style-type: none"><li>It is applied to measure length</li></ul>

## B. While Reading

### Task 2

Skim the following text to find the topic of the text. Then, read the whole text to answer questions in Tasks 3 and 4.

#### TIPS:

Use skimming for fast reading.

Skimming is used to identify quickly the main idea or topic of a text. When you read the newspaper or magazine, you're probably not reading it word by word. You might read the title, subtitles, Subheadings, and illustrations.

### MEASUREMENT

Length, volume, and weight are examples of measurements. People use measurements every day at home, at work, and in school.

All measurements make a comparison with something called a standard. A standard is a quantity, or amount, that everyone agrees on. For example, everyone agrees that 1 pound is a certain amount of weight. So, 2 pounds equal twice that amount, 3 pounds equal three times that amount, and so on. There are different standards for measuring length, volume, temperature, electricity, and many other things.

Units are the names used for different standards. For example, pounds and kilograms are both units of weight. However, the standards for these units are different. There are about 2.2 pounds in 1 kilogram. Units may also be divided into smaller units. For example, a foot is a unit of length that may be divided into 12 smaller units, called inches. Moreover, liter is unit of volume. It can be divided into smaller unit, called deciliter.

Taken from Britannica\*

## C. After you read

### Task 3

In pairs, write the paragraph number of main ideas below.

- \_\_\_1. This paragraph describes the example of measurement.
- \_\_\_2. This paragraph describes that every standards of measurement has unit.
- \_\_\_3. This paragraph describes the standards of measurement.

#### Task 4

Find the Indonesian equivalents of the following words in italic based on the context of the sentences in the text above.

1. All measurements make a *comparison* with something called a standard. (par. 2)
2. Everyone *agrees* that 1 pound is a certain amount of weight. (par. 2)
3. So, 2 pounds *equal* twice that amount, 3 pounds *equal* three times that amount, and so on.
4. Units may also be *divided* into smaller units.

#### Language Focus

#### Task 5

Learn the following explanation.

#### Let's get the main sentence and supporting sentences.

Dalam sebuah paragraph ada *main sentence* dan satu atau lebih *supporting sentence*. *Main sentence* adalah kalimat yang berisi tentang tema paragraph yang akan di jelaskan kalimat-kalimat lain dalam satu paragraph.

*Supporting sentence* adalah kalimat yang menjelaskan main sentence, bisa berupa contoh atau penjelasan. Lihat contoh berikut ini, kalimat yang bercetak tebal adalah *main sentence* sedang yang kalimat yang lain adalah *supporting sentence*.

**Nowadays we have standard units of measurement such as the meter.** Standard units make measuring more accurate because they do not change from one person to another. For example meter is used to measure length.

Task 6

Read again the text of "Measurement". Then, classify the following sentences into main sentence or supporting sentences by checking (✓) the column.

NO	Sentences	Main Sentence	Supporting Sentence
1.	All measurements make a comparison with something called a standard		
2.	For example, everyone agrees that 1 pound is a certain amount of weight.		
3.	Units are the names used for different standards.		
4.	For example, pounds and kilograms are both units of weight.		

## MISSION 2

### Before Reading

#### Task 7

In pairs, mention the function of the tools below. The first one has been done as the example.

 <p>1. <u>to measure mass/ weight</u></p>	 <p>2. _____</p>
 <p>3. _____</p>	 <p>4. _____</p>

#### Task 8

Skim the following text to get the topic of the text. Then, read the whole text to answer questions in Tasks 9, 10, and 11.

### UNITS OF LENGTH AND WEIGHT

Measurements of length tell how tall you are. The inch, foot, yard, and mile are units used for measuring length in the United States. This is called the English measurement system. There are 12 inches in a foot, and 3 feet in a yard. A mile is equal to 5,280 feet.

Other countries and all scientists and engineers use the metric system. The centimeter, meter, and kilometer are metric units for measuring length. The metric system is based on units that can be multiplied or divided by 10. A centimeter is one-hundredth of a meter.

You can measure how tall you are with inches and feet, or centimeters and meters. You also use feet or meters to tell how high a mountain or a building is. You measure longer distances with yards and miles, or meters and kilometers.

If you live in the United States, you can tell how much you weigh using a system of ounces and pounds. There are 16 ounces in a pound. The ton is the measurement for very heavy things, like ships. A ton is 2,000 pounds! The metric system uses grams, kilograms, and metric tons.

You also use weight measurements to tell how much food you are buying. You use ounces and pounds or grams to weigh potatoes, carrots, meat, and other kinds of food.

There are special units for weighing other things. You use the carat to weigh diamonds and other gemstones. You use a different unit called the karat to measure the purity of gold.

(Taken from Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation)

### Task 9

These sentences can follow some paragraphs above. In pairs, write the number of the paragraph that the sentences can follow.

- \_\_\_1. There are 1,000 grams in a kilogram, and 1,000 kilograms in a metric ton.
- \_\_\_2. You also use kilograms to weigh eggs and sugar.
- \_\_\_3. For example, you use karat when you buy a necklace in a jewelry shop.
- \_\_\_4. Moreover, there are 1,000 meters in a kilometer.

### Task 10

Find the Indonesian words in italic below based on the context of the sentences in the text above.

1. The metric system is based on units that can be *multiplied* or divided by 10. (Par. 2)
2. You measure longer *distances* with yards and miles, or meters and kilometers. (Par. 3)
3. The ton is the measurement for very *heavy* things, like ships. (Par. 4)
4. You use the carat to weigh diamonds and other *gemstones*. (Par. 6)
5. You use a different unit called the karat to measure the purity of gold. (Par. 6)

### Task 11

Answer these questions based on the text above.

1. Based on the text above, how many system of length in the world? Mention it.
2. Please give the example of English measuring system and metric system.
3. What system use pounds and ounces to measure weight?
4. What unit do you use to weight diamond and gold?
5. How many ounces in 5 pounds?

## Task 12

In groups of four, discuss these questions.

1. Do you think English measurement system is same as metric system? Explain it.
2. Based on your experience, does the weight of an object always have same weight if we measure it in different place? Explain it.

## Homework

In pairs, find an article about measurement in the internet. Then, do the following task.

1. Skim the article and then write the topic of the article.
2. Identify the main idea and supporting details.
3. Find unfamiliar words in the article. Then, guess their meaning.

## Game

Find the words in the puzzle. The first one has been done as an example.

M	E	A	S	U	R	E	M	E	N	T	R	G	R	G	J	B	A	M
T	A	S	E	S	E	D	F	G	H	J	I	O	P	K	P	O	S	E
F	A	S	D	F	G	H	U	J	K	O	I	Y	U	I	E	G	D	T
V	D	D	F	F	C	E	N	T	I	M	E	T	E	R	A	E	F	R
B	D	G	W	T	Y	U	I	U	G	H	U	T	D	B	J	U	C	I
N	W	W	E	I	G	H	T	E	T	U	I	O	P	K	F	U	X	C
N	F	A	D	F	G	H	J	K	K	K	L	D	Q	A	F	Y	Z	C
<b>V</b>	A	L	G	F	D	D	Y	H	A	D	E	J	T	R	H	T	V	B
Q	<b>O</b>	S	T	A	N	D	A	R	D	F	N	S	P	A	S	R	B	G
W	J	<b>L</b>	A	S	D	F	R	G	F	D	G	D	P	T	G	S	G	T
E	W	E	<b>U</b>	R	T	T	D	A	S	O	H	Q	D	G	G	H	I	R
U	W	R	T	<b>M</b>	T	H	A	I	J	O	H	Q	E	O	I	M	O	T
O	E	R	E	G	<b>E</b>	U	U	K	L	H	V	G	H	F	A	K	W	L

## Summary

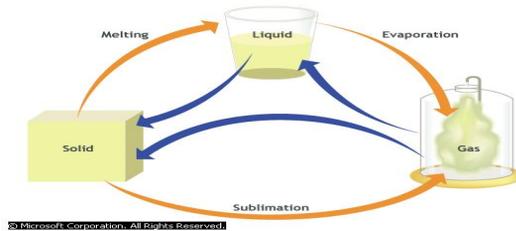
In this unit, you learn:

1. **Skimming a text**  
This reading skill help you to get a topic of a text without read a text in detail.
2. **Guessing unfamiliar words**  
It helps you to find meaning of unfamiliar words effectively without dictionary.
3. **Analyzing main sentence and supporting sentence**  
These help you to understand a content of paragraph of a text.

## Vocabulary support

1. length [lɛŋθ] (noun)	=	panjang
2. volume [vɒljʊ:m] (noun)	=	volume
3. weight [weɪt] (noun)	=	berat
4. temperature [ˈtempɪətʃə(r)] (noun)	=	suhu
5. electricity [ɪlekˈtrɪsəti] (noun)	=	kelistrikan
6. measurement [ˈmeʒəmənt] (noun)	=	pengukuran
7. standard [ˈstændəd] (noun)	=	standar
8. quantity [ˈkwɒntəti] (noun)	=	kwantitas
9. amount [əˈmaʊnt] (noun)	=	jumlah
10. unit [ˈju:nɪt] (noun)	=	satuan

# UNIT 3 STATES OF MATTER



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Do you know that there are three states of matter, solid, liquid, and gas? Do you think that they are same? Why? Do you think that water, pencil and air are built from the same molecules? You can find the answer in this unit.

In this unit you can also learn how to read a text effectively. You are going to learn how to find meaning of unfamiliar words by guessing, find a topic of a text by skimming, and find detailed information of a text.

## MISSION 1

### A. Before reading

#### Task 1

In pairs, classify the following objects into solid (S), liquid (L), or gas (G).



(S)



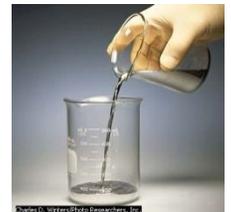
(.....)



(.....)



(.....)



(....)

## B. While reading

### Task 2

Skim the text to get the topic of the text. Then, read the whole text to answer questions in Tasks 3, 4, and 5.

### WHAT ARE SOLIDS, LIQUIDS & GASES?

#### TIPS:

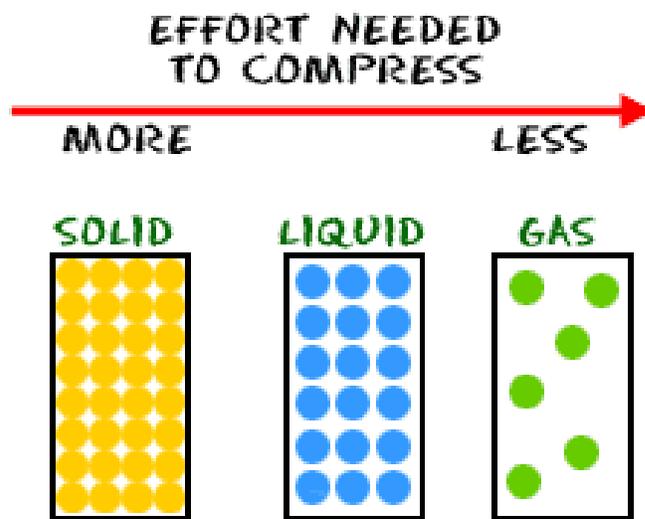
Guessing is important to help you in understanding a text. You do not need to know every single word and it is sometime difficult to know every single word. So, let guess the meaning of unfamiliar words.

Look at all the things around you. Most of them are solid: the tables, walls, glasses, trees, books and food. Some, such as lemonade, water, milk and orange juice, are liquid. You probably cannot see any gases, but they are around of us. They are in a fizzy drink, a light bulb, the smoke from a car and the air you breathe.

Everything in the world is made up of solids, liquids and gases. These are known as the three states of matter. They are all substances that have mass and take up space because they have volume. All those things around you are made of matter.

Solids, liquids and gases are made of molecules, which contain one or more atoms. In a solid, the molecules are bound together so strongly that its shape usually stays the same. In a liquid, the molecules are more loosely connected so that the liquid flows easily but has a level surface. In a gas the molecules move randomly in any direction so that the gas has no shape, but it has weight.

(Taken from Microsoft® Britannica)



aterials for Science

For 1<sup>st</sup> Grade of Junior High School

## C. After reading

### Task 3

In pairs, match the following main ideas with the number of paragraph.

Main ideas	Paragraph number
1. This paragraph describes the definition of states of matter.	• 1 <sup>st</sup> paragraph
2. This paragraph describes the types of molecules that build three states of matter.	• 2 <sup>nd</sup> paragraph
3. This paragraph describes the three states of matter around us.	• 3 <sup>rd</sup> paragraph

### Task 4

Based on the text above, write T for the true statement and write F for the false statement. The first number has been done for the example.

NO.	The Statements	T/F
1.	There are three states of matter	T
2.	All those things around you are made of matter.	
3.	Some substances do not have mass because they do not have volume.	
4.	Molecules of matter contain one or more atoms.	
5.	In a gas the molecules bound together so strongly.	

### Task 5

Find the Indonesians of the following words in italic based on the context in the text above.

- They are all substances that have mass and take up *space* because they have volume. (Paragraph 2)
- The molecules are *bound* together so strongly. (Paragraph 3)
- The molecules are more *loosely* connected. (Paragraph 3)
- The liquid *flows* easily but has a level surface. (Paragraph 3)
- . In a gas the molecules move *randomly*. (Paragraph 3)



## Task 8

Chose the correct verbs in the bracket to complete the following sentences.

1. The ice (melt / melts) in high temperature.
2. Water (boil / boils) at 100 degrees Celsius.
3. Molecules (build / builds) states of matter.
4. A gas (change / changes) into liquid in low temperature.
5. The shape of solid usually (stay/stays) same

## MISSION 2

### A. Before Reading

#### Task 9

In pairs, look at the Figure and answer the questions.



What happen with this ice cream?

Why does the ice cream melt?

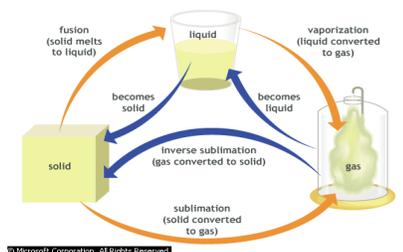
### B. While Reading

#### Task 10

Skim the following text to find the topic of the text. Then, read the whole text to answer questions in tasks 3, 4, and 5.

### CAN ONE CHANGE TO ANOTHER?

Matter can take the shape of a solid, liquid, or gas. When a solid changes to a liquid, it is called melting. When a liquid changes to a gas, it is called evaporation. Sublimation occurs when a solid changes to a gas. These changes are reversible—that is, a gas can turn into a solid or a liquid, and a liquid can turn into a solid



Temperature is very important in deciding whether a substance exists as a solid, liquid or a gas. Think about the normal temperatures of where you live. The temperature of the air may freeze water in winter but very rarely **reaches** 50 degrees Celsius in summer. In this temperature, the solids, liquids and gases in the world will not normally change from one state to another

Water is one of the few things that we can see as a solid, a liquid and a gas in our everyday lives. Water turns into ice at its freezing point of 0 degrees Celsius and turns into steam at its boiling point of 100 degrees Celsius. These are temperatures that we can create in our homes—in the fridge and the kettle.



**{Taken from Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation. All rights reserved. Vocabulary Support}**

### C. After Reading

#### Task 11

In pairs, classify the following sentences into main sentence or supporting sentence by checking ( ✓ ) the column.

NO	Sentences	Main Sentence	Supporting Sentence
1.	Temperature is very important in deciding whether a substance exists as a solid, liquid or a gas.		
2	The temperature of the air may freeze water in winter but very rarely <b>reaches</b> 50 degrees Celsius in summer.		
3	Water is one of the few things that we can see as a solid, a liquid and a gas in our everyday lives.		
4	Water turns into ice at its freezing point of 0 degrees Celsius and turns into steam at its boiling point of 100 degrees Celsius.		
5	Matter can take the shape of a solid, liquid, or gas.		
6	When a solid changes to a liquid, it is called melting.		

### Task 12

Based on the text above, write T for the true statements and F for the false statements.

NO.	The statements	T/f
1	Temperature is very important in deciding whether a substance exists as a solid, liquid or a gas.	T
2	Rising temperature of water will make water freeze.	
3	Molecules in solid, liquid and gas are same.	
4	The change of matter is influenced by temperature.	
5	Sublimation occurs when a solid changes to a liquid.	

### Task 13

Find the Indonesians of the following words in italic based on the context in the text above.

1. Sublimation *occurs* when a solid changes to a gas. (paragraph 1)
2. Temperature is very important in *deciding* whether a substance exists as a solid, liquid or a gas. (paragraph 2)
3. ...very rarely *reaches* 50 degrees Celsius in summer. (paragraph 2)
4. Water *turns* into ice at its freezing point of 0 degrees Celsius. (paragraph 3)

### Task 14

Answer the questions based on the text above.

1. What is the most important thing that influence a substance exists as a solid, liquid or a gas?
2. What will happen with water if you boil it?
3. What does evaporation means?
4. What does freezing point means?
5. What does sublimation means?

### Task 15

In groups of four, discuss and answer the following questions.

1. When you put camphor in your cupboard, it will disappear in a month and your cupboard will smell good. Why does it happen?
2. When you boil water, you will find the volume of the water decreased. Why does it happen?

## HOMEWORK

In pairs find the article about states of matter in the internet. Then, do the following task.

1. Scan the article and then make list of information you get.
2. Find the main idea of each paragraph
3. Find the meaning of unfamiliar words in the article.

## Game

Role play: In this game, one of you will chose one of figure bellow and then tell its characteristic to help your friend guess the figure.

1. Melting



3. Solid



2. Liquid



4. Gas



## Summary

In this unit you learn:

**1. Getting a topic of a text by skimming.**

This helps you to know the general idea of a text without read thoroughly the text.

**2. Guessing meaning of unfamiliar words.**

This encourages you to read a text effectively without dictionary.

**3. Analyzing active sentence and passive sentence in a text.**

Active sentence: **S + V1+ ...**      Passive sentence : **S + tobe + V3 +....**

## Vocabulary support

solid ['sɒlɪd] (noun)	padat
liquid ['lɪkwɪd] (noun)	cair
gas [gæs] (noun)	gas
melt [melt] (verb)	mencair
molecule ['mɒlɪkjʊ:l](noun)	molekul
substance [ˈsʌbstəns](noun)	zat
evaporation[ɪvæpə'reɪʃn] (noun)	penguapan
sublimation [sʌbli'meɪʃn] (noun)	penyubliman
freeze [fri:z] (verb)	membeku
solidify [sə'lidɪfaɪ] (verb)	memadat

**APPENDIX F**  
(Final Draft of Materials)

# ENGLISH FOR SCIENCE

JUNIOR HIGH SCHOOL

SMP N 2 WONOSARI GUNUNGGIDUL  
YOGYAKARTA



**VII**





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# LIVING THINGS

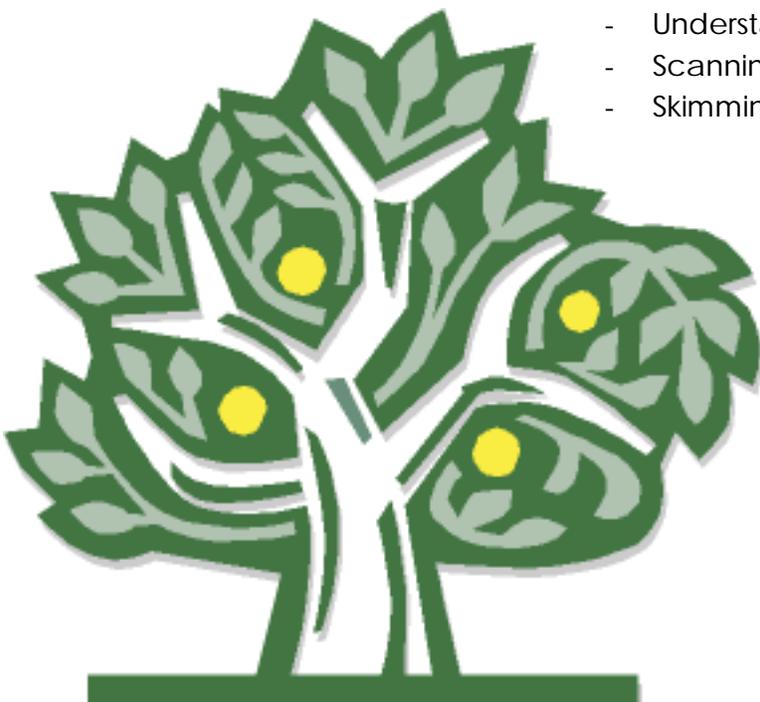


**I**n your life you see cats, dogs, birds, trees, and grasses. They are living things. You also see cars, houses, motorcycles, and bicycles. They are non-living things. You can learn all these and more in this unit.

Moreover, in this unit you can learn how to read a text effectively. You are going to learn how to find the meaning of unfamiliar words by guessing and find the detailed information of the text by scanning.

**The aim of this unit is to focus on the following:**

- Understanding a text as a whole and identifying a text
- Scanning a text for specific information
- Skimming a text for the main ideas without reading in detail



## Unit 1



## BEFORE READING 1

### TASK 1

In pairs, study the following objects. Then, check ( ✓ ) the objects you think the living things.

1.



2.



3.



4.



#### TIPS

##### Scanning

When you need to search technical material for the answer to specific questions, you will want to locate the particular information without reading every word. This can be accomplished by scanning the passage. To scan let your eyes run rapidly down the page and look for the key or important words that you are seeking.



## WHILE READING 1

### TASK 2

Scan the text to check your answers above. Then, read the whole text to answer questions in task 3, 4, 5, and 6.

## LIVING THINGS



Scanning is the way to read effectively. The goal is to find detailed information quickly. It is like you searching new words in a dictionary. You just look for the words you want to know.

Look out of your window and you will see living things and non-living things. Houses, cars, walls and fences are not alive. These things cannot reproduce or grow. Trees, birds, grass, cats and worms are all living, breathing, growing organisms and there are many more living things.

The main aim of all living things is to reproduce to make identical or near identical copies of them. This keeps their species continuity. All living things possess genes, or instructions for making the body. Even the simplest bacteria have about 2,000 genes. Vertebrates, such as humans, have as many as 100,000 cells. Viruses cannot reproduce independently. Therefore, it cannot be included as living things.

A cell builds the body of living things and it is the smallest thing in the body of living things. Some microscopic organisms have at least a single cell, but animals and plants have many millions of cells with different functions. The cells work together to allow the organism to survive. If a cell works alone, it cannot work well.

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## AFTER READING 1

### TASK 3

In pairs, write the paragraph number of the following main idea.

- \_\_\_a. This paragraph describes both living things and non-living things.
- \_\_\_b. This paragraph describes cells as construction of living things.
- \_\_\_c. This paragraph describes why living things reproduce.

### TASK 4

Write T for the true statement and write F for the false statement. The first number has been done for the example

No	Statements	True/False
1	Houses, cars, walls and fences are examples of living things.	F
2	The main aim reproduction that is done by living things is to keep their species continuity.	
3	A cell of organism can work alone.	
4	Every organism is constructed by one cell or more.	
5	Viruses are living things.	





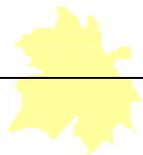
## GRAMMAR FOCUS

### TASK 7

In pairs, read the following explanation.

#### Simple present

1. A cell builds the body of living things. 2. The cells work together.	1. Trees, birds, and cats are living things 2. A cell is smallest part in the human body															
(Subject + verb 1)	(Subject + to be (is/am/are))															
<b>Jika subjek singular ( tunggal) : S + V1 s/es :</b> A cell <u>builds</u> the body of living things <b>Jika subjek plural ( jamak): S + V1 :</b> The cells work together.	<table> <tbody> <tr> <td>I</td> <td rowspan="3">}</td> <td>am</td> </tr> <tr> <td>He</td> <td rowspan="2">}</td> <td rowspan="2">is</td> </tr> <tr> <td>She</td> </tr> <tr> <td>it</td> <td></td> <td></td> </tr> <tr> <td>We</td> <td rowspan="3">}</td> <td rowspan="3">are</td> </tr> <tr> <td>You</td> </tr> <tr> <td>They</td> </tr> </tbody> </table>	I	}	am	He	}	is	She	it			We	}	are	You	They
I	}	am														
He		}		is												
She																
it																
We	}	are														
You																
They																



### TASK 8

Choose the correct "be" in the brackets.

1. There (are / is) many cells in the human body.
2. Cars, tables, and chairs (are/ is) non-living things.
3. Reproduction (is / are) a process to make a new individual.
4. Plants and birds (are / is) living things.
5. Viruses (is/are) non-living things.

### TASK 9

Choose the correct verbs in the brackets.

1. Elephants (drink / drinks) 100 liters of water every day.
2. All animals (breathe / breathes) oxygen to live.
3. An elephant (use / uses) its trunk like hand.
4. Trees (produce / produces) oxygen.
5. A plant (grow/grows) by using water, mineral, and sunlight.





## BEFORE READING 2

### TASK 10



In pairs, look at the title of the next paragraph. Then, check (✓) the activity that living things or non-living things may do.

No	Activity	Living Things	Non-living Things
1.	move		
2.	cannot feel		
3.	breathe		
4.	do not need eat		
5.	reproduce		
6.	waste		
7.	cannot grow		



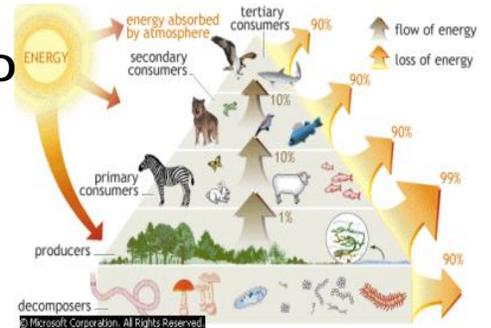


## WHILE READING 2

### TASK 11

Scan the text to check your answers above. Then read the whole text to answer questions in Task 8, 9, 10, and 11

## WHAT LIVING THINGS DO



The most obvious **clue** to whether something lives is its ability to move. All living things can move, using their own energy. Even though plants stay in one spot, they move their leaves to get sunlight.

Living things are also sensitive. This means that they are able to feel. The simplest life forms can feel only when something touches them, or they have only a sense of hot and cold.

Living things take in certain **chemicals** and release other chemicals. Humans and other animals breathe in oxygen and breathe out carbon dioxide. Green plants take in carbon dioxide through their leaves and release oxygen into the air.

All living things need the nutrients and energy that food gives. Green plants make their own food with the help of sunlight. Animals eat plants and other animals to get energy.

Living things reproduce. This means that they create a new generation of life. People and animals have babies. Plants make **seeds** or spores that grow into new plants. Even the most basic life form, a single cell, reproduces. It does so by dividing into two new cells.

Living things grow. When many cells in a plant or an animal divide, the plant or animal becomes larger. Living things also grow by making new parts—for example, branches or teeth.

Finally, living things get **waste** out from their body. When animals or plants take in nutrients, there is always a part that is not needed. They will **excrete**, or release this part from the system.

(Taken from Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation)



## AFTER READING 2

### TASK 12

In pairs, match the number of paragraph to its main idea below. The first number has been done for an example.

Main Idea	Paragraph
a. This paragraph describes that living things reproduce.	
b. This paragraph describes how living things grow.	
c. This paragraph describes that living things also can feel.	
d. This paragraph describes that living things get waste.	
e. This paragraph describes that living things are able to move.	
f. This paragraph describes that living things take in certain chemicals and release other chemicals.	
g. This paragraph describes that living things need food.	
	<ul style="list-style-type: none"><li>• 1<sup>st</sup> paragraph</li><li>• 2<sup>nd</sup> paragraph</li><li>• 3<sup>rd</sup> paragraph</li><li>• 4<sup>th</sup> paragraph</li><li>• 5<sup>th</sup> paragraph</li><li>• 6<sup>th</sup> paragraph</li><li>• 7<sup>th</sup> paragraph</li></ul>

### TASK 13

Write T for the true statement and write F for the false statement. The first number has been done for the example

No	Statements	True/False
1.	Living things can move.	T
2.	Living things cannot feel hot and cold.	
3.	Living things need to eat and breathe.	
4.	Living things release waste.	
5.	Living things reproduce to keep their species continuity.	

## TASK 14

Vocabulary in context. Circle the letter of the answer that best matches the meaning with the word in italics.

1. The most obvious *clue* to whether something is living is its ability to move. (par. 1).  
a. petunjuk                      b. syarat
2. Living things take in certain *chemicals* and release other *chemicals*. (par. 3)  
a. zat kimia                      b. zat buatan
3. Plants make seeds or spores that grow into new plants. (In paragraph 3)  
a. biji                              b. buah
4. Finally, living things get waste out from his body. (In paragraph 7)  
a. limbah                          b. kotoran
5. They will *excrete*, or release this part from the system. (In paragraph 7)  
a. mengeluarkan              b. memasukkan

## TASK 15

In groups of four, discuss and answer these questions.

- a. What will happen with the plants that you plant without light? Why?
- b. What will happen with a species if it cannot reproduce,?



## HOME WORK

**In pairs find the article about living things in the internet, newspaper, magazine, etc. Then, do the following task.**

1. Scan the article and then make a list of information you get.
2. Find the main idea of each paragraph
3. Find the meaning of unfamiliar words in the article.



## GAME

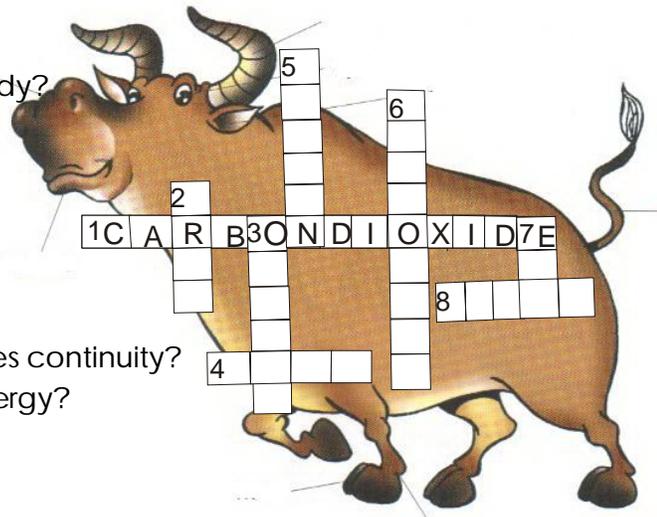
Fill the crossword puzzle by answering the question.

Cross

1. What do plants take from the air?
4. What is the smallest thing of living things' body?
8. What animals release after eating?

Down

2. What do animals do to become larger?
3. What do animals take from the air?
5. What do plants release to the air?
6. What do living things do to keep their species continuity?
7. What do animals do to get nutrition and energy?



## SUMMARY

In this unit you learn:

### 1. Scanning detail information.

This helps you to find detailed information quickly.

### 2. Guessing unfamiliar words.

This encourages you to read a text effectively without a dictionary.

### 3. Simple Sentences.

S + V/ Vs+ O and S + to be (is/am/are) + ...





## VOCABULARY SUPPORT

1. ability	[ə'bilɪti]	(noun)	= kemampuan
2. cell	[sel]	(noun)	= sel
3. breathe	[breθ]	(verb)	= bernafas
4. living thing	['lɪvɪŋ θɪŋ]	(noun)	= makhluk hidup
5. move	[mu:v]	(verb)	= bergerak
6. organism	['ɔ:ɡənɪzəm]	(noun)	= organisme
7. reproduce	[ri:prə'dju:s]	(verb)	= berkembang biak
8. release	[ri'li:s]	(verb)	= mengeluarkan
9. vertebrate	['vɜ:tɪbrət]	(noun)	= makhluk bertulang
10. waste	[weɪst]	(noun)	= kotoran

# MEASUREMENT

**H**ow tall are you? You can find this out by measuring it. You can learn how to measure weight and the units of measurement in this unit.

In this unit, you can also learn how to read a text effectively. You are going to learn how to find the meaning of unfamiliar words by guessing based on the context and how to find the main sentences and supporting sentences of paragraphs.

**The aim of this unit is to focus on the following:**

- Understanding a text as a whole and identifying a text
- Scanning a text for specific information
- Skimming a text for the main ideas without reading in detail



## Unit 2

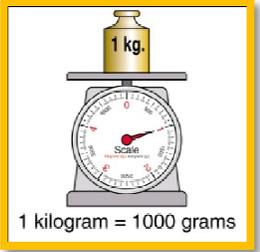
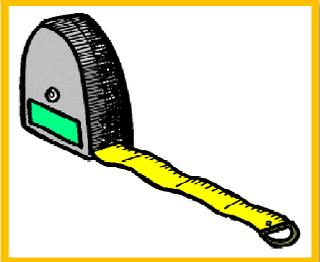




## BEFORE READING 1

### TASK 1

In pairs, match the units of measurements with their application.

The Units	The application
<p>Kilogram</p>  <p>1 kilogram = 1000 grams</p>	<ul style="list-style-type: none"><li>It is applied to measure weight.</li></ul>
<p>Meter</p> 	<ul style="list-style-type: none"><li>It is applied to measure volume.</li></ul>
<p>Liter</p> 	<ul style="list-style-type: none"><li>It is applied to measure length.</li></ul>



## WHILE READING 1

### TASK 2

Skim the following text to find the topic of the text. Then, read the whole text to answer questions in Tasks 3 and 4.

## MEASUREMENT



#### TIPS:

Use skimming for fast reading. Skimming is used to identify quickly the main idea or topic of a text. When you read the newspaper or magazine, you're probably not reading it word by word. You might read the title, subtitles, Subheadings, and illustrations.



Length, volume, and weight are examples of measurements. People use measurements every day at home, at work, and in school.

All measurements make a comparison with something called a standard. A standard is a quantity, or amount, that everyone agrees on. For example, everyone agrees that 1 pound is a certain amount of weight. So, 2 pounds equal twice that amount, 3 pounds equal three times that amount, and so on. There are different standards for measuring length, volume, temperature, electricity, and many other things.

Units are the names used for different standards. For example, pounds and kilograms are both units of weight. However, the standards for these units are different. There are about 2.2 pounds in 1 kilogram. Units may also be divided into smaller units. For example, a foot is a unit of length that may be divided into 12 smaller units, called inches. Moreover, liter is unit of volume. It can be divided into smaller units, called deciliter.

Taken from Britannica\*



## AFTER READING 1

### TASK 3

In pairs, write the number of paragraph to its main idea below.

- \_\_\_ a. This paragraph describes the example of measurement.
- \_\_\_ b. This paragraph describes that every standards of measurement has unit.
- \_\_\_ c. This paragraph describes the standards of measurement.

### TASK 4

Vocabulary in context. Circle the letter of the answer that best matches the meaning with the word in italics.

1. All measurements make a *comparison* with something called a standard. (par. 2)  
a. perbandingan      b. patokan
2. Everyone agrees that 1 pound is a certain *amount* of weight. (par. 2)  
a. jumlah              b. satuan
3. So, 2 pounds *equal* twice that amount, 3 pounds *equal* three times that amount, and so on.  
a. sama dengan      b. lebih besar
4. Units may also be *divided* into smaller units.  
a. berbagi              b. terbentuk



## TASK 5

Learn the following explanation.

### Let's get the main sentence and supporting sentences.

Dalam sebuah paragraph ada *main sentence* dan satu atau lebih *supporting sentence*. *Main sentence* adalah kalimat yang berisi tentang tema paragraph yang akan di jelaskan kalimat-kalimat lain dalam satu paragraph.

*Supporting sentence* adalah kalimat yang menjelaskan main sentence, bisa berupa contoh atau penjelasan. Lihat contoh berikut ini, kalimat yang bercetak tebal adalah *main sentence* sedang yang kalimat yang lain adalah *supporting sentence*.

### **Nowadays we have standard units of measurement such as the meter.**

Standard units make measuring more accurate because they do not change from one person to another. For example meter is used to measure length.



## TASK 6

Read again the text of "Measurement". Then, classify the following sentences into main sentence or supporting sentences by checking (✓) the column.

No Sentences

1. All measurements make a comparison with something called a standard.
2. For example, everyone agrees that 1 pound is a certain amount of weight.
3. Units are the names used for different standards.
4. For example, pounds and kilograms are both units of weight.

Main Sentence	Supporting Sentence



## BEFORE READING 2

## TASK 7



In pairs, mention the function of the tools below. The first one has been done as the example.



1. to measure mass/ weight



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



## WHILE READING 2

### TASK 8



Skim the following text to get the topic of the text. Then, read the whole text to answer questions in Tasks 8, 9, 10, and 11.

#### UNITS OF LENGTH AND WEIGHT

Measurements of length tell how tall you are. The inch, foot, yard, and mile are units used for measuring length in the United States. This is called the English measurement system. There are 12 inches in a foot, and 3 feet in a yard. A mile is equal to 5,280 feet.

Other countries and all scientists and engineers use the metric system. The centimeter, meter, and kilometer are metric units for measuring length. The metric system is based on units that can be multiplied or divided by 10. A centimeter is one-hundredth of a meter.

You can measure how tall you are with inches and feet, or centimeters and meters. You also use feet or meters to tell how high a mountain or a building is. You measure longer distances with yards and miles, or meters and kilometers.

If you live in the United States, you can tell how much your weight using a system of ounces and pounds. There are 16 ounces in a pound. The ton is the measurement for very heavy things, like ships. A ton is 2,000 pounds! The metric system uses grams, kilograms, and metric tons.

You also use weight measurements to tell how much food you are buying. You use ounces and pounds or grams to weigh potatoes, carrots, meat, and other kinds of food.

There are special units for weighing other things. You use the carat to weigh diamonds and other gemstones. You use a different unit called the karat to measure the purity of gold.

Taken from Microsoft® Encarta® 2009\*



## AFTER READING 2

### TASK 9



These sentences can follow some paragraphs above. In pairs, write the number of the paragraph that the sentences can follow.

- \_\_\_1. There are 1,000 grams in a kilogram, and 1,000 kilograms in a metric ton.
- \_\_\_2. You also use kilograms to weigh eggs and sugar.
- \_\_\_3. For example, you use carat when you buy a necklace in a jewelry shop.
- \_\_\_4. Moreover, there are 1,000 meters in a kilometer.

### TASK 10

Answer these questions based on the text above.

1. Based on the text above, how many systems of length are there in the world? Mention it.
2. Please give the example of English measuring system and metric system.
3. What system uses pounds and ounces to measure weight?
4. What unit do you use to weight diamond and gold?
5. How many ounces are there in 5 pounds?

### TASK 11

Vocabulary in context. Circle the letter of the answer that best matches the meaning with the word in italics.

1. The metric system is based on units that can be *multiplied* or divided by 10. (Par. 2)  
a. dilipatkan                      b. ditambahkan
2. You measure longer *distances* with yards and miles, or meters and kilometers. (Par. 3)  
a. berat                              b. jarak
3. The ton is the measurement for very *heavy* things, like ships. (Par. 4)  
a. berat                              b. panjang
4. You use the carat to weigh diamonds and other *gemstones*. (Par. 6)  
a. bebatuan perhiasan      b. batu gamping
5. You use a different unit called the karat to measure the *purity* of gold. (Par. 6)  
a. besaran                          b. kemurnian

## TASK 12

In groups of four, discuss these questions. And answer the questions.

1. Do you think the English measurement system is the same as the Metric system? Explain it.
2. Based on your experience, does the weight of an object always have the same weight if we measure it in a different place? Explain it.



### HOMEWORK

In pairs, find an article about measurement in the internet. Then, do the following task.

1. Skim the article and then write the topic of the article.
2. Identify the main idea and supporting details.
3. Find unfamiliar words in the article. Then, guess their meaning.



### GAME

Find the words in the puzzle. The first one has been done as an example.

M	E	A	S	U	R	E	M	E	N	T	R	G	R	G	J	B	A	M
T	A	S	E	S	E	D	F	G	H	J	I	O	P	K	P	O	S	E
F	A	S	D	F	G	H	U	J	K	O	I	Y	U	I	E	G	D	T
V	D	D	F	F	C	E	N	T	I	M	E	T	E	R	A	E	F	R
B	D	G	W	T	Y	U	I	U	G	H	U	T	D	B	J	U	C	I
N	W	W	E	I	G	H	T	E	T	U	I	O	P	K	F	U	X	C
N	F	A	D	F	G	H	J	K	K	K	L	D	Q	A	F	Y	Z	C
V	A	L	G	F	D	D	Y	H	A	D	E	J	T	R	H	T	V	B
Q	O	S	T	A	N	D	A	R	D	F	N	S	P	A	S	R	B	G
W	J	L	A	S	D	F	R	G	F	D	G	D	P	T	G	S	G	T
E	W	E	U	R	T	T	D	A	S	O	H	Q	D	G	G	H	I	R
U	W	R	T	M	T	H	A	I	J	O	H	Q	E	O	I	M	O	T
O	E	R	E	G	E	U	U	K	L	H	V	G	H	F	A	K	W	L



## SUMMARY

In this unit, you learn:



**1. Skimming a text**

This reading skill helps you to get a topic of a text without reading a text in detail.

**2. Guessing unfamiliar words**

It helps you to find the meaning of unfamiliar words effectively without a dictionary.

**3. Analyzing main sentences and supporting sentences**

These help you to understand a content of a paragraph of a text.



## VOCABULARY SUPPORT

1. length	[leŋθ]	(noun)	panjang
2. volume	['vɒljʊ:m]	(Noun)	volume
3. weight	[weɪt]	(noun)	berat
4. temperature	['temprətʃə]	(noun)	suhu
5. electricity	[ɪlek'trɪsɪti]	(noun)	listrik
6. measurement	['meʒəmənt]	(noun)	pengukuran
7. standard	['stændəd]	(noun)	patokan
8. quantity	['kwɒntɪti]	(noun)	kwantitas
9. amount	[ə'maʊnt]	(noun)	jumlah
10. unit	['ju:nɪt]	(noun)	satuan

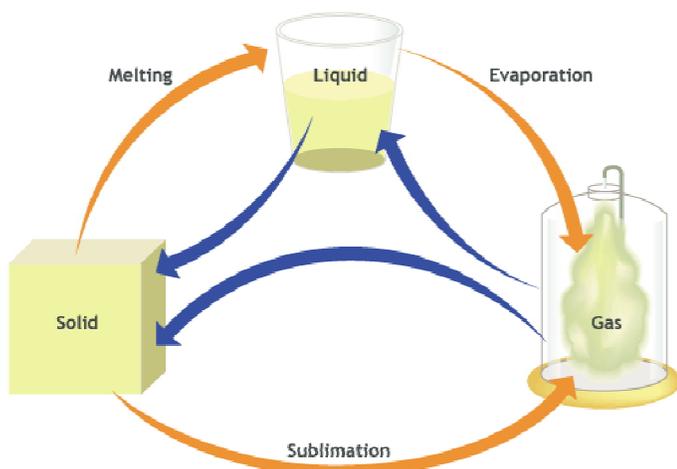
# STATES OF MATTER

**D**o you know that there are three states of matter, solid, liquid, and gas? Do you think that they are same? Why? Do you think that water, pencil and air are built from the same molecules? You can find the answer in this unit.

In this unit you can also learn how to read a text effectively. You are going to learn how to find meaning of unfamiliar words by guessing, find a topic of a text by skimming, and find detailed information of a text.

**The aim of this unit is to focus on the following:**

- Understanding a text as a whole and identifying a text
- Scanning a text for specific information
- Skimming a text for the main ideas without reading in detail



## Unit 3





## BEFORE READING 1

### TASK 1

In pairs, classify the objects below into solid ( S ), liquid ( L ), or gas ( G ).

glass



table



tree



....

water



....

smoke



....



## WHILE READING 1

### TASK 2

Skim the following text to find the topic of the text. Then, read the whole text to answer questions in Tasks 3, 4 and 5.

## WHAT ARE SOLIDS, LIQUIDS & GASES?

### TIPS:

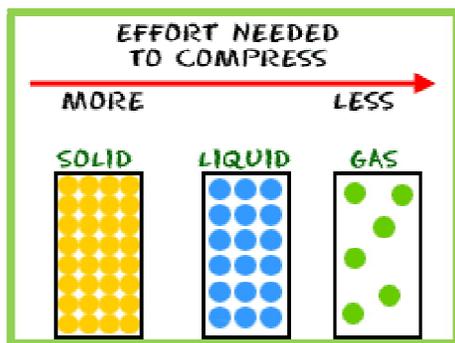
Guessing is important to help you in understanding a text. You do not need to know every single word and it is sometime difficult to know every single word. So, let guess the meaning of unfamiliar words.

Look at all the things around you. Most of them are solid: the tables, walls, glasses, trees, books and food. Some, such as lemonade, water, milk and orange juice, are liquid. You probably cannot see any gases, but they are around of us. They are in a fizzy drink, a light bulb, the smoke from a car and the air you breathe.

Everything in the world is made up of solids, liquids and gases. These are known as the three states of matter. They are all substances that have mass and take up space because they have volume. All those things around you are made of matter.

Solids, liquids and gases are made of molecules, which contain one or more atoms. In a solid, the molecules are bound together so strongly that its shape usually stays the same. In a liquid, the molecules are more loosely connected so that the liquid flows easily but has a level surface. In a gas the molecules move randomly in any direction so that the gas has no shape, but it has weight.

Taken from Britannica\*





## AFTER READING 1

### TASK 3

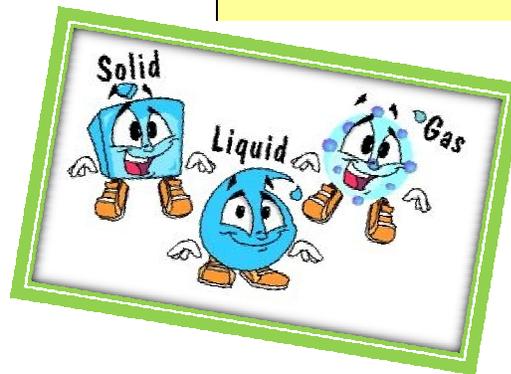
In pairs, match the following main ideas with the number of paragraph

#### No Main Ideas

1. This paragraph describes the definition of states of matter.
2. This paragraph describes the types of molecules that build three states of matter.
3. This paragraph describes the three states of matter around us.

#### Paragraph Number

- 1<sup>st</sup> paragraph
- 2<sup>nd</sup> paragraph
- 3<sup>rd</sup> paragraph



### TASK 4

Based on the text above, write T for the true statement and write F for the false statement. The first number has been done for the example.

#### No Sentences

1. There are three states of matter
2. All those things around you are made of matter.
3. Some substances do not have mass because they do not have volume.
4. Molecules of matter contain one or more atoms.
5. In a gas the molecules are bound together so strongly.

T / F

## TASK 5

**Vocabulary in context.** Circle the letter of the answer that best matches the meaning with the word in italics.

- They are all substances that have mass and take up **space** because they have volume. (Paragraph 2)  
a. isi                      b. ruang
- The molecules are **bound** together so strongly. (Paragraph 3)  
a. terikat                b. terurai
- The molecules are more **loosely connected**. (Paragraph 3)  
a. terlepas              b. bergabung
- The liquid **flows** easily but has a level surface. (Paragraph 3)  
a. menjulur            b. mengalir
- In a gas the molecules move **randomly**. (Paragraph 3)  
a. acak                    b. rapi



## GRAMMAR FOCUS

## TASK 6

Study the following example.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>The molecules move randomly in any direction.</li> <li>The liquid flows easily.</li> </ol> | <ol style="list-style-type: none"> <li>Everything in the world is made up of solids, liquids and gases.</li> <li>Solids, liquids and gases are made of molecules.</li> </ol> |
|---|--|

Active	passive																
<p><b>Subject + V1 + O :</b></p> <p><b>Example:</b> <u>The liquid</u> <u>flows</u> easily.  <span style="margin-left: 100px;">S</span>      <span style="margin-left: 50px;">V1</span></p>	<p><b>Subject + to be + V3:</b></p> <table border="0"> <tr> <td>I</td> <td></td> <td>am</td> <td>+ V3</td> </tr> <tr> <td>He</td> <td rowspan="3">}</td> <td rowspan="3">is</td> <td rowspan="3">+ V3</td> </tr> <tr> <td>She</td> </tr> <tr> <td>it</td> </tr> <tr> <td>We</td> <td rowspan="3">}</td> <td rowspan="3">are</td> <td rowspan="3">+ V3</td> </tr> <tr> <td>You</td> </tr> <tr> <td>They</td> </tr> </table> <p><b>Example:</b>  <u>Solids, liquids and gases</u> <u>are</u> <u>made</u> of molecules  <span style="margin-left: 100px;">S</span>                      <span style="margin-left: 100px;">to be</span>      <span style="margin-left: 50px;">V3</span></p>	I		am	+ V3	He	}	is	+ V3	She	it	We	}	are	+ V3	You	They
I		am	+ V3														
He	}	is	+ V3														
She																	
it																	
We	}	are	+ V3														
You																	
They																	

## TASK 7



Chose the correct verbs in the bracket to complete the following sentences.

1. The ice (melt / melts) in high temperature.
2. Water (boil / boils) at 100 degrees Celsius.
3. Molecules (build / builds) states of matter.
4. A gas (change / changes) into liquid in low temperature.
5. The shape of solid usually (stay/stays) same

## TASK 8

Change the following active sentences into passive sentences. The first sentence has been done for the example.

1. Temperature changes the state of matters.  
→ States of matters are changed by temperature
2. Molecules build solid, liquid, and gas.  
→ .....
3. Two atoms make a molecule of Oxygen.  
→ .....
4. Molecules in gazes fill the space of a room.  
→ .....
5. Strongly bounded molecules build solids.  
→ .....



## BEFORE READING 2

### TASK 9



In pairs, look at the Figure and answer the questions.



1. What happens to this ice cream?
2. Why does the ice cream melt?



## WHILE READING 2

### TASK 10



Skim the following text to get the topic of the text. Then, read the whole text to answer questions in Tasks 11, 12, 13 and 14

## CAN ONE CHANGE TO AN OTHER THING?

Matter can take the shape of a solid, liquid, or gas. When a solid changes to a liquid, it is called melting. When a liquid changes to a gas, it is called evaporation. Sublimation occurs when a solid changes to a gas. These changes are reversible—that is, a gas can turn into a solid or a liquid, and a liquid can turn into a solid.

Temperature is very important in deciding whether a substance exists as a solid, liquid or a gas. Think about the normal temperatures of where you live. The temperature of the air may freeze water in winter but very rarely reaches 50 degrees Celsius in summer. In this temperature, the solids, liquids and gases in the world will not normally change from one state to another.



Water is one of the few things that we can see as a solid, a liquid and a gas in our everyday lives. Water turns into ice at its freezing point of 0 degrees Celsius and turns into steam at its boiling point of 100 degrees Celsius. These are temperatures that we can create in our homes—in the fridge and the kettle.

Taken from Microsoft® Encarta® 2009\*



## AFTER READING 2

### TASK 11



In pairs, classify the sentences below into main sentence or supporting sentence by checking (✓) the column.

#### No Sentences

1. Temperature is very important in deciding whether a substance exists as a solid, liquid or gas.
2. The temperature of the air may freeze water in winter but very rarely reaches 50 degrees Celsius in summer.
3. Water is one of the few things that we can see as a solid, a liquid and a gas in our everyday lives.
4. Water turns into ice at its freezing point of 0 degrees Celsius and turns into steam at its boiling point of 100 degrees Celsius.
5. Matter can take the shape of a solid, liquid, or gas.

Main  
Sentence

Supporting  
Sentence

## TASK 12

Based on the text above, write T for the true statements and F for the false statements.

### No Sentences

1. Temperature is very important in deciding whether a substance exists as a solid, liquid or gas.
2. Rising temperature of water will make water freeze.
3. Molecules in solid, liquid and gas are the same.
4. The change of matter is influenced by temperature.
5. Sublimation occurs when a solid changes to a liquid.

T / F

## TASK 13

Answer the questions based on the text above.

1. What is the most important thing that influences a substance to exist as a solid, a liquid or a gas?
2. What will happen with water if you boil it?
3. What does evaporation mean?
4. What does freezing point mean?
5. What does sublimation mean?

## TASK 14

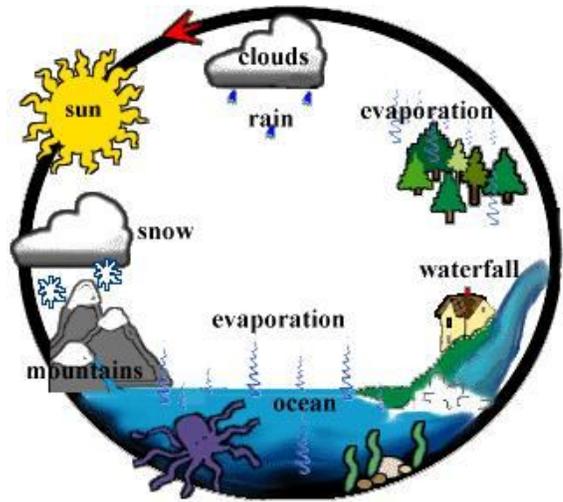
Vocabulary in context. Circle the letter of the answer that best matches the meaning with the word in italics.

1. Sublimation **occurs** when a solid changes to a gas. (paragraph 1)  
a. Terjadi                      b. dihadapi
2. Temperature is very important in **deciding** whether a substance exists as a solid, liquid or gas. (paragraph 2)  
a. Mengalami                  b. menentukan
3. ...very rarely **reaches** 50 degrees Celsius in summer. (paragraph 2)  
a. Mencapai                    b. memperoleh
4. Water **turns** into ice at its freezing point of 0 degrees Celsius. (paragraph 3)  
a. Mengalami                  b. berubah

## TASK 15

In groups of four, discuss and answer the following questions.

1. When you put camphor in your cupboard, it will disappear in a month and your cupboard will smell good. Why does it happen?
2. When you boil water, you will find the volume of the water decreased. Why does it happen?



### HOMEWORK

In pairs find the article about states of matter in the internet. Then, do the following task.

1. Scan the article and then make a list of information you get.
2. Find the main idea of each paragraph
3. Find the meaning of unfamiliar words in the article.





## GAME

Put the following objects in the correct box.



ocean



pencil

### States of Matter



book



soup



tornado



apple



sun



juice



evaporation



rain



wind

#### Solids

#### Liquids

#### Gases



## SUMMARY

In this unit, you learn:

1. **Getting a topic of a text by skimming.**

This helps you to know the general idea of a text without reading thoroughly the text.

2. **Guessing meaning of unfamiliar words.**

This encourages you to read a text effectively without a dictionary.

3. **Analyzing active sentence and passive sentence in a text.**

Active sentence: **S + V1+ ....**      Passive sentence : **S + tobe + V3 +....**





## VOCABULARY SUPPORT

1.	solid	['sɒlɪd]	(noun)	=padat
2.	liquid	['lɪkwɪd]	(noun)	=cair
3.	gas	[gæs]	(noun)	=gas
4.	melt	[melt]	(verb)	=mencair
5.	molecule	['mɒlɪkjʊ:l]	(noun)	=molekul
6.	substance	['sʌbstəns]	(noun)	=zat
7.	evaporation	[ɪvəpə'reɪʃn]	(noun)	=penguapan
8.	sublimation	[sʌblɪ'meɪʃən]	(noun)	=penyubliman
9.	freeze	[fri:z]	(verb)	=membeku
10.	solidify	[sə'lɪdɪfaɪ]	(verb)	=memadat

# APPENDIX G

(Evaluation Questionnaire)

### KUESIONER EVALUASI UNTUK SISWA

**Unit : 1**

**Tujuan : Kuesioner ini bertujuan untuk mengetahui kekurangan-kekurangan yang ada dalam 1 unit materi untuk kemudian diperbaiki sebagaimana mestinya sesuai dengan kebutuhan saya dalam kegiatan belajar mengajar Bahasa Inggris**

**Pilihlah jawaban Anda dengan memberi tanda ( √) pada kolom yang tersedia, dengan petunjuk sebagai berikut.**

**SS : Sangat setuju**

**TS : Tidak setuju**

**S : Setuju**

**STS : Sangat tidak setuju**

TASK FOR MISSION 1		SS	S	TS	STS
<b>Task 1 (Task for Pre Reading)</b>					
1.	Task ini membantu saya untuk mengingat apa yang sudah saya ketahui yang berkaitan dengan materi ini.				
2.	Input (gambar dan teks) sesuai menarik dan mudah dipahami.				
3.	Kegiatan dalam task ini sudah sesuai dengan minat saya.				
4.	Kegiatan-kegiatan dalam task ini menarik.				
5.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
6.	Peran guru sudah efektif.				
7.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

Task 2 (Scanning)		SS	S	TS	STS
8.	Kegiatan dalam task ini membantu saya memahami bacaan dengan dengan efektif dengan cara <i>scanning detailed information</i>				
9.	Input (gambar,dan teks) menarik dan bisa dipahami.				
10.	Kegiatan dalam task ini sudah sesuai dengan minat.				
11.	Kegiatan dalam task ini menarik.				
12.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				

13.	Peran guru sudah efektif.				
14.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				

<b>Task 3 (Finding Main Idea)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
15.	Task ini membantu saya memahami bacaan dengan cara memahami <i>main idea</i> setiap paragraf pada bacaan.				
16.	Input (gambar,dan teks) menarik dan bisa dipahami.				
17.	Kegiatan dalam task ini sudah sesuai dengan minat.				
18.	Kegiatan dalam task ini menarik.				
19.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
20.	Peran guru sudah efektif.				
21.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				

<b>Task 4 ( Vocabulary Guessing)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
22.	Task ini membantu saya memahami bacaan dengan cara menebak (guessing) makna kata-kata yang asing.				
23.	Input (gambar dan teks) menarik dan bisa dipahami.				
24.	Kegiatan dalam task ini sudah sesuai dengan minat.				
25.	Kegiatan dalam task ini menarik.				
26.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
27.	Peran guru sudah efektif.				
28.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 5 ( Reading Comprehension Check)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
29.	Task ini membantu saya untuk memahami isi bacaan bahasa inggris mengenai IPA dengan efektif.				
30.	Input (gambar dan teks) menarik dan bisa dipahami.				
31.	Kegiatan-kegiatan dalam task ini sudah sesuai dengan				

	minat.				
32.	Kegiatan-kegiatan dalam task ini menarik.				
33.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
34.	Peran guru sudah efektif.				
35.	Manajemen kelas/pengelompokkan (individu, berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 6 ( Reading Comprehension Check)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
36.	Task ini membantu saya untuk memahami isi bacaan bahasa inggris mengenai IPA dengan efektif.				
37.	Input (gambar dan teks) menarik dan bisa dipahami.				
38.	Kegiatan-kegiatan dalam task ini sudah sesuai dengan minat.				
39.	Kegiatan-kegiatan dalam task ini menarik.				
40.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
41.	Peran guru sudah efektif.				
42.	Manajemen kelas/pengelompokkan (individu, berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 7( Language focus)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
43.	Task ini membantu saya memahamai bacaan dengan mempelajari grammar yang ada pada bacaan.				
44.	Input (gambar dan teks) menarik dan bsa dipahami.				
45.	Kegiatan dalam task ini sudah sesuai dengan minat.				
46.	Kegiatan dalam task ini menarik.				
47.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
48.	Peran guru sudah efektif.				

49.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				
-----	---	--	--	--	--

<b>Task 8 (Language Focus)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
50.	Task ini membantu saaya mempelajari grammar yang ada pada bacaan.				
51.	Input (gambar dan teks) menarik dan bisa dipahami.				
52.	Kegiatan-kegiatan dalam task ini sudah sesuai dengan minat.				
53.	Kegiatan-kegiatan dalam task ini menarik.				
54.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
56.	Peran guru sudah efektif.				
57.	Manajemen kelas/pengelompokkan (individu, berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 9 (Language focus)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
58.	Task ini membantu saya memahamai bacaan dengan mempelajari grammar yang ada pada bacaan.				
59.	Input (gambar dan teks) menarik dan bisa dipahami.				
60.	Kegiatan-kegiatan dalam task ini sudah sesuai dengan minat.				
61.	Kegiatan-kegiatan dalam task ini menarik.				
62.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
63.	Peran guru sudah efektif.				
64.	Manajemen kelas/pengelompokkan (individu, berpasangan, dan seluruh kelas) sudah efektif.				

<b>MISSION 2</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
<b>Task 10 ( Pre-Reading)</b>					
65.	Task ini membantu saya untuk mengingat apa yang sudah saya ketahui yang berkaitan dengan materi ini.				

66.	Input (gambar dan teks) sesuai menarik dan mudah dipahami.				
67.	Kegiatan dalam task ini sudah sesuai dengan minat saya.				
68.	Kegiatan-kegiatan dalam task ini menarik.				
69.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
70.	Peran guru sudah efektif.				
71.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task for 11 ( Scanning)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
72.	Task ini membantu saya memahami bacaan dengan dengan efektif dengan cara <i>scanning detailed information</i>				
73.	Input (gambar,dan teks) menarik dan bisa dipahami.				
74.	Kegiatan dalam task ini sudah sesuai dengan minat.				
75.	Kegiatan dalam task ini menarik.				
76.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
77.	Peran guru sudah efektif.				
78.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				
<b>Task 12 (Finding Main Idea)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
79.	Task ini membantu saya memahami bacaan dengan cara memahami <i>main idea</i> setiap paragraf pada bacaan.				
80.	Input (gambar dan teks) menarik dan bias dipahami.				
81.	Kegiatan dalam task ini sudah sesuai dengan minat.				
82.	Kegiatan dalam task ini menarik				
83.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
84.	Peran guru sudah efektif.				

85.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				
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<b>Task 13 ( Guessing Meaning)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
86.	Kegiatan dalam task ini membantu saya memahami bacaan dengan cara menebak (guessing) makna kata-kata yang asing.				
87.	Input (gambar dan teks) menarik dan bisa dipahami.				
88.	Kegiatan dalam task ini sudah sesuai dengan minat.				
89.	Kegiatan dalam task ini menarik.				
90.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
91.	Peran guru sudah efektif.				
92.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 14 (Reading Comprehension Check)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
93.	Task ini membantu saya untuk memahami isi bacaan bahasa inggris mengenai IPA dengan efektif.				
94.	Input (gambar dan teks) menarik dan bisa dipahami.				
95.	Kegiatan dalam task ini sudah sesuai dengan minat.				
96.	Kegiatan dalam task ini menarik.				
97.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
98.	Peran guru sudah efektif.				
99.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 15 (Discussion)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>

100.	Task ini membantu saya untuk membaca bacaan bahasa inggris mengenai IPA dengan efektif.				
101.	Input (gambar dan teks) menarik dan bisa dipahami.				
102.	Kegiatan dalam task ini sudah sesuai dengan minat.				
103.	Kegiatan dalam task ini menarik.				
104.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
105.	Peran guru sudah efektif.				
106.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Home work</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
107.	Task ini membantu saya untuk membaca bacaan bahasa inggris mengenai IPA dengan efektif.				
108.	Input (gambar dan teks) menarik dan bisa dipahami.				
109.	Kegiatan dalam task ini sudah sesuai dengan minat.				
110.	Kegiatan dalam task ini menarik.				
111.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
112.	Peran guru sudah efektif.				
113.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Game</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
114.	Task ini membantu saya untuk membaca bacaan bahasa inggris mengenai IPA dengan efektif dan menyenangkan.				
115.	Input (gambar dan teks) menarik dan bisa dipahami.				
116.	Kegiatan dalam task ini sudah sesuai dengan minat.				
117.	Kegiatan dalam task ini menarik.				

118.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
119.	Peran guru sudah efektif.				
120.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

## KUESIONER EVALUASI UNTUK SISWA

**Unit** : 2

**Tujuan** : Kuesioner ini bertujuan untuk mengetahui kekurangan-kekurangan yang ada dalam 1 unit materi untuk kemudian diperbaiki sebagaimana mestinya sesuai dengan kebutuhan saya dalam kegiatan belajar mengajar Bahasa Inggris

Pilihlah jawaban Anda dengan memberi tanda ( √ ) pada kolom yang tersedia, dengan petunjuk sebagai berikut.

**SS** : Sangat setuju

**TS** : Tidak setuju

**S** : Setuju

**STS** : Sangat tidak setuju

TASK FOR MISSION 1		SS	S	TS	STS
<b>Task 1 (Task for Pre Reading)</b>					
1.	Task ini membantu saya untuk mengingat apa yang sudah saya ketahui yang berkaitan dengan materi ini.				
2.	Input (gambar dan teks) sesuai menarik dan mudah dipahami.				
3.	Kegiatan dalam task ini sudah sesuai dengan minat saya.				
4.	Kegiatan-kegiatan dalam task ini menarik.				
5.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
6.	Peran guru sudah efektif.				
7.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

Task 2 (Scanning)		SS	S	TS	STS
8.	Kegiatan dalam task ini membantu saya memahami bacaan dengan dengan efektif dengan cara <i>skimming a text</i>				
9.	Input (gambar,dan teks) menarik dan bisa dipahami.				
10.	Kegiatan dalam task ini sudah sesuai dengan minat.				
11.	Kegiatan dalam task ini menarik.				
12.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				

13.	Peran guru sudah efektif.				
14.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				

<b>Task 3 (Finding Main Idea)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
15.	Task ini membantu saya memahami bacaan dengan cara memahami <i>main idea</i> setiap paragraf pada bacaan.				
16.	Input (gambar,dan teks) menarik dan bisa dipahami.				
17.	Kegiatan dalam task ini sudah sesuai dengan minat.				
18.	Kegiatan dalam task ini menarik.				
19.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
20.	Peran guru sudah efektif.				
21.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				

<b>Task 4 ( Vocabulary Guessing)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
22.	Task ini membantu saya memahami bacaan dengan cara menebak (guessing) makna kata-kata yang asing.				
23.	Input (gambar dan teks) menarik dan bisa dipahami.				
24.	Kegiatan dalam task ini sudah sesuai dengan minat.				
25.	Kegiatan dalam task ini menarik.				
26.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
27.	Peran guru sudah efektif.				
28.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 5 ( Language focus)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
29.	Task ini membantu saya memahami bacaan dengan mempelajari grammar yang ada pada bacaan.				
30.	Input (gambar dan teks) menarik dan bisa dipahami.				
31.	Kegiatan-kegiatan dalam task ini sudah sesuai dengan				

	minat.				
32.	Kegiatan-kegiatan dalam task ini menarik.				
33.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
34.	Peran guru sudah efektif.				
35.	Manajemen kelas/pengelompokkan (individu, berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 6 (Language Focus)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
36.	Task ini membantu saaya mempelajari grammar yang ada pada bacaan.				
37.	Input (gambar dan teks) menarik dan bisa dipahami.				
38.	Kegiatan-kegiatan dalam task ini sudah sesuai dengan minat.				
39.	Kegiatan-kegiatan dalam task ini menarik.				
40.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
41.	Peran guru sudah efektif.				
42.	Manajemen kelas/pengelompokkan (individu, berpasangan, dan seluruh kelas) sudah efektif.				

<b>MISSION 2</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
<b>Task 7( Pre-Reading)</b>					
43.	Task ini membantu saya untuk mengingat apa yang sudah saya ketahui yang berkaitan dengan materi ini.				
44.	Input (gambar dan teks) menarik dan bsa dipahami.				
45.	Kegiatan dalam task ini sudah sesuai dengan minat.				
46.	Kegiatan dalam task ini menarik.				
47.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
48.	Peran guru sudah efektif.				

49.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				
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<b>Task 8 (Skimming)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
50.	Task ini membantu saya memahami bacaan dengan dengan efektif dengan cara <i>skimming a text</i> .				
51.	Input (gambar dan teks) menarik dan bisa dipahami.				
52.	Kegiatan-kegiatan dalam task ini sudah sesuai dengan minat.				
53.	Kegiatan-kegiatan dalam task ini menarik.				
54.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
56.	Peran guru sudah efektif.				
57.	Manajemen kelas/pengelompokkan (individu, berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 9 (Finding Main idea)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
58.	Task ini membantu saya memahami bacaan dengan cara memahami <i>main idea</i> setiap paragraf pada bacaan.				
59.	Input (gambar dan teks) menarik dan bisa dipahami.				
60.	Kegiatan-kegiatan dalam task ini sudah sesuai dengan minat.				
61.	Kegiatan-kegiatan dalam task ini menarik.				
62.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
63.	Peran guru sudah efektif.				
64.	Manajemen kelas/pengelompokkan (individu, berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 10 ( Guessing)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
65.	Kegiatan dalam task ini membantu saya memahami bacaan dengan cara menebak (guessing) makna kata-				

	kata yang asing.				
66.	Input (gambar dan teks) sesuai menarik dan mudah dipahami.				
67.	Kegiatan dalam task ini sudah sesuai dengan minat saya.				
68.	Kegiatan-kegiatan dalam task ini menarik.				
69.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
70.	Peran guru sudah efektif.				
71.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

		SS	S	TS	STS
<b>Task for 11 ( Reading Comprehensiomn Check)</b>					
72.	Task ini membantu saya untuk memahami isi bacaan bahasa inggris mengenai IPA dengan efektif.				
73.	Input (gambar,dan teks) menarik dan bisa dipahami.				
74.	Kegiatan dalam task ini sudah sesuai dengan minat.				
75.	Kegiatan dalam task ini menarik.				
76.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
77.	Peran guru sudah efektif.				
78.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				
<b>Task 12 (Discussion)</b>		SS	S	TS	STS
79.	Task ini membantu saya untuk membaca bacaan bahasa inggris mengenai IPA dengan efektif.				
80.	Input (gambar dan teks) menarik dan bias dipahami.				
81.	Kegiatan dalam task ini sudah sesuai dengan minat.				
82.	Kegiatan dalam task ini menarik				
83.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
84.	Peran guru sudah efektif.				

85.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				
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<b>Task 13 ( Home Work)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
86.	Task ini membantu saya untuk membaca bacaan bahasa inggris mengenai IPA dengan efektif.				
87.	Input (gambar dan teks) menarik dan bisa dipahami.				
88.	Kegiatan dalam task ini sudah sesuai dengan minat.				
89.	Kegiatan dalam task ini menarik.				
90.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
91.	Peran guru sudah efektif.				
92.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 14 (Game)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
93.	Task ini membantu saya untuk membaca bacaan bahasa inggris mengenai IPA dengan efektif dan menyenangkan.				
94.	Input (gambar dan teks) menarik dan bisa dipahami.				
95.	Kegiatan dalam task ini sudah sesuai dengan minat.				
96.	Kegiatan dalam task ini menarik.				
97.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
98.	Peran guru sudah efektif.				
99.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

### KUESIONER EVALUASI UNTUK SISWA

**Unit** : 3  
**Tujuan** : Kuesioner ini bertujuan untuk mengetahui kekurangan-kekurangan yang ada dalam 1 unit materi untuk kemudian diperbaiki sebagaimana mestinya sesuai dengan kebutuhan saya dalam kegiatan belajar mengajar Bahasa Inggris

Pilihlah jawaban Anda dengan memberi tanda ( √ ) pada kolom yang tersedia, dengan petunjuk sebagai berikut.

**SS** : Sangat setuju  
**S** : Setuju

**TS** : Tidak setuju  
**STS** : Sangat tidak setuju

TASK FOR MISSION 1		SS	S	TS	STS
<b>Task 1 (Task for Pre Reading)</b>					
1.	Task ini membantu saya untuk mengingat apa yang sudah saya ketahui yang berkaitan dengan materi ini.				
2.	Input (gambar dan teks) sesuai menarik dan mudah dipahami.				
3.	Kegiatan dalam task ini sudah sesuai dengan minat saya.				
4.	Kegiatan-kegiatan dalam task ini menarik.				
5.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
6.	Peran guru sudah efektif.				
7.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

Task 2 (skimming)		SS	S	TS	STS
8.	Kegiatan dalam task ini membantu saya memahami bacaan dengan dengan efektif dengan cara <i>skimming</i>				
9.	Input (gambar,dan teks) menarik dan bisa dipahami.				
10.	Kegiatan dalam task ini sudah sesuai dengan minat.				
11.	Kegiatan dalam task ini menarik.				
12.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				

13.	Peran guru sudah efektif.				
14.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				

<b>Task 3 (Finding Main Idea)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
15.	Task ini membantu saya memahami bacaan dengan cara memahami <i>main idea</i> setiap paragraf pada bacaan.				
16.	Input (gambar,dan teks) menarik dan bisa dipahami.				
17.	Kegiatan dalam task ini sudah sesuai dengan minat.				
18.	Kegiatan dalam task ini menarik.				
19.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
20.	Peran guru sudah efektif.				
21.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				

<b>Task 4 (Reading Comprehension Check)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
22.	Task ini membantu saya untuk memahami isi bacaan bahasa inggris mengenai IPA dengan efektif.				
23.	Input (gambar dan teks) menarik dan bisa dipahami.				
24.	Kegiatan dalam task ini sudah sesuai dengan minat.				
25.	Kegiatan dalam task ini menarik.				
26.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
27.	Peran guru sudah efektif.				
28.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 5 ( Guessing Meaning)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
29.	Kegiatan dalam task ini membantu saya memahami bacaan dengan cara menebak (guessing) makna kata-kata yang asing.				
30.	Input (gambar dan teks) menarik dan bisa dipahami.				

31.	Kegiatan dalam task ini sudah sesuai dengan minat.				
32.	Kegiatan dalam task ini menarik.				
33.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
34.	Peran guru sudah efektif.				
35.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 6 ( Language focus)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
36.	Task ini membantu saya memahamai bacaan dengan mempelajari grammar yang ada pada bacaan.				
37.	Input (gambar dan teks) menarik dan bsa dipahami.				
38.	Kegiatan dalam task ini sudah sesuai dengan minat.				
39.	Kegiatan dalam task ini menarik.				
40.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
41.	Peran guru sudah efektif.				
42.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 7( Language focus)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
43.	Task ini membantu saya memahamai bacaan dengan mempelajari grammar yang ada pada bacaan.				
44.	Input (gambar dan teks) menarik dan bsa dipahami.				
45.	Kegiatan dalam task ini sudah sesuai dengan minat.				
46.	Kegiatan dalam task ini menarik.				
47.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
48.	Peran guru sudah efektif.				

49.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				
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<b>Task 8 (Language Focus)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
50.	Task ini membantu saaya mempelajari grammar yang ada pada bacaan.				
51.	Input (gambar dan teks) menarik dan bisa dipahami.				
52.	Kegiatan-kegiatan dalam task ini sudah sesuai dengan minat.				
53.	Kegiatan-kegiatan dalam task ini menarik.				
54.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
56.	Peran guru sudah efektif.				
57.	Manajemen kelas/pengelompokkan (individu, berpasangan, dan seluruh kelas) sudah efektif.				

<b>MISSION 2</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
<b>Task 9 ( Pre-Reading)</b>					
58.	Task ini membantu saya untuk mengingat apa yang sudah saya ketahui yang berkaitan dengan materi ini.				
59.	Input (gambar dan teks) sesuai menarik dan mudah dipahami.				
60.	Kegiatan dalam task ini sudah sesuai dengan minat saya.				
61.	Kegiatan-kegiatan dalam task ini menarik.				
62.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
63.	Peran guru sudah efektif.				
64.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

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<b>MISSION 2</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
<b>Task 10 ( Pre-Reading)</b>					
65.	Task ini membantu saya untuk mengingat apa yang sudah saya ketahui yang berkaitan dengan materi ini.				
66.	Input (gambar dan teks) sesuai menarik dan mudah dipahami.				
67.	Kegiatan dalam task ini sudah sesuai dengan minat saya.				
68.	Kegiatan-kegiatan dalam task ini menarik.				
69.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
70.	Peran guru sudah efektif.				
71.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
<b>Task for 11 (skimming)</b>					
72.	Task ini membantu saya memahami bacaan dengan dengan efektif dengan cara <i>skimming</i>				
73.	Input (gambar,dan teks) menarik dan bisa dipahami.				
74.	Kegiatan dalam task ini sudah sesuai dengan minat.				
75.	Kegiatan dalam task ini menarik.				
76.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
77.	Peran guru sudah efektif.				
78.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				
<b>Task 12 (Finding Main Idea)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
79.	Task ini membantu saya memahami bacaan dengan cara memahami <i>main idea</i> setiap paragraf pada bacaan.				
80.	Input (gambar dan teks) menarik dan bias dipahami.				
81.	Kegiatan dalam task ini sudah sesuai dengan minat.				
82.	Kegiatan dalam task ini menarik				
83.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara				

	aktif.				
84.	Peran guru sudah efektif.				
85.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif				

<b>Task 13 (Reading Comprehension Check)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
86.	Task ini membantu saya untuk memahami isi bacaan bahasa inggris mengenai IPA dengan efektif.				
87.	Input (gambar dan teks) menarik dan bisa dipahami.				
88.	Kegiatan dalam task ini sudah sesuai dengan minat.				
89.	Kegiatan dalam task ini menarik.				
90.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
91.	Peran guru sudah efektif.				
92.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 14 (Reading Ccomprehension Check)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
93.	Task ini membantu saya untuk memahami isi bacaan bahasa inggris mengenai IPA dengan efektif.				
94.	Input (gambar dan teks) menarik dan bisa dipahami.				
95.	Kegiatan dalam task ini sudah sesuai dengan minat.				
96.	Kegiatan dalam task ini menarik.				
97.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
98.	Peran guru sudah efektif.				
99.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Task 15 (Discussion)</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
100.	Task ini membantu saya untuk membaca bacaan bahasa inggris mengenai IPA dengan efektif.				
101.	Input (gambar dan teks) menarik dan bisa dipahami.				
102.	Kegiatan dalam task ini sudah sesuai dengan minat.				
103.	Kegiatan dalam task ini menarik.				
104.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
105.	Peran guru sudah efektif.				
106.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Home work</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
107.	Task ini membantu saya untuk membaca bacaan bahasa inggris mengenai IPA dengan efektif.				
108.	Input (gambar dan teks) menarik dan bisa dipahami.				
109.	Kegiatan dalam task ini sudah sesuai dengan minat.				
110.	Kegiatan dalam task ini menarik.				
111.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
112.	Peran guru sudah efektif.				
113.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

<b>Game</b>		<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
114.	Task ini membantu saya untuk membaca bacaan bahasa inggris mengenai IPA dengan efektif dan menyenangkan.				
115.	Input (gambar dan teks) menarik dan bisa dipahami.				
116.	Kegiatan dalam task ini sudah sesuai dengan minat.				

117.	Kegiatan dalam task ini menarik.				
118.	Task ini telah memotivasi dan memberi kesempatan bagi saya untuk berpartisipasi dan berekspresi secara aktif.				
119.	Peran guru sudah efektif.				
120.	Manajemen kelas/pengelompokkan (individu,berpasangan, dan seluruh kelas) sudah efektif.				

# APPENDIX H

(Questionnaire Results)

## Questionnaire Results of Unit 1

### 1. Task 1

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 1 is effective in building the background knowledge	32	13	18	1	0	3,38	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	15	5	2	3,03	Agree
3. Activities • The activities in task 1 are appropriate with students' interest	32	10	19	3		3,22	Agree
• The activities in Task 1 are attractive	32	12	18	2	0	3,31	Agree
4. Learner Role Task 1 has motivated and given students chances to participate and express actively	32	13	19	0	0	3,4	Agree
5. Teacher Role The teacher role is effective	32	10	22	0	0	3,31	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	10	18	4	0	3,19	Agree

### 2. Task 2

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 2 help me to learn reading strategy, scanning detailed information	32	10	17	3	2	3.09	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	12	18	1	1	3.28	Agree
3. Activities • The activities in task 2 are appropriate with students' interest	32	9	20	2	1	3.16	Agree

<ul style="list-style-type: none"> <li>The activities in Task 2 are attractive</li> </ul>	32	12	12	6	2	3.06	Agree
4. Learner Role Task 2 has motivated and given students chances to participate and express actively	32	12	15	5	0	3.22	agree
5. Teacher Role The teacher role is effective	32	20	10	2	0	3.56	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	13	17	1	1	3.31	Agree

### 3. Task 3

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 3 helped students to comprehend a text by identifying main idea of each paragraph.	32	10	12	8	2	2.94	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	12	15	4	1	3.19	Agree
3. Activities <ul style="list-style-type: none"> <li>The activities in task 3 are appropriate with students' interest</li> </ul>	32	8	17	5	2	2.97	Agree
<ul style="list-style-type: none"> <li>The activities in Task 3 are attractive</li> </ul>	32	8	15	6	3	2.88	Agree
4. Learner Role Task 3 has motivated and given students chances to participate and express actively	32	10	17	3	2	3.09	Agree
5. Teacher Role The teacher role is effective	32	11	15	5	1	3.13	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	12	12	5	3	3.03	Agree

#### 4. Task 4

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	32	10	12	7	4	2.94	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	2	12	12	6	2.31	disagree
3. Activities • The activities in task 4 are appropriate with students' interest	32	3	8	17	4	2.31	disagree
• The activities in Task 4 are attractive	32	3	10	16	3	2.43	
4. Learner Role Task 4 has motivated and given students chances to participate and express actively	32	11	10	11	0	3.00	agree
5. Teacher Role The teacher role is effective	32	11	15	5	1	3,13	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	3	7	16	6	2.21	disagree

#### 5. Task 5

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 5 helps the students to comprehend the science text effectively.	32	14	15	3	0	3,21	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	11	15	5	1	3.06	Agree
3. Activities • The activities in task 5 are appropriate with students' interest	32	11	14	4	3	3.03	Agree

<ul style="list-style-type: none"> <li>The activities in Task 5 are attractive</li> </ul>	32	13	17	1	1	3.31	Agree
4. Learner Role Task 5 has motivated and given students chances to participate and express actively	32	15	17	0	0	3.46	Agree
5. Teacher Role The teacher role is effective	32	11	21	0	0	3.34	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	11	17	2	2	3.13	Agree

## 6. Task 6

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 6 helps the students to comprehend the science text effectively.	32	14	13	2	1	3.31	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	19	2	1	3.19	agree
3. Activities <ul style="list-style-type: none"> <li>The activities in task 6 are appropriate with students' interest</li> </ul>	32	9	19	3	1	3.13	agree
<ul style="list-style-type: none"> <li>The activities in Task 6 are attractive</li> </ul>	32	13	17	2	0	3.34	agree
4. Learner Role Task 6 has motivated and given students chances to participate and express actively	32	14	18	0	0	3.44	agree
5. Teacher Role The teacher role is effective	32	15	17	0	0	3.47	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	13	18	1	0	3.38	agree

### 7. Task 7

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 7 was aimed at giving description and understanding of the grammar that is used in the text of this unit.	32	7	23	2	0	3.16	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	20	2	0	3.25	agree
3. Activities • The activities in task 7 are appropriate with students' interest	32	8	21	2	1	3.13	agree
• The activities in Task 7 are attractive	32	9	18	4	1	3.09	agree
4. Learner Role Task 7 has motivated and given students chances to participate and express actively	32	10	18	4	0	3.13	agree
5. Teacher Role The teacher role is effective	32	7	22	3	0	3.13	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	9	19	3	1	3.13	agree

### 8. Task 8

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to learn grammar included in the text.	32	11	15	2	4	3.03	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	14	4	4	2.94	Agree
3. Activities • The activities in task 8 are appropriate to students' interest	32	11	14	5	2	3.06	Agree

• The activities in Task 8 are attractive	32	9	13	6	4	2.84	
4. Learner Role Task 8 has motivated and given students chances to participate and express actively	32	11	13	4	4	2.97	Agree
5. Teacher Role The teacher role is effective	32	11	15	4	2	3.09	Agree
6. Setting The class management/classification (individual, pairs, whole class) is effective	32	8	13	7	4	2.78	Agree

### 9. Task 9

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 9 helped students to learn grammar included in the text	32	11	12	7	2	3.00	agree
2. Input The input (text, picture, article) is interested and could be understood	32	10	13	5	4	2.91	agree
3. Activities • The activities in task 9 are appropriate to students' interest	32	10	15	4	3	3.00	agree
• The activities in Task 9 are attractive	32	9	14	7	2	2.94	agree
4. Learner Role Task 9 has motivated and given students chances to participate and express actively	32	10	16	4	2	3.06	agree
5. Teacher Role The teacher role is effective	32	11	16	4	1	3.16	agree
6. Setting The class management/classification (individual, pairs, whole class) is effective	32	8	14	7	3	2.84	agree

### 10. Task 10

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at building the background knowledge.	32	10	15	5	2	3.03	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	7	15	7	3	2.81	agree
3. Activities • The activities in task 10 were appropriate to students' interest	32	10	17	3	2	3.09	agree
• The activities in Task 10 were attractive	32	6	17	6	3	2.81	
4. Learner Role Task 10 had motivated and given students chances to participate and express actively	32	11	18	3	0	3.25	agree
5. Teacher Role The teacher role was effective	32	11	19	2	0	3.28	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	9	19	3	1	3.13	agree

### 11. Task 11

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to understand the text by applying reading skills ( scanning).	32	8	14	7	3	2.84	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	7	13	6	6	2.66	disagree
3. Activities • The activities in task 11 were appropriate to students' interest	32	9	15	4	4	2.91	disagree

<ul style="list-style-type: none"> <li>The activities in Task 11 were attractive</li> </ul>	32	8	16	3	4	2.91	
4. Learner Role Task 11 motivated and gave students chances to participate and express actively	32	8	17	7	0	3.03	agree
5. Teacher Role The teacher role was effective	32	11	15	4	2	3.06	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	8	15	6	3	2.88	disagree

## 12. Task 12

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 12 helped students to comprehend a text by identifying main idea of each paragraph.	32	10	13	7	2	2.97	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	12	12	4	2	3.13	agree
3. Activities <ul style="list-style-type: none"> <li>The activities in task 12 were appropriate to students' interest</li> </ul>	32	8	18	5	1	3.03	agree
<ul style="list-style-type: none"> <li>The activities in Task 12 were attractive</li> </ul>	32	9	15	5	3	2.94	agree
4. Learner Role Task 12 motivated and given students chances to participate and express actively	32	11	15	5	1	3.13	agree
5. Teacher Role The teacher role was effective	32	10	17	3	2	3.09	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	10	17	4	1	3.13	Agree

### 13. Task 13

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	32	12	14	4	2	3.13	agree
2. Input The input (text and picture) was interested and easy to be understood	32	9	15	6	2	2.97	agree
3. Activities • The activities in task 13 were appropriate to students' interest	32	8	17	7	5	2.72	agree
• The activities in Task 13 are attractive	32	9	17	3	3	3.00	
4. Learner Role Task 13 motivated and gave students chances to participate and express actively	32	11	16	3	2	3.13	agree
5. Teacher Role The teacher role was effective	32	10	17	2	3	3.06	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	9	14	6	3	3.09	agree

### 14. Task 14

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 14 helps the students to comprehend the science text effectively.	32	13	18	1	0	3,38	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	15	5	2	3,03	agree

3. Activities • The activities in task 14 are appropriate with students' interest	32	10	19	3		3,22	agree
• The activities in Task 14 are attractive	32	8	21	2	1	3.13	agree
4. Learner Role Task 14 has motivated and given students chances to participate and express actively	32	9	18	4	1	3.09	agree
5. Teacher Role The teacher role is effective	32	10	18	4	0	3.13	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	7	22	3	0	3.13	agree

### 15. Task 15

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 15 helps the students to comprehend the science text effectively.	32	11	14	5	2	3.06	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	8	17	5	2	2.97	Agree
3. Activities • The activities in task 15 are appropriate with students' interest	32	8	15	6	3	2.88	agree
• The activities in Task 15 are attractive	32	12	15	4	1	3.19	agree
4. Learner Role Task 15 has motivated and given students chances to participate and express actively	32	11	15	2	4	3.03	agree
5. Teacher Role The teacher role is effective	32	9	13	6	4	2.84	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	11	13	4	4	2.97	agree

### 16. Task 16

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at encouraging learner to be creative learner and applied the reading skills that they get	32	8	14	7	3	2.84	Agree
2. Input The input (text and picture) was interested and easy to be understood	32	12	15	4	1	3.19	Agree
3. Activities • The activities in task 16 were appropriate to students' interest	32	10	12	7	4	2.94	Agree
• The activities in Task 16 are attractive	32	11	19	2	0	3.28	
4. Learner Role Task 16 motivated and gave students chances to participate and express actively	32	11	14	5	2	3.06	Agree
5. Teacher Role The teacher role was effective	32	11	15	5	1	3,13	Agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	11	18	3	0	3.25	Agree

### 17. Task 16

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at checking students understanding of a text in fun way.	32	7	15	7	3	2.81	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	13	15	2	2	3.22	agree
3. Activities • The activities in task 17 are appropriate with students' interest	32	9	16	4	3	2.97	agree

• The activities in Task 17 are attractive	32	10	16	3	3	3.03	
4. Learner Role Task 17 has motivated and given students chances to participate and express actively	32	11	16	3	2	3.13	agree
5. Teacher Role The teacher role is effective	32	10	17	4	1	3.13	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	9	15	6	2	2.97	agree

## Questionnaire Results of Unit 2

### 1. Task 1

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at building the background knowledge.	32	9	16	4	3	2.97	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	8	14	6	4	2.81	agree
3. Activities • The activities in Task 1 were appropriate to students' interest	32	10	16	4	2	3.06	agree
• The activities in Task 1 were attractive	32	6	17	6	3	2.81	
4. Learner Role Task 4 had motivated and given students chances to participate and express actively	32	11	18	3	0	3.25	agree
5. Teacher Role The teacher role was effective	32	11	19	2	0	3.28	agree
6. Setting The class management/classification (individual, pairs, whole class) was effective	32	9	19	3	1	3.13	agree

### 2. Task 2

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 2 help me to learn reading strategy, skimming a text	32	9	20	2	1	3.16	Agree

2. Input The input (text, picture, article) is interested and easy to be understood	32	12	12	6	2	3.06	Agree
3. Activities • The activities in task 2 are appropriate with students' interest	32	9	18	4	1	3.09	Agree
• The activities in Task 2 are attractive	32	13	17	1	1	3.31	Agree
4. Learner Role Task 2 has motivated and given students chances to participate and express actively	32	12	15	5	0	3.22	agree
5. Teacher Role The teacher role is effective	32	18	12	2	0	3.5	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	10	17	3	2	3.09	Agree

### 3. Task 3

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 3 helped students to comprehend a text by identifying main idea of each paragraph.	32	8	13	8	3	2.81	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	11	16	3	2	3.13	Agree
3. Activities • The activities in task 1 are appropriate with students' interest	32	9	16	4	3	2.97	Agree
• The activities in	32	9	14	6	3	2.91	Agree

Task 1 are attractive							
4. Learner Role Task 1 has motivated and given students chances to participate and express actively	32	10	16	4	2	3.06	Agree
5. Teacher Role The teacher role is effective	32	10	16	5	1	3.09	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	12	14	3	3	3.03	Agree

#### 4. Task 4

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	32	8	16	6	3	2.88	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	5	11	10	6	2.47	disagree
3. Activities • The activities in task 4 are appropriate with students' interest	32	4	7	16	5	2.31	disagree
• The activities in Task 1 are attractive	32	3	11	15	3	2.44	
4. Learner Role Task 4 has motivated and given students chances to participate and express actively	32	9	12	9	2	2.88	agree
5. Teacher Role The teacher role is effective	32	10	14	6	2	3,00	agree
6. Setting	32	4	6	14	8	2.19	disagree

The class management/ classification (individual, pairs, whole class) is effective							
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### 5. Task 5

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 5 helps the students to learn grammar included in the text.	32	13	16	2	1	3.28	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	16	4	2	3.06	Agree
3. Activities • The activities in task 1 are appropriate with students' interest	32	11	15	3	3	3.06	Agree
• The activities in Task 1 are attractive	32	12	16	3	1	3.22	Agree
4. Learner Role Task 1 has motivated and given students chances to participate and express actively	32	14	16	1	1	3.34	Agree
5. Teacher Role The teacher role is effective	32	10	19	2	1	3.19	Agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	10	18	3	1	3.15	Agree

### 6. Task 6

Aspect	N	Score				Mean	Category
		4	3	2	1		

1. Goal Task 6 helps the students to learn grammar included in the text.	32	15	16	1	0	3.44	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	13	17	2	0	3.34	agree
3. Activities • The activities in task 6 are appropriate with students' interest	32	14	17	1	0	3.41	agree
• The activities in Task 6 are attractive	32	12	19	1	0	3.34	agree
4. Learner Role Task 6 has motivated and given students chances to participate and express actively	32	13	18	1	0	3.38	agree
5. Teacher Role The teacher role is effective	32	14	17	1	0	3.41	agree
6. Setting The class management/classification (individual, pairs, whole class) is effective	32	12	18	2	0	3.31	agree

### 7. Task 7

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at building the background knowledge.	32	8	23	1	0	3.22	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	21	1	0	3.28	agree
3. Activities • The activities in task 7 are appropriate	32	8	22	2	0	3.19	agree

with students' interest							
• The activities in Task 7 are attractive	32	9	22	1		3.25	agree
4. Learner Role Task 7 has motivated and given students chances to participate and express actively	32	10	22	0	0	3.31	agree
5. Teacher Role The teacher role is effective	32	8	24	0	0	3.25	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	12	20	0	0	3.38	agree

### 8. Task 8

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to understand the text by applying reading skills (skimming).	32	12	18	2	0	3.31	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	10	19	2	1	3.19	disagree
3. Activities • The activities in Task 8 were appropriate to students' interest	32	9	23	0	0	3.28	disagree
• The activities in Task 8 were attractive	32	10	22	0	0	3.31	
4. Learner Role Task 8 motivated and gave students chances to participate and express actively	32	11	21	0	0	3.34	agree
5. Teacher Role	32	11	21	0	0	3.34	agree

The teacher role was effective							
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	9	23	0	0	3.28	disagree

### 9. Task 9

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 9 helped students to comprehend a text by identifying main idea of each paragraph.	32	10	22	0	0	3.31	agree
2. Input The input (text, picture, article) was interested and easy to be understood	32	9	23	0	0	3.28	agree
3. Activities • The activities in Task 9 were appropriate to students' interest	32	8	22	2	0	3.19	agree
• The activities in Task 9 were attractive	32	9	22	1	0	3.25	agree
4. Learner Role Task 9 motivated and given students chances to participate and express actively	32	11	21	0	0	3.34	agree
5. Teacher Role The teacher role was effective	32	12	20	0	0	3.38	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	10	22	0	0	3.31	Agree

### 10. Task 10

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	32	11	17	4	0	3.22	agree
2. Input The input (text and picture) was interested and easy to be understood	32	9	19	4	0	3.16	agree
3. Activities • The activities in Task 10 were appropriate to students' interest	32	9	20	3	0	3.19	agree
• The activities in Task 1 are attractive	32	9	18	3	2	3.06	
4. Learner Role Task 10 motivated and gave students chances to participate and express actively	32	11	21	0	0	3.34	agree
5. Teacher Role The teacher role was effective	32	10	22	0	0	3.31	agree
6. Setting The class management/classification (individual, pairs, whole class) was effective	32	9	18	5	0	3.13	agree

### 11. Task 11

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 11 helps the students to comprehend the science text effectively.	32	13	19	0	0	3,41	agree
2. Input	32	10	22	0	0	3,31	agree

The input (text, picture, article) is interested and easy to be understood							
3. Activities • The activities in Task 11 are appropriate with students' interest	32	12	20	0	0	3,38	agree
• The activities in Task 11 are attractive	32	8	22	2	0	3.19	agree
4. Learner Role Task 11 has motivated and given students chances to participate and express actively	32	11	21	0	0	3.34	agree
5. Teacher Role The teacher role is effective	32	13	19	0	0	3.41	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	10	22	0	0	3.31	agree

## 12. Task 12

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 12 helps the students to comprehend the science text effectively.	32	12	20	0	0	3.38	Agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	9	23	0	0	3.28	Agree
3. Activities • The activities in Task 12 are appropriate with students' interest	32	10	22	0	0	3.31	agree
• The activities in Task 12 are attractive	32	12	19	1	0	3.34	agree
4. Learner Role Task 12 has motivated and given students chances to	32	11	21	0	0	3.34	agree

participate and express actively							
5. Teacher Role The teacher role is effective	32	11	21	0	0	3.34	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	10	22	0	0	3.31	agree

### 13. Task 13

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This Task aimed at encouraging learner to be creative learner and applied the reading skills that they get	32	9	20	3	0	3.19	Agree
2. Input The input (text and picture) was interested and easy to be understood	32	13	19	0	0	3,41	Agree
3. Activities • The activities in Task 13 were appropriate to students' interest	32	8	22	2	0	3.19	Agree
• The activities in Task 13 are attractive	32	13	16	2	1	3.28	
4. Learner Role Task 13 motivated and gave students chances to participate and express actively	32	11	21	0	0	3.34	Agree
5. Teacher Role The teacher role was effective	32	11	21	0	0	3.34	Agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	32	10	14	6	2	3,00	Agree

### 14. Task 14

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This Task aimed at checking students understanding of a text in fun way.	32	11	21	0	0	3.34	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	13	19	0	0	3.41	agree
3. Activities • The activities in Task 14 are appropriate with students' interest	32	14	18	0	0	3.44	agree
• The activities in Task 14 are attractive	32	15	17	0	0	3.47	
4. Learner Role Task 14 has motivated and given students chances to participate and express actively	32	11	21	0	0	3.34	agree
5. Teacher Role The teacher role is effective	32	10	22	0	0	3.31	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	12	20	0	0	3.38	agree

### Questionnaire Results of Unit 3

#### 1. The mean and category of Task 1 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at building the background knowledge.	25	10	15	0	0	3.4	agree
2. Input The input (text, picture, article) was interested and easy to be understood	25	8	15	2	0	3.24	agree
3. Activities • The activities in Task 1 were appropriate to students' interest	25	9	16	0	0	3.36	agree
• The activities in Task 1 were attractive	25	10	15	0	0	3.4	
4. Learner Role Task 1 had motivated and given students chances to participate and express actively	25	8	17	0	0	3.32	agree
5. Teacher Role The teacher role was effective	25	10	15	0	0	3.4	agree
6. Setting The class management/ classification (individual, pairs, whole class) was effective	25	9	16	0	0	3.36	agree

## 2. The mean and category of Task 2 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 2 help me to learn reading strategy, skimming a text	25	5	20	0	0	3.2	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	8	17	0	0	3.32	agree
3. Activities • The activities in task 2 are appropriate with students' interest	25	9	16	0	0	3.36	agree
• The activities in Task 2 are attractive	25	10	15	0	0	3.4	agree
4. Learner Role Task 2 has motivated and given students chances to participate and express actively	25	10	15	0	0	3.4	agree
5. Teacher Role The teacher role is effective	25	10	15	0	0	3.4	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	8	17	0	0	3.32	agree

## 3. The mean and category of Task 3 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 3 helped students to comprehend a text by	25	8	17	0	0	3.32	agree

identifying main idea of each paragraph.							
2. Input The input (text, picture, article) is interested and easy to be understood	25	11	14	0	0	3.44	agree
3. Activities • The activities in task 3 are appropriate with students' interest	25	9	16	0	0	3.36	agree
• The activities in Task 3 are attractive	25	9	16	0	0	3.36	agree
4. Learner Role Task 3 has motivated and given students chances to participate and express actively	25	10	15	0	0	3.4	agree
5. Teacher Role The teacher role is effective	25	10	15	0	0	3.4	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	11	14	0	0	3.44	agree

#### 4. The mean and category of Task 4 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 4 helps the students to comprehend the science text effectively.	32	8	17	0	0	3,28	agree
2. Input The input (text, picture, article) is interested and easy to be understood	32	10	15	0	0	3,4	agree
3. Activities • The activities in Task 4 are appropriate with	32	12	13	0	0	3,48	agree

students' interest							
• The activities in Task 4 are attractive	32	8	17	0	0	3.32	agree
4. Learner Role Task 4 has motivated and given students chances to participate and express actively	32	11	14	0	0	3.44	agree
5. Teacher Role The teacher role is effective	32	13	12	0	0	3.52	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	32	10	15	0	0	3.4	agree

#### 5. The mean and category of Task 5 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at helping students to comprehend the text by guessing some unfamiliar words.	25	5	20	0	0	3.24	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	9	16	0	0	3.4	agree
3. Activities • The activities in task 5 are appropriate with students' interest	25	7	18	0	0	3.32	agree
• The activities in Task 5 are attractive	25	6	19	0	0	3.28	
4. Learner Role Task 5 has motivated and given students chances to	25	9	16	0	0	3.4	agree

participate and express actively							
5. Teacher Role The teacher role is effective.	25	10	20	0	0	3,44	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	6	17	2	0	3.2	agree

#### 6. The mean and category of Task 6 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 5 helps the students to learn grammar included in the text.	25	6	19	0	0	3.24	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	8	17	0	0	3.32	agree
3. Activities • The activities in task 5 are appropriate with students' interest	25	8	17	0	0	3.32	agree
• The activities in Task 5 are attractive	25	7	18	0	0	3.28	agree
4. Learner Role Task 5 has motivated and given students chances to participate and express actively	25	10	15	0	0	3.4	agree
5. Teacher Role The teacher role is effective.	25	10	15	0	0	3.4	agree

6. Setting The class management/ classification (individual, pairs, whole class) is effective.	25	9	16	0	0	3.36	agree
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### 7. The mean and category of Task 7 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 6 helps the students to learn grammar included in the text.	25	7	18	0	0	3.28	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	8	17	0	0	3.32	agree
3. Activities • The activities in task 6 are appropriate with students' interest	25	7	18	0	0	3.28	agree
• The activities in Task 6 are attractive	25	7	18	0	0	3.28	agree
4. Learner Role Task 6 has motivated and given students chances to participate and express actively	25	9	16	0	0	3.36	agree
5. Teacher Role The teacher role is effective	25	9	16	0	0	3.36	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	7	18	0	0	3.28	agree

### 8. The mean and category of Task 8 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This task aimed at building the background knowledge.	25	8	17	0	0	3.32	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	10	15	0	0	3.4	agree
3. Activities • The activities in task 7 are appropriate with students' interest	25	8	17	0	0	3.32	agree
• The activities in Task 7 are attractive	25	9	16	0		3.36	agree
4. Learner Role Task 7 has motivated and given students chances to participate and express actively	25	10	15	0	0	3.4	agree
5. Teacher Role The teacher role is effective	25	8	17	0	0	3.32	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	6	19	0	0	3.24	agree

### 9. The mean and category of Task 9 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 1 is effective in building the background knowledge.	25	12	13	0	0	3.48	agree
2. Input The input (text, picture, article) was interested and easy to be understood	25	10	15	0	0	3.4	agree

3. Activities • The activities in Task 9 were appropriate to students' interest	25	9	16	0	0	3.36	agree
• The activities in Task 9 were attractive	25	10	15	0	0	3.4	
4. Learner Role Task 9 motivated and gave students chances to participate and express actively	25	8	17	0	0	3.32	agree
5. Teacher Role The teacher role was effective	25	11	14	0	0	3.44	agree
6. Setting The class management/classification (individual, pairs, whole class) was effective	25	9	16	0	0	3.36	agree

### 10. The mean and category of Task 10 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 10 help me to learn reading strategy, skimming a text	25	9	16	0	0	3.36	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	12	13	0	0	3.48	agree
3. Activities • The activities in Task 10 are appropriate with students' interest	25	9	16	0	0	3.36	agree
• The activities in Task 10 are attractive	25	11	14	0	0	3.44	agree
4. Learner Role Task 10 has motivated and given students chances to participate and express actively	25	11	14	0	0	3.44	agree

5. Teacher Role The teacher role is effective	25	11	14	0	0	3.44	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	10	15	0	0	3.4	agree

### 11. The mean and category of Task 11 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 11 helped students to comprehend a text by identifying main idea of each paragraph.	25	8	17	0	0	3.32	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	11	14	0	0	3.44	agree
3. Activities • The activities in Task 11 are appropriate with students' interest	25	9	16	0	0	3.36	agree
• The activities in Task 11 are attractive	25	9	16	0	0	3.36	agree
4. Learner Role Task 11 has motivated and given students chances to participate and express actively	25	10	15	0	0	3.4	agree
5. Teacher Role The teacher role is effective	25	10	15	0	0	3.4	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	12	13	0	0	3.48	agree

### 12. The mean and category of Task 12 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 12 helps the students to comprehend the science text effectively.	25	8	17	0	0	3.32	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	7	18	0	0	3.28	agree
3. Activities • The activities in Task 12 are appropriate with students' interest	25	8	17	0	0	3.32	agree
• The activities in Task 12 are attractive	25	11	14	0	0	3.44	
4. Learner Role Task 12 has motivated and given students chances to participate and express actively	25	9	16	0	0	3.36	agree
5. Teacher Role The teacher role is effective	25	10	15	0	0	3,4	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	8	17	0	0	3.32	agree

### 13. The mean and category of Task 1 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 13 helps the students to comprehend the science text effectively.	25	10	15	0	0	3.4	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	8	17	0	0	3.32	agree

3. Activities • The activities in Task 13 are appropriate with students' interest	25	8	17	0	0	3.32	agree
• The activities in Task 13 are attractive	25	10	15	0	0	3.4	
4. Learner Role Task 13 has motivated and given students chances to participate and express actively	25	7	18	0	0	3.28	agree
5. Teacher Role The teacher role is effective	25	9	16	0	0	3,36	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	11	14	0	0	3.44	agree

#### 14. The mean and category of Task 1 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 14 helps the students to comprehend the science text effectively.	25	11	14	0	0	3,44	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	10	15	0	0	3,4	agree
3. Activities • The activities in Task 14 are appropriate with students' interest	25	9	16	0	0	3,36	agree
• The activities in Task 14 are attractive	25	8	17	0	0	3.32	agree
4. Learner Role Task 14 has motivated and given students chances to participate and express actively	25	11	14	0	0	3.44	agree

5. Teacher Role The teacher role is effective	25	11	14	0	0	3.44	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	10	15	0	0	3.4	agree

### 15. The mean and category of Task 1 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal Task 12 helps the students to comprehend the science text effectively.	25	12	13	0	0	3.48	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	9	16	0	0	3.36	agree
3. Activities • The activities in Task 12 are appropriate with students' interest	25	10	15	0	0	3.4	agree
• The activities in Task 12 are attractive	25	12	13	1	0	3.48	agree
4. Learner Role Task 12 has motivated and given students chances to participate and express actively	25	11	14	0	0	3.44	agree
5. Teacher Role The teacher role is effective	25	11	14	0	0	3.44	agree
6. Setting The class management/ classification (individual, pairs, whole class) is effective	25	10	15	0	0	3.4	agree

### 16. The mean and category of Task 1 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This Task aimed at encouraging learner to be	25	9	16	0	0	3.36	agree

creative learner and applied the reading skills that they get							
2. Input The input (text and picture) was interested and easy to be understood	25	12	13	0	0	3,48	agree
3. Activities • The activities in Task 16 were appropriate to students' interest	25	8	17	0	0	3.32	agree
• The activities in Task 16 are attractive	25	9	16	0	0	3.36	
4. Learner Role Task 16 motivated and gave students chances to participate and express actively	25	11	14	0	0	3.44	agree
5. Teacher Role The teacher role was effective	25	11	14	0	0	3.44	agree
6. Setting The class management/classification (individual, pairs, whole class) was effective	25	10	15	0	0	3,4	agree

### 17. The mean and category of Task 1 in Unit 3 tryout

Aspect	N	Score				Mean	Category
		4	3	2	1		
1. Goal This Task aimed at checking students understanding of a text in fun way.	25	11	14	0	0	3.44	agree
2. Input The input (text, picture, article) is interested and easy to be understood	25	10	15	0	0	3.4	agree
3. Activities • The activities in Task 14 are appropriate with students' interest	25	9	16	0	0	3.36	agree

• The activities in Task 14 are attractive	25	10	15	0	0	3.4	
4. Learner Role Task 14 has motivated and given students chances to participate and express actively	25	11	14	0	0	3.44	agree
5. Teacher Role The teacher role is effective	25	11	14	0	0	3.44	agree
6. Setting The class management/classification (individual, pairs, whole class) is effective	25	8	17	0	0	3.32	agree

# APPENDIX I

(Interview Results)

### Interview Transcript of Unit 1

- R : *Kalian setuju tidak Task 1 bisa membantu kalian untuk mendapatkan gambaran tentang topic pada unit 1?( Do you agree that Task 1 can give you description about the topic of the uUnit 1?)*
- S : *Menurut saya sudah baik pak, task ini bisalah memberi sedikit gambaran tentang topic yang akan kita bahas. Tentang makhluk hidup kan pak? ( I think the task is good, Sir. It can give us description about the topic that we are going to discuss. It is about living things, is'n it?)*
- S : *Ya benar. (Yes, it is)*
- R : *Nah sekarang menurut kalian gambar di task 1 ini sesuai untuk topiknya dan menarik gak menurut kalian? (What do you think about the picture? Are they appropriate to the topic and interested?)*
- S : *Emm, gambarnya sih udah pas ya pak, sesuai sama topiknya, tapi gambarnya saya kira kurang menarik pak. (The picture is appropriate to the topic, but I think it is not really interested enough, Sir.)*
- R : *Ifa, menurut kamu gambarnya gimana?(Ifa, what do you think of the picture?)*
- S : *Ini nggak berwarna. Nggak jelas pak, cuma hitam putih. (It"s not colorful yet unclear, Sir. It"s just in black and white format.)*
- R : *Kegiatannya task 1 gimana menurut kalian? ( What do you think of the task 1 activity?)*
- S : *Task 1, menurut saya kegiatannya menarik pak...(Task 1, I think the activity is interesting,Sir)*
- R : *Menurut kalian, management kelasnya bagaimana? apakah kalian bisa mengerjakannya dengan baik secara individu? (What do you think about class management? Can you do the task well individually?)*

- S : *Sudah baik kok pak, kita bisa mengerjakannya.* (It is good, Sir. We can do it.)
- R : *Apakah kalian bisa mengerjakan Task 1 ini berdua dengan teman sebangku?* (Could you do the task in pairs?)
- S : *Bisa pak..* (Yes, I could, sir)
- R : *Yakin?* (Are you sure?)
- S : *Yakin pak.* (Yes, I am.)
- R : *Kalian setuju gak kalo dalam task 1 guru bisa memfasilitasi belajar dan memotivasi kalian belajar* ( Do you agree that in task 1, teacher can facilitate in learning process and motivate students to learn.
- S : *Ya kalau menurut saya, bapak (teacher) sudah baik dan bisa memotivasi dan mefasilitasi dalam proses belajar.* ( I think the teacher is good and can facilitate and motivate the students in teaching learning process)
- R : *Kalau yang lain gimana? Kalian setuju tidak pendapat Ifa.* (What about the others? Do you agree with Ifa?)
- S : *Saya juga setuju pak.* ( I agree with Ifa, sir)
- R : *Task 2. Apakah kalian setuju kalau Task 2 ini meningkatkan kemampuan membaca kamu dalama bahasa Inggris?* (Do you agree if the Task 2 can improve your reading skill in English? )
- S : *Setuju.* (I do.)
- R : *Apakah kata-kata yang diberikan mudah dipahami?* (Was the vocabulary understandable?)
- S : *Agak sulit pak, tapi masih bisa dipahami kok.* (It is rather difficult, but it can be understood.)
- R : *Kalian bisa mengikuti proses pembelajaran pada Task 2 ini saat diterapkan?* (Could you follow the learning g process of Task 2?)

- S : *Bisa.* (Yes, we could.)
- R : *menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara individu? ( do you get any difficulty in doing task 2 individually?)*
- S : *ya, sedikit tapi masih bisa si pak.* ( I have little difficulty, but i can do it, sir.)
- R : *Apakah kalian berperan aktif di dalam proses pembelajaran? (Did you participate actively in the teaching and learning process?)*
- S : *Saya aktif di kelas pak.* (I did.)
- R : *Kalian setuju tidak kalau dalam Task 2 ini guru sebagai fasilitator dalam pembelajaran? (Did you agree that the teacher takes the role of a facilitator in Task 2?)*
- S : *Setuju.* (I did.)
- R : *Pindah ke Task 3 sekarang. Apakah Task 3 ini membantu kalian memahami bacaan dengan mengajak kalian memahami main idea tiap paragraph? ( move to Task 3 now. Did the task help you to comprehend the text by encouraging you identifying the main idea of each paragraph?)*
- S : *Mmm...ya sih pak. Kita bias tahu isi bacaan dengan memahami main idea pad atiap paragraph.* ( yes, sir. We were able to comprehend the text by identifying the main idea.)
- R : *Kalau tentang textnya gimana? Sudah jelaskan ( what about the text? Was it clear?*
- S : *Ya lumayan sih p pak, tapi beberapa kata gak tau maksudnya pak, Susah.* (Not really sir. I don't know the mening of some words)
- R : *Tapi isi secara umum bisa kalian pahami kan? (However, could you get the content of the text generally.*

- S : *Yah paham sih. Intinya cerita tentang ciri-ciri makhluk hidup kan pak?*  
(Yes, we could. It was about livingthings characteristics. Wasn't it?)
- R : *Ya benar.Terus gambar yang disediakan sudah sesuai dengan topic nya kan?* (Yes, it was. what about the picture? Was it appropriate?)
- S : *Iya pak.*(Yes, sir)
- R : *Bagus tidak?* (Was it good?)
- S : *Bagus lah pak...sesuai sama temanya.* (It was good, sir, it is in line with the topic)
- R : *Apa kalian bisa menentukan main idea pada setiap paragraph seperti yang diperintahkan di Task 3?* (Could you find main idea of each paragraph asked in Task 3 ?)
- S : *Bisa pak.* (Yes, we could, Sir.)
- R : *Terus, susah gak mengerjakan Task 3, kan kalian ngerjainnya individu?* ( then, is it difficult for you, because ,as you know, it is individual task?)
- S : *Ya, sedikit tapi masih bisa si pak.* ( I have little difficulty, but I can do it.)
- R : *Kalian aktif gak kemrim dikelas saat mengerjakan Task 3 ini?* (Did you participate actively in doing Task 3 yesterday?)
- S : *Iya dong pak.* (I did.)
- R : *Aktif nya gimana?* ( how did you participate actively in te class?)
- S : *Ya kalau pas dikasih kesempatan menjawab pertanyaan saya jawab pak.* ( when I was given opportunity to answer the question, I answer it, Sir.)
- R : *Bagus.* ( Good)
- R : *Apakah di Task 3 ini guru hanya mengawasi siswa dalam mengerjakan Task 3 ?* (Did the teacher only control students in doing the task?)

- S : *kayaknya iya sih pak.*
- R : *Memangnya guru tidak menjelaskan langkah-langkah mengerjakannya dan menjelaskan tips menemukan main idea yang baik? ( did not the teacher explain the steps in doing the task and explain the tips to find main idea?)*
- S : *Oh iya pak. Guru juga menjelaskan itu. (yes, sir. He did. )*
- R : *Kalian setuju tidak Task 4, dengan menyuruh kalian menabak atau gussing kata-kata yang sulit, bisa mendorong kalian agar bisa membaca text science dengan effective.?(Do you agree that task 4, by asking you to guess unfamiliar words, could encourage you to read science text effectively?)*
- S : *Sebenarnya bagus sih pak, itu bisa melatih kita agar lebih cepat membaca, karena menebak kan gak pake kamus jadi lebih efisien, tapi kata-katanya susah pak ( Actually, the task is good, Sir. It could drill us to read the text quicly because we should gues the meaning of unfamiliar words without dictionary, but the words were to difficult.*
- R : *La kok bisa?. (How come?)*
- S : *La gak ada gambaran apa-apa buat nebak. ( I had nothing in my mind regarding to the words)*
- R : *Kan kalian bisa ngira-ngira dengan melihat kata lain dalam kalimat yang ada unfamiliar wordnya.( you could guess the meaning of unfamiliar words by identifying the other words in the sentence including the unfamiliar words, right?)*
- S : *Tetep saja pak, susah.( it still be difficult for us, sir)*
- R : *Oh, berarti input textnya, terutama yang unfamiliar words buat gussing susah ya?(oh, so the text input, particularly the unfamiliar words, was difficult for guessing?)*

- S : Iya pak (yes, sir).*
- R : Tapi secara umum masih bisa kan memahami informasi dalam text?(generally, could the information of the text be understood?)*
- S : Bisa sih pak, tapi yang unfamiliar word aja yang sulit.(yes, it could be, but the unfamiliar words were difficult.)*
- R : Terus berarti kalian setuju gak kalau kegiatannya sudah baik dan bisa membantu memahami bacaan dengan efektif?(So, did you agree that the activity was good and could help you to comprehend the text effectively?)*
- S : Mm..ya kegiatannya sudah benar sih pak, tapi ya tadi itu, sulit memang pak buat menebak.(Mmm, yes I think the activity is good, but as I said before, it was so difficult to guess the unfamiliar words.)*
- R : Terus apa berarti susah ya ngerjain individu? (so was it difficult to do individually?)*
- S : Ya pak, kayaknya perlu kerjain kelompok atau berdua, terus ada pilihan jawabannya gitu. (Yes, Sir. I think we needed to do the task in groups or in pairs or it would be multiple choice task.)*
- R : Ok, terus kalian aktif gak tadi?(Ok, then, did you participate actively in the class??*
- S : Ya lumayan aktif lah pak, Cuma agak bingung saja menebak kata yang susah.( ya, I think I participate actively in the class, but I was just a little bit confused in guessing the unfamiliar words)*
- R : Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan Task 4 blum?( what about the teacher? Could the teacher guide and control you in doing the task?*
- S : Sudah pak, tadi kan bapak juga membantu juga dengan menjelaskan teknik guessing yang benar, juga kelling kelas untuk mengawasi proses*

*mengerjakan Task 4.( yes, he could. The teacher help the students by giving explanation about the tips in guessing unfamiliar words and he also moved around the class to check our work.)*

*R : Nah, sekarang Task 5 ini menurut kalian sudah bias membantu kalian belum dalam memahami text science tadi?(R: do you agree that task 5 could help you unerstanding the science text?)*

*S : Menurut saya sudah bisa pak, task ini bisalah membantu memahami text science. ( I think the task is good, Sir. It can help us in understanding the science text.)*

*R : Kalau input text nya bisa dipahami kan?( What about the input? Could you understand it?*

*S : Emm bisa kok pak. ( emmm, yes I could.)*

*R : Kegiatannya Task 5 gimana menurut kalian? ( What do you think of the Task 5 activity?)*

*S : Sudah baiklah pak...( I think the activity is good, Sir)*

*R : Menurut kalian, management kelasnya bagaimana? apakah kalian bisa mengerjakannya dengan baik? (what do you think about class management? Can you do the task well?)*

*S : Sudah baik kok pak, kita bisa mengerjakannya. (it is good, Sir. We can do it.)*

*R : Kalian bisakan mengerjakan Task 5 ini secara mandiri? (Could you do the task individually?)*

*S : Bisa pak.. (yes, I could, sir)*

*R : kalian setuju gak kalo dalam task 5 guru bisa memfasilitasi belajar dan memotivasi kalian belajar ( Do you agree that in task 5, teacher can facilitate in learning process and motivate students to learn.*

- S : *ya kalau menurut saya, gurunya sudah baik dan bisa memotivasi dan memfasilitasi dalam proses belajar.* ( I think the teacher is good and can facilitate and motivate the students in teaching learning process)
- R : *Apakah kalian setuju kalau Task 6 ini meningkatkan kemampuan membaca kamu dalama bahasa Inggris?* (Do you agree if the Task 6 can improve your reading skill in English? )
- S : *Iya pak, saya bisa tau memahami bacaan dengan baik.* (Yes, I do. I can understand the text well)
- R : *Apakah kata-kata yang diberikan mudah dipahami?* (Was the vocabulary understandable?)
- S : *Lumayan sulit pak, tapi masih bisa dipahami kok.* (it is quite difficult, but it can be understood..)
- R : *Kalian bisa mengikuti proses pembelajaran pada Task 6 ini saat diterapkan?* (Could you follow the learning g process of Task 6?)
- S : *Bisa.* (Yes, we could.)
- R : *menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan Task 6 secara individu?* ( did you get any difficulty in doing task 6 individually?)
- S : *ya,gak ada pak, bisa kok pak.* ( No, sir. We could do it .)
- R : *kalian setuju tidak kalau dalam task 6 ini guru sebagai fasilitator dalam pembelajaran?* (Did you agree that the teacher takes the role of a facilitator in Task 6?)
- S : *Setuju.* (I did.)
- R :*Apakah Task 7 membantu kalian dalam memberi gambaran dan pemahaman tentang tata bahasa yang ada pada text di unit ini?* (Did Task 7 help you in describing and understanding grammar used in the text of this unit?)

- S : *Ya.* (Yes, it did.) R
- R : *Apakah teks yang diberikan mudah dipahami? (Is the text comprehensible?)*
- S : *Ya, mudah.* (Yes, it is.)
- R : *Apa dalam kegiatan yang ada pada task 7, bisa membantu memahami grammar? (Could The activity of task 7 help you in learning grammar?)*
- S : *Bisa pak.* (Yes, we could, Sir.)
- R : *kalian mengalami kesusahan gak mengerjakan Task 7 berpasangan?( did you get any difficulty in doing Task 7 in pairs?)*
- S : *ya, sedikit tapi masih bisa si pak. ( I have little difficulty, but I can do it. )*
- R : *Kalian aktif gak kemrim dikelas saat mengerjakan task 7 ini? (Did you participate actively in doing task 7 yesterday?)*
- S : *Iya dong pak.* (I did.)
- R : *Aktif nya gimana? ( how did you participate actively in te class?)*
- S : *Ya kalau pas dikasih kesempatan menjawab pertanyaan saya jawab pak. ( when I was given opportunity to answer the question, I answer it, Sir.)*
- R : *Apakah di Task 7 ini guru hanya mengawasi siswa dalam mengerjakan task 7 ? (Did the teacher only control students in doing the task?)*
- S : *Gak sih pak, pak guru juga kasih penjelasan tentang grammar. (Not really, sir. The teacher also gave explanation related to the grammar)*
- R : *Kalian setuju tidak kalau Task 8 bisa membantu kalian dalam mempelajari grammar, khususnya penggunaan “to be” yang terdapat*

*pada bacaan?*(R: do you agree that Task 8 could help you in learning grammar, especially the use of “to be”, that was included in the text?)

S : *Setuju, pak.* ( yes, we do)

R : *Apakah teks yang diberikan mudah dipahami?* (Is the text comprehensible?)

S : *Ya, mudah.* (Yes, it is.)

R : *Apa dalam kegiatan yang ada pada Task 8, bisa membantu memahami grammar?* (Could The activity of Task 8 help you in learning grammar?)

S : *Bisa pak.* (Yes, we could, Sir.)

R : *Kalian mengalami kesulitan gak mengerjakan Task 8 sendirian?*( did you get any difficulty in doing Task 8 independently ?)

S : *Ya, sedikit tapi masih bisa si pak.* ( I have little difficulty, but I can do it.)

R : *Kalian aktif gak kemrim dikelas saat mengerjakan Task 8 ini?* (Did you participate actively in doing Task 8 yesterday?)

S : *Iya dong pak.* (I did.)

R : *Aktifnya gimana?* ( how did you participate actively in te class?)

S : *Ya kalau pas dikasih kesempatan menjawab pertanyaan saya jawab pak.* ( when I was given opportunity to answer the question, I answer it, Sir.)

R : *Apakah di Task 8 ini guru hanya mengawasi siswa dalam mengerjakan task 8 ?* (Did the teacher only control students in doing the task?)

S : *Gak sih pak, pak guru juga kasih penjelasan kalau ada yang kurang jelas.* (Not really, sir. The teacher also gave explanation if there is something that is not clear enough)

- R : *Terus, gimana dengan Task 9? Apakah ini juga bisa membantu kaliaan mempelajari grammar yang ada di teks?*( Then, what about task 9? Could the task help you to learn grammar included in the text?)
- S : *Mmm...ya sih pak. Kita bisa mempelajari penggunaan “verb” yang benar.* ( yes, sir. We were able to learn the use of “verb”.)
- R : *Soal-soal nya gimna?kalimatnya Sudah jelaskan* ( what about question? Was it clear?)
- S : *Ya udah jelas pak, tapi ada yang gak tau artinya pak.* ( yes, sir, but I don’t know the mening of some words)
- R : *Tapi kalian bisa mengerjakan?* ( however, you could complete the task, couldn’t you?.
- S : *Yah sih pak. Dikira-kira aja artinya yang pas. Lagian ini kan hanya mengidentifikasi kata kerjanya yang pas aja, kita juga tinggal milih saja jawaban yang benar.* ( yes, sir. We guessed the meaning. Moreover, in this task we just decided the correct verb.)
- R : *Apa dalam kegiatan yang ada pada Task 9, bisa membantu memahami grammar?* (Could The activity of task 7 help you in learning grammar?)
- S : *Bisa pak.* (Yes, we could, Sir.)
- R : *Kalian mengalami kesulitan gak mengerjakan Task 9 sendirian?*( did you get any difficulty in doing Task 9 independently ?)
- S : *Tidak pak, saya bisa pak* (No, sir. I could do it.)
- R : *Apa kalian bisa mengerjakan Task 9 dengan baik dan m,engajukan pertanyaan jika belum faham ?* (Did you do the Task 9 well and asking questions whenever you do not get the point?)
- S : *Iya dong pak.* (I did.)

- R : *Apakah di Task 9 ini guru hanya mengawasi siswa dalam mengerjakan Task 9 ? (Did the teacher only control students in doing the task?)*
- S : *iya sih pak.(Yes, sir)*
- R : *Apakah guru menjelaskan langkah-langkah mengerjakannya? ( did not the teacher explain the steps in doing the task?)*
- S : *Oh iya pak. Guru juga menjelaskan itu. (yes, sir. He did. )*
- R : *Kalian setuju tidak Task 10 bisa membantu kalian untuk mendapatkan gambaran tentang topic pada unit 1?(R: do you agree that task 10 can give you description about the topic of the unit 1?)*
- S : *Menurut saya sudah baik pak, task ini bisalah memberi sedikit gambaran tentang topic yang akan kita bahas. Tentang makhluk hidup kan pak? ( I think the task is good, Sir. It can give us description about the topic that we are going to discuss. It is about living things, is'n it?)*
- S : *Ya benar. (yes, it is)*
- R : *Terus, kalian bisa gak memahami dan mengerjakan task 10? (Then, could you understand and complete the Task 10?)*
- S : *Bisa sih pak, .(yes, we could, sir.)*
- R : *Apa kalian bisa menentukan kegiatan yang dilakukan makhluk hidup yang ada pada Task 10? (Could you decide what living things do asked in task 10?)*
- S : *Bisa. (Yes, we could.)*
- R : *Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara berpasangan? ( do you get any difficulty in doing task 10 in pairs?)*
- S : *Ya, sedikit tapi masih bisa si pak. ( I have little difficulty, but i can do it, sir.)*

- R : *Ok, terus kalian aktif gak tadi?*(Ok, then, did you participate actively in the class??)
- S : *Iya dong pak,*( yes, sir)
- R : *Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan Task 10 blum?*( what about the teacher? Could the teacher guide and control you in doing the task?)
- S : *Sudah pak,*.( yes, he could.)
- R : *Kalian setuju tidak kalau Task 11 ini meningkatkan kemampuan membaca kamu dalama bahasa Inggris?* (Do you agree if the Task 11 can improve your reading skill in English? )
- S : *Setuju.* (I do.)
- R : *Apakah kata-kata yang diberikan mudah dipahami?* (Was the vocabulary understandable?)
- S : *Agak sulit pak, tapi masih bisa dipahami kok.* (it is rather difficult, but it can be understood.)
- R : *Kalian bisa mengikuti proses pembelajaran pada Task 11 ini saat diterapkan?* (Could you follow the learning g process of Task 11?)
- S : *Bisa.* (Yes, we could.)
- R : *Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara individu Task 11?* ( do you get any difficulty in doing Task 11 individually?)
- S : *Ya, sedikit tapi masih bisa si pak.* ( I have little difficulty, but i can do it, sir.)
- R : *Apakah kalian berperan aktif di dalam proses pembelajaran?* (Did you participate actively in the teaching and learning process?)
- S : *Saya aktif di kelas pak.* (I did.)

- R : *Kalian setuju tidak kalau dalam Task 11 ini guru sebagai fasilitator dalam pembelajaran? (Did you agree that the teacher takes the role of a facilitator in Task 11?)*
- S : *Setuju. (I did.)*
- R : *Apa dengan mengidentifikasi main idea yang ada pada Task 12 bisa membantu kalian memahami text? (Did identifying main idea in task 12 help you to comprehend the text?)*
- S : *Ya sih pak. Kita bisa tahu inti pesan yang disampaikan seperti yang bapak jelaskan kemarin. ( yes, sir. We could get the message of the text by identifying the main idea as you explained at last meeting.)*
- R : *Kalau tentang textnya gimana? Kalian bisa memahaminya tidak (What about the text? Was it clear?)*
- S : *Ya lumayan susah pak, ada beberapa kata gak tau maksudnya pak, Susah. (Not really sir. I don't know the mening of some words)*
- R : *Terus kalian gak tahu maksud dari teks nya? (So you could not get the content of the text.)*
- S : *Yah lumayan faham sih.? (Yes, we got enough dunderstanding)*
- R : *Terus gambar yang disediakan sudah sesuai dengan topic nya kan? (What about the picture? Was it appropriate?)*
- S : *Gambarnya kurang jelas pak.(not really)*
- R : *Kurang jelas bagai mana? (How could it be?)*
- S : *Buram dan terlalu kecil pak. (It was not clear and too small)*
- R : *Apa kalian bisa menentukan main idea pada setiap paragraph seperti yang diperintahkan di task 12? (Could you find main idea of each paragraph asked in task 12 ?)*
- S : *Bisa pak. (Yes, we could, Sir.)*

- R : *Terus, kalian bisa tidak mengerjakan task 12 secara individu? ( then, could you complete task 12 individually?*
- S : *Ya, lumayan bisa si pak. (I could do it, Sir)*
- R : *Kalian aktif gak dikelas saat mengerjakan Task 12 ini? (Did you participate actively in doing task 12 ?)*
- S : *Iya pak. Kita kan jawab pertanyaan kalau di beri kesempatan pas menjawab (I did. I answered the questions when you gave me the chance to answer it)*
- R : *Apakah di Task 12 ini guru hanya mengawasi siswa dalam mengerjakan task 12 ? (Did the teacher only control students in doing the task?)*
- S : *iya sih pak. (Yes, he did.)*
- R : *Terus pak guru ngapain lagi kemarin (then, what the teacher did in the class?)*
- S : *Pak guru juga menjelaskan maksud perintah dari Task 12 dan memberikan kesempatan siswa untuk menjawab pertanyaan. ( the teacher explained the instruction of Task 12 and gave opportunity to the students to answer the questions)*
- R : *Menurut kalian, menebak makna kata seperti yang kalian lakukan di task 13 bisa membantu memahami bacaan tidak?,?( in your opinion, could guessing unfamiliar words in Task 13 help you in understanding the text?)*
- S : *Sebenarnya bagus pak, tapi sama seperti Task 4 pak. Kata-katanya susah. Mungkin perlu dikasih pilihan, biar agak lebih mudah. (actually, it was good, but like task 4, it was difficult to guess unfamiliar words. I think it should be multiple choice setting, so that it will be easier.)*

- R* : *Kata-kata yang buat gussing susah ya?*( Were words used for guessing task difficult?)
- S* : *Iya pak* (yes, sir).
- R* : *Tapi secara umum masih bisa kan memahami informasi dalam text?*(Generally, could the information of the text be understood?)
- S* : *Bisa sih pak, tapi yang unfamiliar word aja yang sulit.*(Yes, it could be, but the unfamiliar words were difficult.)
- R* : *la gambarnya jelas gak?* (What about the picture, was it clear enough?)
- S* : *Wah kurang jelas pak, buram sama kekecilan.* ( it was not really clear, it was not clear and too small).
- R* : *Kalian setuju gak kalau kegiatannya sudah baik dan bisa membantu memahami bacaan dengan efektif?*(So, did you agree that the activity was good and could help you to comprehend the text effectively?)
- S* : *Kegiatannya sudah benar sih pak, tapi ya kayak Task 4, sulit memang pak buat menebak.*(Mmm, yes I think the activity is good, but like task 4, it was so difficult to guess the unfamiliar words.)
- R* : *Kalian susah ya ngerjain individu?* ( so was it difficult to do individually?)
- S* : *Ya pak, kayaknya perlu kerjain kelompok atau berdua, terus ada pilihan jawabannya gitu.* (Yes, Sir. I think we needed to do the task in groups or in pairs or it would be multiple choice task.)
- R* : *Terus kalian aktif gak tadi?*(Then, did you participate actively in the class?)
- S* : *Ya lumayan aktif lah pak, Agak bingung menebak klata yang susah.*( ya, I think I participate actively in the class, but I got difficulty in guessing the unfamiliar words)

- R : *Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan task 13 belum?* ( what about the teacher? Could the teacher guide and control you in doing the task?)
- S : *Sudah pak, tadi kan bapak juga membantu juga dengan menjelaskan teknik guessing yang benar, juga kelling kelas untuk mengawasi proses mengerjakan Task 13.* ( yes, he could. The teachers help the students by giving explanation about the tips in guessing unfamiliar words and he also moved around the class to check our work.)
- R : *Menurut kalian Task 14 ini bisa membantu kalian memahami bacaan tidak?* (Do you think that the Task 14 could help you in understanding the text?)
- S : *Iya pak, saya bisa memahami bacaan dengan baik.* (yes, I do. I can understand the text well)
- R : *Apakah kata-kata yang diberikan mudah dipahami?* (Was the vocabulary understandable?)
- S : *Lumayan sulit pak, tapi masih bisa dipahami kok.* (it is quite difficult, but it can be understood.)
- R : *Kalian bisa mengikuti proses pembelajaran pada Task 14 ini saat diterapkan?* (Could you follow the learning g process of Task 14?)
- S : *Bisa.* (Yes, we could.)
- R : *Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan Task 14 secara individu?* ( did you get any difficulty in doing task 14 individually?)
- S : *Ya,gak ada pak, bisa kok pak.* ( No, sir. We could do it .)
- R : *Apa kalian aktif tadi di kelas saat mengerjakan Task 14?* (Did you participate actively in doing the task?)
- S : *Saya aktif di kelas pak.* (I did.)

- R : *Menurut kalian, dalam Task 14 ini apakah guru sudah berperan dengan baik sebagai fasilitator dalam pembelajaran? (In your opinion, did the teacher take a good role of a facilitator in Task 14?)*
- S : *Iya sih pak, pak guru sudah baik sebagai fasilitator karena bisa membantu menjelaskan tentang apa yang harus dikerjakan dalam Task 14 jika ada beberapa siswa yang kurang paham.. (I did.)*
- R : *Apakah Task 15 membantu kalian dalam memahami bacaan? (Did Task 15 help you in understanding the text?)*
- S : *Ya. (Yes, it did.)*
- R : *Yakin task ini bisa membantu? Membantu gimana? (were you sure the task could help you in understanding the text? How?)*
- S : *Yakin pak, gimana ya... ya kita bisa Tanya-tanya sama teman satu kelompok kalo gak bisa paham tentang text. ( yes, we could ask our friends in group if we didn't understand to the text)*
- R : *Apakah teks yang diberikan mudah dipahami? (Is the text comprehensible?)*
- S : *Ya, gak terlalu sih, tapi kita paham kok pak. (not really, but we could understand it)*
- R : *Apa dalam kegiatan yang ada pada Task 15, bisa membantu memahami bacaan? (Could The activity of Task 15 help you in understanding the text?)*
- S : *Bisa pak. (Yes, we could, Sir.)*
- R : *Apakah kalian memiliki kesulitan mengerjakan Task 15 dengan diskusi dalam satu kelompok?( did you get any difficulty in doing Task 15 in a groups?)*
- S : *Ya jadi lebih mudah sih pak, bisa mengerjakan bareng-bareng. Tapi soalnya memang agak susah pak. Gak mudeng maksudnya,. ( it make us*

easy to do it by discussing with our friends. However, the question was difficult to be understood sir.)

R : *Kalian aktif gak tadi dikelas saat mengerjakan Task 15 ini?* (Did you participate actively in doing Task 15?)

S : *Iya dong pak. Tadi kita udah berdiskusi terus juga menjawab pertanyaan* (yes we did. We discussed the questions and we also answer the question, Sir.)

R : *Apakah di Task 15 ini guru bisa mengatur dan mengendalikan proses belajar saat kalian berdiskusi dalam menyelesaikan Task 15* (Did the teacher only control students in discussing the task?)

S : *ya sih pak, pak guru juga kasih penjelasan tentang pertanyaannya juga tadi.* (Yes, he did. The teacher also gave explanation related to the questions)

R : *Menurut kalian, PR yang diberikan bisa memberian kesempatan kalian menjadi lebih kreatif tidak?* ( do you think that Home Work given could make you to be creative learners?)

S : *Kreatif gimana pak?* (what do you mean of creative?)

T : *Ya maksudnya bisa membaut kalian kreatif, bisa belajar dari apa yang kalian mau tidak terfokus dikelas, dan tidak monoton, contohnya mencari materi sendiri seperti yang saat kalian mengerjakan PR.* (you caould be creative, you could learn anything you want, not only in the class. For example, you tried to get materials by yourself as you had done when you completed your homework.)

S : *Oh iya pak, kalu seperti itu berarti kita sudah kreatif.* (I see, so we had been a creative learner sir)

R : *Menurut kalian pr nya susah tidak?*( did you think that the homework was difficult?)

- S : Iya pak, saya bingung caranya diinternet, kata-kata yang diinternet susah. Kalau cari di buku npelajaran atau sumber lain yang agak mudah saja gimana pak? (yes, sir. I have difficulty searching the text in the internet. The text was also difficult in the internet. Wha do you think if we found it in course books or any source that is quite easy for us? ).*
- R : Oh gitu, baiklah(I see, oke)*
- S : Ya pak jangan di intert saja.*
- R : Yalau kegiatan seperti sanning, guessing makna sama mencari main idea paragraph dari text yang kalian cari, apakah itu sudah cukup pas dan menarik untuk kalian?*
- S : Ya lumayan bagus pak?*
- R : Tapi yang jelas bias membantu kalian dalam memahami bacaan teks science kan?*
- S : Ya bias sih pak.*
- R : Terus sudah pas belum kalau ngerjainnya berdua sama teman kalian? (Then, was pairs work appropriate for you in doing the task?)*
- S : Ya pak, kayaknya memang sudah pasnya kerjain berdua atau kelompok juga boleh, jadi ada yang bisa ditanya-tanya kalu bingung.. (Yes, Sir. I think we needed to do the task in pairs or may be in groups, so we can consult any difficulty with my friend.)*
- R : Ok, terus kalian bisa mengerjakan PR nya tidak tadi?(Ok, then, did you participate actively in the class??*
- S : Ya kayaknya bisa sih pak, tapi sedikit susah cari bacaan yang bisa di pahami di internet. Susah-susah pak bacaannya. Cuma agak bingung saja menebak klata yang susah.( ya, I think I participate actively in the class, but I was just a little bit confused in guessing the unfamiliar words)*

- R: Tapi kalian sudah benar-benar nyari diinternet kan? (but, had you really try to find in the internet?)*
- S : Sudah pak. Tapi nemunya baccaannya agak susah, jadi ngerjainnya lumayan susah sih pak. ( Yes, had. But I only found the difficult text.)*
- R :Tapi kan kalian ngerjakannya di rumah dan ngerjain bareng temen kalian. ( but you did it at home and dii it with your firend, right?)*
- S : Ya untung gak ngerjain sendiri. Kalau ngerjain sendiri tambah bingung pak.( fortunately, we didn't do it individually. If it was completed individually, it would be confusing)*
- R : Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan task 16 belum?( what about the teacher? Could the teacher guide and control you in doing the task?)*
- S : Sudah pak, tadi kan bapak juga membantu juga dengan menjelaskan teknik guessing yang benar, ( yes, he could. The teacher help the students by giving explanation about the tips in guessing unfamiliar words.)*
- R : Apakah mengasikkan mengerjakan Cross word puzzle game? (R: were you fun in doing the game?)*
- S : Ya pak. ( yes, we were)*
- R : Apakah teks yang diberikan mudah dipahami? (Is the text comprehensible?)*
- S :Ya, lumayan sih pak, tapi lebih bagus lagi kalo dikasih contoh satu jawaban, kan bisa jadi petunjuk buat jawaban yang lain juga pak.. (Yah...not really. I think it is better if there is one answer as an example. Moreover it could be a clue for the other answers.)*
- R : Apakah mengasikkan mengerjakan Cross word puzzle game? (R: were you fun in doing the game?)*

- S* : *Ya pak.* ( yes, we were)
- R* : Terus kalian bisa kan menjawab semua pertanyaanya?
- S* : Bis pak.
- R* : Jadi udah faham ya sama bacaannya kalo gitu
- S* : Ya lumayan pak.
- R* : *Kalian mengalami kesulitan gak mengerjakan task 17 sendirian?( did you any difficulty in doing task 17 independently ?)*
- S* : *Gak pak.* ( No, Sir.)
- R* : *Pas kemarin dikasih kesempatan buat jawab isi puzzle, kalian menjawab tidak?*
- S* : *Iya dong pak.* (I did.)
- S* : *Ya kalau pas dikasih kesempatan menjawab pertanyaan saya jawab pak.* ( when I was given opportunity to answer the question, I answer it, Sir.)
- R* : *Apakah di task 17 ini guru hanya diam saja? (Did the teacher only do nothing when you did the game?)*
- S* : *Gak sih pak, pak guru juga kasih penjelasan kalau ada yang kurang jelas. Sama meberikan kesempatan siswa buat melengkapi puzzle(Not really, sir. The teacher also gave explanation if there is something that is not clear enough)*

### Interview Transcript of Unit 2

- R : Kalian setuju tidak Task 1 bisa membantu kalian untuk mendapatkan gambaran tentang topic pada unit 2?(R: do you agree that task 1 can give you description about the topic of the unit 2?)*
- S : Menurut saya sudah baik pak, task ini bisalah memberi sedikit gambaran tentang topic yang akan kita bahas. Tentang pengukuran kan pak? ( I think the task is good, Sir. It can give us description about the topic that we are going to discuss. It is about measurement, is'n it?)*
- S : Ya benar. (yes, it is)*
- R :Terus, kalian bisa gak memahami dan mengerjakan Task 1? (Then, could you understand and complete the Task 1?)*
- S : Bisa sih pak, .(yes, we could, sir.)*
- R : Apa kalian bisa mencocokkan satuan yang ada sama penerapan nya? (Could you match the units with the application?)*
- S : Bisa. (Yes, we could.)*
- R : Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara berpasangan? ( do you get any difficulty in doing task in pairs?)*
- S : Tidak pak, kita bisa. ( no sir. we can do it, sir.)*
- R : Ok, terus kalian aktif gak tadi?(Ok, then, did you participate actively in the class??*
- S :Iya dong pak,( yes, sir)*
- R : Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan task 1 blum?( what about the teacher? Could the teacher guide and control you in doing the task?*
- S : Sudah pak,.( yes, he could.)*

- R : *Task 2. Apakah kalian setuju kalau Task 2 ini meningkatkan kemampuan membaca kamu dalama bahasa Inggris? (Do you agree if the Task 2 can improve your reading skill in English? )*
- S : *Setuju. (I do.)*
- R : *Kalian faham tidak sama kata-katanya? (did you understand the vocabulary?)*
- S : *Agak sulit pak, tapi masih bisa dipahami kok. (it is rather difficult, but it can be understood.)*
- R : *Kalian bisa mengikuti proses pembelajaran pada Task 2 ini saat diterapkan? (Could you follow the learning g process of Task 2?)*
- S : *Bisa. (Yes, we could.)*
- R : *Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara individu? ( do you get any difficulty in doing task 2 individually?)*
- S : *Ya, sedikit tapi masih bisa si pak. ( I have little difficulty, but i can do it, sir.)*
- R : *Apakah kalian berperan aktif di dalam proses pembelajaran? (Did you participate actively in the teaching and learning process?)*
- S : *Saya aktif di kelas pak. (I did.)*
- R : *Kalian setuju tidak kalau dalam task 2 ini guru sebagai fasilitator dalam pembelajaran? (Did you agree that the teacher takes the role of a facilitator in Task 2?)*
- S : *Setuju. (I did.)*
- R : *Terus Apakah Task 3 ini membantu kalian memahami bacaan dengan mengajak kalian memahami main idea tiap paragraph? ( move to Task 3 now. Did the task help you to comprehend the text by encouraging you identifying the main idea of each paragraph?)*

- S : *Ya sih pak. Kita bisa tahu isi bacaan dengan memahami main idea pada tiap paragraph. ( yes, sir. We were able to comprehend the text by identifying the main idea.)*
- R : *Bacaannya menurut kalian gimana, jelas kan ( what about the text? Was it clear?*
- S : *Ya lumayan laha pak. ( it' quite easy, Sir.)*
- R : *Terus gambar yang disediakan sudah sesuai dengan topic nya kan? ( what about the picture? Was it appropriate?*
- S : *Ya sudah pas pak.(yes, sir)*
- R : *Bagus tidak? ( was it good?)*
- S : *Bagus lah pak...sesuai sama temanya.tapi kayaknya musti di bagusin lagi ( it was good, sir, it is in line with the topic, but I think it must be improved)*
- R : *Di bagusin gimana?gambar nya diganti?(what do you mean? Must be the picture changed?*
- S : *Gimana ya...gambar nya sesuai tapi kok masih kayak ada yang kurang ( I don't know, the pictures are appropriate but there is still some thing lack)*
- R : *Tampilannya po yang masih kurang?(is it about the lay out)*
- S : *Kayaknya gitu pak.( may be, Sir)*
- R : *Apa kalian bisa menentukan main idea pada setiap paragraph seperti yang diperintahkan di task 3? (Could you find main idea of each paragraph asked in task 3 ?)*
- S : *Bisa pak. (Yes, we could, Sir.)*
- R : *Terus, susah gak mengerjakan task 3 sama teman sebangku mu? ( then, is it difficult for you completing Task 3 in pairs?*
- S : *Bisa si pak. ( I can do it).*

- R : *Kalian aktif gak dikelas saat mengerjakan task 3 ini? (Did you participate actively in doing task 3?)*
- S : *Iya pak. (I did.)*
- R : *Aktif nya gimana? ( how did you participate actively in te class?)*
- S : *Ya kalau pas dikasih kesempatan menjawab pertanyaan saya jawab pak. ( when I was given opportunity to answer the question, I answer it, Sir.)*
- R : *Bagus. ( Good)*
- R : *Apakah di task 3 ini guru hanya mengawasi siswa dalam mengerjakan task 3 ? (Did the teacher only control students in doing the task?)*
- S : *Kayaknya iya sih pak.*
- R : *Terus apakah guru menjelaskan langkah-langkah mengerjakannya dan menjelaskan tips menemukan main idea yang baik? ( did not the teacher explain the steps in doing the task and explain the tips to find main idea?)*
- S : *iya pak (yes, sir. He did. )*
- R : *Kalian setuju tidak Task 4, dengan menyuruh kalian menabak atau gussing kata-kata yang sulit, bisa mendorong kalian agar bisa membaca text science dengan effective.?(R: do you agree that task 4, by asking you to guess unfamiliar words, could encourage you to read science text effectively?)*
- S : *Wah susah pak nebaknya. ( It was difficult.*
- R : *La kok bisa?. (How come?)*
- S : *la gak ada gambaran apa-apa buat nebak. ( I had nothing in my mind regarding to the words)*
- R : *Kan kalian bisa ngira-ngira dengan melihat kata lain dalam kalimat yang ada unfamiliar wordnya.( You could guess the meaning of*

unfamiliar words by identifying the other words in the sentence including the unfamiliar words, right?)

*S* : *Tapi saja pak, susah.* ( It still be difficult for us, sir)

*R* : *Tapi menurut kalian menebak kata itu bisa melatih kalian untuk membaca yang lebih efektif tidak? kan dengan mengira-ngira maknanya kalian gak perlu buka kamus..jadi lebih cepet kan? ( Do you think guessing could teach you to read effectively? As you know, it do not need to open the dictionary, so you can read fast.)*

*S* : *Iya sih pak.* ( I think so)

*R* : *Jadi textnya menurut kalian susah ato mudah?( so, what do you think about the text? Is it easy or difficult?)*

*S* : *Lumayan pak ( it is enough).*

*R* : *Maksud nya lumayan?(what do you mean?)*

*S* : *Ya masih bisa faham pak, tapi beberapa kata ada yang gak tau artinya.*(yes, it could be, but the unfamiliar words were difficult.)

*R* : *Terus berarti kalian setuju gak kalau kegiatannya sudah baik dan bisa membantu memahami bacaan dengan efektif?(So, did you agree that the activity was good and could help you to comprehend the text effectively?)*

*S* : *Ya setuju pak sebenarnya, menebak bisa membantu membaca cepat. Tapi susah* (yes I think the activity is good, but it was so difficult to guess the unfamiliar words.)

*R* : *Terus apa berarti susah ya ngerjain individu? ( so was it difficult to do individually?)*

*S* : *Ya iya pak susah (Yes, Sir.)*

*R* : *Terus kalian aktif gak tadi?(Ok, then, did you participate actively in the class??*

- S* : *Aktif pak, tapi masih bingung pak, susah buat nebak.* ( I think I participate actively in the class, but I was just a little bit confused in guessing the unfamiliar words)
- R* : *Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan task 4 blum?*( what about the teacher? Could the teacher guide and control you in doing the task?)
- S* : *Sudah pak.*( yes, he could.)
- R* : *Gurunya memberikan informasi yang kalian butuhkan di kelas saat mengerjakan task?* (Did the teacher give you information that you need in doing the task?)
- S* : *Iya pak, tadi juga sudah jelasin lagi caranya nebak kata.*( yes, sir. The teacher told us how to guess the meaning of unfamiliar words)
- R* : *Coba gentian liat Task 5, menurut kalian task in bisa membantu kalian mempelajari structure paragraph tidak?*(*R*: lets turn to task 5. Do you think that this task could help you to understand the structure of paragraph?)
- S* : *Structure apa pak?* (What kind of structure do you mean?)
- R* : *Ya tentang main sentencesentence. Kalian bisa memahaminya tidak?*( it is about the main sentence and supporting sentence. Do you could understand it?)
- R* : *Kalau penjelasan tentang main sentence and supporting sentences sudah cukup jelas belum?*( What about the explanation about a main sentence and supporting sentences, is it clear enough?)
- S* : *Sudah jelas kok pak, itu bisa dipahami*( It is clear enough and could be understood.)
- R* : *Terus kegiatannya gimana menurut kalian?* ( What do you think of the task 5 activity?)

- S : *Menurut saya Task 5 membosankan pak ..( I think the activity is boring, Sir)*
- R : *Kenapa? (Why?)*
- S : *Yak karena cuma membaca penjelasan aja pak. (because we just read the explanation, Sir)*
- R : *Menurut kalian, management kelasnya bagaimana? apakah kalian bisa memahami penjelasan grammar dengan baik? (what do you think about class management? Can you do the task well?)*
- S : *Bisa pak, memahaminya sendiri. (we could understand it individually.)*
- R : *Kalian membaca dengan baik kan penjelasannya? (did you read the explanation well?)*
- S : *Iya pak.. (yes, Sir)*
- R : *Active gak tadi waktu kita berdiskusi tentang main sentence and supporting sences? (Did you participate actively when we discussed the main sentence and supporting sences?)*
- R : *Kalian setuju gak kalau pak guru bisa memberikan penjelasan tentang grammar dengan baik? ( Do you agree that the teacher could explain the grammar well?).*
- S : *Sudah cukup jelas kok pak kasih penjelasannya tentang grammar. (The explanation given by the teacher is clear enough, Sir)*
- R : *Kalian setuju tidak kalau Task 6 ini membantu kalian belajar mengidentifikasi main sentence dan supporting sences? (Do you agree that the Task 6 could help you identifying main sentences and supporting sentences? )*
- S : *Iya pak, saya bisa tau main sentences and supporting sentences. (yes, I do. I could identify main sentences and supporting sentences.)*

- R : *Apakah kata-kata yang diberikan mudah dipahami? (Was the vocabulary understandable?)*
- S : *Lumayan sulit pak, tapi masih bisa dipahami kok. (it is quite difficult, but it can be understood..)*
- R : *Terus penjelasan tentang main sentences sama supporting sentencesnya udah jelas kan? (what about the explanation of main sentences and supporting sentences? Is it clear enough?)*
- S : *Iya pak, kan tadi sudah saya jawab. (yes, it is, Sir. I have answered it before, right?)*
- R : *Kalian bisa mengikuti proses pembelajaran pada Task 6 ini saat diterapkan? (Could you follow the learning g process of Task 6?)*
- S : *Bisa kok pak. (Yes, we could.)*
- R : *Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan Task 6 secara individu? ( did you get any difficulty in doing task 6 individually?)*
- S : *Ya,gak ada pak, bisa kok pak. ( No, sir. We could do it .)*
- R : *Apakah kalian berperan aktif di dalam proses pembelajaran? (Did you participate actively in the teaching and learning process?)*
- S : *Aktif lah pak (I did.)*
- R : *Aktif nya dikelas kayak apa? (How did you participate actively in the class?)*
- S : *Ya menjawab pertanyaan yang diberikan, terus tanya kalau gak faham. (Answering questions given, asking question if there was something confusing)*
- R : *Kalian setuju tidak kalau dalam task 6 ini guru bisa memfasilitasi pembelajaran dan bisa kasih penjelasan kalian tentang grammar yang*

*belum kalian fahami? (Do you agree that the teacher could facilitate the learning proces and inform the knowledge of grammar?)*

*S :Setuju, pak (yes, I do.)*

*R : Menurut kalian, apakah Task 7 bisa membantu kalian untuk mengingat kembali tentang hal yang berkaitan dengan topic yang ada di unit 2 ini?(R: do you think that Task 7 could help you to remind what you know about the topic in the unit 2?)*

*S : Menurut saya sudah baik pak, task ini bisalah memberi sedikit gambaran tentang topic yang akan kita bahas jadi bisa mengingat lagi pelajaran kemarin? ( I think the task is good, Sir. It can give us description about the topic so that we could remind what we learn before.)*

*R :Terus, kalian bisa gak memahami dan mengerjakan task 7? (Then, could you understand and complete the Task 7?)*

*S : Bisa sih pak, .(yes, we could, sir.)*

*R : Apa kalian bisa menentukan kegiatan yang dilakukan mahluk hidup yang ada pada Task 7? (Could you decide what measurement do asked in Task 7?)*

*S : Bisa. (Yes, we could.)*

*R : Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan secara individu? (Do you get any difficulty in doing the task individually?)*

*S : Tidak pak, mudah kok. ( No, Sir. It was easy.)*

*R : Terus kalian berpartisipasi aktif gak tadi?(Ok, then, did you participate actively in the class??*

*S : iya dong pak,( yes, sir)*

- R : *Kalo mengenai gurunya gimana? Sudah bisa memandu, dan mengawasi kalian dalam mengerjakan Task 7 belum?* ( what about the teacher? Could the teacher guide and control you in doing the task?)
- S : *Sudah pak.* ( yes, he could.)
- R : *Menurut kalian, apakah Task 8 ini bisa meningkatkan kemampuan membaca kamu dalama bahasa Inggris?* (Do you think that Task 8 could improve your reading skill in English?)
- S : *Ya bisa pak.* (I do.)
- R : *Kalian bisa kan memahami bacaannya?* (can you understand the text?)
- S : *Agak sulit pak, tapi masih bisa dipahami kok.* (it is rather difficult, but it can be understood.)
- R : *Kalian bisa mengikuti proses pembelajaran pada Task 8 ini?* (Could you follow the learning g process of Task 8?)
- S : *Bisa.* (Yes, we could.)
- R : *Kalian mendapat kesulitan tidak kalau mengerjakan secara individu Task 8?* ( do you get any difficulty in doing Task 8 individually?)
- S : *Ya, sedikit tapi masih bisa si pak.* ( I have little difficulty, but i can do it, sir.)
- R : *Apakah kalian berperan aktif di dalam proses pembelajaran?* (Did you participate actively in the teaching and learning process?)
- S : *Iya pak.* (I did.)
- R : *Aktifnya gimana?* (How did you participate actively in the class?)
- S : *Ya mengerjakan task, jawab pertanya pas di suruh.* ( by doing the task and answering the questions if you asked me)
- R : *Menurut kalia apakah pak guru bisa menjelaskan bagaimana cara membaca yang baik dan memberikan bantuan saat kalian memngalami*

*kesulitan dalam mengerjakan Task 8? (Do you think that the teacher could tell you how to read the text effectively and help you when you got any difficulty in the class?)*

*S : Ya , pak. Pak guru sudah menjelaskan dengan baik (I Yes, I do. The teacher could explain it well.)*

*R : Sekarang liat Task 9, apakah dengan menentukan dari beberapa kalimat yang ada untuk menjadi supporting sentence dalam paragraph tertentu bisa membantu kalian untuk memahami teks?? (Did identifying main idea in Task 9 help you to comprehend the text?)*

*S : Kayaknya bisa pak ( Yes, sir..)*

*R : Kok jawabnya gak yakin, kenapa?( I think you are not sure with your answer . Why?*

*S : Maksudnya gimna pak?(What do you mean sir?)*

*R : sebenarnya kan task ini untk mengecek pemmahman kalian tentang teks, terus di berikat beberapa kalimat yang cocok sama beberapa paragraph. Kalau kalian paham isinya kan bisa menentukan kalimat itu cocok untuk paragraph yang mana.(Actually, the task to check your understanding of the text. If you understand the content of the text, you can decide the provided sentences to certain paragraph.)*

*S : Ya benar pak begitu. Bisa bantu untuk membantu berarti pak. (Yes, Sir. It is like that. It can help us)*

*R : Kalau tentang textnya gimana? Kalian bisa memahaminya tidak ( what about the text? Was it clear?*

*S : Ya lumayan susah pak, ada beberapa kata gak tau maksudnya pak, Susah. ( not really sir. I don't know the mening of some words)*

*R : Terus apa kalian faham maksud dari teks nya? ( do you undertstand the text?*

- S : *Faham sih.? ( yes, we do)*
- R : *Kalian bisa gak ngerjainnya? (Could you do Task 9 ?)*
- S : *Bisa pak. (Yes, we could, Sir.)*
- R : *Terus, kalian bisa tidak mengerjakan Task 9 secara berpasangan? ( then, could you complete Task 9 individually?)*
- S : *Bisa kok pak (I could do it, Sir)*
- R : *Kalian aktif gak dikelas saat mengerjakan Task 9 ini? (Did you participate actively in doing Task 9 ?)*
- S : *Iya pak. Kita kan ngerjain, terus jawab-jawab pertanyaan pas di suruh (I did. I answered the questions when you gave me the chance to answer it)*
- R : *Apakah di Task 9 ini pak guru nya bagus gak dalam menyampaikan? (Did the teacher good in explaining?)*
- S : *Iya sih pak.(Yes, he did.)*
- R : *Terus pak gurunya mengawasi dan membantu kalian saat tidak faham mengerjakan soal gak? (then, did the teacher watch you and help you when you got difficulty in doing the task?)*
- S : *Ya sih pak. ( Yes, sir)*
- R : *Menurut kalian, menebak makna kata seperti di Task 10 bisa membantu memahami bacaan tidak?,?( in your opinion, could guessing unfamiliar words in Task 10 help you in understanding the text?)*
- S : *Ya kayak yang tadi pak, bagus, tapi kata-katanya susah. Mungkin perlu dikasih pilihan, biar agak lebih mudah. (actually, it was good, but like Task 4, it was difficult to guess unfamiliar words. I think it should be multiple choice setting, so that it will be easier.)*
- R : *Susah gak teks nya?( Is the text difficult for you??)*
- S : *Lumayan pak (Not really, Sir)).*

- R* : *Maksudnya lumayan?( what do you mean?)*
- S* : *Bisa memahami teks, tapi kakat-kata untuk guessing di Task 10 susah pak (The could be understood, but the unfamiliar words were difficult.)*
- R* : *Oh gitu. (I see.)*
- R* : *Menurut kalian kegiatannya di Task in sudah baik belum? Udah bisa membantu kamu memahami bacaan belum??(So, do you think that the activity in the Task is good? And could the activity help you in understanding the text?)*
- S* : *Sama kayak tadi,sebenarnya udah bagus menebak-nebak kata, tapikata-kata nya sulit memang pak buat ditebak.(Mmm, yes I think the activity is good, but like Task before, it was so difficult to guess the unfamiliar words.)*
- R* : *Kalian susah ya ngerjain sendirian? (So was it difficult to do individually?)*
- S* : *Susah pak, harusnya ngerjainnya berkelompok atau sama teman sebangku sama kasih pilihan jawabannya pak mungkin. (Yes, Sir. I think we needed to do the Task in groups or in pairs or it would be multiple choice Task.)*
- R* : *Terus kalian aktif gak tadi?(Ok, then, did you participate actively in the class??*
- S* : *Aktif kok pak. Aktif tanya karena bingung menebak kata yang susah.( I am active sir, I am active in asking because I don't have any idea in guessing the words.)*
- R* : *Gurunya gimana? Menjelaskan dengan baik tidak?? membant kalian jika ada kesulitan tidak?( what about the teacher? Could the teacher explain well and help you f you got any difficulty?)*

- S : *Ya sudah baik pak. Menjelaskan dengan jelas sama membantu pas gak bisa ngerjainnya.* ( yes, he could. The teacher help the students by giving explanation and help us when we got difficulties.)
- R : *Menurut kalian Task 11 ini bisa membantu kalian memahami bacaan tidak?* (Do you think that the Task 11 could help you in understanding the text?)
- S : *Iya pak* (yes, Sir.)
- R : Untuk memastikan lagi, teks nya bisa difahamkan? (Was the text understandable?)
- S : *Ya lumayan sulit pak, tapi paham kok, isinya tentang pengukuran panjang dan berat kan?.* (it is quite difficult, but it can be understood. It is about measurement of leng and weight, right?)
- R : ya kurang lebih seperti itu ( yes, it is.)
- R : *Kalian bisa mengikuti proses pembelajaran pada Task 11 ini saat diterapkan?* (Could you follow the learning g process of Task 11?)
- S : *Ya bisa dong pak.* (Yes, we could.)
- R : *Terus susah gak mengerjakan Task 11 sendiri-sendiri?* (Did you get any difficulty in doing Task 11 individually?)
- S : *Sedikit sih, tapi bisa kok pak.* (Just a little but I could do it.)
- R : *Apa kalian aktif tadi di kelas saat mengerjakan Task 11?* (Did you participate actively in doing the Task?)
- S : *Saya aktif pak, kan jawab pertanyaan juga tadi.* ( Yea, I did. I answer the questions. )
- R : Gurnya sudah berperan dengan baik sebagai fasilitator dalam pembelajaran? (Did the teacher take a good role as a facilitator in Task 11?)

- S : Iya sih pak, pak guru sudah baik sebagai fasilitator karena bisa membantu menjelaskan tentang apa yang harus dikerjakan dalam Task 11 jika ada beberapa siswa yang kurang faham.. (Yes he did. He could explain what we have to do and help us when we had difficulties.)
- R : *Apakah kalian bisa lebih memahami bacaan setelah mengerjakan Task 12?* (Did you get more comprehension after doing task 12?)
- S : *Iya sih pak. Setelah diskusi jadi lebih ngerti. Beberapa kalimat yang tadinya tidak faham jadi faham setelah sharing id kelompok diskusi* (Yes, I did. We got more comprehension after doing it. Some sentences that I did not know before doing group discussion could be understood after doing it.)
- R : *Kalian yakin teks yang diberikan mudah dipahami?* (Are you sure that the text was easy to be understood?)
- S : *Teksnya gak mudah pak, tapi masih bisa dipahami.* (The text was not easy to be understood, but we could understand it)
- R : *Apa dalam kegiatan yang ada pada Task 12, bisa membantu memahami bacaan?* (Could The activity of Task 12 help you in understanding the text?)
- S : *Bisa pak.* (Yes, we could, Sir.)
- R : *Apakah kalian memilki kesulitan mengerjakan Task 12 dengan diskusi dalam satu kelompok?( did you get any difficulty in doing Task 12 in a groups?*
- S : *Ya jadi lebih mudah sih pak, bisa mengerjakan bareng-bareng. ( it make us easy to do it by discussing with our friends.)*
- R : *Kalian aktif gak tadi dikelas saat mengerjakan Task 12 ini?* (Did you participate actively in doing Task 12?)

- S : *Iya pak. tadi kan kita udah ikut berdiskusi terus juga menjawab pertanyaan*(yes we did. We discussed the questions and we also answer the question, Sir.)
- R : *Apakah di Task 12 ini guru bisa mengatur dan mengendalikan proses belajar saat kalian berdiskusi dalam menyelesaikan Task 12* (Did the teacher only control students in discussing the Task?)
- S : *Ya sih pak, tadi kan juga agak kacau, terus pak guru nyuruh kelompok nya sama teman didepannya atau dibelakangnya* (Yes, he did. )
- R : *Terus, Kasih penjelasan yang jelas gak ?* (Did the teacher explain clearly?)
- S : *Ya cukup jelas kok pak.* (Yes, sir. He explained clear enough.)
- R : *Menurut kalian, PR yang diberikan bisa membantu kalian untuk belajar lagi tentang cara membaca dan memahami bacaan gak?* ( do you think that Home Work given could make you to learn again reading skill??)
- S : *Iya sih pak. Kita harus belajar lagi cara membaca yang benar pas kita ngerjainnya.* (Yes, sir. We should learn again how to read effectively when we did it)
- R : *Terus kalian kan nyari teks nya sendiri ya, susah gak nyari teks nya?*( did you get any difficulty in searching the tect in the internet?)
- S : *Iya pak. Banyak memang sih teks nya di internet, tapi susah-susah. Kalau gak harus di internet, missal boleh ambil di buku pelajaran kan lumayan mudah pak.?* (yes, sir. Actually, there are so many text in the internet, but vthey are too difficult. I think it is better if we search the text not only in the internet but also in our course book. )
- R : *Emang buku pelajarannya mudah ya?*(Is the coursebook easy to be understood.)

- S* : *Ya paling tidak gampang caranya kan kita udah punya. (At least we have it so that we do not need to search again like we searching it in the internet.)*
- R* : *Jadi susah ya menurut kalian??( did you think that the homework was difficult?)*
- S* : *ya gitu lah pak, susah cari teks nya di internet. (yes, sir. I have difficulty searching the text in the internet. )*
- R* : *La kalau kegiatan yang lain seperti Skimming, mencari main idea, sama guessing gimana? Apakah sudah pas untuk membantu kalian belajar dan menerapkan cara membaca yang baik? (What about the other activities like skimming, finding main idea and guessing? Are they appropriate for you?)*
- S* : *Ya kalau yang itu sih gak masalah pak. Sudah baiklah. (They are good, sir.)*
- R* : *Terus kalian lebih suka ngerjain bareng sama temen mu atau ngerjain sendiri?(Then, do you prefer to complete the task in pairs or to complete it individually?)*
- S* : *Ya mending berdua lah pak, bisa ngerjain bareng bareng. (I prefer to do the task in pairs. We can do it together.)*
- R* : *Ok, terus kalian bisa mengerjakan prnya tidak tadi?(Ok, then, did you participate actively in the class??*
- S* : *Ya kayaknya bisa sih pak, tapi sedikit susah cari bacaan yang bisa di pahami di internet. Susah-susah pak bacaannya. Cuma agak bingung saja menebak klata yang susah.( ya, I think I participate actively in the class, but I was just a little bit confused in guessing the unfamiliar words)*

- R: Tapi kalian sudah benar-benar nyari diinternet kan? (but, had you really try to find in the internet?)*
- S : Sudah pak. Tapi nemunya baccaannya agak susah, jadi ngerjainnya lumayan susah sih pak. ( Yes, had. But I only found the difficult text.)*
- R : Tapi kan kalian ngerjakannya di rumah dan ngerjain bareng temen kalian. ( but you did it at home and dii it with your firend, right?)*
- S : Ya untung gak ngerjain sendiri. Kalau ngerjain sendiri tambah bingung pak.( fortunately, we didn't do it individually. If it was completed individually, it would be confusing)*
- R : Kalo mengenai gurunya gimana? Sudah menjelaskan dengan baik kan cara ngerjain PR nya( what about the teacher? Could the teacher explain clearly to do the Task?)*
- S : Sudah pak, tadi kan bapak juga membantu juga dengan menjelaskan teknik guessing yang benar,( yes, he could. The teacher help the students by giving explanation about the tips in guessing unfamiliar words.)*
- R : Kalian suka gak ngerjain gamenya? (R: were you fun in doing the game?)*
- S : Ya pak. ( yes, we were)*
- R : Crosswor puzzle jelas kan? (Is the word puzzle clear enough for you?)*
- S : Jelas kok pak. (it is clear enough , Sir.)*
- R : Terus kalian bisa tidak menemukan kata-katanya?*
- S : Bisa pak. Kan kata-katanya juga sudah ada di bacaan sebelumnya*
- R : Terus bisa tidak mengerjakan Task 14 sendirian?( Could you complete the game individualy ?)*
- S : Bisa pak. ( No, Sir.)*

- R : *Pas kemarin dikasih kesempatan buat jawab kata yang ada di puzzle, kalian menjawab tidak?*
- S : *Iya dong pak. (I did.)*
- R : *Terus setelah jawab ngapain?( then, what did you do after answering it)*
- S : *Nulis di papan tulis jawabannya. ( I wrote it on white board.)*
- R : *Terus pak guru sudah cukup jelas belum meberikan penjelasan.? (Did the teacher explain clerly?)*
- S : *Ya jelas pak(yes, he did)*
- R : *berarti pak guru sudah bisa ya membuat kalian aktif di kelas?*
- S : *; iya pak.*

### Interview Transcript of Unit 3

- R : Menurut kalian Task 1 bagus tidak? bisa membantu kalian untuk mengingatkan kalian apa yang telah kalian ketahui tentang topic di unit ini?(R: Do you think that task 1 is good? Could it remind you about what you ever know related to the topic of the Unit 3?)
- S : Bagus kok pak, ya emang harus nginget apa yang kita tahu untuk ngerjain tasknya pak. ( The task is good, Sir. To complete the task, we should remind what we know about the topic.)
- R :Perintah sama gambarnya sudah jelas belum? (are the instruction and the piocture clear enough for you?)
- S : Kurang jelas pak, sedikit bingung nentuin objek mana yang musti di clasifikasikan karena didalam gambar ada beberapa objek .(Not clear enough, Sir. It is confusing to choose which objects should be classified because there are some objects in the picture.)
- R : Tapi bisa kan ngerjainnya? (Could you do the task?)
- S : Bisa sih pak, Cuma tadi itu bingung objek yang harus di klasifikasikan yang mana. (Yes, we could. We are only confused which objects should be classified.)
- R : Terus bisa gak ngerjainnya berpasangan?( Can you complete the task in pairs?)
- S : Ya bisa pak, tadi kan sudah di jawab. (We can do it, sir.)
- R : Kalian aktif gak di kelas?(Did you participate actively in the class?)
- S :Iya pak, kita kan juga jawab pertanyaan tadi pas di suruh.,( yes, sir)
- R : Kalo gurunya gimana? Tadi memberi penjelasannya sudah baik belum?( what about the teacher? Could the teacher explain well?
- S : Sudah pak,.( yes, he could.)
- R : Menurut kalian Task 2 ini bisa meningkatkan kemampuan membaca kalian tidak? (Do you think that Task 2 could improve your reading skill? )
- S : Ya bisa sih pak. (Yes, I do.)
- R : Kenapa kok bisa?(why?)
- S : Ya kan kita terlatih untuk membaca, sama latihan cari topiknya pak. (because we practice to read and to find the topic of the text)

- R : *Bacaannya bisa dipahami gak? (Can the text be understood?)?*
- S : *Bisa dipahami kok pak. (It can be understood.)*
- R : *Kalian bisa mengikuti proses pembelajaran pada Task 2 di kelas? (Could you follow the learning g process of Task 2?)*
- S : *Bisa pak. (Yes, we could.)*
- R : *Terus, apa task nya sudah bagus kalo dikerjain sendiri-sendiri? ( do you you think that it is ok to do the task individually?)*
- S : *Ya gak papa pak, sudah bisa kok ngerjain sendirian. ( yes ui do. It is ok to do the task individually)*
- R : *Kalian aktif tidak di kelas? (Did you participate actively in class?)*
- S : *Saya aktif di kelas pak. (I did.)*
- R : *Klalau gurunya sudah baik belum dalam menjelaskan soal, mengawasi kalian dalam belajar, sama menilai kalian? (Do you agree that the teacher takes the role of a facilitator in Task 2?)*
- S : *Sudah baik, kok pak. Pak guru menjelaskan dengan jelas, mengawasi kita saat membaca, sama menilai pekerjaan kita. (Yes, I do. The teacher could explain clerly, control us and give us assessment.)*
- R : *Kalian bisa gak memahmi teks nya dengan mencari main idea tiap paragraph kayak di Task 3? (Can you understand the text by identifying main idea of each paragraph in the text like you do in task 3?)*
- S : *Bisa sih pak. Kan kalau tau main ideanya kita jadi tau teks nya ini tentang apa. (Yes, sir. If we know the main idea of each paragraph, we know the content of the text.)*
- R : *Balik lagi ke teksnya, kalian yakin bacaannya bisa kalian fahami. ( Are you sure the text is comprehensible?)*
- S : *Menurut saya bisa pak. ( I think it is comprehensible, Sir.)*
- R : *Perintahnya sudah jelas belum? (what about the instruction, is it clkear enough?)*
- S : *Ya sudah jelas pak.(yes, it is.)*
- R : *Gambarnya gimana ? Sudah sesuai sama bacaannya belum?(What about the picture? Is it relevant to the text)*

- S : *Bagus pak...sesuai sama temanya.*( it was good, sir, it is in line with the topic.)
- R : *Oh iya, kalau lay outnya gimana, bagus gak?* (What about the lay out?)
- S : *Lay out itu apa?* (what is lay out?)
- R : *desain nya materi, gambar-gambar, tampilannya gimana?* ( The design of the picture?)
- S : *Oh itu, kayak unit yang kemarin pak. Kayangnya musti dibagusin lagi pak, biar kayak buku-buku yang biasanya itu.* ( Oh..like previous unit, Sir. I think that it must be improved so that it is like others books)
- R :*kalian bisa menentukan main idea pada setiap paragraph yang ada di task 3?* (Could you find main idea of each paragraph asked in task 3 ?)
- S :*Bisa pak.* (Yes, we could, Sir.)
- R :*Menurut kalian sudah pas belum kalau ngerjainnya berdua-dua?* (Do you think that is appropriate to do the task in pairs?)
- S :*Udah baik pak, kan kalau berdua bisa diskusi.* (Yes, I do. I think it is good because we can discuss to complete the task.)
- R :*Dikelas kalian aktif gak mengikuti pelajaran, terutama saat ngerjain Task 3?* (Did you participate actively in doing task 3?)
- S :*Ya aktif pak* (I did.)
- R :*Aktif nya gimana?* ( how did you participate actively in the class?)
- S :*Ya kayak jawab jawab pertanyaan sama berdiskusi*( I am active by answering the task and discuss to answer the question)
- R : *gurunya gimana? Sudah jelas belum menjelaskan materi? erjakan task 3 ?* (Did the teacher only control students in doing the task?)
- S :*Sudah pak pak.*
- R :*Terus apakah gurunya mengawasi kalian dan menilai pekerjaan kalian dengan baik?* ( did the teacher watch you and give assessment well?)
- S : *Iya pak* (yes, sir. He did. )
- R : *Menurut kalian Task 4 ini bisa membantu kalian memahmi bacaan tidak?* (Do you think that the Task 4 could help you in understanding the text? )
- S : *Iya pak* (yes, Sir.)
- R : *Teks nya bisa difahamkan?* (Is the text understandable?)

- S : *Ya bisa kok pak. Kok pertanyaannya diulang ulang terus pak?.* (Yes, it is. Sir, why the question is repeated)
- R : *Ya untuk memperjelas saja. Lagian tanyanya untuk task yang beda?* (to make it clear. However, the question is for the different task.)
- S : *Kok bisa pak?*(How come)
- R : *Ya task nya beda tapi teks nya kan satu, jadi biar lebih jelas saja.* ( The tasks are different but they have same text)
- R : *Kalian bisa gak menentukan kalimat mana yang benar atau yang salah?* (Could you decide whether statements are true or wrong?)
- S : *Bisa kok pak.* (Yes, we could.)
- R : *Terus susah gak mengerjakan Task 4 sendiri-sendiri?* (Did you get any difficulty in doing Task 4 individually?)
- S : *Lumayan, tapi bisa kok pak..* (Just a little but I could do it.)
- R : *Kalian aktif tidak tadi pas nerjakan Task 4?* (Did you participate actively in doing Task 4?)
- S : *aktif pak, jawab pertanyaan juga tad dan mediskusikan bareng-bareng jawabannyai.* ( Yea, I did. I answered the questions discussed it together. )
- R : *Gurunya menjelaskan dengan baik tidak?* (Did the teacher take explain clearly?)
- S : *Iya sih pak, pak guru sudah menjelaskan tentang apa yang harus dikerjakan dalam Task 4 jika ada beberapa siswa yang kurang faham..* (Yes he did. He could explain what we have to do and help us when we had difficulties.)
- R : *Terus apa pak guru memberikan penilaian dengan baik?* (Did the teacher give assessment well?)
- S : *Bagus kok pak.* ( It is good , Sir)
- R : *Menurt kalian Task 5 bisa gak meningkatkan kemampuan baca kalian.?(R: do you that Task 5 could improve your reading skill?)*
- S : *MMmm..Bisa sih pak.* (Yes, I do)
- R : *Jadi textnya menryt kalian susah ato mudah?( so, what do you think about the text? Is it easy or difficult?)*
- S : *Lumayan pak* ( it is enough).

- R* :Menurut kalian Apakah guessing makna kata yang tidak kalian ketahui bisa membantu kalian untuk memahami bacaan dengan baik?(Do you think that guessing meaning of unfamiliar words is good and can help you to comprehend the text effectively?)
- S* :menurut saya guessing makna itu bagus pak dan itu bisa membantu untuk memahami isi bacaan dengan efektif tapi ini kata-katanya terlalu sulit pak. Jkadiagak susah nebak kira-kira maknanya itu apa? (I think guessing meaning of unfamiliar word is good, but the words are too difficult so that it is difficult to guess the meaning.)
- R* : Menurut kalian apa sudah pas kalau ngerjainnya sendiri-sendiri? ( Do you think that doing the task individually is appropriate for you)
- S* :Kayaknya itu pak, kurang pas. Susah ngerjain sendiri. (I think that it is not appropriate, Sir. It is too difficult to complete the task individually.)
- R* : Oh berarti berpasangan aja ya.( oh,.So it is better to change to pairs task, right?)
- S* : Ya lebih bagus gitu kayaknya, atau kelompok. (I think it is better in pairs task or group task)
- R* : Terus kalian aktif gak tadi?(Ok, then, did you participate actively in the class??
- S* :Aktif sih pak. (I participate actively in the class, Sir)
- R* : Terus gurunya gimana? Sudah bisa menjelaskan dengan baik belum?( what about the teacher? Could the teacher explain well?)
- S* : Sudah pak.( yes, he could.)
- R* : Terus mengawasi kalian gak pas kalian ngerjain task 5? (Did the teacher watch you when you did the task?)
- S* : Iya pak, tadi pak guru gwsi sama bantu kita untuk nebak makna kata di task 5.( Yes, sir. The teacher watched us when we did the task and helped us to guess the meaning of unfamiliar words)
- R* : Sekarang Task 6, menurut kalian task 6 bisa membantu untuk mempelajari grammar tidak?(Now task 6. Do you think that this task could help you to learn grammar?)

- S : *Bisa pak. Kan task 6 memang jelasin grammar? (yes, I do. Task 6 explain about grammar, doesn't it?)*
- R : *Apakah penjelasan tentang grammar yang ada di task 6 sudah cukup jelas?( Is the explanation about a main sentence and supporting sentences clear enough?*
- S : *Cukup jelas kok pak( It is clear enough.)*
- R : *Terus kegiatannya gimana menurut kalian? ( What do you think of the task 6 activity?)*
- S : *Bagus pak, kita bisa belajar grammar.( I think the activity is good, Sir. We can learn grammar)*
- R : *Menurut kalian, management kelasnya bagaimana? apakah kalian bisa memahami penjelasan grammar dengan baik? (what do you think about class management? Can you do the task well?)*
- S : *Bisa pak, memahaminya sendiri. (we could understand it individually.)*
- R : *Active gak tadi waktu kita berdiskusi tentang main sentence and supporting sentences? (Did you participate actively when we discussed the main sentence and supporting sentences?)*
- S : *Iya pak.. (yes, Sir)*
- R : *Menurut kalian gurunya bisa memberikan penjelasan tentang grammar dengan baik? ( Do you think that the teacher could explain the grammar well?).*
- S : *jelas kok pak jelasannya. (It is clear enough, Sir)*
- R : *Menurut kalian apakah Task 7 ini membantu kalian belajar untuk memahami dan menerapkan active sentence sama passive sentence? (Do you agree that the Task 7 could help you identifying active sentences and passive sentences? )*
- S : *Iya pak, saya bisa tau active sentences sama passive sentence itu kayak apa. (yes, I do. I could identify active sentence and passive sentence.)*
- R : *penjelasan tentang grammarnya tadi udah jelaskan? (Is the grammar explanation clear enough?)*
- S : *Lumayan sulit pak, tapi masih bisa dipahami kok. (it is quite difficult, but it can be understood..)*

- R : *Terus penjelasan tentang main sentences sama supporting sentencesnya udah jelas kan? (what about the explanation of main sentences and supporting sentences? Is it clear enough?)*
- S : *Iya pak, kan tadi sudah saya jawab. (yes, it is, Sir. I have answered it before, right?)*
- R : *Kalian bisa mengikuti proses pembelajaran pada Task 7 ini saat diterapkan? (Could you follow the learning g process of Task 7?)*
- S : *Bisa kok pak. (Yes, we could.)*
- R : *Menurut kalian, kalian mendapat kesulitan tidak kalau mengerjakan Task 7 secara individu? ( did you get any difficulty in doing Task 7 individually?)*
- S : *Ya,gak ada pak, bisa kok pak. ( No, sir. We could do it )*
- R : *Kalian aktif tidak pas ngerjain task 7? (Do you participate actively in doing Task 7?)*
- S : *Aktif lah pak (I did.)*
- R : *Gurunya bisa menjelaskan dan mengawasi kalian saat mengerjakan task ini tidak? (Did the teacher explain and watch you completing the task?)*
- S : *Ya jelasinnya sudah bagus pak, terus juga sudah mengawasi sama membantu kita pas kita bingung ngerjainnya. (Yes he did, he explained clearly and watch us and help us when we got difficulties.)*
- R : *Apa kalian bisa mempelajari structure kalimat yang ada pada bacaan pada Task 8?(R: do you think that Task 8 could help you to remind what you know about the topic in the Unit 3?)*
- S : *Menurut saya sudah baik pak, task ini bisalah memberi sedikt gambaran tentang topic yang akan kita bahas jadi bisa mengingat lagi pelajaran kemarin2? ( I think the task is good, Sir. It can give us description about the topic so that we could remind what we learn before.)*
- R : *Kalian faham tidak penjelasan tentang grammar yang ada pada task 6, kan itu berkaitan sama Task 8? (Do you understand the grammar explanation in Task 6 because it is related to Task 8?)*
- S : *ya faham kok pak. Cukup jelas .(yes, we do. It is clear enough.)*

- R : *Apa kalian bisa menentukan kata kerja yang mana yang harus ditambahkan “s” pada Task 8? (Could you decide which verbs are added “s” in Task 8?)*
- S : *Bis pak. (Yes, we could.)*
- R : *Berarti kalian gak masalah ya ngerjainnya semdirian kan? (Sao, you do not get any difficulties in completion the task.)*
- S : *Ya bisa kok pak ngerjain sendirian, gak masalah. (We can do it individually, sir. It doesn’t matter.)*
- R : *Kalian aktif tidak di kelas?(Did you participate actively in the class??*
- S : *Aktiflah pak dikelas, jawan-jawab pertanyaan juga kan pas dikelas( yes we did. We answer the questions given to me)*
- R : *Gurunya gimana? Apakah gurunya memandu, dan mengawasi kalian dalam mengerjakan Task 8 dengan baik?( what about the teacher? Could the teacher guide and control you in doing the task well?*
- S : *Gurunya sudah baik kok pak saat mengawasi dan memandu kita waktu ngerjain tugas (The teacher is good in controlling and watching us in doing the task.)*
- R : *Dengan mengerjakan Task 9, apakah kalian bisa mengingat pelajaran sebelumnya yang terkait?(By doing the task, can you remember lessons related to the questions?)*
- S : *Iya sih pak. Tapi gak perlu mengingat juga sih kan itu hal umum kalau es mencair. ( Yes, Sir. However, I think that it is not necessary to remember the previous lesson because it is usual things that always happen, ice always melts.)*
- R : *Terus menurut kalian pertanyaan yang ada pada Task 9 bisa membantu kalian agar lebih siap untuk membaca teks di Task 90? (Do you think that questions in Task 9 can help you to read the next teks in Task 90?)*
- S : *Ya bisa juga sish pak.pertanyaanya kan juga berkaitan juga.( yes, sir. The questions are related to the text, right?)*
- R : *Kalian bisakan memahami pertanyaan di Task 9? (Then, could you understand and complete the Task 9?)*
- S : *Bisa pak, .(yes, we could, sir.)*
- R : *Gambarnya jelas kan?(is the picture clear)*

- S : *Jelas pak.* (yes, it is, Sir.)
- R : *kalian bisa kan menjawab pertanyaan di Task 9?* (Could you answer the questions in Task 9?)
- S : *Bisa Pak.* (Yes, we could.)
- R : *Apakah sudah pas buat kalian kalau Task 9 dikerjakannya berdua-dua dengan teman kalian?* ( Is pairs setting in task 9 appropriate for you ?)
- S : *Iya pak. Sudah baik kok ngerjainnya berduaan,.* (Yes, sir. It is good doing the task in pairs.)
- R : *Kalian aktif kan dikelas?* ( Did you participate actively in the class??)
- S : *Iya aktif pak,* ( yes, sir)
- R : *Gurunya sudah bisa memandu, dan mengawasi kalian dalam mengerjakan Task 9 dengan baik?* ( Could the teacher guide and control you in doing the task well?)
- S : *Udah baik kok pak,.* ( yes, he could.)
- R : *Menurut kalian apakah Task 10 bisa meningkatkan kemampuan membaca kamu dalama bahasa Inggris?* (Do you think that Task 10 can improve your reading skill in English? )
- S : *ya bisa pak, kan kita pratek mebaca juga kan* (Yes, I do. In this task we can prtice to read the text.)
- R : *Kalian faham gak sama perintahnya?* (do you understand the vocabulary?)
- S : *Faham kok pak.* (yes I do)
- R : *Teksnya bisa difahami kan?* (Can the text be understood?)
- S : *ya lumayan bisa dipahami kok.* (It is quite easy to be understood.)
- R : *Kalian bisa kan mencari topic pada teks ini dengan skimming?* (Can you could you find tye topic by skimming in this text??)
- S : *Ya bisa sih pak.* (Yes, we could.)
- R : *Kalian bisakan mengerjakannya sendiri-sendiri?* ( Can you doTask 10 individually?)
- S : *Bisa pak.* (Yes, we can.)
- R : *Kalian aktif dikelas kan?* (Did you participate actively in the class?)
- S : *Saya aktif di kelas pak.* (I did.)

- R : *aktifnya gimana?* (How did you participate actively in the class?)
- R : *Apakah guru sudah baik dalam mengawasi, menjelaskan, dan memandu kalian dalam mengerjakan task ini?* (Did the teacher watch, explain and guide you to complete the task well?)
- S : *Ya pak, sudah baik kok* (Yes, he did.)
- R : *Kalian bisa memahami bacaannya gak dengan mengidentifikasi main sentence dan supporting sentence?* (Can you understand the text by identifying main sentences or supporting sentences?)
- S : *Ya bisa sih pak, kan kalau tahu main sentencenya sama supporting sentencenya jadi tahu is teksnya* (Yes, we can, Sir. By knowing main sentences and supporting sentences we know the content of the text.)
- R : *Bacaannya bisa kalian fahamkan* ( Do you can understand the text?)
- S : *Ya pak, masih bisa difahami kok bacaannya.* ( Yes, sir. It can be understood.)
- R : *Kalian bisa tidak menentukan kalimat mana yang main sentence atau supporting sentence?* ( Can you classify the sentences into main sentences or supporting sentences?)
- S : *Ya bisa sih pak..* ( yes, we can, Sir.)
- R : *Kalian bisa kan ngerjainnya berdua denganteman kalian?* Can you complete Task 11 in pairs?
- S : *Bisa pak.* ( I can do it)
- R : *Pas ngerjain Task 11, kalian berpartisipasi aktif gak di kelas??* (Did you participate actively in doing Task 11?)
- S : *Ya aktif pak kan juga jawab-jawab pertanyaan juga.* (Yes, I did. We answered the questions)
- R : *Apakah gurunya sudah mengawasi dan menjelaskan kepada siswa dengan baik pas ngerjain Task 11 ?* (Did the teacher explain and control students in doing the task?)
- S : *Sudah baik kok pak. Gurunya udah cukup jelas dalam menjelaskan materi dan mengatur kita dengan baik dikelas.*(Yes, he did. He explained clearly and control the students well in the class.)

- R : *Kalian bisa lebih faham tentang teksnya gak setelah menyelesaikan ask 12? (Do you get more understanding after doing Task 12? )*
- S : *Ya sih, pak. Setelah ngerjainnya dan dibahas bareng-bareng jadi lebih faham. (Yes, we do, Sir. After completing and discussing the task, we get more understanding related to the text)*
- R : *Kalian bisakan memahami bacaannya? (can you understand the text?)*
- S : *Ya bisa kok pak. (Yes, we do.)*
- R : *Apakah kalian bisa mengikuti kegiatan pada task 12? (can you follow the activities in Task 12?)*
- S : *Bisa pak. (Yes, we can.)*
- R : *Sudah cukup baik belum kegiatan yang ada pada task 12?(Are the activities in task 12 good?)*
- S : *Cukup baik kok pak. Kegiatannya cukup menarik. (It's good, Sir. The activities are interesting)*
- R : *Jadi gak masalah ya ngerjainnya individu? ( So it is not a problem doing the task individually)*
- S : *Ya sih, Pak, gak papa. Kita bisa kok ngerjainnya individu. (It's ok, sir. We can do it individually.)*
- R : *Pas di kelas kalian aktif gak ngerjain Task 12? (Did you participate actively in doing Task 12?)*
- S : *Ya aktif pak. Kayak pas ngerjain task yang lain kita juga jawab pertanyaan kita pas di suruh jawab. Kita juga komentari jawaban temen kalo ada yang salah. . (Yes, I did. I answered the questions and commented our friends' answer. )*
- R : *Apakah pak guru sudah jelas ngajarinnya? (Did the teacher teach clearly?)*
- S : *Sudah cukup jelas kok pak (Yes, he did.)*
- R : *Terus pas ngerjain Task 12 gurunya mengawasi dan mengontrol kalian dengan baik gak? (Did the teacher watch and control you when you completed Task 12?)*
- S : *Iya pak, pak gurunya juga udah mengawasi kita dengan baik. Pak guru mendekati kita, liat apa ada kesulitan atau tidak.. (Yes he did. He watched us and move around to help us if we got difficulties.)*

- R : Apakah kalian bisa lebih memahami bacaan kalau menebak makna kata seperti pada Task ?(Do you get more understanding of the text by guessing the meaning of unfamiliar words?)*
- S : Susah pak nebak maknanya.. ( It was too difficult guessing meaning of unfamiliar words.)*
- R : Tapi kalau kalian menebak kan lebih efisien timbang kalaing makai kamus. Kalian cuma perlu mengira-ira artinya apa berdasarjkan konteksnya, iya kan? (by guessing, you can read efficiently. You do not need to use dictionary. You just guess the meaning based on the context, right?)*
- S : Iya juga sih pak. Memang lebih efisien, tapi Task 13 ini harusnya dikasih pilihan pak biar lumayan mudah menebaknya. ( I think so. However, I think that Task 13 should have choice so that it can help us to guess the meaning of the words)*
- R : Kalian bisa kan memahami teksnya?( Can you understand the text?)*
- S : Ya lumayan bisa ( not really)*
- R :Emang kenapa ( why?)*
- S : Ya beberapa kata yang di Task 13 gak tau artiny.(Some words in Task 13 are difficult to be understood.)*
- R : Makanya itu kalian disuruh nebak. Kalau tau artinya dan katanya yang gampang kalian gak perlu nebakkan?( That encourage you to guess the meaning. If the words are too easy and you know the meaning, you do not need to guess it.)*
- R :Apakah kegiatannya sudah baik dan bisa membantu memahami bacaan dengan effekif?( is the activity good? Could it help you to comprehend the text effectively?)*
- S :Ya kegiatannya bagus sih pak menebak kata, jadi tidak perlu repot pakai kamus. Tapi susah pak nebaknya kata (yes I think the activity is good, but it was so difficult to guess the unfamiliar words.)*
- R : Kalian mengalami kesulitan tidak ngerjain Task 13 individu? ( Did you have difficulties in doing Task 13 individually?)*

- S : *Iya pak, susah ngerjainnya sendiri. Kerja kelompok aja pak atau berdua dengan teman sebangku.* (Yes, we did. I think it is better to complete the task in groups or in pairs.)
- R : *Kalian pas ngerjain Task 13, apakah terlibat aktif seperti memaparkan jawaban kalian dan berdiskusi tentang jawaban kalian kah?* (Did you participate actively like show your answers and discuss your answer ?)
- S : *Iya sih, Pak, tapi saya lebih banyaktanyanya karena susah nebaknya* ( Yes, I did. However, I too much asked how to guess because I am still confused to guess it.)
- R : *Apakah gurunya bisa menjelaskan dengan baik dan mengawasi dan membantu kalian kalau ada kesulitan??*(Does the teacher explain clearly and watch you and help you if you have difficulties?)
- S : *Gurunya sudah cukup jelas sih pak jelasin materinya.*( The teacher explains the materials clearly.)
- R : *Apakah dengan mengerjakan Task 14 kalian bisa lebih memahami bacaan?* (Do you think that the Task 14 could help you in understanding the text? )
- S : *Iya pak* (yes, Sir.)
- R : *Teksnya bisa kalian fahami kan?* (Can you understand the text?)
- S : *Bisa pak* (Yes, we can)
- R : *Tentang apacoba teksnya?* (What is it about?)
- S : *Tentang perubahan wujud zatkan?*(It is about the change of matter)
- R : *Terus?* (Then?)
- S : *Temperatur yang mempengaruhinya.* (Temperature that influence it)
- R : *Kalian bisakan menjawab pertanyaan Task 14?* (Can you answer the questions in Task 14?)
- S : *Ya bisa kok Pak.* (Yes, we can.)
- R : *Gak masalah kan ngerjain Task 14 sendiri?* (Is it ok to complete the task individually?)
- S : *Ya gak papa sih pak. Kita bisa kok ngerjain nya sendiri-sendiri.* (It is ok, Sir. We can do it individually.)
- R : *Tadi pas ngerjain Task 14 kalian aktif tidak?* (Did you participate actively in doing the Task?)

- S : *Iya pak. Tadi kan jawab-jawab pertanyaan gitu, terus berdiskusi juga kan.* (Yes, I did. I answer the questions and participate in discussion the answers.)
- R : *Apa gurunya sudah jelas nerangin materinya dan bisa mengawasi dan membantu kalian kalau ada masalah?* (Did the teacher explain clearly and watch and help you if you have difficulties?)
- S : *Jelas sih nerangin materinya dan juga membantu pas kita agak bingung dengan tasknya.* (Yes he did. He could explain the materials and helped us when we had difficulties.)
- R : *Setelah berdiskusi dan menjawab pertanyaan Task 15, apakah kalian bisa lebih memahami bacaannya* (Did you get more comprehension after doing task 15?)
- S : *Setelah berdiskusi memang lebih ngerti isi bacaannya pak. Saat berdiskusi kan kita sharing apa yang kita tahu tentang isi teks, jadi bisa lebih faham isinya* (After discussing, I can get more comprehension than before. When we discussed it, we share what we know about the text so that we get more comprehension.)
- R : *Bacaannya bisa kalian fahamkan?* (Are you sure that the text was easy to be understood?)
- S : *Ya lumayan susah sih, tapi masih bisa difahami.* (The text is quite difficult but it could be understood.)
- R : *Dengan berdiskusi apakah kalian bisa lebih memahami isi text?* (Can you improve your understanding of the text by discussion in group)
- S : *Iya pak, kan kayak tadi saya bilang, kita bisa sharing tentang apa yang kita tahu tentang isi teksnya.* (Yes, we could, Sir.)
- R : *menurut kalian udah pas belum kalau diskusi berkelompok 4 orang?* (Do you think that discussion in group of 4 is appropriate for you?)
- S : *Iya pak, udah paslah. Kita jadi bisa ngerjainnya bareng-bareng.* ( Yes, I do. It is appropriate for us. We can do it together.)
- R : *Kalian aktif gak tadi pas berdiskusi?* (Did you participate actively in discussion?)
- S : *Iya pak. tadi kan kita udah sharing dan ngerjain bareng-bareng.* (Yes we did. We shared and also completed together.)

- R : *Gurunya sudah jelas belum dalam menyampaikan materi* (Did the teacher explain clearly?)
- S : *Ya sih pak, udah cukup[ jelas* (Yes, he did. )
- R : *Ngawasi dan bantu kalian juga gak pas kalian ada kesulitan ?* (Did the teacher watch and help you if you have difficulties?)
- S : *Iya pak. Tadi kan juga kasih tau saya maksudnya pertanyaan ini apa* (Yes, sir. He told me what the questions mean.)
- R : *Menurut kalian, dengan ngerjain PR apakah kalian bisa belajar lagi dirumah tentang cara membaca dan memahami bacaannya?*( do you think that Home Work given could make you to learn again reading skill??)
- S : *Ya kalau ngerjain PR kan memang harus belajar lagi pak. Kita juga harus cari juga bacaannya dan harus memahami bacaannya lagikan Pak.* (Yes, sir. We should find the text and tried to understand the text.)
- R : *Kalian bisa kan memahami teksnya y6ang kalian dapatkan di internet?*( Can you understand the text that you got from internet?)
- S : *Lumayan sih pak* ( The texts got from intrnet are quite difficult.)
- R : *kenapa* ( why?)
- S : *Kalimatnya panjang-panjang.* (The sentences are too long.)
- R : *Terus Tips tentang membaca yang ada di unit ini bergun kan?*( do Tips about reading in this unit help you to understand the text?)
- S : *Iya pak. Itu cukup membantu.* ( Yes, they do.)
- R : *YA berarti kaya PR pada unit sebelumnya ya? Sumbernya tiodak harus dari internet tapi sumber lain juga boleh?*( did you think that the homework was difficult?)
- S : *ya Pak. Gitu saja laht.* (yes, sir. I think so. )
- R : *Menurut kalian sudah pas belum ngerjain PR nya berdua dalam satu kelompok?*(Do you think that doing the task in pairs is appropriate for you?)
- S : *Ya pak udah pas begitu aja..* (Yes, I do.)
- R : *Kalian udah benar-bbenarnyari teksnya di internet kan?*(Did you tried hard to find the text in the internet?)

- S : *Ya pak,, tapi susah cari bacaan yang mudah.*( Yes, I did. However, it was difficult t find the easy one.)
- R : *Gurunya sudah menjelaskan cara ngerjain PR nya dengan baik kan*(Did the teacher explain clearly to do the Task?)
- S : *Sudah jelas kok pak*( yes, he did.)
- R : *Gamenya menyenangkan gak?* (R: were you fun in doing the game?)
- S : *Susah pak.* (It is difficult)
- R : *Kenapa?* (Why?)
- S : *Ngomong cirri-cirinya gambar ke temen-temen susah.* (It is difficult to describe the characteristic of the picture to my friends.)
- R : *Gambarnya jelas kan?* (Is the picture clear enough?)
- S : *Jelas kok pak.tpai masih bingung adi ngerjainnya* (it is clear enough , Sir. However, we were confused in doing the game.)
- R :*Kenapa?* (Why?)
- S : *Gak tau cara ngomong dan jelasin gambarnya ke temen-temen biar bisa ketebak.* (I do not know how to tell the description of the picture to rthe other friends.)
- R : *Jadi kalian gak bisa ya kasih gambaran ke temen-temen dengan baik?*
- S : *Iya pak, susah sih.*
- R : *Terus bisa tidak mengerjakan game sendirian?*( Could you complete the game individualy ?)
- S : *Susah pak.* ( No, Sir.)
- R : *Tapi kalian udah berusaha ngerjain dan aktif dikelaskan?*
- S : *Iya sih pak. Kita coba untuk nyiapin cirri-ciri gambarnya sebisanya.* (yes, we did. We tried to prepare the description of the pictures.)
- R : *Gurunya sudah member penjelasan dengan baik belum.?* (Did the teacher explain clerly?)
- S : *Ya jelas pak*(yes, he did)
- R : *kalian tadi kan ngomong dapet kesulitan, gurunya bantu tidak?*
- S ; *Iya sih pak. Pak guru bantu menyusun kalimat yang benar buat jeklasin cirri-ciri gambarnya.*

# APPENDIX J

(Field Note)

### **Field Note of Try-out of Unit 1 (First Meeting/ First Cycle)**

Day: Monday, May 2, 2011

Place: SMP N 2 Gunungkidul, Wonosari

Class: VII D (Immersion class)

Number of students: 32 students

The try out of Unit 1 was conducted in two meetings. The first meeting was conducted on May 2, 2011 and the second meeting was conducted on May 9, 2011. It was conducted in VII D with 32 students.

The materials of Unit 1 deal with the students' needs and interests, and are appropriate with the immersion program. This talks about understanding simple instructions and has sixteen tasks. The grid of Unit 1 of the first draft can be seen in table 2 and the materials could be seen in Appendix C.

In the first meeting, the tasks that were taught were seven tasks, Task 1 to Task 9, beginning with the pre reading activities, continuing with while reading, after reading, and the last focusing on grammar use. The activities in the classroom were as follows.

In Task 1, students studied the pictures, and then each student checked the pictures of objects which include in living things. They completed the task in pairs. This helped them to recall their knowledge related the topic of the unit and to give early description of the unit. The activities were followed by discussing the questions and answering Task1. They could understand the picture and could complete the task well.

In Task 2, students were encouraged to scan the text to check their answer in Task 1 and read the whole text to answer question in Tasks 3, 4, 5, and 6. Before doing Task 2, the students got information about the reading skills, scanning, from

the teacher. The learners were provided some explanation related to reading skills, particularly scanning. Moreover, before asking students to read the text, the teacher gave opportunity to the students to ask some questions if they did not understand the explanation. Then, some students asked some questions about scanning and the teacher explain it again and give example. Then, students read the text individually and could check their answer in the previous task.

In Task 3, the students tried to find out the main idea of each paragraph. To make the task feel easy to the students, it provided the main idea and the students just decide the number of paragraph of each main idea. Most of the students could do the task well. In this task, the teacher asked them to complete the task and explained the instruction when they did not understand.

Then in Task 4, the teacher asked the students to find out the unfamiliar word by guessing it based on the context. The students were encouraged to find the meaning of the words without dictionary. The purpose of this task was to improve students' vocabulary and to encourage students to read effectively without using a dictionary because in the real setting in immersion class, it is impossible to understand the text with the dictionary support. It will be wasting time. However, it was not easy for the students to guess the meaning of unfamiliar words. They said that they did not have any idea about the meaning of unfamiliar words but they could understand the general information of the text. Therefore, the teacher helped them by guiding them in guessing. The teacher asked students to see the sentences including the unfamiliar words. The teacher asked them to translate the words that they know in the sentences. Then, he asked them to try guessing the meaning of unfamiliar words that may be suitable.

Task 5 and 6 were applied to check students' comprehension of the text. Task 5 provided 5 questions related to the content of the text. Then in Task 6, student decided whether the statements provided were true or false. In the class, they could

finish the task well. In task 5 and 6, the teacher just explained the instruction if the students did not understand. Then, the teacher guided and checked their answer.

The next was Task 7, 8, and 9. These tasks were grammar task. In Task 7, the teacher asked students to read of grammar explanation (simple present tense) in pairs. These tasks provided explanation and the example of grammar use. In the task, students read the explanation and the teacher explain it when the students had difficulties. Most of the students could understand the explanation. Then in Task 8 and 9, teacher asked students to do the task to check their comprehension related to grammar use. Therefore, the input of these tasks is grammar explanation in task 7. Most of students could understand the grammar explanation so that they did not have problem in completing the tasks. Task 8, students were asked to choose the correct “to be”. They completed the task individually and they did the task well. After finishing Task 8, students were asked to choose the correct verb in the Task 9. They completed the task individually. They did the task well. So in Task 7,8 and 9, the teacher gave explanation about grammar, guided the students completing the task and checked their answer. In the other hand, the students also participated actively by answering the questions when the teacher checked their answers.

Before closing the class, the teacher summarized the material and asked them to do homework provided in the unit. In the homework, students should find an article about living things in pairs. Then, they must scan the article and make list of information that they get. In addition, they also must find the main idea of each paragraph and guess the unfamiliar words in the article. The homework must be submitted in the next meeting.

### **Field Note of Try-out of Unit 1 (Second Meeting/ Second Cycle)**

Day: Monday, May 9, 2011

Place: SMP N 2 Gunungkidul, Wonosari

Class: VII D (Immersion class)

Number of students: 32 students

The second meeting still discussed the material of Unit 1. It continued discussing the second cycle of Unit 1, Task 10 to Task 15. This cycle actually encouraged the students to apply the reading strategy gotten in the previous meeting. Moreover, this could provide a reading practice for students. In the beginning of teaching and learning process, the teacher asked students about learning materials discussed in the previous meeting. The teachers previewed the previous materials and asked the students to submit the homework. There were some students who did not finish their homework and the teacher asked them to finish it in their home and then to submit it the next day on the English teacher desk. They did not do their homework because they had difficulty to find the text in the internet.

To lead in the teaching process, the teacher asked students about reading strategy taught in the previous meeting. The teacher asked, “*Masih ingat kemarin cara membaca biar cepet faham dan menghemat waktu bagaimana?*” (Do you still remember how to read a text effectively? The students answered, “*Ya pak dengan menebak-nebak arti kata yang susah, selain itu dengan menscan text pak.*” ( Yes Sir, by guessing and scanning the text). Then, the teacher asked them to see page 5 of Unit 1. The teacher gave instruction to complete the Task 10. This task encouraged the students to build their background knowledge related to the topic in the next text. It looked easy for them to complete the task. They decided the activity that living things do. They completed the task in pairs. After finishing the task, the students were offered to answer their questions. They were enthusiastic in answering the question. They read loudly the task and their answer.

Then, the teacher asked them to read the instruction of Task 11 and asked them whether they understood the instruction or not. Most of students understand it, but the teacher explained it to make sure that they did the task correctly. Then the teacher asked them to read and scan the text. After the students read and scan the text, the teacher asked the students whether their answers in previous text were right or wrong. The students read and scan the text individually. Then, the students said that their answers in Task 10 were correct.

After that, the students were asked to complete Task 12 in pairs. In this task, the students had to match main ideas provided to the number of paragraph. It aimed to help students to analysing the main idea so that they could understand the text. After finishing it, the teacher checked the students' answers. Most of students answer it correctly. They read their answer loudly when they were given chance to answer it. Most of the students could answer the questions correctly.

Then teacher asked students to complete Task 13. This task encouraged students to guess the meaning of unfamiliar words. In addition, this task was to measure whether they guessed the meaning of the words correctly or not. Actually they guessed when they read the text, but they still have difficulty. In the class most of the students got difficulty in completing this task individually. They did not have any idea to guess the meaning but they know the content of the text in general. Then, the teacher helped them by asking them to reread the sentence where the word was included. The teacher helped them by encouraging students understand the sentence not word by word. It helps them to understand the meaning of the sentence and then can help them to guess the unfamiliar word. This did well and most of students can complete the task.

After that, it is continued by completing Task 14. Task 14 encouraged students to decide the statements provided true or false. They did the task individually. The students had a little difficulty in understanding unfamiliar words in

the text but they could complete the task well. They participated actively by answering the question when the teacher asked them to answer. Moreover, the teacher also explained to them what they should do in the task and asked them to check again the text when they have difficulty to decide the statement true or false.

Then, group discussion task was started. The students made group of four and they should answer the question of this task by discussing in their group. It spent much time because they want to choose their group by their self. However, it could be solved by asking them to have groups with friends that sat closely. Moreover, it spent much time because they should discuss and after they discuss it, the teacher checked the answer of each group and compare each answer of the groups. They had difficulty related to understanding the question. Therefore, the teacher explained it to them. Then, the students could complete the task, finally.

After finishing the discussion task, the crossword puzzle game was done to refresh the students. Moreover, by giving this game, the teacher could know whether student understand the text or not, because this game asked students about the information in the text. The teacher asked the question then any students who knew the answer could answer it. They did it enthusiastically.

To close the meeting, the teacher summarized the materials. He previewed how to read effectively. Then, he asked students to read at home unit 2 that would be discussed in the next meeting.

### **Field Note of Try-out of Unit 2 (First Meeting/ First Cycle)**

Day: Monday, May 23, 2011

Place: SMP N 2 Gunungkidul, Wonosari

Class: VII D (Immersion class)

Number of students: 32 students

The try out of Unit 2 was conducted in two meetings. The first meeting was conducted in May 23, 2011 and the second meeting was conducted in May 30, 2011. It was conducted in VII D with 32 students.

The materials of unit 2 deal with the students' needs and interests, and are appropriate with immersion program. This talks about understanding simple instructions and has sixteen tasks. The grid of Unit 2 of the first draft can be seen in table 2. And the materials could be seen in Appendix D.

During the first meeting, the tasks that were taught were seven tasks, task 1 to task 6, beginning with the pre reading activities, continuing with while reading, after reading, and the last focusing on grammar use. The activities in the classroom were as following.

In the task 1, students matched the units of measurement with their application. They complete the task in pairs. The teacher asked them to remember about the units provided to help them in completing the task. They looked enjoy and did not have any difficulty in completing the task. The activities were followed by discussing the questions and they answered it. After that, they were ready for the next task.

In Task 2, students were encouraged to skim the text to find the topic of the text and read the whole text to answer question in Task 3 and 4. Before doing the Task 2, the students were explained the skill of reading, skimming. The learner was provided some explanation related to reading skills, particularly skimming. Moreover, before asking students to read the text, the teacher gave opportunity to the

students to ask some questions if they did not understand the explanation. Then, the teacher asked to skim the text to find the topic of the text independently. Most of them could find it. Then, the teacher asked them to read the whole text to answer Task 3 and Task 4.

In the task 3, the students tried to find out the main idea of each paragraph. The students completed the task independently. To make the task feel easy to the students, the main ideas of paragraph in the text had been provided and the students just decided the number of paragraph of each main idea. Then, a discussion of their answer was conducted. The teacher gave opportunity to the students to show their answer. Then, some students raised their hand and showed their answer. After the students show their answer, the teacher asked to the other students weather the answer right or wrong. Most of the students could do the task well.

Then in task 4, the teacher asked the students to find out the unfamiliar word by guessing it based on the context. The students were encouraged to find the meaning of the words without dictionary. The purpose of this task is to improve students' vocabulary and to encourage students read effectively without using a dictionary because in the real setting in immersion class, it is impossible to understand the text effectively with the dictionary support. It will be wasting time. However, it was not easy for the students in guessing the meaning of unfamiliar words. Like in previous unit, that they did not have any idea about the meaning of unfamiliar words. Moreover, they should complete the task individually. This made them to complain their difficulty to the teacher. Therefore, the teacher helped them by guiding them in guessing. The teacher asked students to see the sentences including the unfamiliar words. The teacher asked them to translate the words that they know in the sentences. Then, he asked them to try in guessing the meaning of unfamiliar words that may be suitable.

After completing Task 4, the students did Task 5. In this task, the students read the explanation talking about main sentences and supporting sentences individually. They tried to identify main sentences and supporting sentences that were

provided in the example. Most of them could understand the explanation. However, there were some students who could not understand it. Therefore, the teacher gave additional examples. Then it was followed by discussion the additional example given. Teacher asked students to decide main sentence and supporting sentences in the example. Then they tried to answer it. Most students answered it correctly.

Task 5 and 6 were applied to check students' comprehension of grammar. Task 5 provided explanation related to the structure of a paragraph. It told about main sentences and supporting sentences the text. The teacher asked the students to learn the explanation for 5 minute. Then, it was followed by discussing of the explanation. Some students had difficulty any deciding main sentences and supporting sentences. Then the teacher asked them to reread again and explain again and asked them to competed task 6 to check their understanding related to the structure of a paragraph.

In task 6, student decided the main sentences or supporting sentences. Most of students could complete the task individually, but there are still students who answered wrong. Then teacher explained it again. There are some questions from the students about main sentences and supporting sentences. The teacher asked them to read again the text. Then, he discussed the text and showed them how to decide main sentences and supporting sentences.

Before closing the class, the teacher summarized the material and asked them to do homework provided in the unit. In the homework, students should find an article about measurement in pairs. Then, they should apply how to read effectively that they got in the class. They must skim the article to find the topic and identify the main sentences and supporting sentences. In addition, they also must guess meaning of unfamiliar words in the article. The homework must be submitted in the next meeting.

### **Field Note of Try-out of Unit 2 (Second Meeting/ Second Cycle)**

Day: Monday, May 30, 2011

Place: SMP N 2 Gunungkidul, Wonosari

Class: VII D (Immersion class)

Number of students: 32 students

This meeting still discussed material of unit 2. It continued unit 2 by discussing the second cycle of unit 2, task 7 to task 14. This cycle actually encourage the students to apply the reading strategy gotten in the previous meeting. Moreover, this can provide student in reading practice. In the beginning of teaching and learning process, the teacher asked students about learning material discussed in the previous meeting. The teachers previewed the previous material and asked the students to submit the homework. There were some students who did not finish their homework and the teacher asked them to finish it in their home and then to submit it the next day on the English teacher desk. They did not do their homework because they have difficulty to find the text in the internet. However, the other students could complete the homework in pairs.

To lead in the teaching process, the teacher asked students about reading strategy taught in the previous meeting. The teacher asked student, “*kalian masih ingat tidak gimana cara membaca cepat agar tau topic bacaan?* (did you still remember how to read quickly to find the topic of a text? The students answered, “*ya pak dengan skimming*” ( yes sir, by skimming). The teacher asked again “*apa itu skimming?* Some students answering slowly “*dilihat judulnya, dibaca beberapa kata atau kalimat pada teks itu pak, jadi bisa ngira-ngira tentang apa teks itu.*” Then, the teacher asked them to see the text in second cycle of Unit 2. The teacher gave instruction to complete the task 7. This task encouraged the students to build their background knowledge related to the topic in the next text. In this task, the students

complete the picture of measurement tools with their function. It was looked easy for them to complete the task. They were enthusiasts in answering the question independently. After finishing the task, the teacher gave opportunity to them to show their answers. They read loudly the task and their answer.

Then, the teacher asked them to read the instruction of Task 8 and asked them whether they understood the instruction or not. Most of students understand it, but the teacher explained it to make sure that they did the task correctly. Then the teacher asked them to skim the text to decide the topic of the text. After students skimmed the text for 3 or 4 minutes, the teacher asked the topic of the text. Most of the students answer correctly and the other closely correct. They did not have any difficulty in doing the task independently. Then, the teacher asked them to read the whole text to answer question of Task 9, Task 10, and Task 11.

In Task 9, the students had to decide which paragraph in the text suitable with supporting sentences provided. They completed the task in pairs. The teacher move around to control and watch them while they were completing the task. Then, the teacher checked the students' answers. Teacher asked them to show their answer. Then they read their answer loudly. Most of students answer it correctly.

Then, teacher asked students to complete Task 10. This task encouraged students to guess a meaning of unfamiliar words. In addition, this task was to measure whether they guessed them correctly or not. Actually they guessed when they read the text, but they still have difficulty. In the class most of the students got difficulty in completing this task individually. They don't have any idea in guessing the meaning. They complained to the teacher that the task was difficult for them. They asked how to guess the words without the text. They asked to be permitted to see the dictionary, but the teacher did not permit it. Then, the teacher help them by asking them reread again the sentence where the word was included. The teacher help them guessing by encouraged students understand the sentence not word by word. It helps them

understanding the meaning of the sentence and then can help them in guessing the unfamiliar word. This did well and most of students can complete the task.

After that, it was continued by completing Task 11. Task 11 checked the students understanding related to the content of the text. Task 11 provided 5 questions related the content of the text. They could answer the question well. It looked quite easy for them. Most of students could answers questions individually. They participated actively by answering the question when the teacher asked them to answer. Moreover, the teacher also explained to them what they should do in the task and asked them to check again the text when they have difficulty.

Then, group discussion was begun. The students made group of four and they answered the question of this task by discussing in their group. Although it had ever been done before, it still spent much time because they should discuss. After they discuss it, the teacher asked them to show their and answer. Then, teacher checked the answer of each group and compared each answer of the groups. Although some groups did not answer correctly, most of group could answer the questions well.

After finishing the discussion task, crossword puzzle game was done to refresh the students. Moreover, this game could improve the vocabulary of the students, because this game asked students to find some word related to the measurement. The teacher gave opportunity for them to find the word individually. Any ones could give the words that he or she found. After telling the words, the students write the words on white board. They did it enthusiastically. They could complete this ask well.

To close the meeting, the teacher summarized the materials. He previewed how to read fast. Then, he asked students to read at home unit 3 that would be discussed in the next meeting.

### **Field Note of Try-out of Unit 3 (First Meeting/ First Cycle)**

Day : Monday, June 6, 2011

Place : SMP N 2 Gunungkidul, Wonosari

Class : VII D (Immersion class)

Number of students: 31 students

It was the first meeting of Unit 3. The researcher entered the room and greeted the students. Then, he asked the student “*Ada yang gak masuk hari ini?* (Is there any one absent to day?). Then, the students answered that there was one student who do not come because he was sick. After that, he distributed Unit 3. He asked about what they learned in the last meeting while he was distributing the unit. They still remember what they learned in the last meeting.

After the unit was distributed, the researcher asked the students to see the units. Then, he asked to the students to read the title. Then, they read it loudly. The teacher asked “Do you know what states of Matter are?” and students were silent. Then the teacher told that it is about liquid, solid and matter, but they were still silent. Then the teacher explained in Indonesia what states of matter are. Then, he asked them to complete Task 1 in pairs. In Task 1, students should classify the object/ the picture in to solid, liquid or gas. It helps them to recall their knowledge related to this topic in the unit and to prepare them to move the while reading task. They could complete task well. However there was a problem in doing the task. They were confused to co classify the object because the picture consisted of some object and the students did not know which objects should be classified. Then, the teacher told them the object in the picture that should be classified. After finishing the task, the students showed their answer by reading it loudly. Then the teachers told to them weather the answer right or wrong. Actually, the teacher did not justify their answer directly. He gave it back to the other students to justify the answer first. All of students could answer it correctly.

After that, the teacher led the students to move on to Task 2. In Task 2, they had to skim the text to find the topic of the text. The teacher asked the students “Do you still remember how to skim a text?” Then, the students answered “yes, I do sir.” The teacher asked again how to skim a text to find the topic. They answered that they should read the title and look at some words in each paragraph but not all words in the text. Then, the teacher waited for a few minutes to let them skim the text. After about 3 minutes, he asked the students to tell the topic of the text. Some of them answered correctly and most of them answered closely correct. It seemed the text was easy to be completed individually.

After skimming the text, the students read the whole text to answer questions in Task 3, Task 4 and Task 5. In Task 3 students decided the main idea of each paragraph. They just matched the main ideas that were provided to the paragraph numbers. They completed it in pairs and they could finish it well. While they were reading the text and were completing the task, the teacher moved around and gave some help to the students who did not understand the instruction or the text. After the student finished the task, the teacher offered to the student to tell the correct answers. Some students raised their hand and the teacher asked one of them to show his answer. Then, after the student told the answer, the teacher asked the other students to judge whether the answer was right or wrong. Most of them could answer it correctly.

Next, he asked students to move to Task 4. In Task 4, students should decide the provided statements right or wrong. The teacher asked them to answer the questions based on the text and they could read again the text. It seemed they did not have any difficulties to complete the question. The teacher moved around to check students' progress while he was waiting for them to complete the task. After they finished it, the teacher checked their answer by offering them to show their answers. Some of them raised their hand and the teacher asked one of them to tell his or her answer. Although they did the task individually, most of them could finish it well.

In task 5, the students should guess some unfamiliar words consisting in the text. The students were encouraged to find the meaning of the words without dictionary. The purpose of this task is to improve students' vocabulary and to encourage students read effectively without using a dictionary because in the real setting in immersion class, it is impossible to understand the text effectively with the dictionary support. It will be wasting time. The teacher told to them that it was like what they did in the previous unit. However, most of them complaining that the task was difficult and asking the teacher helps. Then, some of them could do it although it looked difficult for them. Then, most of them could not finish it well individually. The teacher reminded them how to guess the words. Then, some of them could complete the task well finally.

After Task 5 had been finished, he then led them to have a look on Task 6. In Task 2, the students learned the explanation of grammar. There was a table that consisted of explanation related to simple present. In addition it included the figures explaining the structure of active sentences and passive sentences. They read it individually. Most of them could understand the explanation, but there were some students who could not understand it. Therefore, after they read it, the teacher explained it. They paid a well attention to the teacher and some students asked about what the active and passive sentence are. He gave example of active and passive sentences and showed "be" used in the sentence. Moreover, he explained and gave example the situation the active sentence and passive sentences used in daily life. He showed also the passive sentence and active sentences used in the text. Most of them understood about what the teacher said. Then, to check their understanding and to help them to learn more about the grammar, he asked them to complete Task 7 and Task 8.

Next, students should complete task 7. It was grammar task. In this task, students were encouraged to apply what they got and learn more about what they got in Task 6. They should change the active sentences provident into passive sentences.

The first sentence had been done as the example for them. They completed it individually. After they finished it, the teacher led a discussion to discuss their answer. Some of them looked difficult in doing the task, but they could complete it well.

Next, students were led into Task 8. It was still about grammar. In this task, students were still encouraged to apply what they got and learn more about what they got in Task 6. They should choose the correct verbs in the bracket to complete the sentences. While the students were completing the task, the teacher moved around to check their progress and helps them if they got difficulties. They did not have difficulties to finish the task individually. After students completed it, the teacher led to discuss their answer. Some students showed their answer and the other gave comment the answer. Then the teacher told whether it was right or wrong. Most of them could complete the task well.

Before closing the class, the teacher summarized what they learned to day. In addition, he gave them homework. They should find an article in the text and they should apply how to read effectively that they got in the class. They should skim the text to find main ideas of the paragraphs; scan it to find the information and guessed the meaning of unfamiliar words in the text. They should submit it on next meeting. Then, the teacher closed the class by prying.

### **Field Note of Try-out of Unit 3 (Second Meeting/ Second Cycle)**

Day : Thursday, June 9, 2011

Place : SMP N 2 Gunungkidul, Wonosari

Class : VII D (Immersion class)

Number of students : 25 students

It was the second meeting of Unit 3. The implementation was held in class VII D. The actual members of the class were 32 but, some of the students were absent, so the student number was only 25.

The researcher entered the classroom herself. He led the class saying a prayer. After that, he asked students about what they learned in the last meeting. Some students answered it slowly, "talking about states of matter sir." The teacher asked again, "what else? How to get the topic of a text quickly?" the students answered, "skimming sir." Then, he asked the students to submit the homework. Some of them could not submitted it now because the time to complete to short. The previous meeting was on 6 June and this meeting was on 9 June. Therefore, they said that they did not have enough time to complete the task. However, there were some students who completed the task in pairs. The other students who did not complete the task should submit it on next Monday.

After that, he led them to have a look at Task 9 which was about the Pre-reading of the text in Mission 2. This task helps students to recall what they know about the topic of the unit and prepares them to read the next text. He asked students to see the picture and answered the questions in pairs. After a few minutes, the teacher asked the students to answer. The teacher asked them, "what happen with the ice-cream?" Most of students answered in indonesia." *Meleleh pak.*" (it is melting, sir). The teacher asked, "*Meleleh bahasa inggrisnya apa?*" (What is meleleh in English?). A few students answered, "Melt, sir." The teacher said, " Yes, melting."

Then, the teacher tell to the students that the text which would be discussed was about melting. Then, he asked them to move to Task 10

In task 10, the teacher asked the students to read the instruction. Then, he asked them weather they understood or not. They understood the instruction because it was same as what they did in Mission 1. Then, the teacher asked them to find the topic of the text by skimming. When the students skimmed the text, the teacher move around to watch the students' progress and help them if they got difficulties. After a few minutes, he asked them to tell the topic. Some of them told in Indonesian,"*Perubahan wujud zat pak.*"(The change of matter, sir). Then, the teacher responded," Yes, it is about The change of matter." Although they skimmed the text individually, most of them could find the topic correctly. Then, the teacher asked them to read the whole text to answer questions in Task 11, Task 12, Task 13 and Task

In task 11, the students classified provided sentences into main sentences or supporting sentences. They did not have any difficulties in understanding the questions. The teacher move around to watch the students' progress and to help them if they got difficulties. After they finished it, he asked them to show their answer. He offer them to answer it loudly. Some students rised their hand and he asked one of them to read the answer loudly. Then, the discussion of their answer was begun. The other students commented of the answers. Then, the teacher concluded and told the correct answers. Most of them could complete the task in pairs.

In task 12, students were provided some statements and they decided which statements were true or false based on the text. When the students completed the task, the teacher move around to watch the students' progress and help them. Mose of students looked easy finishing the task individually. They could comprehend the text so that they could finish the task well. After finishing the task, the students were led to a discussion. The teacher asked them to discus their answer. Some students were

asked to present their answer and the other students commented the answers. After that, the teacher told them which answers are correct or wrongs.

In task 13, the students guessed some unfamiliar words in the text. The students were encouraged to find the meaning of the words without dictionary. This task could improve students' vocabulary and to encourage students read effectively without using a dictionary. Although the task looked difficult for them, they were encouraged to guess the meaning. This task is same with task that they had done before. Therefore the teacher did not need to give detailed explanation. He just reminded them how to guess the unfamiliar words. Some of students still had difficulties in guessing the words. They could not finish it individually. Therefore, the teacher helped them by giving clues related to the words. Then, they could complete the task well finally. After completing the task, students showed their answers and discussed it. The teacher managed the class. He chose which students who wanted to present their answers and led them to discuss their answers.

In task 14, students were provided 5 questions related to the text. The questions aimed to get students' comprehension of the text. The students read again the text to complete the task. Most of students could finish the task individually. After that, the teacher led them to discuss their answer. The students asked them to presents the answer and some students raised to be volunteer in answering the questions. After some students presented their answers, the other students gave comments to the answers. After that, the teacher gave conclusions and told the right answer. Most of students could understand the text so that they could answer it well.

Then, group discussion was begun. The students made group of four and they answered the question of this task by discussing in their group. It still spent much time because they should discuss with their friends in their groups. After they discuss it, the teacher led them present their answers. The teacher gave opportunity to each

group to present the answers. Then, the other group gave comments to the answers. Most of group could answer the questions well.

After completing the group discussion, student did the game. In this game, they prepared the description of the provided picture. The teacher moved around while they were preparing the descriptions. After they were ready with the description, the teacher asked on of them to present in front of the class. Then, a volunteer stand up in front of the class to tell the characteristics of a picture. Then, the other students guessed the picture that was described. It spent much time because they should prepare the description of the pictures and they presented it in front of the class. Moreover, they have difficulty to describe it and they were shy to present it in front of the class. The game did not provide expression to describe the picture so that the have got difficulties in describing the picture to the other friends. In short, the game was too difficult for them and spent much time.

After that, the teacher summarized the materials taught. He asked them, "What do we learn to day?" the students answered, "Change of matter and skimming, sir." Then, the teacher said that they had learned about change of state of matter, how to skim a text and how to guess unfamiliar words. In addition, the teacher told that in unit 3 they also learned grammar which is active sentences and passive sentences. Then, he led the class to pray.



**PEMERINTAH KABUPATEN GUNUNGKIDUL**  
**KANTOR PELAYANAN TERPADU**

Alamat : Jalan Brigjen Katamso No. 1 Tlp (0274) 391942 Wonosari 55812

**SURAT KETERANGAN / IJIN**

Nomor : 392/KPTS/XI/2010

Membaca : Surat dari Universitas Negeri Yogyakarta, Nomor : 1672/H.34.12/PP/X/2010 tanggal 29 Oktober 2010, hal : Izin Penelitian.

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

Dijinkan kepada :  
Nama : AJI ABDUSSALIM  
NIM : 05202244166  
Fakultas/Instansi : Bahasa dan Seni, Universitas Negeri Yogyakarta  
Alamat Instansi : Karangmalang Yogyakarta 55281.  
Alamat Rumah : Prayan Wetan N0. 135 Concat, Depok, Sleman.  
Keperluan : Ijin penelitian untuk penyusunan skripsi dengan judul "DESIGNING CONTENT-BASED INSTRUCTION MATERIAL OF SCIENCE READING FOR LANGUAGE SUPPORT PROGRAM IN SMPN 2 WONOSARI GUNUNGKIDUL YOGYAKARTA"

Lokasi Penelitian : SMP Negeri 2 Wonosari Kab. Gunungkidul;

Dosen Pembimbing : Joko Priyana, Ph. D.

Waktunya : 01 Nopember 2010 s/d 31 Desember 2010

Dengan ketentuan :

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

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

Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari

Pada Tanggal : 01 Nopember 2010

An. BUPATI GUNUNGKIDUL  
KEPALA



Drs. AGUS PRIHASTORO  
NIP. 19570821 198603 1 005

Tembusan disampaikan kepada Yth.

1. Bapak Bupati Gunungkidul (sebagai laporan);
2. Kepala BAPPEDA Kab. Gunungkidul;
3. Kepala Dinas Pendidikan, Pemuda dan Olah Raga Kab. Gunungkidul;
4. Kepala Badan Keshanolinmas dan PP Kab. Gunungkidul;