THE APPLICATION OF PEER DISCUSSION IN THE CLASSROOM TO IMPROVE READING COMPREHENSION OF THE XI GRADE STUDENTS AT SMA N 1 SALAMAN

A Thesis

Submitted as Partial Fulfillment of the Requirements for the Attainment of

The Degree of *Sarjana Pendidikan* in English Language Education

by

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MOTTOS

There is an ease behind a difficulty
(Qs. Al Insyiroh 94:6)

Everything will be difficult before it becomes easy.
(Anonymous)

"Success ... seems to be connected with action. Successful men
keep moving. They make mistakes, but they don't quit."
(Conrad Hilton)

DEDICATIONS

I lovely dedicate this thesis to:

My beloved father and mother
For their support, love, and prayers

My brother and my beloved friends
For their care, support, and love,

ACKNOWLEDGEMENTS

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THE APPLICATION OF PEER DISCUSSION IN THE CLASSROOM TO IMPROVE READING COMPREHENSION OF THE XI GRADE STUDENTS AT SMA N 1 SALAMAN

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ABSTRACTS

The aim of this research is to improve reading comprehension of the eleven grade students at SMA N 1 Salaman by using the application of peer discussion technique.

The study was action research. In conducting the study, the researcher involved the English teacher, the school principal and the students of Grade XI. The subjects of the study were 30 students of Grade XI of SMA N 1 Salaman in the academic year of 2012/2013. The data of this study were qualitative. The qualitative data were obtained by observing the teaching-learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' reading comprehension through the pre-test and the post-test.

The results of this study showed that the use of peer discussion technique was effective to improve the students' reading comprehension. The use of hortatory texts in peer discussion process in the BKOF and MOT stages was effective to make the students more enthusiastic in the reading activities. All students could understand and respond to the researcher' instruction and explanations. The activities in the JCOT stage of applying peer discussion technique as a pre-reading planning strategy were successful to help the students constructing meaning and generate their ideas. They could also admit lack of understanding of a concept to peers rather than to the teacher and this opened up the opportunity for discussion. The activities in the ICOT stage in making the hortatory texts by applying peer discussion technique could improve the students' reading comprehension. The students found it easy to generate ideas, identify the text's generic structure and, find new vocabularies.

Chapter I

INTRODUCTION

A. Background of the study

In senior high school, students have four skills that will be learned; reading, listening, speaking, and writing. Among the four skills of the English language, reading has recently got the most attention from the language teaching decision makers, curriculum designers, and teacher in Indonesia.

Therefore, English Language is also taught at all schools in Indonesia. One of them is at SMAN 1 Salaman. SMAN 1 Salaman is a school that drives the students to get more than one language. The purpose of the study at SMAN 1 Salaman is to make the students able to learn and apply the language in their daily life.

After getting an observation at SMAN 1 Salaman, there are many problems that are found in reading. Students are difficult to get specific information, get a general idea about the text, find out the implicit main idea, find out explicit main idea, find out the detail information in the text, guess the meaning of words, phrases, and sentences from a context, and to get enjoyment.

B. Identification of the Problems

As stated in the background of the study, the reading comprehension at this school is low. There are some factors that influence the students' reading

skills in the teaching-learning process. In identifying the problems, the researcher has interviewed the teacher, the students and the headmaster. The researcher also observed the teaching-learning processes in the classroom. Based on the pre-survey conducted by the researcher in the teaching-learning English at SMAN 1 Salaman, there are some problems that can be identified as follows:

1. The first problem is related to the students

    A student is one of the aspects that determine the quality of teaching learning. The student's aspects are their competency and personality. The aspect of student's competency can be grouped into cognitive, psychomotor, and affective competency.

    The cognitive competency includes knowledge and intelligence. The knowledge is related to the knowledge of English subject and non-English subject. The intelligence is the power of learning, understanding and reasoning. This competency is also related to the creativity, certain talent and a learning style. It is determined by the knowledge that the students have. With an adequate knowledge, it will be easier for the students to understand and to comprehend the material they are learning, so they will be motivated to participate and to interact in teaching learning process.

    The psychomotor competency is the students' competency related to their skills, which covers general skill and language skill. General skills are related to the students' performance, for instance, students' skill in questioning, answering teacher's question and discussing in a group. Language skills are skills in reading, writing, speaking and listening. The

student's psychomotor competency could determine the quality of interaction. The low psychomotor competency of a student can make him or her has low self confidence, feel afraid, feel worried, and not motivated in learning. So it could give negative effects on the quality of teaching-learning process.

The affective competency of the students is related to their attitudes appraisal towards of the aspect of teaching-learning, such as students' attitudes and appraisal towards a teacher and other students. Those attitudes and appraisal would bring about certain feelings. Positive appraisal would bring about delightful feeling. This feeling could make students more enthusiastic in learning and interacting actively in teaching-learning process. On the contrary, negative appraisal could cause an unhappy feeling. The unhappy feeling could make students feel reluctant in learning. So the students' affective competency determines the feel reluctant in learning.

2. The second problem is related to the teacher

There are some problems that are related to the English teacher in this school. First, the method used by the teacher in the classroom was teacher-centred method. The teacher explained all the time and the students did not pay attention to the teacher explanation. A monotonous class drive the students to be bored and lazy.

Second, the teacher taught too many materials in one meeting. He taught too fast so she did not give time to the students to understand what

he explained. He focused his teaching on a book, and the activities were analyzing texts, answering the task, and discussing. The activities were without trying to apply an interesting activity and media.

The last, the teacher could not manage her class well. As the result the student make a noisy and they did not pay attention to the teacher's explanation.

3. The third problem is related to the teaching material

There are not enough books for all students, so they had to share the books with their friends. When they did it, they made a noise and it needs to be conditioned.

4. The fourth problem is related to the media

There is only limited media in the school. So, the students and the teacher can not do their study maximally. It is caused by the lack of school's facilities that is available.

5. The fifth problem is related to the classroom management.

The teacher does not give attention to the pattern of students' seat and also with whom they sit. They are free to choose the position of their seat. Most of them are prefer to sit at the back then at the front. As a result, students which sit at the back row were always made a noise and did not pay attention in to the teacher explanation. Some of the students are prefer to choose their mate by them self. The students with a good mark did not

want to sit near the students with a bad mark. So, it caused some discrimination between the students in the classroom.

Based the finding problems , a new formula will be implemented as a kind of solution to solve the problem of improving the students' reading comprehension in English, especially in comprehending the materials.

C. Delimitation of the problem

There are so many problems of teaching reading in high school that still need to be investigated. This study is limited to the following problem, "Do students cooperate and like to help each others or do they work individually in the classroom?"

It is impossible to solve all the problems related to a factor, that's why in this research the researcher limited the problem only on the application of peer discussion technique in the classroom to improve the students' reading skills.

D. Formulation of the problem

From the discussion on background of the study and the identification of the problem, the problem was formulated as follows:

"How can students' comprehension in reading be improved by applying peer discussion in the classroom?"

E. Objective of the study

There are 2 objectives that can be acquired from this study:

1. Describing the application of peer discussion technique in improving the students' reading skills in English teaching-learning process at SMAN 1 Salaman**.**

2. Helping the students solve their problems in reading comprehension of English by applying peer discussion.

F. Significance of the Research

There are some advantages that can be acquired from this study. The significances of the study are:

1. Theoretically, the findings of this study may verify the validity of theories that applying peer discussion in the classroom can improve students' reading comprehension.

2. Practically, the study offers benefits to some parties.

   a. The English teachers

      1) It can provide teachers with the information that applying peer discussion technique is more enjoyable to be used in order to improve students' reading comprehension in senior high school.

      2) It makes the teachers apply peer discussion on students' reading comprehension.

      3) It becomes the teachers' reflection of their techniques that are used in the teaching learning process of reading.

b. The students of SMAN I Salaman

    1) It was easier for the students to admit lack of understanding of a concept to peers rather than to the teacher and this opened up the opportunity for discussion.

    2) It helps the students correct their errors in reading.

    3) It can be used as a type of input to improve students' reading.

c. The research and development program

Hopefully the finding of this study can be used as a reference for further research of the relevant topic.

CHARTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. LITERTURE REVIEW
1. English Teaching and Learning

a. The Nature of English Teaching and Learning Process

The term teaching and learning is closely related to the total educational process. Therefore, the very beginning aspect the researcher delivers is teaching and learning.

There are some definitions of teaching and learning. Brown (2000:7) says that teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. While Vygotsky in Feez, (2002: 26) says that learning is collaboration between teacher and students with the teacher taking on an authoritative role similar to that of an expert supporting an apprentice. Teaching is making students able to learn, giving the instruction to do the task, or setting the teaching learning process to make the students get to learn. From the above statement, the term teaching-learning consists of two words "teaching and learning" which are inseparable things. Teaching and learning support each other and both are interconnected. In the field of teaching and

learning language, Vygotsky in Feez, (2002: 26) says that if a teacher support students so that they move through the zone of proximal development to their potential level performance, real learning and progress is possible. It is clear that teaching is guiding, facilitating, setting things up, enabling, and giving opportunities for learning. Without the teaching, learning cannot stand by itself and learning needs a setting of a language especially English as a foreign language. In fact, learners do not know yet about the foreign language and their mother tongue. Thus, they need to know about its way.

According to SKKD for SMA in Indonesia, English is a tool in communication both in spoken and written forms. To communicate is to understand and to express the information, the mind, the feeling, and the development of science and technology, and culture by using that language. The communication ability in a whole understanding is discourse ability. Discourse ability is the ability to understand and to produce oral or written texts, which are realized into four language skills: listening, speaking, reading, and writing. It is the four language skills, which are used to perceive or to produce a discourse in society.

Based on *Kurikulum SMA Mata Pelajaran Bahasa Inggris by Departemen Pendidikan Nasional 2006*, the goals of teaching English at SMA are to make the learners have ability of:

  a) to improve communicative competence in written and oral form to reach the informational literacy level,

b) to have awareness that English is important to improve nation competitive ability in global community, and

c) to develop understanding feedback of the learners between language and culture.

The main purpose of learning English in High school is to direct and develop the skills in order that the graduate students are able to communicate both in oral and written forms in a real communication setting within various contexts. By considering that English is a tool in communication both in spoken and written forms and English is also a communication tool for social purposes, the language model which is used in the curriculum is the model that puts language in a context of culture as well as a context of situation: **genre approach**.

The genre approach to language learning was first developed in Australia and now the approach is widely used in all sectors and education. Joyce and Feez (2006:26) state that the genre approach is concerned with providing students with explicit knowledge about language. It values teacher-learner interactions and interactions between students. According to this view, when one thinks about a language, at least there are three important aspects that should be taken into account: *contexts*, *texts*, and *the language system*. The cultural contexts create different kinds of genres or texts. Since there are several kinds of texts that exist in the English societies, it is important for high school students to learn those genres. By knowing the

characteristics of several kinds of genre, students will be able to communicate in English properly based on the situation and context. It is clear that learning language, English, by using genre approach is really proposed.

According to Feez (2002:24), the approach is now widely used because of three points of language learning. The first point is the learning language is a social activity and is the outcome of collaboration between the teacher and the students and between the student and other students in the group.

Halliday in Feez (2002:25) believes that there are three results of using this language learning model: the students learn language, the students learn through language and language students learn about language.
By doing the social activity with others in meaningful and purposeful social activities, students will understand that the target language is a useful resource they can use to make meaning. During learning the target language, the students will try to interpret and make it meaningful in terms of that language. Learning about language means building knowledge of the target and how it works.

The second point is that learning occurs more effectively if teachers are explicit about what is expected of students. The natural approach is very appropriate to apply in this point. According to Krashen and Terrell in Feez (2002:25) the natural approach will make the students learn naturally and unconsciously if they are given the appropriate language input. Rather than

standing back, the teacher can intervene where necessary in the learning process to support students as they build knowledge and skills that have been explicitly negotiated.

The third point is the process of learning language is a series of scaffolded development steps that address different aspects of language. According to Vigotsky in Feez (2002:26) learning is collaboration between teacher and student with the teacher taking on an authoritative role similar to that of an expert supporting an apprentice. He points out that this collaboration always involves language in the form of a dialogue among teacher and students. The term scaffolding is firstly proposed by Bruner. Burner in Feez (2002:26) explains that the term scaffolding means that the teacher taking on an authoritative role similar to that of an expert supporting an apprentice. In this model, the teacher should provide explicit knowledge and guiding practices. Here, the teacher explicitly contributes what students are not yet able to do or do not know and adjusts the contribution.

b. **The Language Teaching Classroom**

According to Pulverness, Spratt, and Williams (2005: 135), the language teacher used in the classroom must be appropriate for the classroom function and for the level and age of the learners. They suggest that a right language chosen will drive students into a right way of delivering knowledge. Students' knowledge background has much influenced in the classroom activities. In this teaching and learning process, the teacher should choose an

appropriate language first. For example, the teacher should not use language that is too formal with primary learners or language that is unsuitable with older learners.

Beside choosing the appropriate language for students, the teacher needs to grade their language to suit the language level and age of the students in the classroom. According to Pulverness, Spratt, and Williams (2005: 135), grading language means choosing to use classroom language that is at or below the language level of the learners. They argue that grading language should not be avoided in teaching learning process. For example, with beginners we use simple words and phrases, but with higher level learners our language can be more complex. They also add that grading means that our language is at the right level for the learners to understand.

The other prominent thing beside the language teacher used and choosing appropriate language for students are sequence the language. According to Pulverness, Spratt, and Williams (2005: 135), teacher needs to sequence their language appropriately to provide learners with learning opportunities. Sequencing means using language in a logical order. This is particularly important for explanation and instruction, for example: "*Listen! Work with a partner*" rather than "*Work with a partner. Listen!*"

According to Pulverness, Spratt, and Williams (2005: 135), learners can learn classroom language, just by hearing it again and again. So it is important to use the same classroom language for classroom functions at the

early stages of learning, for example: "*Open your books and look at page…*" teachers can then build up these phrases to suit the learners' level and age.

Teachers need to think about the language they are going to use for different classroom functions and make sure the language they use is appropriate. According to Pulverness, Spratt, and Williams (2005: 135), appropriate language will use the right degree of formality for the learners, be well graded and sequenced and clear. If teachers do not plan or think about the language they use, they might use the L1, or language which is too complex, which would not be helpful to learning.

c. **Stages of the Teaching and Learning Cycle**

The latest curriculum of Indonesia reform happened in the beginning of 2006/2007 academic year. The developed curriculum is then called School-Based Curriculum (KTSP). School-Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan) is used as the guide for the teaching and learning implementation in all levels of educational institution including high school. This new reform is believed as the one more effective in enhancing the learning process than the previous curriculum.

In KTSP, there are so many ways and methods that can be used by teachers in teaching learning process. They can freely select the appropriate teaching method according to the students' characteristics and also depending on the materials being taught. It is only the teacher who knows the appropriate teaching methods, that is going to be used in delivering the teaching material.

According to Feez (2002: 27), there are 5 stages of teaching and learning cycle. There are Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), Independents Construction of Text (ICOT), and Linking Related Texts.

Furthermore, according to Feez (2002: 27) here is the figure of the five stages in teaching and learning cycles:
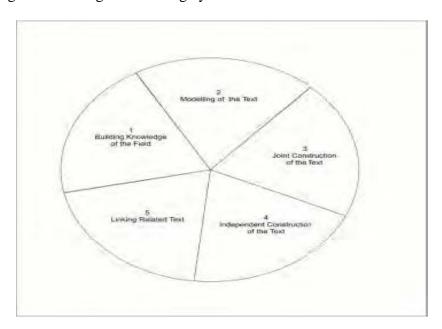
Figure 1: Stages of the Teaching and Learning Cycle

In achieving the ultimate goal of English teaching and learning discourse competence in KTSP, Feez's method is only an alternative. It means that during teaching and learning process, some approaches, and various techniques required by KTSP can be put forward. It is also required by KTSP that the activities must be made various. Although it is only the alternative but

it should be underlined that following the five stages are considered the most effective methodology for implementing the genre approaches.

1) **Building Knowledge of the Field (BKOF)**

According to Feez (2002: 28-29), states that in building of the context; first, the students are introduced to the social context of an authentic model of the text-type being studied. Then second, the students explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves. And the last, the students explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

This stage is to direct and to assist the students' attention toward the topic and to prepare their understanding to deal with it. The certain genre which is used to build up and extent vocabulary relevant to the topic or to the text type being studied is discussed in this phase. Some study techniques can be in the form of demonstration, explanation, discovery, accurate reproduction, immediate creativity and check questions.

2) **Modeling of Text (MOT)**

According to Feez (2002:29) in this modeling stage students can learn the structural pattern and language features of the model. They also can compare the model with other examples of the text type. As it is a modeling stage, MOT is the stage where the students are given a model of language

features of the target language. In this stage, there is an explicit focus on analyzing the genre through a model text related to the course topic.

The teachers may develop their own examples based on their knowledge of the characteristics schematic structure and the grammatical patterns of the genres if there is no suitable model to give. The students can do a role play about the topic in the oral cycle or continue with discussing the schematic structure and the grammatical features of the text in the written cycle.

3) **Joint Construction of Text (JCOT)**

The emphasis of this stage is that the teacher should prepare diagnostic assessment in order she/he can decide whether the students are ready to move to independent functioning or whether they need to undertake further work at the text modeling or joint construction stage (Feez, 2002:30). JCOT is aimed at enabling students to construct a similar text. In this case the teacher and the students may discuss together. The discussion will show the students' knowledge and understanding resulting from the text analysis which was carried out in the preceded stage- the modeling of text stage. This stage may include the negotiation between the teacher and the students and among students regarding on shared knowledge about the discussed genre.

4) **Independent Construction of Text (ICOT)**

ICOT tasks require students' independence in constructing text. According to Feez (2002: 31), he states that independent construction in

reading activities including performing a task, sequencing pictures, numbering, tricking or underlining material on a worksheet and answering questions.

The teacher may continue the task to independent task if a group or pair construction has shown that the students have gained control of the field and the mode. The teacher' rule in this stage is only to provide constructive comment to the students on what further development may be necessary.

5) **Linking Related Texts**

According to Feez (2002: 31), states that in this stage, students investigate about what they have learnt. In this teaching or learning cycle can be related to:

1. Other texts in the same or similar contexts.
2. Future or past cycles of teaching and learning.

According to Feez (2002: 31), states that activities which link the text type to related texts include:

1. Comparing the use of the text type across different fields.
2. Researching other text types used in the same field.

Thus, the teacher should make sure that the task in the previous stages: Building Knowledge of the Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text has been well accomplished so that the students are able to do the Independent tasks.

2. **Reading**

   a. **The Nature of Reading**

   Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Brown (2004: 189) reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding about the meaning of the text they read. It implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the text they read.

   According to Pang (2003:6) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written text.

   Another definition of reading is stated by Nunan (2003: 68). He states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Based on the definitions above reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means that when a reader interacts with printed messages, he tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer. Therefore, the goal of reading is comprehension.

b. Reading Comprehension

Hudson (2007: 79) states that comprehension skills represent the ability to use context and knowledge to derive meaning from what is read. Therefore, the students should improve their reading comprehension skill. This skill separates an active reader and a passive reader. An active reader uses a great deal of context to interpret words and sentences while processing text (Perfetti in Hudson, 2007: 8). Active readers were not only read the text but they also interact with the text.

Munby in Alderson (2000: 10) additionally states that there are some micro skills for reading comprehension as presented in following points:

1) recognizing the scope of a language,

2) deducing the meaning and using unfamiliar lexical items,

3) understanding explicitly stated information,

4) recognizing information when not explicitly stated,

5) comprehending conceptual meaning,

6) comprehending the communicative value of sentences,

7) understanding relations within the sentence,

8) identifying relations between parts of the text through lexical cohesion devices,

9) identifying relations between parts of the text through grammatical cohesion devices,

10) interpreting text by going outside it,

11) recognizing indicators in discourse,

12) identifying the main point or important information in discourse,

13) distinguishing the main idea from supporting details,

14) developing silent details to summarize (the text, an idea),

15) extracting relevant points from a text selectively,

16) using basic reference skills,

17) skimming,

18) scanning to locate specifically required information,

trans-coding information to diagrammatic display.

c. Type of Classroom Reading

There are many types of reading performances. Brown (2000: 312) divides reading performance into two categories, namely:

1) Oral and Silent Reading

Occasionally, teacher will have reason to ask a student to read orally. At the beginning and intermediate levels, oral reading can: serve as an evaluative check on bottom-up processing skill, double as a pronunciation check, and serve to add some extra student participation if you want to highlight a certain short segment of a reading passage.

2) Intensive and Extensive Reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship and the like. Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. Most extensive reading is performed outside of class time. Pleasure reading is often extensive. By stimulating reading for enjoyment or reading where all concepts, names, dates, and other details need not be

retained, students gain an appreciation for the affective and cognitive window or reading: and entry into new worlds. Extensive reading can sometimes help learners to get away from their tendency to overanalyze or look up words they don't know, and read for understanding.

d. Teaching Reading Process

Understanding the process of reading means understanding models of how words are recognized and how long they are kept in working memory (Nunan, 2003:70). The models of the reading process can be divided into three categories (Nunan, 2003:70-73). Those categories are:

1) Bottom-up model

A bottom-up model typically consists of a lower-level reading process. In this model, readers begin with the identification of letters. The information gained is passed to a decoder, which converts the string of letters into a string of systematic phonemes. This string is then passed and recognized as a word. The readers then fixate on the next word and proceed in the same way until all words in a sentence have been processed, at which point they process to a component in which syntactic and semantic rules operate to assign a meaning to a sentence. Thus, this model assumes that readers proceed by moving

their eyes from the left to right, first taking in letters, combining these to form words, then combining the words to form phrases, clauses and sentences of text.

2) Top-down model

In a top down model, readers draw upon their knowledge of the world and the structure of the sentences to analyze the text. In this model, the readers are seen as bringing hypotheses to bear on the text, and using text data to confirm or deny the hypotheses.

3) Interactive model

An interactive model of reading combines elements of both bottom-up and top-down models, assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. While reading, readers can apply a bottom-up process by recognizing the new vocabulary and the new pattern they have not got before. By doing this, readers are expected to be able to get information from the text. Meanwhile, readers also apply a top-down process by predicting what the content of the text is about and the continuation of the text.

Another theory is proposed by Alderson (2000: 25) who states that reading involves social context. He explains, that "Reading is not an isolated activity that takes place in some vacuum. Reading is usually undertaken for some purpose, in a social context, and that

social context itself contributes to a reader's notions of what it means to read or as recent thinkers tend to put it, to be literate."

Celce – Murcia (2001: 154) views reading as an interactive, socio cognitive process. It involves a text, a reader, and a social context within which the activity of reading takes place. She says "in reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language". The transaction includes the reader's acting on interpreting the text. The interpretation is influenced by the readers' past experiences, language background, and cultural framework, as well as the reader's purpose for reading. However, the expectation and intent of reading is to make meaning, to comprehend what is read.

Based on the theories explained above, it can be concluded that reading is a complex process that involves a passive and active processes, a meaning getting process, an interactive process, a language process, a cognitive process, a psychological process, a socio cultural process, and synthesizing and evaluating information.

e. **Teaching Reading In Senior High Schools**

Nunan (2003: 69) explains further that classroom approaches to teaching reading should emphasize silent reading when the goal of reading is comprehension of text. The principles of teaching reading in the English lesson of senior high school students according to school-

based curriculum are important in this study since the writer applied reading tasks for the tenth grade students of SMAN 1 Salaman based on the curriculum used nowadays, school-based curriculum.

The level of English competence of senior high school students should achieve three levels, namely performative, functional, and informational. The focus of the English lesson in senior high schools is to achieve the informational level, since the students are prepared to continue their study to a higher education level. From what is described in school-based curriculum (Peraturan Menteri No.22, 2009) the scope of the English lesson in senior high schools, especially reading, involves three aspects, they are:

1) The ability to understand written texts to achieve informational level.

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

3) Supporting competencies, including linguistic competence, socio-cultural competence, and strategy competence.

The learning genre is presented as one of the subjects in English lesson for senior high school students. The students study in comprehending the content of texts, they are also study about the

generic structure and what language used to construct the texts varying to each other. The generic structure and language features which are commonly found different from one text to another is used based on the purpose of each genre.

Based on graduate competence standard in *Permendiknas* (No.75, 2009), there are some abilities or micro skills that should be mastered by students in reading texts, for example in reading descriptive, news item and narrative texts. In descriptive and news item, the students are expected to be able to determine general description, certain information, detailed information, main idea, and meaning of words. While in narrative, the students are expected to be able to determine general description, certain information, detailed information, main idea, moral lesson, communicative purpose, implicit meaning, and reference.

ƒ. Teaching in SMA based on KTSP.

The level of English accomplishments of senior high school students should achieve three levels, namely performative, functional, and informational (Peraturan Menteri No.22, 2006: 308). The focus of English lesson in senior high school is to achieve informational level, since the students are prepared for continue their study to a higher education level. From what is described in KTSP (Peraturan Menteri

No.22, 2006: 308) the scope of English lesson in senior high school, especially reading, involves three aspect, they are:

a. the ability to understand written texts to achieve informational level,

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

c. supporting competencies, including linguistic competence, socio-cultural competence, and strategy competence.

2. Peer discussion

a. The nature of Peer Discussion

Crouch and Mazur (2001) say that peer discussion is critical to the success of peer instruction: it encourages active engagement by students with the subject matter, a condition they feel is necessary for the development of complex reasoning skills.

Peer discussion, on the other hand is a classroom event in which students collaboratively construct meaning or consider alternate interpretation of text to arrive at new understandings (Almasi, 2002, p 420). The goal in peer discussion is constructing meaning, the end point is ever evolving and depends on participants' contribution. What is discussed and where the

discussion ends emerge throughout the peer discussion. During peer discussion, students gather to talk about, critique, and understand text with minimal teacher assistance. Students determine their own topics of conversation and negotiate the procedural rules and social conventions that govern their discussion. Discourse is lively and focuses on personal reactions, responses, and interpretation of what has been read. Students also use a strategic of reading behaviour (for example, comprehension monitoring, imagery, prediction, summarization) and higher levels of abstract and critical thinking (for example, making intertextual connections, critiquing author's craft) to participate meaningfully in discussions. Participants in peer discussions have often read the same text(s). Nevertheles, peer discussion can be equally effective when participants have read varied text and use the discussion as a means of examining common and contrasting elements in literary texts (for example, character, theme, author's craft) and/or informational texts (for example content).

(Boyle & Nicol, 2003) say that peer discussion was common to both peer instruction and class-wide discussion. In the interviews all students reported that dialogue with other students in peer groups was central to the development of their understanding of concepts and ideas.

b. The benefit of using Peer Discussion in the classroom

The benefit of using peer discussion are state by David J. Nicol and James T. Boyle (2003). They states :

1. It was easier for the students to admit lack of understanding of a concept to peers rather than to the teacher and this opened up the opportunity for discussion.

2. Peer discussion provided opportunities to think about the problem in more detail, to explore alternative viewpoints and problem-solving approaches, and to ask for and hear different explanations. When students were asked 'how peer discussion actually leads to a choice of answer', most students talked about the choice being based on the best argument.

A well-planned discussion helps students to have higher-level thinking of analysis, synthesis, and evaluation as well as problem-solving skills, critical thinking, and creative thinking. It also provides an opportunity for them to practice communication and prosaically skills. This teaching strategy helps students learn information when they discuss it, actively engaging them in their own learning. Since students' learning styles differ, incorporating effective discussion within the curriculum, addresses the needs of the auditory

learning while promoting students' social skill development. Some students learn best when they can talk about what they are learning. Discussion shows the student that their classmates are resources for each other. Students are often pleasantly surprised at the insights and experiences of their classmates. Students can learn from one another.

c. **The application of peer discussion**

Before teachers turn discussions over to small groups of children, a great deal of teacher modeling and guided practice need to occur. Clear expectations need to be explained and modeled (e.g., taking turns, giving others an opportunity to share ideas, staying on task). A variety of techniques can be used to support students in these discussions including: (a) modeling and assigning each student a role to ensure that all students participate, (b) having students discuss the predictions or summaries made by their peers as they practice comprehension strategies, (c) providing students with higher-order questions, graphic organizers, or pictures and having them discuss with a partner, (d) asking students to develop questions using question stems and ask them of one another, (e) having students reflect on a text after reading by drawing a picture or writing in a reading log or response journal that can be discussed with peers the following day, and (f) using sticky notes to mark places in the text (e.g., question marks, smiley faces, or exclamation points) they want to discuss. Additional suggestions that can be implemented to

support students' participation in discussions of text include using charts with written procedures or picture clues to remind students how to participate fairly; setting a limit on the number of times each student can speak (e.g., three) before every student has spoken at least once; providing time for students to get ready (rehearse) for the discussion by sharing ideas with a partner or small group; providing adequate wait time to allow all students to think about what they want to say and then rather than calling on student volunteers who raise their hands calling on students who have not yet made a contribution to the discussion (Shanahan et al., 2010).

3. **Text type**

a. **The nature of text type**

Since the researcher concern with text type in the research process, especially for 2ⁿᵈ grade, the term of text type will be presented. The kinds of text or genres that should be taught in SMA/MA are recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (PERMENDIKNAS NO.23 TAHUN 2006, 2006:11).

According to Feez (2002:4), texts are any stretch of language which is held together cohesively through meaning. Meanwhile, Anderson (1997:1) states that a piece of text is created when words are put together to communicate a

meaning. Creating a text requires teacher to make choices about the words that are used and how the words can be put together. If it is the right choices, it can be used to communicate others. There are various kinds of text type. Each text type has a common way of using language.

b. Kinds of text type

According to the Certificate in Spoken and Written English in Feez (2002:85-86) the families of text type are:

1) Exchanges.

    a. Simple exchanges relating to information and goods and services.

    b. Complex or problematic exchanges.

    c. Casual conversation.

2) Forms.

    a. Simple formatted texts.

    b. Complex formatted texts.

3) Procedures.

    a. Instructions.

    a. Procedures.

    b. Protocols.

4) Information texts.

    b. Descriptions.

    a. Explanation.

    b. Reports.

c. Directives.

d. Texts which combine more than one of these text-type.

5) Story text.

c. Narratives.

d. Recounts.

6) Persuasive texts.

a. Opinion texts.

b. Expositions.

c. Discussion.

c. Text type in senior high school

In this particular study, the researcher will focus on persuasive text, especially hortatory expositions.

1) Hortatory Exposition

According to Purnama, Dwi, and Cahyono (2006:12-15), a hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, and research report. Hortatory

expositions are popular among science, academic community and educated people. The generic structure of hortatory exposition usually has three components:

    (1) Thesis

    (2) Arguments

    (3) Recommendation.

a. Social Purpose

To persuade the reader or listener to accept a position on an issue, or to urge the reader or listener to act in a particular way on an issue

b. Structure

Furthermore, Purnama, Dwi, and Cahyono (2006:14), they state that expositions encompass persuasion and arguments and are normally organized to include:

1) Thesis: Statement or announcement of issue concern.

2) Arguments: Reasons for concern that will lead to recommendation.

3) Recommendation: Statement of what should or should not happen or be done based on the given arguments.

d. Conceptual Frameworks

The concepts of peer discussion to improve students' reading comprehension have been explored in the previous section. In this section, a conceptual framework derived from those concepts will be presented.

Mastering English is very important in order to face the global era, English is used to absorb the development of science and build relationship among nations. For that reason, the government has made a decision that English is taught in every level of education. So far, senior high schools prepare their students to develop themselves in the global competition.

However, in senior high school, reading is emphasized considering the students' future education to continue their study in the university level. They are required to read books and references, and write final assignment in English. However, there are many problems in teaching reading.

Regarding the importance of reading in the English teaching and learning, one of the problems related to teaching reading in senior high school, in this case is students of SMAN 1Salaman is caused by the teaching method (seating arrangement). The students are too afraid of asking and only obey the teacher's order without understanding the teacher's aims. Therefore, peer discussion in the classroom can be applied to improve the students' reading comprehension.

To apply peer discussion in class, first, peer discussion with partners is often used for tasks that require two students to work together. Then teachers may group students of varying abilities. Before implementing peer discussion groups, students of SMAN 1 Salaman are trained to discuss a text with the partner.

Specific instructions on discussion procedures in a group are required before implementing the routine use of this practice.

Readability, suitability and exploitability play an important role to provide interesting teaching learning processes. If the students are interested, they are motivated to read. A high motivation to practice reading improves their reading comprehension. Furthermore, learning reading using peer discussion will improve students' ability in learning English.

Chapter III

A. Type of the Research

This study is categorized into collaborative action research. It is used to apply and implement actions to improve the students' reading comprehension of SMAN I Salaman. The researcher and the research team members collaborate and worke together in conducting the research, identifying the collected problems, planning and carrying out the actions and doing the evaluation and reflection of the actions implemented.

B. The Participants of the Research

The participants are the researcher in collaboration with all the research members. They are the English teacher, the other researchers, and XI IPS 1 students of SMAN 1 Salaman. In the action stage, the subject of the research is the researcher in collaboration with English teacher, and XI IPS 1 students as well.

C. The Research Setting

1. Place of the research.

The research is conducted in SMA N 1 Salaman. It is located in Salaman, Magelang, Central Java. This school is one of the favorite state schools in Magelang, Central Java. The location of the school is actually quite far from the main road of Salaman street but it is not difficult for us to get there by any public transportation. Most of the students went to this school by motorcycle, while some of them on foot. This school has 741 students,

50 teachers, 25 other school personal, and possesses some school facilities such as: a library; a chemistry and biology laboratory; a computer laboratory; two language laboratories; a science laboratories.

2. English Teaching and Learning in SMA N 1 Salaman

Teaching and learning process in SMA N 1 Salaman is in line with the KTSP 2006. The syllabus covers the standard of competency, basic competence, learning material, learning activity, indicator, evaluation, allotted time, and learning sources. The design of the lesson plan is based on the standard competence, the basic competence, and indicators as covered in the syllabus. The lesson plan also includes learning objective, learning material, and learning method, steps of the learning activity, learning sources, and evaluation. The English teacher of XI IPS 1 students is an S1 Degree graduate of Semarang State University. In the teaching-learning process in the classroom, the English teacher focuses the students more on writing skill. She seldom asks the students to read.

3. Time of the Research

The research is held in February to March. The research is conducted in the second semester of 2012/2013 academic year. The English teaching and learning process is conducted twice a week.

D. Research Instruments

There were several instruments used in documenting the teaching and learning process. They were presented as follows.

1. **Field notes**

Burns (1999: 87) writes that writing notes means more than simply recording data, as the act of writing provides a first analysis from which research areas can be further refined. Field notes were often referred to in a qualitative research; it was a description and accounts of events in the research context which are written in a relatively factual and objective style. Therefore, in documenting the data gathered from the observation, here the researcher uses it as one of the instruments.

2. **Interview guide**

Burns (1999: 120) writes that the advantage of interview is enabling the interviewee's as well as the interviewee's perspective to inform the research agenda, and therefore give rise to a more equal balance in it is relationship. Interviewing the students was the next step done after the researcher distributed the questionnaires. This step was meant to support and strengthen the answers of the questionnaires given before and it was meant to dig further information related to the research. In this step, the researcher had already prepared several guideline questions but still it did not change the fact that it did not close any chance if there were any possible and unpredictable questions that occur in the process of digging out any valuable information from the interviewees. In a state for making

the respondents felt comfortable in sharing their opinions, all of the questions were also asked in Indonesian.

3. **Text Type (Hortatory exposition)**

According to Purnama, Dwi, and Cahyono (2006:12-15), a hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, and research report. Hortatory expositions are popular among science, academic community and educated people. The generic structure of hortatory exposition usually has three components: (1) Thesis, (2) Arguments and (3) Recommendation.

E. Data Collecting Technique

The data are collected by observations and interviews. The teacher does observations to get the data from the teaching-learning process. Then the result is made in the form of field notes. In order to complete the data, the researcher interviews the students and the English teacher. The data from the interviews are made in the form of interview transcripts.

F. Data Analysis

The data are obtained from the action conducted in the field. Firstly, the researcher looks up the findings as genuine data such as field notes, interview transcripts, and other records. Then, the researcher analyzes the description of opinions, performances and the result of research. Secondly, from the interview transcript, it can be shown the progress of the implementation given. Additionally, the researcher and the teacher have chances to give their own opinions, ideas, and comments about the implication of the action research. That is very useful to avoid subjectivity in analyzing data and get trust worthiness.

G. Validity and Reliability of Data

According to Anderson (Burn, 1999: 161-162), there are five validity criteria that can ensure data validity of action research. The five validity criteria are: (1) democratic validity, (2) outcome validity, (3) process validity, (4) catalytic validity and, (5) dialogic validity.

1. Democratic Validity

Anderson (Burn, 1999: 161-162), states that democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the stakeholders of SMA N 1 Salaman (head master, teachers, students, administrators, and parents). In the interview, the stakeholders are given chances to express their ideas, opinion and attitudes toward the problems faced, whereas the focus is to

look for the solution of the problems. The interview is conducted during the research.

2. Outcome Validity

Outcome validity is related to the outcome achieved by the researcher. The achievement of the outcome involved not only problem solving but also appearing new questions in the related research (Madya 2006: 40). To get the outcome validity, the researcher put back the problems at the XI grade students of SMA N 1 Salaman in a scheme in order to make new questions. The researcher did this when the researcher did the reflection in the end of the action.

3. Process Validity

Process validity means that actions that are done in the research were believable (Madya 2006: 40). To get the process validity, the researcher collects the data by doing observation, and notes during the research runs. The researcher notes/records anything happened in the teaching-learning process of the XI students at SMA N 1 Salaman. It means that during the process, the researcher observes the participants of the research. The researcher focuses only on anything that could be caught by the researcher's senses.

4. Catalytic Validity

The catalytic validity is related to how the stakeholders respond to the changes occurring to themselves (Burns, in Madya 2006: 43). The researcher gets the catalytic validity through those 2 cycles of the action

plans, implementation and its observation, and reflection that are done at the first grade students of SMAN 1 Salaman.

5. Dialogic Validity

Dialogic validity means that the stakeholders could participate in the process of the research (Burns, in Madya 2006: 44). To get the dialogic validity, the researcher do peer review in action research. It will mean dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue.

H. Procedure of the Research

1. Reconnaissance Stage

Reconnaissance stage is the first step in this research. The data are about obstacles and weaknesses in writing the narrative and descriptive texts. They are collected through observations, and interviews. The researcher observes all activities related to students' reading comprehension that really emerged and are detected during the English teaching-learning process in the classroom. The results of the observation are presented in the form of field notes. To make sure and add the data collected previously the researcher interviewes the other research members. All of the data collected are presented in the form of identified field problems.

2. Actions of Reconnaissance Stage

a) Planning

The researcher makes possible plans covering other research member' opinion, suggestion, and expectation and materials to overcome the reading problems. The teacher' and the students' opinion and suggestion are obtained through interviews. The materials and other sources of all about reading are collected based on related references and experience. The English teacher entrustes the researcher to design the plan. Then, all plans are discussed with the other members. Before the plans are implemented, the researcher and the English teacher arranged the schedule of the action. The implementation of the action bases on the previous schedule made by the English teacher.

b) Implementation

The action is conducted by the researcher whereas the English teacher observed the process. The researcher uses peer discussion as an approach to improve the students' reading ability in comprehending the hortatory texts. All emerging and detected activities in the classroom during the implementation of the actions are documented. The changes and obstacles of the students' involvement are written in the field notes with the result to be evaluated in the next step.

c) Evaluation

The researcher and other research team members analyze the changes during the implementation. Responses and suggestions are given

by the other research team members in this evaluation process. The influences of the implementation on the students' involvement are identified. The results of the identification are determined as successful or unsuccessful ones. The results of this evaluation process are considered for the reflection in the next step.

d) Reflection

Based on the evaluation the researcher tries to identify the relation of the action to the problems. If the actions are considered successful, they would be continued to the next action. However, if the actions are unsuccessful, they would be recycled with some improvement.

CHAPTER IV

THE RESEARCH PROCESS AND FINDING

The study is conducted based on the steps that had been previously planned. The following are the reconnaissance steps and the actions implemented in the steps of this action research. The steps of the research are planning, implementation, evaluation, and reflection of the action. The purpose of the research is to improve students' reading comprehension in teaching-learning process of XI IPS 1, SMAN I Salaman Magelang. To improve the process of reading activities, the researcher used peer discussion in the process of teaching-learning.

A. The Identification of the Problem

In this step, the study identified some problems which occurred in the process of reading activities at XI IPS 1, SMAN I Salaman Magelang. In identifying the field problems, the researcher observed the classroom activities and interviewed the teacher and the other research team members. The researcher and the research team members found 26 field problems. Those problems can be seen in the table below.

Table 1. The field problems in XI IPS I, SMA N Salaman.

No	Problems	Codes
1	When the teacher came to the class, the students were not ready to study yet.	S
2	Some students frequently made noise (e.g. talked to their friends) without paying attention to the teacher.	S
3	The students talked to each other while the teaching and learning	S

	activity was still going on.	
4	The students walked around the classroom when the teaching and learning activity was going on.	S
5	The students often made up something for fun in answering the teacher's questions.	S
6	The students were lazy to look up new words in dictionary.	S
7	Some students had difficulties answering the teacher's questions.	S
8	The students lacked grammar ability.	S
9	The students had difficulties guessing the meaning of words.	S
10	The students had difficulties understanding the meaning of some sentences.	S
11	The students had difficulties pronouncing English words.	S
12	The students played with their classmate while the teaching-learning process was in progress.	S
13	The students had difficulties to generate ideas when they are reading.	S
14	The students lacked vocabulary mastery.	S
15	The students did not bring the course book.	S
16	The students did not do their homework.	S
17	The students easily get bored during the lesson.	S
18	The teacher used only one source of teaching materials(*Look Ahead book*).	T
19	The teacher sometimes did not give a warning when some students talked to their friends.	T
20	The teacher gave the students too little time in doing some tasks.	T
21	The teaching-learning facilities (e.g. library, language lab) were limited.	F
22	The teacher focused on the speaking ability in English teaching-learning.	T
23	The students had low motivation joining the classroom.	S
24	Some students were afraid of being pointed out.	S
25	Some students liked running around the classroom during the activities.	S
26	The students easily got bored during the lesson.	S

S : Student, T : Teacher, F : Facility

Based on the identification above, there are some problems related to the

process of teaching-learning in reading. They were categorized into problems on

students (S), teachers (T) and facilities (F). Since the focus of the study is on the

the problems that would be solved were problems that related to the process of

teaching and learning in reading especially at the reading comprehension

(hortatory texts).

Table 2. The Problems Related to the Teaching-Learning Process in Reading

No	Problems	Codes
1	Some students often made a noise (e.g. talked to their friends) without paying attention to what the teacher said.	S
2	Some students were afraid of being pointed out	S
3	The students had difficulties pronouncing English words	S
4	Some students had difficulties answering the teacher's questions.	S
5	The students lacked grammar ability.	S
6	The students had difficulties understanding the meaning of some sentences.	S
7	The students had difficulties to generate ideas when they are reading.	S
8	The students lacked vocabulary mastery.	S
9	The students easily get bored during the lesson.	S
10	The students did not do their homework	S
11	The teaching-learning facilities (e.g. library, language lab) were limited.	F
12	The students had low motivation in joining the classroom.	S
13	The teacher used only one source of teaching materials (*Look Ahead book*).	T

S: students, F: facilities, T: Teacher

Based on the problems related to the teaching-learning process in reading,

the researcher and the teacher discussed the main causes of the problems. It was

agreed that the main causes of these problems were:

1. The lack of new reading text creates the low students' motivation in

    teaching and learning process.

2. Ineffective strategy in teaching-learning process of reading.

3. Improper class seating arrangement.

The teacher asked the researcher to propose some actions plans to overcome the field problems. The teacher added that the actions plans should consider the limitation of fund, time, and the ability of the researcher and the teacher in conducting the research.

A. Determining the Actions to Overcome the Problems

In determining the actions to overcome the problems, researcher combined the collected data in observation and used the teacher's suggestion. As suggested by the teacher, the researcher made some actions plans to overcome the field problems. The actions were intended to overcome the problems of the students who had difficulty in understanding hortatory texts, the students who usually talked with their friends and made noise; the students who seemed to be lazy to study in the reading activity; and students' with lack vocabulary.

The actions plans were as follows:

1. Using new text model of hortatory text.

2. Employing the stages of English teaching-learning cycle in teaching and learning process of reading.

3. Improving classroom seating arrangement by using peer discussion.

The use of peer discussion was intended to make the students more interested in reading helped by their peers. This would also help the students to comprehend the material especially in reading hortatory texts. Peer discussion, aims at improving the language, achievement and comprehension of English

language learners by pairing or grouping students to discuss and work on a task. Peer discussion would be able to attract the students' motivation, it was easier for the students to admit lack of understanding of a concept to peers rather than to the teacher and this opened up the opportunity for discussion. A well-planned discussion helps students to have higher-level thinking of analysis, synthesis, and evaluation as well as problem-solving skills, critical thinking, and creative thinking.

During the discussion, the students discussed the predictions or summaries made by their peers as they practice comprehension strategies. They shared one to others by asking some questions, hear different explanations or oppinions to find a correct answer and also shares some knowledge. In teaching-learning process, student could help another student in understanding hortatory texts.

The use of peer discussion also helped students learn better and helped them to have higher-level thinking of analysis, synthesis, and evaluation as well as problem solving skills, critical thinking, and creative thinking.

Peer discusiion was employed by the researcher to manage or control the students who often have no interest in joining English teaching and learning process especially in reading. Having peer discussion tecnique in the teaching and learning process would be well managed and the teachers could bring the students into a better understanding of the materials. The classroom management also could run well.

The English teacher suggested that the actions above should be conducted based on the curriculum applied in the school. She showed the materials used for

the English subject, *Look Ahead* Book. After that, she offered the researcher to

select the competency and the suitable theme or continuing materials. The teacher

offered hortatory text and researcher agreed and then made the lesson plan.

B. The Relationship between the Field Problems and the Actions

After the actions had been designed, the researcher related the field

problems to the actions designed. The following table showed which field

problems could be solved with the actions that had been designed by the

researcher.

Table 3. Relationship between the Field Problems and the Action.

Field Problems	Actions
1. Some students often made a noise (e.g. talked to their friends) without paying attention to what the teacher said.	1. Using a new and simple hortatory texts sample.
2. Some students were afraid of being pointed out	
3. The students had difficulties pronouncing English words	
4. Some students had difficulties answering the teacher's questions.	2. Employing the stages of English teaching-learning cycle in teaching and learning process of Reading
5. The students lacked grammar ability.	
6. The students had difficulties understanding the meaning of some sentences.	
7. The students had difficulties to generate ideas when they are reading.	
8. The students lacked vocabulary mastery.	
9. The students easily get bored during the lesson.	3. Improving classroom management by using peer discussion

10. The students did not do their homework.	
11. The teaching-learning facilities (e.g. library, language lab) were limited.	
12. The students had low motivation in joining the classroom.	
13. The teacher used only one source of teaching materials (*Look Ahead book*).	

FP	A
3, 4, 5, 6, 9, 11, 12, 13	1
1, 3, 6, 8, 9, 10, 12	2
1, 2, 3, 5, 6, 7, 10, 12	3

C. Implementation and Discussions
1) The Report of Cycle 1
1. Planning 1

The action plans included some activities, which were addressed to overcome the problems. The three actions planned above were implemented in the lesson. Those were as on **Saturday, 23th of February 2013; and Wednesday, 27th of February 2013, and Saturday, 2nd of March 2013**

The focus of the action in this cycle was to improve the students' reading comprehension. The researcher applied peer discussion in order to improve students' reading comprehension. The researcher used this technique as a part of the English teaching learning process. The researcher used media as a part of the English teaching-learning process, texts about "*Corruption*" and "*Home*

Schooling". There were three meetings in this cycle. In the first meeting the researcher tried to explain about hortatory text and the use of hortatory text. In the second meeting the researcher started explaining peer discussion and applying peer discussion technique in the classroom. In the third meetings the researcher also applied peer discussion. But in the first meeting, the researcher did not apply peer discussion based on the test result of students but the researcher still used the current seating arrangement. Then, in the second and the third meeting, the researcher began to apply peer discussion by pre-test data.

As stated before that the focus of the action in this cycle was to improve the students' reading comprehension, there were three meetings in this cycle. The researcher designed some steps in applying peer discussion to solve the problems related to reading comprehension above, there are:

1) Providing up to date reading text and using peer discussion in exploring and understanding hortatory text in pairs (BKOF and MOT stages).

2) Providing up to date reading text and using peer discussion in joint construction activities (JCOT stage).

3) Providing up to date reading text and using peer discussion result in defining and identifying hortatory texts individually (ICOT stage).

2. Action and Observation in Cycle 1
a. Providing New Reading Text and Using Peer Discussion in Exploring and Understanding Hortatory Text in Pairs (BKOF and MOT stages).

Based on the planning that had been agreed, the researcher and the English teacher divided Cycle 1 into three meetings. The first meeting was on Saturday,

23th of February 2013, the second was on Wednesday, 27th of February 2013 and the third was on Saturday, 2nd of March 2013.

. During the English teaching learning process in the classroom, the English teacher observed the implementation of the actions. It was the researcher who did the actions.

There were 2 texts which represent hortatory text. The researcher were asked the students to read a text about "Corruption". The researcher also asked students to answer the question from the text individually. The activity above was described in field note 5 (line 29-39).

> *Setelah selesai menerangkan tentang Hortatoty text, R kemudian memberikan tugas kepada Ss untuk dikerjakan sendiri-sendiri. Dalam tugas ini R mempersilahkan Ss untuk membuka sumber manapun. R membagikan cotoh text baru berbentuk hortatori yang berjudul "Corruption", kemudian R meminta Ss untuk membacanya. Saat Ss mengerjakan tugas, R berjalan mengelilingi Ss untuk bertanya tentang Peer Discussion sekaligus membantu kesulitan mereka.*
> (After explaining hortatory text, then R gave assignments to the Ss to be finished individually. In this assignment, R did not limit Ss accessing any resources. R shared the new example of hortatory text entitle "Corruption", then R asked the students to read the text. While Ss working on their assignment, R walked around the class and asking about peer discussion and also helping them).

After the students finished the assignment, the researcher explained the generic structure of a hortatory text (title, thesis, argument, and recommendation). After explaining the generic structure, the researcher asked the students to identify the generic structure of each paragraph. Some students could identify the generic structure. They also showed the paragraph series which described the title, thesis, argument, and recommendation.

Then after the students finished reading the text, the researcher explained the language features of hortatory text, namely:

(1) The use of emotive words (e.g. worried, alarmed etc).

(2) The use of words that qualify statements (e.g. usual, probably etc).

(3) The use of words that link arguments (e.g. firstly, However, therefore etc).

(4) The use of compound and complex sentence.

(5) The use of modals and adverbs (e.g. may, must, should, etc)

(6) The use of subjective opinions using pronouns "I" and "we".

The researcher asked one of the students to answer the question before the researcher and the students discussed the answer together. All of the students were active to answer the questions.

Then the researcher asked the students to analize the language feature and also the generic structure of the text *"Home Schooling"*. The activity above was described in <u>field note 6 (line 30-34).</u>

> *R meminta Ss untuk menganalisa generic structure dari teks yang baru saja mereka baca. Beberapa dari mereka sudah mampu menganalisanya dengan baik. R melanjutkan pelajaran dengan menjelaskan language features dari teks hortatori. Kemudian Ss diminta untuk menganalisa dengan kelompoknya tentang language feature dari teks tersebut.*
> (R asked the students to analize the generic structure of the text. Some of them were able to analize it well. Then students were asked to analize the language feature of the text with their group)

b. Providing New Reading Text and Using Peer Discussion in JCOT Stage.

In this action, the researcher asked the students to work in group. The group here means peer discussion group. The researcher delivered a new text,

"*The Importance of Reading*". They cooperated to discuss the text with their friends. Here, each member of the group started to play their role.

Then after the member of the group started to play their role, the students could identify the title, thesis, argument, and recommendation. The management of groups ran well. It could be seen that they cooperated to finish about hortatory text and share each other. It was described in field note 7 in line 10-14.

> *Setelah masing-masing kelompok selesai membaca teks tersebut, R kembali menjelaskan dengan singkat generic structure dari sebuah teks hortatori. R meminta Ss untuk menganalisa lagi generic structure dari teks yang baru saja mereka baca. Beberapa dari mereka sudah mulai mampu menganalisanya dengan baik.* (After each groups finished reading the text, R continued in explaining the generic structure briefly from a hortatory text. Then R asked the students to analized the generic structure once more from the text. Some of them were able to analize it well).

c. Providing New Reading Text and Using Peer Discussion Result in Defining and Identifying Hortatory Texts Individually in ICOT Stage.

In this action, the students were asked to answer the question about hortatory text. The researcher gave questions in each text to enrich students' vocabularies by offering some synonymous questions. The researcher monitored the students' activities since this is an independent work. The researcher suggested the students to use their discussing result with their friends in peer discussion.

This activity did not run well yet. They kept talking each other. It wasted the time and also countered the researcher aims. Sometimes the researcher reminded students to work on their own but the condition did not last for a long time. They began talking each other again. When the bell rung, some students

have not finished their work yet. But they had to submit their work even though they did not finish yet.

3. Evaluation 1

Having conducted all the activities, the researcher evaluated the actions. Although some students still made a lot of noise, the researcher found that the use of peer discussion was effective to improve the teaching and learning process in reading. The activities gave positive impacts. There were a good collaboration between the member of the group discussion. It could be seen that the students were enthusiastic and did the activities instructed by the researcher. They were very enthusiastic to share with their friends. It can be said that peer discussion was effective to increase students' motivation as well. For their reading test result, they did not reach their highest understanding level yet. It can be seen from the interview with the teacher on the next page.

> *11th Interview*: Wednesday, 6th of March 2013.
> R: *Alhamdulillah Bu, sudah terlaksana cycle pertama, dari pengamatan anda, bagaimana metode pengajaran yang saya berikan kepada anak anak bu?*
> (Alhamdulillah Mam, first meeting has been *accomplished*, in your opinion, how was my teaching method?)
> ET: *Ya ya, mereka jadi lebih teratur dan antusias, lebih terkendali. Cara pengajaran Mas Zanu juga menarik, menganngap murid adalah teman sehingga apa yang Mas Zanu harapkan untuk lebih dekat dengan murid lumayan tercapai. Namun yang jelas, mereka paham dengan apa yang saya jelaskan dan apa yang Mas Zanu jelaskan juga.*
> (ya ya, they become more enthusiast and controlled, more controlled. The way Mas Zanu delivers the material was also interesting, placing students as a friend so that what Mas Zanu expected to be closer to students was accomplished. The point, they understand).

Class discussion is a good activity. In this case was among the teacher and students. Moreover, new and up to date reading materials can improve students' motivation in reading comprehension. It can be seen from the interview below.

6th Interview: Wednesday, 23th of February 2013.
R　　　: *Ngomong-ngomong ,mudeng tidak tentang pelajaran tadi?*
　　　　(Did you understand the lesson?)
P　　　: *Yang Hortatory ya Mas? Iya lumayan faham.*
　　　　(Was it *the* hortatory? Yes a little bit.)
R　　　: *Iya apa saja hayo generic structurenya?*
　　　　(Can you *tell* me the Generic structure of it?)
P　　　: *Title, Thesis, trus, Argument sama Recommendation kan Mas??*
　　　　(Title, Thesis, Argument and Recommendation, isn't it?)
R　　　: *Pinter, maksudnya masing-masing apa tu?*
　　　　(Good job, *what* does it tell us about?)
P　　　: *Title itu judul, Thesis itu pernyataan kita tentang sesuatu. Lha terus kita perkuat sama pendapat-pendapat kita. Lha habis itu kita kasih solusi atau anjuran kan Mas?*
　　　　(Title is *judul*, thesis is our statement on something. Then we strengthen it by our argument then we give recommendation on it.)

From the interview above, it was revealed that the students could understand and make defined generic structure of the text. Students could identify the generic structure of the hortatory text, for example; they could identify the Title, Thesis, Arguments, and Recommendation.

Students enjoy with their activities in peer discussion. Students were not bored, because they felt enjoy when discused with their friend. When one of the students did not understand, they can ask to the other students. It made class activities more and more enjoyable. The students could cooperate with other friends to analyze the Title, Thesis, Arguments, and Recommendation. It can be seen from the interview below.

7th Interview: Friday, 28th of January 2011.
R:　　　*Ada kesulitan tidak tadi?*
　　　　(Were there any difficulties?)
L:　　　*Tidak ko Mas, kita malah seneng banget, diskusi kita jadi semakin enak.*

(No Sir, we were very happy, our discussion getting better and better)

R : *Ooh begitu ya? Tadi diskusi apa?*
(OK, I see, what did you discuss?)

L: *Tentang penanda tiap-tiap generic structure.*
(We talked about generic structure signal.)

R: *Oo yang tadi sudah Mas Zanu terangkan ya? Terus bagaimana? Sudah faham?*
(Oo that *one*? How's the result? Clear enough?)

L: *Sudah lumayan mas, ada Title, Thesis, Arguments, sama Recommendation kan Mas?*
(A little bit, there were Title, Thesis, Arguments, and Recommendation?)

R: *Itu* bisa*, pinter, coba mana recommendationnya*?
(that's good, now tell me where the Recommendation is??)

L: *Ini dia Mas, penandanya biasanya ada di akhir paragraph dan ada kata "I think" dan "should", Iya kan?.*
(here you go Sir, it appears in the end of paragraph and there were words "I think" and " should, am I right?)

R: *We e, pinter, pertahankan dan tingkatkan ya, ok?*
(Good job, keep and also increase it, ok??)

L: *OK Mas*
(Yes, I will Sir)

Peer discussion could also help the students to generate their ideas about hortatory text. The fact below showed peer discussion helped the students in understanding the hortatory text. It can be seen from the interview below.

8ᵗʰ Interview: Friday, 28th of January 2011.

R: *Tambah faham apa tidak?*
(Are you getting understood?)

Y: *Iya mas, asyik. Tadi sudah diterangin trus kita diskusi lagi, tambah faham jadinya.*
(Yes Sir, getting better. After you explain to us then we discuss again, it looks easier)

R: *Iya? Sip*
(Are you sure? Good)

…………

R: *Kalo Anja bagaimana tadi?*
(How is about you Anja?)

RT: *Yup, saya bisa, tugasnya juga terasa mudah,*
(Yes, I can finished it I think the assessment looks easier.)

R: *Kenapa bisa?*
(How come?)

RT: *Kan saya bisa tanya ke teman yang lain atau bertanya langsung ke Mas Zanu,*
(As I can ask to the other friends, and even yourself)

4. Reflection 1

After implementing the action, the researcher and the English teacher, as the collaborator, made reflection on the action done. The researcher had a discussion with the English teacher in order to evaluate the action. The discussion was done based on: (1) the observations in the teaching-learning process; (2) students' opinions and; (3) comments from each research member collaborator. Besides, the researcher also interviewed the students about the action implemented. All opinions and comments from each research member were noted. From the implementation of the action, some findings concerning the use of peer discussion to improve students' reading comprehension were found. There were: (a) peer discussion could help students to identify and understand the complexity of hortatory text; (b) peer discussion helps students with attention deficit hyperactivity disorder pay attention longer and discuss more often to finish assignments; and (c) reading a new text of hortatory could enrich students' vocabulary. The followings were the explanations of each reflection aspect.

a. Peer Discussion Could Help Students to Identify and Understand the Complexity of Hortatory Text

It could be implemented in JCOT stages in the teaching-learning process especially in reading. Based on the observation during the actions and the interviews, the implementation of peer discussion technique was successful to help the students to identify and understand complexity of hortatory text. The students were interested in the class activities which involved entire members of the class. Peer discussion technique were

applied in JCOT stages also could improve the students' reading comprehension. The students enjoyed the reading activity. In their discussion, the students identified the Title, Thesis, Arguments, and Recommendation. Besides, they could share knowledge they have. Peer discussion activity could reduce students' boredom.

The following field notes and interview showed the peer discussion technique made the students be more enthusiastic in reading class activity. The activity above was described in <u>field note 9</u>.

> *Setelah selesai berdoa. R menanyakan tentang tes kemarin. R memancing Ss dengan sebuah pertanyaan, "How was the test yerterday? Was it difficult?", Ss menjawab "Yes Sir". R sambil bertanya "How was Peer Disscussion? Was it helping you?", Ss menjawab "Yes Sir". Setelah itu R mengatur kembali tempat duduk Ss berdasarkan hasil tes kemarin. Setelah Ss mendapat pasangan masing-masing, R kembali meminta Ss untuk saling membantu.*
> (After *praying*, R asked about the test yesterday. R began with a question, "*How* was the test yesterday? Was it difficult?", Ss *answered* "Yes Sir". R asking, "How was Peer Discussion? Was it helping you?", Ss answering "Yes Sir". After that rearrange the pattern using yesterday's test result. After they were ready, again, R asked Ss to help each other.)

b. Peer Discussion Helps Students with Attention Deficit Hyperactivity Disorder Pay Attention Longer and Discuss More Often to Finish Assignments

The researcher witnessed the changing behavior of the students'. Their team work run slowly indeed but it also progressed to the level which is very important assisting the reading class activity. Peers played their part good enough so that the peers can understand the lesson as well. Whereas, the researcher still helped them and by walking around and checking the peer discussion activity. The fact that some groups in peer

discussion did not play their part well was realized by the researcher. This situation was shown in the following interview.

> ***10th Interview***: Wednesday, 6th of March 2013
> R   : *Tu kan. Bagaimana, enak berpasangan ma Azizah?*
>   (Here you go. How was your collaboration with Aziza?)
> L   : *Enak gak enak Mas, tapi kita berusaha bisa saling bantu.*
>   (Not bad Sir, we can help each other, make us comfort)
> R   : *Oh gitu, tadi kamu dapat kosakata baru yang belum kamu tau tidak?*
>   (I see. Did you find any new vocabulary?)
> A   : *Ada lagi tapi aku cari di kamus dulu, nanti jika tidak dong, tanya Mas Zanu.*
>   (Yes, but I am working on it. I will tell you when I could not solve it.)

c. Reading a New Text of Hortatory Could Enrich Students' Vocabulary

There were some new words placed in the text by the researcher. Sometimes, for some students, the new words were valuable so they tried to remember it. For them who were curious, they looked it up on the dictionary. The following field note and interview showed the new vocabulary:

> ***9th Interview***: Wednesday, 6th of March 2013
> R   : *Sudah dua kali pertemuan Mas Zanu memberikan text yang berbeda ya? Mana yang Ana suka dari dua text tersebut?*
>   (I gave you different text within two meetings, which one do you like?)
> S   : *Aku lebih suka yang kedua, yang pas ujian, habisnya menarik si Mas*
>   (I preferred the second text Sir, the one on the test, it was very interesting)
> R   : *Ooh gitu ya, sama aja tu kayaknya?*
>   (Oh I see, I think it was the same?)
> S   : *Iya? Eh terus aku juga dapet kata-kata baru lagi.*
>   (Is it? I got so many new vocabularies too)

Below is the comparison description of students' improvement before and after action. The table will be presented on the next page.

Table 4. Description of Students' Improvement before and after Action

	Before Action	After Action
Improvement Aspects	1. Students rarely shared their understanding of the text. 2. Some students were still afraid asking their difficulties to the researcher. 3. The class teaching-learning processes run in high tension. 4. Students walked not to ask the way they can finish the text correctly but to get the answer of his friend directly. 5. Their reading comprehension were not satisfied enough (it can be proved by the way they retell the text).	1. Tutors and tutees shared their knowledge of the text, they help each other. 2. When they were confused of something, first they shared it to his or her tutor and tutee. When they could not answer it they asked to the other group. Then, finally, when they were stuck, they asked the researcher. 3. The class teaching-learning processes run so friendly. 4. They walked not to ask the answer only but also the way they could answer it. 5. Their reading comprehension improved. It can be proved by; firstly they could answer the question correctly then secondly they could retell the text as well.

Before the action, almost all of students worked by themselves and even there were some students who did not pay attention at all. Then, some students were also afraid of speaking up. As an example when some of students were pointed to read the text, they did not read loudly. They were afraid of asking as well.

After the action, students' attention on the researcher improved. They began to discuss and share each other. They were attracted to finish their assignment by discussing the difficulties with their friends.

5. **Summary 1**

Some actions were successful but some others were unsuccessful. The successful and unsuccessful actions were reported as the following:

a. The successful actions:

1) The activities employed BKOF and MOT stages were offering and discussing some up to date issue. The students did not face any difficulty. They were easily predicting, arguing, making a statement to the issue offered. The generic structure of hortatory text then delivered by the researcher first. Besides, they could discuss the generic structure and exercises with their friends after. If they had difficulties, they could ask their mate and discuss it. In this activity, the students had been clear about the generic structure of hortatory text. The interaction among the members of the groups was developed.

2) Peer discussion helped students with Attention Deficit Hyperactivity Disorder pay attention longer and stay in their seats to finish assignments. It could minimize the students' boredom in the reading class activity. The students did not easily get bored in the classroom activity. Besides, they could improve their ability to work in a team.

b. The unsuccessful actions

1) Some students with low English level were always left one step behind the others. And even, they had no attention at all on their mate. So, the discussion could not run effectively.

2) Some students still made a noise in the classroom activity. They often speake loudly to get other's attention, so it disturbed another student who concentrated in the reading process.

3) There were still some students who did not bring a dictionary in the English classroom process so that the students always asked the researcher about the words that should be used.

2) The Report of Cycle 2
1. Planning 2

Based on the reflection in Cycle 1, the researcher and the English teacher planned to give the students different peer discussion group based on the result of the first test again to help them understand about hortatory text. From the First Cycle, there were still problems that were not solved yet. The problem could be from the students, text and also the researcher. The problems were: 1) there were some students could not finish the text correctly, 2) some students still made a noise in the classroom activity and, 3) some of the students did not bring the dictionary. In Cycle 2, the researcher and the English teacher remained using the similar activities like in the first Cycle, those are:

1) providing up to date reading text and using peer discussion in exploring and understanding hortatory text in pairs (BKOF and MOT stages),

2) providing up to date reading text and using peer discussion in joint construction activities (JCOT stage), and

3) providing up to date reading text and using peer discussion result in defining and identifying hortatory texts individually (ICOT stage).

The implementations of the three actions were on Saturday, 2nd of March 2013, Wednesday, 6th of March 2013 and Saturday, 9th of March 2013. The focus of the action in Cycle 2 was to improve the students' reading comprehension.

2. Action and Observation in Cycle 2

a) Providing New Reading Text and Using Peer discussion in Exploring and Understanding Hortatory Text in Pairs (BKOF and MOT).

In this activity, the researcher used the other new text, entitled "A Campaign of the Importance of Reading". The researcher asked the students to reread and work on it again with their new mate. The activity above was described in <u>field note 9 .</u>

> *Setelah selesai berdoa. R menanyakan tentang tes kemarin. R memancing Ss dengan sebuah pertanyaan, "How was the test yerterday? Was it difficult?", Ss menjawab "Yes Sir". R sambil bertanya "How was Peer discussion technique? Was it help you understanding hortatory text?", Ss menjawab "Yes Sir".*
> (After praying, R asked about yesterday's test. R started by asking question, "How was the test yesterday? Was it difficult?", Ss answered "Yes Sir". R also asking, "How was Peer Discussion technique? Was it help you understanding hortatory text?", Ss answered "Yes Sir")

While the researcher explaining the test text yesterday, the researcher also asked students to note any important words and formula so that they would not be confused again when they worked in a similar text again. Then, the researcher asked some students to read the text. Some of them had a good, normal, and low ability in pronouncing words. Some other students were asked to read their answer as well. Sometimes, the researcher also repeated the word to show the

right pronunciation. The researcher asked the students to read and discuss the text

one more time. The activity above was described in <u>field note 9 (line 23-28)</u>

> Setelah semua *berjalan, R kemudian memberikan kesempatan Ss untuk* mengerjakan *dan bertukar pikiran dengan teman sebangkunya. R dengan perlahan berkililing dan bertanya ke tiap bangku akan kesulitan yang dihadapi. Ada Ss yang bertanya tentang kata baru, R meminta SS untuk membuka Kamus. Setelah kamus dibuka dan meraka mendapat arti dari tiap kata, R kemudian membantu mereka mengartikan dan juga mengucapkan.*
>
> (After that, R gives a chance Ss to work and share with their partner. While R walking around and checking, R also helped Ss to finish the text. There were Ss who asked about some new words. Then, R asked them to open their dictionary. Once they have found the words, R helped them to say and give the Indonesia equivalent word.)

After the students finished reading the text, the researcher explained the

language features of hortatory text, namely:

(1) the use of emotive words (e.g. worried, alarmed etc);

(2) the use of words that qualify statements (e.g. usual, probably etc);

(3) the use of words that link arguments (e.g. firstly, However, therefore

etc) and then, (4) the use of compound and complex sentence;

(5) the use of modals and adverbs (e.g. may, must, should, etc);

(6) the use of subjective opinions using pronouns I and we. Then, the

researcher asked one of the students to answer the question about the text

before the researcher and the students discussed the answer together. All

of the students were active to answer the questions.

b) Providing New Reading Text and Using Peer Discussion in JCOT

In this stage, the researcher gave students opportunities to share each other

again. They may work together with the other groups to answer the text questions.

The researcher divided the students into 15 groups, one group consisted of two

students. All groups were given the test text. They had to explain the text their partner. Another group that could not answer the question may ask the other groups to help them but not to give them the correct answer. This activity continued until all of the groups understand and know where their mistake was. The activity above was described in field note 10 (line 15-25).

> *Ss terlihat sangat antusias. Ss saling menbantu satu sama lain. Ada yang hanya diskusi antar teman sebangku namun ada pula yang berdiskusi dengan kelompok yang lain. R mendekati kelompok yang berdiskusi secara intern (*Andika dan Ibnu*) dan bertanya apakah mereka sudah paham dan ternyata mereka sudah paham akan kesalahan mereka. R pun kemudian meminta kelompok itu untuk menjawab pertanyaan nanti. Ada pula yang berdiskusi antar kelompok, seperti yang dilakukan Laila dan Rian. Rian yang berada di bangku paling depan menengok dan selalu menengok ke belakang, yaitu bangku Laila dan Pratiwi. Setelah R bertanya kenapa, Rian menjawab bahwa dia dan teman sebangkunya masih ragu, mereka ragu dengan arti suatu kata, oleh karena itu dia bertanya ke Laila yang lebih paham.*
>
> (Ss look very happy and they helped each other. There was not only
>
> discussion between peers but also among groups. Then R moved to Ibnu
>
> and Andika's group and asking whether they understand or not and
>
> luckily they have understood. Then R offered a question that should be
>
> answered by them latter. Different way was chosen by Rian and Laila.
>
> Rian who sat in the upstairs like to look his back row friends, Laila and
>
> Pratiwi. Then R asking why and Rian said that he and his partner did not
>
> understand the meaning of some words yet so he asked Laila.)

c) **Providing New Reading Text and Using Peer Discussion Result in Defining and Identifying Hortatory Texts Individually in ICOT Stage.**

Before the researcher began the class activity, first he reviewed the previous materials. The students still remembered the hortatory text. When the researcher asked the generic structure and the language features of hortatory text,

they could answer the questions correctly. When the researcher asked the students

to mention the generic structure of hortatory text only, they were able to answer it.

The activity above was described in <u>field note 11 (line 18-20).</u>

> *Kemudian R* memulai *pelajaran dengan menanyakan generic structure dari hortatory text dan language* featurenya. *Jawaban yang terdengar samar. Dan R kembali mengingatkan tentang itu.*
> (Then R began the lesson by asking about the generic structure and language features of hortatory. They answered it confusedly. Then R, gave them additional explanations to remind them on it)

3. Evaluation 2

After conducting all the activities from Cycle 1 and Cycle 2, the researcher

evaluated the actions. In Cycle 1, there were still some students who made a

noise. In Cycle 2, the students began to stay focus in reading activity without

going around and making any noise. The researcher found that peer discussion

technique in BKOF and MOT stages, JCOT stage, and individually assignments

in ICOT stages had run well and accomplished the target. It could be seen from

how they identified hortatory, and also the way they comprehend hortatory, it was

better than in Cycle 1. The students finished their task before the time was over.

Moreover, their reading comprehension improved. They improved their

vocabulary. In addition, they could apply the generic structure of hortatory text

and also the language features of it. It can be seen from the interview.

> *14th Interview*: 30th of March 2013
> R : *Gimana tentang soal-soal latihan yang kemarin, sudah dibahas kan? Dah tahu salahnya?*
> (How was the questions of the assignment yesterday, we have learnt it together, haven't we? Did you know where your mistake was?)
> E : *Iya Mas. Ternyata hortatory tu mudah lo dah tahu trik-triknya ya Mas. Apa lagi ada pasangan yang bisa bantu, teman lain juga kadang bantu Mas. Tar gak lagi deh aku bingung Mas.*

(Yes Sir. Hortatory was easy when we know the trick. There were not only the peers who help us but also the other friends. I hope that I will not get confuse again.)

R   : *Vocabularynya bagaimana? Merasa bertambah tidak?*
(How were the vocabulary items? Did you fell any improvement?)

E   : *Tambah sedikit-sedikit Mas. Gara-gara disuruh membawa kamus. Teman juga menbantu ko Mas.*
(Yes, it was added since you told us to bring dictionary but the other friends were also help us.)

It can be seen from the interview 18th as well.

17th Interview: Wednesday, 3rd of April 2013

R   : *Berdasarkan nilai, kemampuan reading mereka telah meningkat ya Bu, walau tidak terlalu tinggi peningkatannya.*
(Based on the mark, students reading comprehensions have been improved even did not look sigficantly.)

ET   : *Iya, ya begitu Mas. Saya lihat mereka juga antusias membaca. Karena mereka dapat Guru baru dan juga itu bacannya menarik. Kosakata yang ada walau sulit Mas Zanu coba terangkan dan artikanya secara keseluruhan,sangat membantu.*
(Yes. Their interests in reading improve since they had a new teacher and also the text was good enough. Vocabularies even rather difficult you try and help them to translate it and yes, it works.)

R   : *Iya, makasih Bu*
(Yes, thank you Mam.)

From the interview above, the students had understood the generic structure well; their vocabularies improve because of the text which is stated by the teacher as a good text, and improvement of their interactive with others. The students could answer the hortatory text in a correct generic structure, and identify the language feature as well.

4. **Reflection 2**

After implementing the action in Cycle 1, and Cycle 2, the researcher and the English teacher as the collaborator reflected on the action done. The researcher had a discussion with the English teacher in order to evaluate the actions. The discussion was done based on the observations in teaching-learning process, the

students' opinions, and the comments from each research member in Cycle 2. Besides, the researcher also interviewed students about the action implemented in Cycle 2. All opinions and comments from each research member were noted by the researcher. From the implementation of the action in Cycle 2 above, some findings still focused on using peer discussion to improve students' reading comprehension.

Using peer discussion in BKOF and MOT stages for studying the hortatory text could improve the students' reading comprehension to read a hortatory text. The students enjoyed reading text with their friends' help, whether he or she was a partner. They could identify the thesis, arguments, and the recommendation as well. The students could improve their comprehension on new words or vocabulary items. Moreover, peer discussion could help students in improving reading comprehension. Peer discussion could reduce the boredom of students' in learning English as well. Their corporation with others made them happy and more interested in reading the text.

In peer discussion, the other advantages for students are they can also share new vocabularies as well. In other words, they could work together to improve their vocabulary. The following field note showed how the sharing between peers, and also among peer discussion groups. The activity above was described in field note 10 (line 15-25).

> *Ss terlihat sangat antusias. Ss saling membantu satu sama lain. Ada yang hanya diskusi antar teman sebangku namun ada pula yang berdiskusi dengan kelompok yang lain. R mendekati kelompok yang berdiskusi secara intern (*Andika dan Ibnu*) dan bertanya apakah mereka sudah paham dan ternyata mereka sudah paham akan kesalahan mereka. R pun kemudian meminta kelompok itu untuk menjawab pertanyaan nanti. Ada pula yang berdiskusi antar kelompok, seperti yang dilakukan Laila dan*

> *Rian. Rian yang berada di bangku paling depan menengok dan selalu menengok ke belakang, yaitu bangku Laila dan Pratiwi. Setelah R bertanya kenapa, Rian menjawab bahwa dia dan teman sebangkunya masih ragu, mereka ragu dengan arti suatu kata, oleh karena itu dia bertanya ke Laila yang lebih paham.*
> (Ss look very happy and they helped each other. There was not only discussion between peers but also among groups. Then R moved to Ibnu and Andika's group and asking whether they understand or not and luckily they have understood. Then R offered a question that should be answered by them latter. Different way was chosen by Rian and Laila. Rian who sat in the upstairs like to look his back row friends, Laila and Pratiwi. Then R asking why and Rian said that he and his partner did not understand the meaning of some words yet so he asked Laila.)

The following were students' seating position data: the researcher compiled the data from students' seating position starting from; (1) before treatment, (2) based on the researcher's proficiency test data and, (3) based on the researcher's data of 1st cycle test result. On the 1st step, the researcher followed the original seating arrangement of the class. On the 2nd step, as the researcher stated before on the Report of Cycle 1, the researcher used his pre-test data as the guide. Pre-test data was taken from the test result of "Corruption" text. The activity above was described in <u>field note 5 (line 27-,</u>

> *R kemudian meminta Ss untuk mengerjakan soal yang ada. Sambil berkeliling, R juga mengecek pekerjaan mereka. Ada yang bisa namun ada juga yang masih bingung. R kemudian mulai menerangkan lagi.*
> (R ask Ss to do the test. While walking around, R checked their work. Some Ss could answer but some other could not. Then, R started to explain hortatory text once more.)

Then on the 3rd step, the researcher used the data of 1st cycle test result.Here, the first students' seating position. The seating pattern was the common students' position in every day.

Andika & Ahmad	Rohma & Shinta	Septi & Yuniyati	Septiana & Yunia
Pratiwi & Laila	Desi & Faza	Hanis & Ibnu	Briyan & Rian
Qurrotu & Riskha	Rani & Tri	Irma & Anja	Nita & Yuhdi
Eva & Mei	Azizatun & Maulidina	Ivana & Lili	**Kosong**
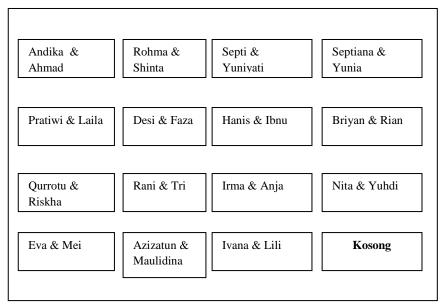
Figure 2. 1st Students' Position (Before Treatment)

1. Andika & Ahmad
2. Pratiwi & Laila
3. Qurrotu & Riskha
4. Eva & Mei
5. Rohma & Shinta
6. Desi & Faza
7. Rani & Tri
8. Aziza & Maulid
9. Septi & Yuniyati
10. Hanis & Ibnu
11. Irma & Anja
12. Ivana & Lili
13. Septia & Yunia
14. Brian & Rian
15. Nita & Yuhdi
16. Kosong

In the 1st Students' Position, the researcher did not interrupt or gave an order to change the seating arrangement. Students freely chose their partner and place they deserved to be. From this arrangement, the researcher compiled data. The data was taken from an interview.

> *5th Interview*: Wednesday, 20th of February 2013
> R   :*Pernah denger peer discussion gak? Peer discussion itu merupakan metode dalam belajar dimana kalian itu akan dikondisikan untuk saling bertukar opini ataupun ide-ide kalian dengan partner kalian masing-masing Misalnya Laila nanti dapat Brian ato Rian gitu. Lha tujuannya tu biar diantara kalian tu saling bertukar pikiran atau ide gitulah, gimana?*
> (Have you ever heard the term called peer discussion? *Peer* discussion is a method of studying where all of you will be conditioned to make a little gruop for sharing each others about

the idea. As an example, latter Laila will be sit next to Brian or Rian. The aim is to help each other by sharing your idea, what do you say?)

L & B : *Belum pernah Mas.*
(We have never heard about it Sir)

R : *Kira-kira jika tempat duduk kalian diacak gimana ya, setuju gak?*
(How if I change the seating arrangement, what do you say?)

B : *Ehm, diacak Mas, belum pernah si, tapi enak juga ko. Kita seringngya bebas. Biasanya tetap juga.*
(We have never done that, I think it will be fun. We often freely choose our seating)

L : *Iya juga, bosen sama yang itu aja. Coba aja Mas.*
(That is a good idea. Let us try)

Based on the data on interview, the researcher concluded students' reasons in choosing their seating pattern was because:

1. Selecting their close friend.

2. Avoiding the front row.

3. Choosing a good spot to learn.

4. Most of the students prefer to sat near by the windows.

Then below is the 2nd students' seating position. The seating pattern was taken from researcher proficiency test data.

Sinta & Brian	Nita & Rahma	Andika & Rahayu	Laila & Yuhdi
Septi & Maulidina	Rizkha & Anja	Azizatu & Ahmat	Eva & Yuniyati
Ibnu & Ivana	Lili & Mei	Tri & Desi	Pratiwi & Faza
Rani & Yunia	Hanis & Qurrotu	Rian & Septiana	**Kosong**
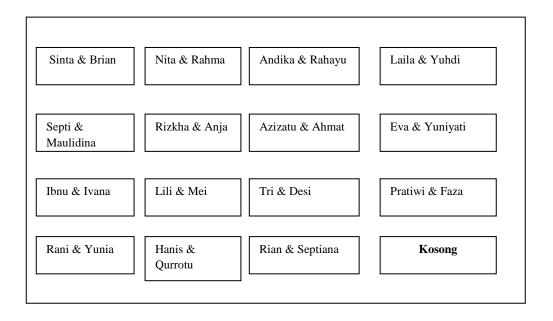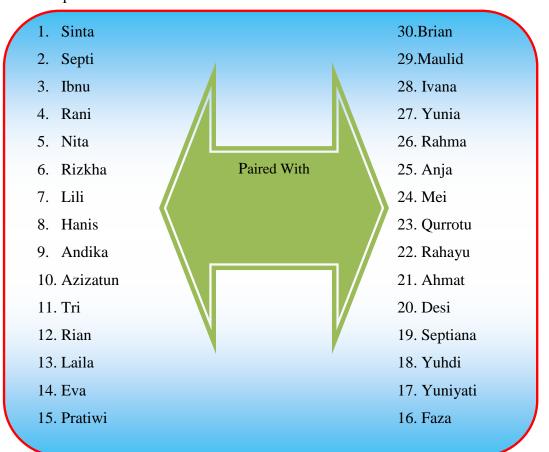
Figure 3. 2ⁿᵈ Students' Position (Based on the Researcher's Proficoency-test Data)

1. Sinta & Brian
2. Septi & Maulidina
3. Ibnu & Ivana
4. Rani & Yunia
5. Nita & Rahma
6. Rizkha & Anja
7. Lili & Mei
8. Hanis & Qurrotu
9. Andika & Rahayu
10. Azizatun & Ahmat
11. Tri & Desi
12. Rian & Septiana
13. Laila & Yuhdi
14. Eva & Yuniya
15. Pratiw & Faza

In the 2ⁿᵈ Students' Position, the researcher used the result of the proficiency test result to change the seating arrangement. Students could not freely choose their partner and place they deserved to be. The pattern of the group was firstly done after the researcher compiled the data, researcher decided to match students with the highest mark with the lowest mark one. So, students who get the 1ˢᵗ rank of the pre-test result were grouped with the one who got the 30ⁿᵈ rank of pre-test as well. The rank data will be delivered as follows:

	Paired With	
1. Sinta		30. Brian
2. Septi		29. Maulid
3. Ibnu		28. Ivana
4. Rani		27. Yunia
5. Nita		26. Rahma
6. Rizkha		25. Anja
7. Lili		24. Mei
8. Hanis		23. Qurrotu
9. Andika		22. Rahayu
10. Azizatun		21. Ahmat
11. Tri		20. Desi
12. Rian		19. Septiana
13. Laila		18. Yuhdi
14. Eva		17. Yuniyati
15. Pratiwi		16. Faza

Figure 4. 2nd Students' Rank (Based on the Researcher's Proficiency Test Data Result)

Based on the data, the researcher paired students as seen from **Figure 4** above. In other words, the 1st rank will be paired with the 30nd one.

Then below is the 3rd students' seating position. The seating pattern was taken from researcher's data of 1st Cycle test result.

Sinta & Maulidhina	Nita & Yunia	Pratiwi & Ahmat	Laila & Mei
Ibnu & Brian	Rizkha & Faza	Rian & Rahayu	Eva & Anja
Septi & Yuhdi	Lili & Rahma	Tri & Andika	Yuniyati & Septiana
Rani & Ivana	Hanis & Qurrotu	Azizatun & Desi	**Kosong**

Figure 5. 3nd Students' Position (Based on the Researcher's Data of 1st Cycle Test Result)

1. Sinta & Maulidh
2. Ibnu & Brian
3. Septi & Yuhdi
4. Rani & Ivana
5. Nita & Yunia
6. Rizkha & Faza
7. Lili &Rahma
8. Hanis & Qurrotu
9. Pratiwi & Ahmat
10. Rian & Rahayu
11. Tri & Andika
12. Azizatun & Desi
13. Laila & Mei
14. Eva & Anja
15. Yuniyati&Septiana
16. Kosong

In the 3rd Students' Position, the researcher used the result data of the cycle 1 test result to change the seating arrangement. Students could not freely choose their partner and place they deserved to be. The pattern of the group was firstly done after the researcher compiled the data, researcher decided to match students with the highest mark with the lowest mark one. So, students who get the 1st rank of the cycle 1 test result were grouped with the one who got the 30nd rank of cycle 1 test as well. The rank data will be delivered as follows:

1. **Sinta**		**30. Maulidhina**
2. **Ibnu**		**29. Brian**
3. **Septi**		**28. Yuhdi**
4. **Rani**		**27. Ivana**
5. **Nita**		**26. Yunia**
6. **Rizkha**	Paired With	**25. Faza**
7. **Lili**		**24. Rahma**
8. **Hanis**		**23. Qurrotu**
9. **Pratiwi**		**22. Ahmat**
10. **Rian**		**21. Rahayu**
11. **Tri**		**20. Andika**
12. **Azizatun**		**19. Desi**
13. **Laila**		**18. Mei**
14. Eva		**17. Anja**
15. **Yuniyati**		**16. Septiana**
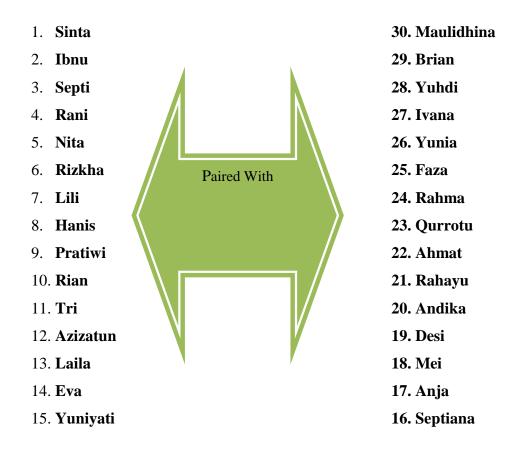
Figure 6. 2nd Students' Rank (Based on the Researcher's Data of 1st Cycle Test Result)

Based on Cycle 1 test result, researcher concluded that peers significantly improve their reading comprehension. Besides, peers did not only share their knowledge but they also enjoyed the discussion and of course improving their reading comprehension. In addition, the researcher noted students' opinion based on the questioner data as well. The data compiled will be presented as follows.

Table 5. Students' Answer on 2nd Questioner

Question Number	Answer List				
	A	**B**	**C**	**D**	**E**
1	3	7	3	19	0
2	8	17	3	4	0
3	2	22	5	3	0
4	1	1	1	8	21
5	2	19	6	4	1

Based on the compiled data above, the researcher conclude that:

1) from 1st question, there were 19 students that did not find difficulties in interacting with their peers.

2) from 2nd question, there were 17 students who felt that peer discussion help them in the teaching-learning process and furthermore there were 8 students who felt that peer discussion did help them much.

3) from 3rd question, there were 22 students who felt that their motivation in learning English was improved.

4) from 4th question, there were 21 students that absolutely agreed with peer discussion technique.

5) from the 5th question, there were 19 students who concluded that peer discussion technique was an interesting technique.

5. Summary 2

Based on the reflection above, there were some actions that were successful but some others were unsuccessful. The researcher described the successful and unsuccessful actions as follow:

a) The successful actions:

1. Applying peer discussion in BKOF and MOT, JCOT and also ICOT stages for comprehending the hortatory text was successful. Peer discussion helped students to identify a hortatory text and also shared new vocabulary items each other. They could identify the generic structure from the peer discussion activity. Besides, they could discuss the exercises with their friends. If they had difficulties, they could ask their friends and discuss it together. In this activity, the students could comprehend the generic structure of hortatory text and the interaction among the members of the groups developed.

2. Using new reading text in peer discussion was successful. It could minimize the students' boredom. The students did not easily get bored in the classroom activity. The good classroom management created well. Besides, the main point is to improve their vocabulary.

3. Applying peer discussion to handle students' disruptive behavior was successful. Students mostly used their time to discuss and share each other. The time was not waste for nothing. The researcher also controlled the class by walking around and asking students' difficulties and then sometime stopped the discussion to explain the lesson.

b) The unsuccessful actions

1. There were some students who still did not bring dictionary in the classroom so that they still asked the researcher about the words meaning.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses about the conclusion of the research, implication, and suggestion for the English teacher, the institutions of education, the students and the other researchers. The discussion of each section will be delivered as follows.

A. **Conclusion**

The research is about improving reading comprehension by using peer discussion technique. Based on the discussion in the previous chapter, it can be concluded that peer discussion technique can improve students' reading comprehension. This can be seen from the findings of the research during the action research.

Before the action research was conducted, the teacher of class XI IPS 1 used textbook and black board in explaining the materials to the students. Many students like to take a sit in the back row and they did not pay attention to the teacher when the teacher explained the materials because they felt bored with her explanation and materials in the textbook. They were also bored with the reading activity, e.g. the teacher only asked the students to read the texts, asked them to do the exercises and asked them to answer the questions from the textbook.

Moreover, when the teacher did the evaluation to check the students' understanding about the texts, she only designated and asked them to answer

her/his questions orally from the textbook. When the teacher designated one of the students and she or he could not answer her question, she designated the other students. The activities made some of them are quiet and passive in the class and they did not have an efforts to answer her/his questions.

Those activities above made some student like to chose the sit in the back row and even he/she were sleepy, some of them make a noise with their friends sitting the next to them, some students were busy with their mobile phone and some of them did the another homework when the reading class was still running because they were bored with the reading class activity. Overall, the students were passive and they were not involved in the reading class activity before the actions were conducted.

After the researcher conducted peer discussion technique, they were involved in the reading class. All students were enthusiastic in joining the reading class. They all were active in sharing and discussing their texts to the other friends in groups. After they used peer discussion technique in the reading class, the students dared to share and ask to their friends when they got the problems or when they did not know about the texts they read. They could shared and ask about their opinions more relaxed to their friends than they shared and asked their opinions to their teacher.

At the end of the research, it can be concluded that using peer discussion technique is more effective by the fact that the students' post test score is higher than pre-test score. Besides, it can be obviously seen when the research conducted, most of the students were be able to analyzed a hortatory

text during the discussion with their peers and even the students can make their own hortatory text.

B. Implications

Based on the conclusions above, it can be implied that peer discussion technique can be used in the process of teaching and learning process because there are some advantages of using peer discussion technique for the students. First, peer discussion technique was helpful. It was easier for the students to admit lack of understanding of a concept to peers rather than to the teacher and this opened up the opportunity for discussion. Second, peer discussion provided opportunities to think about the problem in more detail, to explore alternative viewpoints and problem-solving approaches, and to ask for and hear different explanations. When students were asked 'how peer discussion actually leads to a choice of answer', most students talked about the choice being based on the best argument.

Third, peer discussion technique was interesting technique. A well-planned discussion helps students to have higher-level thinking of analysis, synthesis, and evaluation as well as problem-solving skills, critical thinking, and creative thinking. It also provides an opportunity for them to practice communication and prosaically skills. This teaching strategy helps students learn information when they discuss it, actively engaging them in their own

learning. Since students' learning styles differ, incorporating effective discussion within the curriculum, addresses the needs of the auditory learning while promoting students' social skill development. Some students learn best when they can talk about what they are learning.

C. Suggestions

Having concluded the result of the research, the researcher would like to propose some suggestions for the English teacher, the institutions of education, the students and for the other researchers. The suggestions are described as follows:

1. For an English Teacher

    a. The teacher can use peer discussion technique in teaching English in order to make the students to be more motivated in joining the lesson and to help them understand the text easier.

    b. It is important for the teachers to learn how to enhance their ability in teaching and to establish a good atmosphere in the class, so that the students become involved and motivated during the teaching learning process. They should create an enjoyable situation of teaching learning process in order to improve the students' reading comprehension in the English teaching-learning process. Using peer discussion technique is one of the ways to create that situation.

2. For Students

    The students should be more active to practice their English ability. Using peer discussion technique is one of alternative ways that can be

chosen by them since peer discussion technique provide opportunities for the students to practice communication and prosaically skills. This teaching strategy helps students learn information when they discuss it, actively engaging them in their own learning.

3. For other researchers

The result of this research is expected that it can encourage other researchers to conduct further study dealing with peer discussion technique in other skill areas such as listening, speaking, writing, or reading.

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Bandung: Alfabeta.

Appendix 1

Field Notes

FIELD NOTE 1

Friday, 2nd of February 2013

Ruang Piket, Ruang Kepala Sekolah

P: Principal   T1: Teacher 1

ET: English Teacher   R: Researcher

DO: Duty Officer

R sampai di sekolah pada pukul 08.00 WIB lalu R menuju ruang piket dan menemui seorang T yang pada saat itu bertugas sebagai DO. R mengatakan maksud ingin menemui bapak kepala sekolah untuk minta ijin penelitian di SMA N 1 Salaman. Karena dulu R bersekolah di SMA ini maka DO tidak asing lagi. DO meminta R untuk menulis buku tamu dan mengajak R menuju ruang P. DO meminta menunggu di ruang tunggu P. Setelah menunggu beberapa menit, R dipersilahkan masuk untuk menemui P. P mempersilahkan R masuk dan menanyakan maksud dari kedatangan R disekolah. R menjelaskan maksud kedatangannya disekolah. R diminta menulis buku tamu dahulu. Setelah R menulis buku tamu, R diantar DO menuju ruang P. Setelah R dipersilahkan DO masuk, R langsung menuju ruang kepala sekolah. Di ruang kepala sekolah R menjelaskan tentang maksud kedatangannya. P menanyakan tentang surat perijinan untuk melaksanakan penelitian kepada R sebagai syarat untuk melakukan penelitian di SMAN 1 Salaman. R pun segera menunjukkannya, dan P segera membacanya. Setelah P mengijinkan, R meminta ijin untuk menemui ET. P lalu memberi tahu R bahwa R harus menemui salah seorang guru terlebih dulu,

beliau adalah seksi humas di SMAN 1 Salaman. R langsung menuju ke ruang

piket untuk melihat jadwal mengajar T1. Saat itu T1 sedang mengajar di kelas

XB, R menunggu T1 di ruang tunggu. Setelah menunggu sekitar 15menit akhirnya

bel istirahat   berbunyi.. R menuju ruang Guru.R sampai di ruang Guru dan

mencari T1. Setelah menunggu sekitar 5 menit akhirnya T1 datang. R diajak T1

menuju meja beliau. R kemudian dipersilahkan duduk dan mengemukakan

maksud kedatangannya. T1 menanyakan apakah sudah meminta ijin P. R

menjawab sudah. R bertanya kepada T1 tentang siapa guru yang mengampu Mata

pelajaran bahasa Inggris di kelas XI, khususnya XI IPS I. T1 kemudian

mengantarkan R kepada guru yang dimaksud. Kemudian R memperkenalkan diri

dengan beliau karena beliau ternyata guru baru. R dan ET kemudian janjian untuk

bertemu besok.

FIELD NOTE 2

Wednesday,6th of February 2013

Ruang Guru

ET : English Teacher

R   : Researcher

R datang pagi-pagi jam 07.00 langsung menuju ruang guru. R menunggu sejenak karena kebetulan ET belum datang. 5 menit kemudian ET tiba di ruang guru dan langsung menemui R. ET kemudian mempersilahkan R untuk duduk dan menawarkan bantuan. R kemudian bertanya langsung kepada ET tentang masalah apa saja yang menurut ET sangat berpengaruh dalam belajar mengajar bahasa Inggris. ET mengatakan bahwa mereka pada dasarnya lemah dalam kemampuan membacanya, tentang memahami teks, pikiran pokok, dan jalur cerita. Lalu R mengemukakan ingin malaksanakan observasi kelas terlebih dahulu. R meminta ijin kepada ET. Setelah itu R bertanya kepada ET kira-kira kapan bisa melaksanakannya. ET menentukan hari sabtu R diminta kembali ke sekolah pada hari Sabtu untuk observasi jam 07.00. Setelah itu R berpamitan dan pulang.

FIELD NOTE 3

Saturday, 9th of February 2013

Ruang Guru, Ruang Kelas

ET: English Teacher   T1: Teacher 1   S: Student

R: Researcher   Ss: Students

R datang kesekolah pukul 07.00. R langsung menuju ke ruang guru untuk mencari ET. Akan tetapi pada saat itu ET ternyata sudah berjalan menuju ke kelas. R langsung berlari untuk menghampiri ET.

R : Selamat Pagi buk..

ET:Eh.. pagi mas?

R: Maaf ya buk saya terlambat..

ET : Enggak kok mas...,kan saya juga belum masuk kelas..

R: Ah ibuk bisa saja..

ET:Mari langsung ikut saya masuk kelas mas..

R: Iya bu..

ET: Jadi hari ini mau observasi kan?

R: Iya bu, nanti saya duduk dibelakang saja..

ET: iya, nanti saya carikan tempat duduk...

R: Ya Bu.. terima kasih banyak...

Setelah sampai di depan pintu kelas, ET mengajak R untuk masuk kelas.

Di dalam kelas..

ET menyapa Ss, "Good Morning Everybody, how are you today?" Ss manjawab "Good Morning Mam, I'm fine, and you?" ET menjawab, "I'm fine too. Thank you." Walaupun ET sudah masuk kelas, namun ternyaata beberapa diantara mereka masih di luar

dikarenakan ada yang sedang di toilet. Kemudian ET memberitahu Ss kalau beliau tidak sendiri sekarang, dia memperkenalkan R, dan R maju ke depan kelas dan segera memperkenalkan diri. Setelah itu R menjelaskan maksud kedatangannya di SMA tersebut.. Pelajaran pun dimulai.. ET menanyakan tentang pelajaran minggu lalu, dan menanyakan PR mereka, tapi kebanyakan dari mereka tidak mengerjakan PR. ET meminta agar yang tidak mengerjakan PR tunjuk jari, saat itu ada 15 anak tidak mengerjakan PR. Lalu ET tetap membahas PR yang telah diberikan, ET membahas dengan meminta beberapa Ss menulis jawaban di papan tulis dan meminta Ss menyalin di buku mereka. Namun beberapa Ss tetap tidak menghiraukan untuk menulis di buku mereka. Setelah selesai menulis jawaban, ET membahas jawaban dari Ss yang maju ke depan.

Setelah membahas PR, ET melanjutkan pembelajaran. ET meminta Ss membuka sebuah halaman di LKS yang berisi tentang sebuah teks.. ET menanyakan jenis teks tersebut, beberapa ada yang menjawab tapi beberapa masih sibuk berbincang dengan temannya.. Kemudian ET menjelaskan lagi tentang Narrative text. ET bertanya tentang short story yang ada di buku pendamping, namun tidak ada yang menjawab. Lalu ET mengambil absen dan memanggil salah satu siswa tersebut. Anak tersebut menjelaskan dengan menggunakan bahasa inggris walaupun mereka masih terbatas dengan vocab mereka, dan grammar mereka pun masih kurang, dan juga pronounciation yang masih kurang jelas. Setelah itu ET membenarkan jawaban Ss. ET menjelaskan mengenai generic structure dari text narrative. Setelah menjelaskan, diminta menjawab pertanyaan yang ada dibawah teks.. Selama pengerjaan beberapa Ss ribut mengobrol sendiri, dan berkeliling bertanya kepada Ss yang lain. Ada Ss yang bertanya kepada ET tentang arti sebuah kata, namun ET meminta Ss mencari dalam kamus. ET menyuruh mereka mencari arti di dalam kamus namun beberapa dari mereka tidak membawa kamus dan hanya berpedoman bertanya

pada guru atau temannya. Setelah selesai mengerjakan, ET membahas pekerjaan mereka dengan memanggil satu persatu siswa dan diminta mengerjakan di papan tulis. Setelah bel pelajaran selesai ET memberikan PR di sebuah halaman di LKS dan meminta mengumpulkan pada pertemuan berikutnya. Setelah ET menutup pelajaran ET dan R keluar dari kelas.ET dan R menuju ruang guru.

Setelah menunggu 2 jam pelajaran, Ss istirahat dan R langsung menuju ruang kelas XI IPS I untuk interview dengan siswa. Setelah itu R menemui S yang lain untuk melakukan interview. Berhubung bel masuk sudah berdering, R menghentikan interview dengan S dan menuju Ruang Guru untuk bertemu ET. Di ruang Guru R menemui ET dan melakukan interview.

R: Selamat pagi bu..bisa mengganggu sebentar buk..

ET: Gak mengganggu kok mas..,silakan duduk..

R: Begini buk..saya ingin mengkoordinasikan waktu pengambilan data dengan ibuk..apakah bisa buk?

ET: Oh tentu bisa mas...

R :Terima kasih buk..

ET: Kira-kira anda mau kapan mulai ambil datanya?

R: Kalau bisa ya secepatnya buk..kira-kira gimana buk?

ET: Oya, mari kita lihat jadwal saya..

R: Iya Bu..

ET: Kalau kelas XI IPS I setiap Rabu jam pertama kedua, dan hari Sabtu jam pertama kedua juga..Gimana kira-kira mas..?.

R: Jadi Rabu jam 07.00-09.00 dan Sabtu jam 07.00-09.00 ya bu?

ET: Iya mas, kalo gak dipotong jamnya lho.. Soalnya ini kan mau UNAS, jadi mungkin ada pengurangan jam, karena untuk Try Out anak kelas 3. Tapi nanti ada pemberitahuan hari sebelumnya kalo ada pengurangan jam..

R: O ya bu tidak apa-apa, nanti seumpama ada pengurangan jam saya sesuaikan materi atau pembahasannya.. Ini soalnya metode saya kan fokusnya di tugas dan pembahasannya..

ET: Iya besok saya sms kalo ada pemberitahuan pengurangan jam..

FIELD NOTE 4

Wednesday, 20th of February 2013

Ruang Kelas

ET: English Teacher   Ss: Students

R: Researcher

Jam 06.45 WIB, R sudah sampai di SMA. Sesuai dengan kesepakatan R dan ET, hari ini R akan memberikan pre-test untuk mengetahui kemampuan reading siswa kelas XI IPS I. Setelah bel masuk berbunyi, R segera menuju ruang bahasa inggris untuk menemui ET. Setelah masuk kelas, ET sebelumnya mempersilahkan R untuk memperkenalkan diri. R memperkenalkan diri kepada Ss dan memberitahu maksud kedatangan di sekolah tersebut. Setelah berbasa basi sekitar 5 menit R meminta Ss untuk memasukkan semua buku maupun catatan. ET memantau siswa dari kursi belakang. Setelah itu R dibantu ET membagikan soal kepada Ss. Ss mengerjakan dengan sungguh-sungguh. Beberapa terlihat melamun. R mendekati Ss yang melamun tersebut dan menanyakan kepada mereka kenapa melamun. Ss pun tersenyum lalu kembali mengerjakan. Beberapa Ss juga terlihat berusaha melirik atau menanyakan jawaban kepada teman yang lain. Namun ET menegur dengan halus. Ss yang ditegur kembali diam dan mengerjakan soal. Keadaan pada saat itu terkendali. Suasana pada saat mengerjakan tenang walau ada beberapa Ss yang sepertinya tidak serius dalam mengerjakan soal. R memberi tahu Ss jika waktu kurang 15 menit lagi dan segera Ss memenuhi jawaban yang kurang.

Setelah jam pemberian pre-test selesai, R bersama dengan ketua kelas mengumpulkan soal dan jawaban. Setelah selesai R bertanya kepada Ss tentang

sulit atau tidaknya soal tersebut. Ss serentak menjawab sulit. Setelah itu R menanyakan bagian mana yang sulit. Beberapa Ss menjawab pada bagian struktur teks, lalu pada bagian memahami isi teks dan juga tentang arti kata. Setelah bel pergantian jam berbunyi, R menutup dengan salam dan bersama ET menuju ruang Guru. R berbincang sejenak dengan ET. ET berkata kepada R bahwa besok Sabtu sudah bisa memulai mengajar hortatory teks. ET ingin mengetahui kemampuan reading mereka. R meminta ijin untuk meneliti pekerjaan Ss di rumah. Setelah itu R berpamitan pulang kepada ET.

FIELD NOTE 5

Saturday, 23th of February 2013

Ruang Kelas

R: Researcher   Ss: Students   ET: English Teacher

S2: Students 2   S3: Students 3

R sampai di SMA pukul 06.45 WIB, saat itu ET sudah berada di ruang guru. R mempersiapkan bahan ajar di kelas. Setelah bel tanda masuk berbunyi, R segera masuk kelas bahasa inggris. R menyapa ET dan ET membalasnya. ET menanyakan "Sekarang berarti mulai cycle 1 ya mas?" R menjawab "Iya bu, ini nanti saya mau memulai untuk mengajar di kelas buk". ET menjawab "Oh ya berarti ini nanti anak-anak langsung disuruh mengerjakan soal atau mengerjakan tugas saja". R menjawab, "Iya Bu"

Setelah terlihat beberapa Ss kelas XI IPS I, ET langsung meminta mereka untuk masuk ke kelas. R langsung masuk ruang kelas dan ET duduk di kursi belakang. Ss pun segera menempati posisi tempat duduk masing-masing.

Setelah keadaan terkondisi, R memulai pelajaran. Saat itu Ss masih rame. R memberi salam "Assalamualaikum", Ss menjawab "Wassalamualaikum". Kemudian R mengucapkan "Good Morning Class", Ss menjawab "Good Morning mas..". R mengucapkan kabar kepada Ss "How are you today", Ss menjawab" I'm fine, and you?", R menjawab " I'm fine too. R menanyakan siapa yang tidak masuk hari ini "Who is absent today? Ss menjawab "semuanya masuk mas". R memulai pelajaran dengan membagikan selebaran text berupa hortatory text. R

meminta Ss untuk membacanya. Kemudian R menanyakan kepada Ss "Do you know what kind of text is it?" Ss bersautan menjawab "tidak tau mas..." dan ada yang menjawab "Kayaknya hortatory mas..." R bertanya kembali "Have you ever read this kind of text?" Ss pun menjawab "Lupa…" Lalu R berkata "Now please tell me how far your understanding about hortatory text?" S2 berkata "Apa itu mas?" R pun menerangkan apa itu hortatory text. R berkata "Coba sekarang apakah ada yang belum jelas?" R memberikan kesempatan kepada Ss untuk berpikir dan menawarkan jika ada yang ingin menjawab pertanyaan. S3 menjawab "Diulangi lagi mas penjelasannya biar tambah mantap..". R kemudian meminta Ss untuk mengerjakan soal yang ada. Sambil berkeliling, R juga mengecek pekerjaan mereka. Ada yang bisa namun ada juga yang masih bingung. R kemudian mulai menerangkan lagi. R menjawab "Okay". R pun menerangkan kembali apa itu hortatory text dan apa saja yang perlu diketahui dalam sebuah hortatory text. Lalu R bertanya lagi kepada Ss "Do you understand now?" Ss menjawab dengan serentak "Ya mas...sekarang udah mudeng..." Setelah selesai menerangkan tentang Hortatoty text, R kemudian memberikan tugas kepada Ss untuk dikerjakan sendiri-sendiri. Dalam tugas ini R mempersilahkan Ss untuk membuka sumber manapun. R membagikan contoh teks baru berbentuk hortatori yang berjudul "Corruption", kemudian R meminta Ss untuk membacanya. Saat Ss mengerjakan tugas, R berjalan mengelilingi Ss untuk bertanya tentang Peer Discussion sekaligus membantu kesulitan mereka. Setelah Ss sebagian sudah selesai mengerjakan tugas, R memberi tahukan kepada Ss bahwa 10 menit lagi semua dikumpulkan. Setelah semua selesai, kemudian R memberikan tugas untuk

dikerjakan di rumah dan harus dikumpulkan di pertemuan berikutnya. Setelah itu

R menutup pelajaran hari itu.

FIELD NOTE 6

Wednesday, 27th of February 2013

Ruang Kelas

R: Researcher   Ss: Students

ET: English Teacher   S: Student

R sampai di SMA pukul 06.50 WIB, R mempersiapkan bahan ajar di kelas. Setelah bel tanda masuk berbunyi, R segera memasuki kelas XI IPS I. R memasuki kelas dan segera menyapa siswa "Good morning guys?" Ss menjawab "Good morning sir.." Ss pun segera menempati posisi masing-masing. Setelah keadaan terkondisi, R memberi salam "Assalamualaikum", Ss menjawab "Wassalamualaikum". Kemudian R mengucapkan "Good Morning Guys", Ss menjawab "Good Morning too Sir". R menanyakan siapa yang tidak masuk hari ini "Who is absent today? Ss menjawab "semuanya masuk kok mas" R lalu memulai pelajaran dengan membahas pekerjaan rumah yang diberikan hari Sabtu. "Have you did your homework?", R bertanya kepada Ss. Ss menjawab "Yes Sir" . Lalu R meminta Ss mengeluarkan pekerjaan rumahnya. Setelah itu R menggunakan metode guru dalam membahas pekerjaan rumah. R mengambil presensi siswa dan menunjuk beberapa siswa untuk maju ke depan. Mereka terlihat malas untuk mengerjakan di papan tulis. Beberapa diantara mereka yang tidak maju justru membuat kegaduhan. Saat itu R mendekati salah seorang siswa yang membuat kegaduhan. "Hayo kok malah rame ini gimana?". Siswa tersebut menjawab, "Lha kami suruh apa mas, itu juga belum ditulis jawabannya kok". R

menjawab, "Ya sudah kalian sambil menunggu silahkan mengeluarkan buku catatan kalian". S menjawab "Ya mas". Setelah seluruh jawaban dijawab oleh Ss yg ditunjuk maju, R membahas satu persatu jawaban. Setelah selesai membahas, kemudian R menjelaskan kepada Ss tentang peer discussion technique. Selanjutnya R meminta agar Ss membentuk kelompok diskusi yang terdiri dari 2 anak tiap kelompoknya. Dan Ss diminta untuk menyusun tempat duduk mereka menjadi saling berhadap-hadapan dalam satu kelompoknya. R melanjutkan pelajaran dengan materi teks hortatori yang berjudul "Home Schooling" .

R kemudian membagikan teks kepada setiap kelompok untuk didiskusikan dengan partner mereka. Ss terlihat antusias sekali dengan kegiatan diskusi tersebut, karena mereka biasanya hanya mempelajari suatu materi secara individu. Setelah masing-masing kelompok selesai membaca teks tersebut, R menjelaskan generic structure dari sebuah teks hortatori. R meminta Ss untuk menganalisa generic structure dari teks yang baru saja mereka baca. Beberapa dari mereka sudah mampu menganalisanya dengan baik. R melanjutkan pelajaran dengan menjelaskan language features dari teks hortatori. Kemudian Ss diminta untuk menganalisa dengan kelompoknya tentang language feature dari teks tersebut. Pada waktu itu jam pelajaran hampir selesai. R memberikan waktu 15 menit untuk menyelesaikan soal-soal dari teks itu. Dan setelah waktu habis, R meminta ketua kelas mengumpulkan soal dan jawaban. Sisa waktu yang ada digunakan oleh R untuk mendiskusikan soal dan jawaban. Tetapi sebelumnya, R meminta salah seorang dari Ss untuk maju ke depan kelas menjawab pertanyaan dari soal-soal teks tersebut. R selanjutnya memberikan lagi waktu 15 menit agar Ss secara individu

mencoba membuat sebuah text hortatory. Kemudian setelah jam pelajaran habis,

R segera menutup pelajaran dan mengucapkan salam.

FIELD NOTE 7

Saturday, 2nd of March 2013

Ruang Kelas

R: Researcher   Ss: Students

ET: English Teacher   S: Student

R sampai di SMA pukul 06.45 WIB. Seperti biasa pada hari Sabtu R mempersiapkan bahan ajar di ruang guru. Setelah bel tanda masuk berbunyi, R segera menuju ruang kelas. Ss pun segera masuk ke kelas dan menempati posisi masing-masing seperti hari sebelumnya karena mereka sudah diberitahu sebelumnya. Setelah keadaan terkondisikan, R memberi salam dan Ss menjawab. R lalu memulai pelajaran dengan meminta agar Ss untuk kembali mendiskusikan teks hortatori yang lain dengan judul "The Importance of Reading". R kemudian membagikan teks kepada setiap kelompok untuk didiskusikan dengan partner mereka. Ss terlihat masih tetap antusias sekali dengan kegiatan diskusi tersebut. Setelah masing-masing kelompok selesai membaca teks tersebut, R kembali menjelaskan dengan singkat generic structure dari sebuah teks hortatori. R meminta Ss untuk menganalisa lagi generic structure dari teks yang baru saja mereka baca. Beberapa dari mereka sudah mulai mampu menganalisanya dengan baik. R melanjutkan pelajaran dengan menjelaskan language features dari teks hortatori. Kemudian Ss diminta untuk menganalisa dengan kelompoknya tentang language feature dari teks tersebut. R memberikan Ss 20 menit untuk menjawab soal dengan didiskusikan teman sebangku. Dan setelah waktu habis, R meminta

ketua kelas mengumpulkan soal dan jawaban. Sisa waktu yang ada digunakan oleh R untuk mendiskusikan soal dan jawaban. Tetapi sebelumnya, R meminta salah seorang dari Ss untuk maju ke depan kelas menjawab pertanyaan dari soal-soal teks tersebut. R selanjutnya memberikan lagi waktu 15 menit agar Ss secara individu mencoba membuat sebuah text hortatory. Kemudian setelah jam pelajaran habis, R mengumpulkan hasil text hortatori dari siswa dan segera menutup pelajaran dan mengucapkan salam.

FIELD NOTE 8

Wednesday, 6th of March 2013

Ruang Kelas

R: Researcher   Ss: Students

ET: English Teacher   S: Student

R sampai di SMA pukul 07.00. Hari ini R mengadakan test setelah cycle 1. R masuk kelas bahasa Inggris. Ss saat itu masih rame dan sebagian dari mereka masih belum masuk ke kelas,. Lalu R ditemani ET segera mengkondisikan suasana. R lalu meminta semua Ss untuk masuk ke kelas. R meminta Ss untuk memasukkan semua buku dan catatan. Setelah Ss memasukkan buku dan catatan, R dibantu salah satu siswa membagikan soal dan lembar jawab. R memberikan waktu 70 menit untuk mengerjakan soal-soal tersebut. Ss kelihatan begitu serius mengerjakan yang diberikan oleh R. R duduk di depan kelas dan ET mengawasi dari belakang. Saat itu kondisi tenang hingga jam pelajaran selesai. Setelah semua selesai lalu R meminta mengumpulkan soal dan jawaban. Setelah selesai mengadakan test. R bercakap-cakap dengan Ss sejenak tentang isi test. Kemudian R menutup pelajaran dengan mengucapkan salam.

FIELD NOTE 9

Saturday, 9th March 2013

R: Researcher   Ss: Students

ET: English Teacher   S: Student

R sampai di SMA pukul 06.45 WIB. R masuk kelas pada pukul 07.00 WIB dan meminta semua Ss untuk masuk kelas. R memulai dengan membuka salam dan selanjutnya berdoa. Setelah selesai berdoa, R menanyakan tentang tes kemarin. R memancing Ss dengan sebuah pertanyaan, "How was the test yerterday? Was it difficult?", Ss menjawab "Yes Sir". R sambil bertanya "How was Peer Discussion technique? Was it help you understanding hortatory text?", Ss menjawab "Yes Sir". Setelah itu R mengatur kembali tempat duduk Ss berdasarkan hasil tes kemarin. Setelah Ss mendapat pasangan masing-masing, R kembali meminta Ss untuk saling membantu. Setelah itu, R membagikan hasil tes yang mereka kerjakan untuk dibahas. Dan pembahasan itu berlangsung sampai akhir pelajaran. R menbedah sema seluk beluk dari Title, Thesis, Argument, dan juga Recommendation. R pun kembali mengingatkan Ss akan penanda da tiap-tiap bagian. R juga memberikan vocabulary baru untuk Ss ingat.

R kemudian memberikan sebuah teks baru lagi berbentuk hortatori dengan judul "A Campaign of the Importance of Reading". R meminta Ss untuk membuat kelompok yang anggotanya berbeda dengan cycle 1. R meminta setiap kelompok untuk membacanya dan kemudian mendiskusikannya dengan partner baru mereka. Setelah masing-masing kelompok selesai membaca teks tersebut, R kembali

menjelaskan dengan singkat generic structure dari sebuah teks hortatori. R meminta Ss untuk menganalisa lagi generic structure dari teks yang baru saja mereka baca. Beberapa dari mereka sudah mulai mampu menganalisanya dengan baik. R melanjutkan pelajaran dengan menjelaskan language features dari teks hortatori. Setelah semua berjalan, R kemudian memberikan kesempatan Ss untuk mengerjakan dan bertukar pikiran dengan teman sebangkunya. R dengan perlahan berkililing dan bertanya ke tiap bangku akan kesulitan yang dihadapi. Ada Ss yang bertanya tentang kata baru, R meminta SS untuk membuka Kamus. Setelah kamus dibuka dan mereka mendapat arti dari tiap kata, R kemudian membantu mereka mengartikan dan juga mengucapkan.

Ss diminta untuk menganalisa dengan kelompoknya tentang language feature dari teks tersebut. Ternyata sekarang sudah banyak Ss yang mampu menganalisa generic strusture dan language feature dari sebuah hortatori text yang diberikan. R lalu memberikan Ss 15 menit untuk menjawab soal dengan didiskusikan teman sebangku. Dan setelah waktu habis, R meminta ketua kelas mengumpulkan soal dan jawaban. Sisa waktu yang ada digunakan oleh R untuk mendiskusikan lagi soal dan jawaban. Tetapi sebelumnya, R meminta salah seorang dari Ss untuk maju ke depan kelas menjawab pertanyaan dari soal-soal teks tersebut. R selanjutnya memberikan lagi waktu 15 menit agar Ss secara individu mencoba membuat sebuah text hortatory. R memberi sedikit pengumuman kepada Ss, berhubung dua minggu berikutnya kelas XI diliburkan satu minggu dan minggu berikutnya lagi ada kegiatan study tour, maka kegiatan belajar mengajar dari mas Zanu akan dilanjutkan pada hari Rabu tangga 27 Maret. R kemudian duduk di

belakang dan pelajaran dilanjutkan oleh ET.Kemudian setelah jam pelajaran habis, R mengumpulkan hasil text hortatori dari siswa dan segera menutup pelajaran dan mengucapkan salam.

FIELD NOTE 10

Wednesday, 27th of March 2013

Ruang Kelas

R: Researcher   Ss: Students

S: Student   ET: English teacher

R sampai di SMA pukul 07.00. Pada pertemuan ini R mengajarkan satu materi baru lagi dari text berbentuk hortatori dengan judul *"Where Should be After High School?"*. R meminta Ss untuk mendiskusikannya dengan kelompok Ss yang anggotanya berbeda dengan cycle 1. R meminta setiap kelompok untuk membacanya dan kemudian mendiskusikannya dengan partner baru mereka. Setelah masing-masing kelompok selesai membaca teks tersebut, R kembali menjelaskan dengan singkat generic structure dari sebuah teks hortatori. R meminta Ss untuk menganalisa lagi generic structure dari teks yang baru saja mereka baca. Beberapa dari mereka sudah mulai mampu menganalisanya dengan baik. R melanjutkan pelajaran dengan menjelaskan language features dari teks hortatori. Kemudian Ss diminta untuk menganalisa dengan kelompoknya tentang language feature dari teks tersebut. Ternyata sekarang sudah banyak Ss yang mampu menganalisa generic strusture dan language feature dari sebuah hortatori text yang diberikan. R lalu memberikan Ss 15 menit untuk menjawab soal

dengan didiskusikan teman sebangku. Ss terlihat sangat antusias. Ss saling menbantu satu sama lain. Ada yang hanya diskusi antar teman sebangku namun ada pula yang berdiskusi dengan kelompok yang lain. R mendekati kelompok yang berdiskusi secara intern (Andika dan Ibnu) dan bertanya apakah mereka sudah paham dan ternyata mereka sudah paham akan kesalahan mereka. R pun kemudian meminta kelompok itu untuk menjawab pertanyaan nanti. Ada pula yang berdiskusi antar kelompok, seperti yang dilakukan Laila dan Rian. Rian yang berada di bangku paling depan menengok dan selalu menengok ke belakang, yaitu bangku Laila dan Pratiwi. Setelah R bertanya kenapa, Rian menjawab bahwa dia dan teman sebangkunya masih ragu, mereka ragu dengan arti suatu kata, oleh karena itu dia bertanya ke Laila yang lebih paham.

Dan setelah waktu habis, R meminta ketua kelas mengumpulkan soal dan jawaban. Sisa waktu yang ada digunakan oleh R untuk mendiskusikan lagi soal dan jawaban. Tetapi sebelumnya, R meminta salah seorang dari Ss untuk maju ke depan kelas menjawab pertanyaan dari soal-soal teks tersebut. R selanjutnya memberikan lagi waktu 15 menit agar Ss secara individu mencoba membuat sebuah text hortatory. Kemudian setelah jam pelajaran habis, R mengumpulkan hasil text hortatori dari siswa dan segera menutup pelajaran dan mengucapkan salam.

FIELD NOTE 11

Saturday, 30th of March 2013

Ruang Kelas

R: Researcher   Ss: Students

S: Student   ET: English teacher

R sampai di SMA pukul 06.50 WIB. Hari ini R hanya akan membahas pekerjaan rumah Ss pada jam pertama dan pada jam kedua akan dilanjutkan ET mengajar materi selanjutnya. R masuk ke ruang kelas PKN karena R ingin membahas pekerjaan rumah menggunakan powerpoint. Setelah bel pergantian jam berbunyi. Ss segera menuju ruang PKN karena pada hari sebelumnya R sudah memberitahu kepada ketua kelas XI IPS I untuk masuk di kelas PKN waktu pelajaran bahasa inggris. Setelah Ss menempati posisi masing2 sesuai grupnya, R membuka dengan salam. Setelah itu R menampilkan slide show tentang tugas mereka. Ss terlihat menyimak dengan sungguh2. Saat itu muncul semua soal tentang pekerjaan rumah mereka. Setelah itu R menampilkan soal pertama dan meminta siapa yang ingin menjadi voulenteer. R tidak menunjuk Ss secara acak tetapi meninta siapa yang ingin menjadi "volunteer". Pada saat itu Ss diam saja, lalu R berkata dengan menggunakan bahasa Indonesia "Ayo siapa yang ingin menjadi sukarela, nanti ada nilai tambahan". Saat itu mereka cepat2 menunjukkan jari. R meminta salah seorang S yang menunjuk jari, yaitu Desi. Desi menjawab pertanyaan dari

pekerjaan rumah mereka yaitu tentang hortatori teks yang kedua yang berjudul "Can "AFI" Guarantee One to be a Talented Singer?"

Kemudian R memulai pelajaran dengan menanyakan generic structure dari hortatory text dan language featurenya. Jawaban yang terdengar samar. Dan R kembali mengingatkan tentang itu. R meminta setiap kelompok untuk membacanya dan kemudian mendiskusikannya dengan partner baru mereka. Setelah masing-masing kelompok selesai membaca teks tersebut, R kembali menjelaskan dengan singkat generic structure dari sebuah teks hortatori. R meminta Ss untuk menganalisa lagi generic structure dari teks yang baru saja mereka baca. Beberapa dari mereka sudah mulai mampu menganalisanya dengan baik. R melanjutkan pelajaran dengan menjelaskan language features dari teks hortatori. Kemudian Ss diminta untuk menganalisa dengan kelompoknya tentang language feature dari teks tersebut. R juga meminta Ss yang lain agar memperhatikan. Setelah selesai menjawab pertanyaan pertama, R meminta Ss yang tadi tunjuk jari untuk menjawab pertanyaan berikutnya hingga 10 soal terjawab semua. Dalam sesi pembahasan ini hanya memerlukan 15-20 menit. Setelah sesi pembahasan soal selesai. R lalu memberikan Ss 15 menit untuk menjawab soal dengan didiskusikan teman sebangku. Dan setelah waktu habis, R meminta ketua kelas mengumpulkan soal dan jawaban. Sisa waktu yang ada digunakan oleh R untuk mendiskusikan lagi soal dan jawaban. R selanjutnya memberikan lagi waktu 15 menit agar Ss secara individu mencoba membuat sebuah text hortatory. Kemudian setelah jam pelajaran habis, R mengumpulkan

hasil text hortatori dari siswa. R kemudian mengingatkan Ss bahwa di pertemuan

berikutnya akan ada test, yaitu test cycle 2.

FIELD NOTE 12

Wednesday, 3rd of April 2013

Ruang Kelas

R: Researcher   Ss: Students

Ss: Student   ET: English teacher

R sampai di SMA pukul 07.00. Hari ini R mengadakan test setelah cycle 2. R masuk kelas bahasa Inggris. Ss saat itu masih rame dan sebagian dari mereka masih belum masuk ke kelas,. Lalu R ditemani ET segera mengkondisikan suasana. R lalu meminta semua Ss untuk masuk ke kelas. R meminta Ss untuk memasukkan semua buku dan catatan. Setelah Ss memasukkan buku dan catatan, R dibantu salah satu siswa membagikan soal dan lembar jawab. R memberikan waktu 70 menit untuk mengerjakan soal-soal tersebut. Ss kelihatan begitu serius mengerjakan yang diberikan oleh R. R duduk di depan kelas dan ET mengawasi dari belakang. Saat itu kondisi tenang hingga jam pelajaran selesai. Setelah semua selesai lalu R meminta mengumpulkan soal dan jawaban. Setelah selesai mengadakan test. R bercakap-cakap dengan Ss sejenak tentang isi test. Kemudian R berpamitan dan mengucapkan banyak terimakasih kepada Ss dan ET karena telah banyak membantu dalam penelitian R.

Appendix 2

Research Instruments

Pre-test
Wednesday, 20th of February 2013

Corruption

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, I think corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, <u>it</u> is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me <u>sad</u>, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a <u>new</u> thing at all. Entrepreneurs who want to <u>minimize</u> their tax payments tend to do such a thing more often. They even bribe the officials.

Well, then I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to <u>eradicate</u> corruption. We must not make any distinction.

Adapted from: The Jakarta Post, February 2005

Answer the question below based on the text!

1. What is the purpose of the text (writer's argument)?
2. How many reason did the writer mention to support the argument? Mention it!
3. What is the writer's advice based on the text?
4. What do you call this text? Write the generic structure!
5. Do you agree with the writer's opinion? Why?
6. What is the word *'it'* in L3 P1 refers to?
7. What is meant by *'eradicate'* in L2 P4?
8. What is the antonym of

a. Sad   b. Minimize   c. New

Post-Test

Wednesday, 3rd of April 2013

The Importance of Reading

I personally think that reading is a very important activity in our life. Why do I say so?

Firstly, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, etc; written in books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. Reading will make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

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Hortatory text

Text 1

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Text 2

Home Schooling

Home schooling is an education system which provides child's main education program meat home. Home schooling takes the place of full-time school attendance and, in the United States and Canada; it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on homeschooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the <u>compulsory</u> public schools since <u>it</u> is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could <u>resist</u> and <u>reject</u> at least many of the values of the mass society.

Recognizing the lack of homeschooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have <u>active</u> home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.

Adapted from: http://www.idebate.org

Text 3

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Adoptedfrom: http://Perawang-Cyber.blogspot.com

Text 4

A Campaign of the Importance of Reading

Reading habit is *poor* among Indonesians because most people haven't realized the importance of reading

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The knowledge is needed to improve the quality of human's life. Valuable books in libraries and bookstores mean nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an *easy* job. It needs a hard work from all components of the nation, especially the government.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with *little* knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

Written by Cahyono KD

Text 5

Where should be after High Shool ?

The National examination result will be publicly enounced in next short time. Euphoria will flood for those who get success. In the other hand, It will be sorry to hear that there are some of them do not succeed in their national final examination. For those who succeed soon will think to decide; where will they be after graduating high school? Actually it will be easy to decide for those has been arranged and thought earlier but for those have not planed yet, it will be quite confusing.

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long the higher study will last? And how high is about the cost. In the same way, when they think about straightly seeking job, what skill and competence they have got is a big matter of questioning. So, doing both choices in the same time is an alternative.

Continuing study as well as seeking job is possibly done but it will be hard for them. Conventionally studying in the university needs much time to spend especially in the first year. It is true because they have to do and adapt a lot of things in their new higher school. it will be very hard to looking for job. Therefore it should come to their mind of continuing studying at higher school from their own home. As result, the available time will be more flexible for them. Then it will be very possible to seek job and get the appropriate one. This type of studying is publicly known as distance learning.

As the alternative method of studying, besides the conventional studying which students and the lecturer have to meet in the fixed time and place regularly, distance learning provides possibility to grow better. Possibly working and studying surely will create high quality graduate. Distance learning should appear as a considerable choice for them.

Adapted from : http://Perawang-Cyber.blogspot.com

Text 6

Can "AFI" Guarantee One to be a Talented Singer?

"Menuju Puncak" is a song that is so popular now. No one *can deny* that **AFI (Akademi Fantasi Indosiar)** has fascinated many fans around the nation. As one of the many talent search shows, AFI is bound to be compared with other such programs like "Indonesian Idol", "Penghuni Rumah Terakhir", "KDI", "Indonesia Cantik " and so on.AFI has offered a unique package for viewers; a combination between a reality show and a talent show. Their way of finding real entertainers has increased the public's awareness of the difficulties in reaching the top in the entertainment business.

But frankly saying, AFI has not fully succeeded in reaching its main goal. If you take an objective look at a number of the winners, *you'll see* that they are not yet able to fill the most basic requirements, which is to sing properly. This is ironic, considering all the criticisms coming from the judges about pitch tones, tempos, and everything that has to do with becoming a good singer.

Thus, if *we want* to improve the Indonesian music industry, we *should really think* about the singer's and the musician's talents and train them appropriately, so they can be a professional singer or musician.

Adapted from C'sN Magazine

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Adapted from C'sN Magazine

Appendix 3

Interview Transcripts

Interview 1

Saturday, 2nd of February 2013

R: Researcher

HM: Head Master

R : Menurut bapak kepala sekolah, pembelajaran bahasa inggris disekolah ini bagaimana pak?

HM : Ya belum begitu bagus mas. Selain faktor sarana prasarana, sumber daya manusianya pun juga masih sedang-sedang saja.

R : Fasilitas apa saja yang telah dimiliki oleh sekolah ini khususnya dalam upaya untuk mendukung pengajaran bahasa inggris pak?

HM : Untuk menunjang pembelajaran bahasa Inggris, kami sudah mempunyai 2 lab bahasa. Akan tetapi alat pendukungnya itu yang masih belum ada.

R : Mengenai siswanya pak, apakah ada prestasi yang pernah diperoleh mereka khususnya dalam bidang bahasa inggris?

HM : Ya baru pada tingkat kabupaten mas. Itu pun juga belum bisa meraih juara 1.

R : Terima kasih banyak atas waktu yang telah bapak berikan kepada saya ya pak, mungkin besok saya bisa bertanya kepada bapak lagi tentang hal-hal yang saya belum mengerti ya pak. Saya selalu mengharapkan bantuan dari bapak, untuk saat ini sekiranya ini sudah cukup pak. Terima kasih atas segala bantuan dari bapak.

HM : Iya mas silahkan. Jangan sungkan-sungkan untuk bertanya.

Interview 2

Wednesday, 6th of February 2013

R: Researcher

ET: English Teacher

ET   : Ada yang bisa saya bantu mas Zanu. Mau bertemu dengan saya ya?

R   : Iya buk. Benar sekali, saya memang sedang mencari Bu Puji.

ET   : Gimana mas Zanu, ada apa ya??

R   : Oh iya buk, saya berencana akan melakukan penelitian di sekolah ini. Saya beniat untuk mengambil data di sekolah ini buk.

ET   ; oh bisa, dengan senang hati. Bidang yang anda ambil apa mas? Dan judulnya ap mas?

R   : Bahasa Inggris buk, dan judul yang saya angkat "The Application of Peer Discussion in the Classroom to Improve Students Reading Comprehension of the XI Grade Students At SMA N I Salaman"

ET   :oh ya, kalau begitu besok saya langsung menghubungi guru bahasa Inggrisnya saja mas. Terus anda langsung berembug aja gak apa-apa.

R   : Waduh…Terima kasih banyak ya buk.

Interview 3

Saturday, 9th of February 2013

R **: Researcher**

E **: Eva**

R : Hallo Dek, boleh gangu waktunya bentar gak nih, mo tanya-tanya aja ko, boleh kan?

E : Boleh kok mas, mo tanya-tanya apa e Mas?

R : Ya pokoknya ad deh..!

E : Hehehehe, tentang apa Mas?

R : Pelajaran bahasa Inggris, sebenarnya suka gak sih kamu?

E : Wualah, tak kira apa e mas, senang sih mas tapi susah Mas, Bahasa Indonesia aja masih nol!

R : Sampai segitunya?

E : Gak juga si Mas. Aku lumayan mudeng juga ko pelajaran bahasa Inggris. Tapi memang sulit.

R : Dimananya yang sulit emang?

E : Dimana ya? Ya Semuanya,hehe,,,

R : Di antara Reading, Writing, Listening, dan Speaking, kamu lebih suka yang mana dek?

E : Waduh.....Gak enak semua tu Mas

R : Kalo di Reading?

E : Aku suka baca si Mas, jadi dibandingin yang lain, reading lumayan suka.

R : Aku punya solusi dek, kmu bawa kamus, trus kalo bingung tu pkoknya jangan segan untuk bertanya tanya, OK?

E : Ok Mas,hehe,,

R : Makasih dek atas waktunya ya? See you on later ya..?

E : OK Mas..

Interview 4

Saturday, 16th of February 2013

R   : Researcher

I   : Ibnu

R   : Hi, ko a pake seragam? boleh gabung gak nih?

I   : Lagi nunggu ganti Mas, kan habis olahraga,,

R   : Emm, habis olahraga ya.Ngomong-ngomong kalo dibandingin ma bahasa Inggris suka mana?

I   : Jelas Olahraga dong Mas, Inggris itu susah e..

R   : Begitu ya, emang susah? Tapi buktinya ada yang bisa hayo!

I   : Ya kalo pinter ya pasti bisa Mas, yang gak ya bingung.

R   : Iya po? Mas Zanu punya sedikit tips biar bahasa Inggris jadi mudah nih.. intinya kamu rajin baca deh, tar lama-lama jadi tertarik wes ma Inggris. Kan katanya gak kenal kan gak sayang, ya gak?.

I   : Iya juga sih mas... reading ya?

R   : Iya, suka?

I   : Mungkin kalo bacaanya menarik dan gampang Mas, kita juga jadi tertarik buat baca?

R   : Oh ya, betul tu. Tapi tetep semangat lho ya! OK deh makasih ya

I   : You're welcome mas.

Interview 5

Wednesday, 20th of February 2013

R   : Researcher   L   : Laila

B   : Brian

R   : Wah, lagi nggosip apa ni?

L   : Yee, gak lagi Mas.

R   : Ow, kirain nggosip e.., Mas Zanu boleh tanya-tanya kan? Menurut kalian, gimana tadi pelajaran bahasa inggrisnya Mas Zanu tadi?

L   : Suasana baru Mas, jadi suka juga si.

R   : Kalo kamu gimana? Ko diam aja e?

B   : Hehe, aku Mas? Aku suka lah, cara mengajarnya beda ma Bu Yus, Mas Zanu lebih santai, jadi kita juga gak tegang, gitu Mas.

R   : Gitu ya.. Ngomang-ngomong kalian suka baca tentang Inggris gtu gak?

B   : Kita suka karena harus baca Mas, lo gak baca ya bingung, hehe.

L   : Aq juga seperti itu lho, tapi emang suka baca.

R   : Ow ya ya, tingkatkan dan pertahankan, OK?

L   : OK Mas

R   : Pernah denger peer discussion gak? Peer discussion itu merupakan metode dalam belajar dimana kalian itu akan dikondisikan untuk saling bertukar opini ataupun ide-ide kalian dengan partner kalian masing-masing. Misalnya Laila nanti berpasangan dengan Brian ato Rian gitu. Lha tujuannya biar diantara kalian tu saling bertukar pikiran atau ide gitulah, gimana?

L & B : lum pernah Mas.

R   : Untuk kali ini, mungkin diskusi kalian cukup berpasangan dengan teman sebangku, tapi nanti di kegiatan selanjutnya, kira-kira kalo partner kalian diacak gimana ya, setuju gak?

B   : Ehm, diacak Mas, lum pernah si, tapi enak juga ko. Biar bisa nyoba suasana lain ya mas.

L   : Iya juga, bosen ma yang itu aja,hehe. Coba aja Mas.

Interview 6

Saturday, 23 th of February 2013

R   : Researcher

P   : Pratiwi

R   : Hayo nglamun, sori nunggu lama ya?

P   : Iya, sampe njamur ni Mas.

R   : Sori deh De', Pratiwi ya? Tadi bicara ma Bu Yus dulu.

P   : Hemh, da pa Mas?

R   : Mo tanya-tanya aja, dah punya pacar lum? Tar da yang cemburu lagi, haha.

P   : Ulah, gak lagi Mas, sapa yang mau?

R   : Ngomong-ngomong mudeng gak ttg pelajaran tadi?

P   : Yang Hortatory ya Mas? Iya lumayan mudeng.

R   : Iya apa aja hayo generic structurenya?

P   : Title, trus Thesis, trus, Argument ma Recommendation kan Mas??

R   : Pinter, maksudnya masing-masing apa tu?

P   : Title tu judul kan, Thesis tu pernyataan kita tentang sesuatu. Lha trus kita perkuat ma pendapat-pendapat kita deh. Lha habis itu kita kasih solusi ato anjuran kan Mas?

R   : We e, pinter. Tadi Pratiwi duduk ma siapa?

P   : Rahayu mas.

R   : ok thanks ya, cukup ni, sekarang mo kemana? Pulang kan? Hati-hati ya!

P   : OK Mas, mo antar po? Hehe. Da Mas Zanu!

Interview 7

Wednesday, 27 [th] of February 2013

R   : Researcher

Ra   : Rahayu

R   : Hi Retno, makan aja e, gimana? Sehat?

Ra   : Laper Mas, masak gak makan lo laper.

R   : Hehe, iya iya. Mas Zanu temenin deh lo gitu. Gimana bahasa Inggrismu? Kayaknya ..

Ra   : Iya Mas, aku sulit baget belajar Inggris.

R   : Tapi sekarang?

Ra   : Udah Ga Mas, kan udah lumayan bisa.

R   : Bahasa inggris menurut Rahayu gmn?

Ra   : Gampang gampang susah.

R   : Kalo baca suka gak?

Ra   : Suka,.

R   : Tu suka baca, tingkatin dong bacanya, bisa wes?

Ra   : Paham Mas, paham, tapi kadang males lo bacaanya jadul gak up to date gitu ato kata-katanya sulit juga bikin males.

R   : Kalo Edison males, gak bakal tu ketemu lampu pijar, ya gak?

Ra   : Iya, ya. Tapi aku paham tentang pa yang Mas Zanu ajarin tadi. Tentang Hortatory kan? Da title, thesis, argument, ma recommendation kan?

R   : Tu bisa, lo ma teman barumu, gimana?

Ra   : Pratiwi, cukup menbantu juga ko,,,

R   : OK deh, tingkatin belajarnya ya. Bener lho. Makasih waktunya.

Interview 8

Saturday, 2ⁿᵈ of March 2013

R   : Researcher

Q   : Qurrotu

R   : Hai Qurrotu, bener kan?

Q   : Iya Mas.

R   : Bahasa inggris menurut kamu tu seperti apa?

Q   : Gampang gampang susah mas.

R   : Bnyak gampangnya ya?

Q   : Hehe, ya gitu Mas.

R   : Gimana rasanya, dong gak ma hortatory text?

Q   : Dong ko. Thesis, arguments, dan recommendation tu kan?

R   : Yup, pinter,bacaanya paham gak? Da kata-kata sulit?

Q   : Ada beberaspa tadi tapi Sinta, teman sebangku saya membantu, ja enak deh.

R   : Oh, jadi suka dengan metode pergeseran tempat duduk?

Q   : Suka, kan baru Mas, kita juga jadi semangat, yang pada gak bisa maksudnya.

R   : Gitu ya? OK deh makasih ya. Belajar yang rajin lho!

Q   : You're welcome Mas, OK deh.

Interview 9

Wednesday, 6th of March 2013

R   : Researcher

T   : Tri

R   : Sudah disini rupanya, lama ya, sori.

T   : Gak pa pa Mas, da pa?

R   : Mo tanya aja, latihan yang tadi sulit gak?

T   : Sulit lah Mas, ko sulitt e buatnya Mas, bkin kita pusing.

R   : Yang bener? Dosa lho bohong.

T   : Hehe, tapi aku paham ko Mas, aku bisa jawab juga. Ya semoga dapet bagus ya Mas!

R   : Amin, tu kan? Mas Zanu dah takut lo soalnya terlalu sulit e. ehm, jadi pa yang Mas Zanu ajarkan trus diteskan juga, bisa kan? Mudah gitu?

T   : Iya Mas, kita jadi enjoy belajar bahasa Inggris. Pa lagi Mas Zanu bikin peraturan untuk tentuin pasanagn. Kita jadi bisa sharing Mas.

R   : Udah dua kali pertemuan Mas Zanu memberikan text yang berbeda ya? Mana yang Tri suka dari dua text tersebut?

T   : Aku lebih suka yang kedua, habisnya menarik si Mas

R   : Ooh gitu y...sama aja tu kayaknya?

T   : Iya po? Eh trus aku juga dapet kata-kata baru lagi.

R   : Oh ya ya ya, Terima kasih waktunya ya! Masih ada kelas? Have a nice day ya!

T   : Masih ada Mas, OK have a nice day too Mas.

Interview 10

Wednesday, 6th of March 2013

R **: Researcher**

N **: Nita**

S **: Sinta**

Ss **: Students**

R : Lagi diskusi apa ni?Gimana nih tentang test yang tadi?

Ss : Ya lumayan mas, ada yang mudah tapi banyak juga yang sulit.

R : Ngmong-ngmong lagi pada sibuk ngobrolin apa sih?

Ss : Tentang text ni Mas, bantu lah Mas.

R : Yang mana?

N : Kata ini maksudnya apa?

R : Oh apa coba? Bawa kamus?

N : Bawa si, tapi maknanya jadi binguung.

R : Ads ma advertisement tu sama, singkatan tu De'!

N : Ow, singkatan to.

R : Semuanya, Ads tu pa?

Ss : Iklan Mas, Advertisement.

S : Lho mereka pada tahu ya.

R : Padahal dulu pernah Mas Zanu tulis di depan lho, hehe, gak pa pa.

S : Oh iya ni ada, aku udah nyatet tapi lupa Mas.

R : Tu kan. Gimana, enak berpasangan ma Septiana?

N : Enak gak enak Mas, tapi kita berusaha saling bantu.

Interview 11

Wednesday, 6th of March 2013

R   : Researcher

ET   : English Teacher

R   : Alhamdulillah Bu, sudah terlaksana cycle pertama, dari pengamatan anda, bagaimana metode pengajaran yang saya berikan kepada anak anak bu?

ET   :Ya ya, mereka jadi lebih teratur dan antusias, lebih terkendali. Cara pengajaran Mas Zanu juga menarik, menganngap murid adalah teman sehingga apa yang Mas Zanu harapkan untuk lebih dekat dengan murid lumayan tercapai. Namun yang jelas, mereka paham dengan apa yang saya jelaskan dan apa yang Mas Zanu jelaskan juga.

R   : Hehe, bagaimana Bu, masih gak sempurna ya Bu?

ET   : Gak ko, dah bagus, Mas Zanu dah pernah ngajar? Pendekatannya bagus.

R   : Oh iya Bu? Mungkin karena saya masih muda ja Bu dan ingin membantu

ET   : Iya, pertahankan, tapi kadang Mas Zanu suka terlalu dekat dengan siswa sehingga mereka kurang respect pada perintah Mas Zanu sendiri di kelas.

R   : Iya Bu ya? Ada solusi Bu?

ET   : Gini ja, tar saya ikut menbantu turun tangan menenangkan sisiwa. Tapi Mas Zanu juga harus lebih tegas juga, ya?

R   : Iya Bu. Amin.

ET   : Lha untuk materinya slahkan, saya sudah puas dengan bacaanya, tugasnya, peer tutoringnya. Tinggal desok ujian ya? Sudah siap soalnya?

R   : Sudah Bu, ini.

ET   : Oh ya bagus. Semoga sukses ya Mas.

Interview 12

Saturday, 9th of March 2013

R   **: Researcher**

N   **: Nita**

Ri   **: Rian**

A   **: Anja**

R   : Gimana nih kira-kira tentang test cycle 1 kemarin?

N   : Ya gitu deh mas, gampang-gampang susah....

R   : Nah kalo latian yang tadi ada kesulitan ga?

N   : Gak ko Mas, kita malah seneng banget, diskusi kita ja semakin enak

R   : Ooh begitu ya? Mang tadi diskusiin apa?

N   : Tentang penanda tiap-tiap generic structure.

R   : Oo yang tadi udah Mas Zanu terangin y? Trus gimana? Sudah mudeng?

N   : Udah lumayan mas, da Title, Thesis, Arguments, ma Recommendation kan Mas??

R   : Itu bisa, pinter, coba mana recommendationnya?

N   : Ini dia Mas, penandanya biasanya ada di akhir paragraph dan ada kata "I think" dan "should", yak an?.

R   : We e, pinter, pertahankan dan tingkatkan ya, ok?

N   : OK Mas

R   : Ni cowok-wowok, gimana da masalah gak?

Ri   : Hehe, ada banyak Mas.

R   : Eh, Mas Zanu nanya-nanya boleh ya. Menurut kamu bahasa inggris gimana sih?

Ri   : Bahasa Inggris menyenangkan Mas,tapi kadang kadang susah.

R   : Dimana e susahnya?

Ri   : Kata-kata baru, trus lo kata-katanya yang asing tu lho Mas.

R   : Ow, bawa kamus lah! Punya gak?

Ri   : Punya si, lupa mas.

R   : Gak pa pa deh, gini ja, Mas Zanu kasih tips ya. Baca bacaan Inggris secara continue. Terus kalo ada kata yang bingung buka kamus, gtu.

A   : ya juga sih Mas.

R   : Gimana kerjasama ma teman baru, enak gak?

A   : Enak si, Rian kan lebih pintar dari aku, jadi bisa bantu gitu

R   : Oh bgitu ya? Lha kmu gimana Rian?

Ri   : Enak juga bisa ngajari teman, enak ko Mas.

R   : Ok deh, Thanks ya ?

Interview 13

Wednesday, 27th of March 2013

R   : Researcher

Y   : Yuhdi

R   : Hai Yuhdi, lagi apa ni?

Y   : Hehe, lagi santai ja ni mas.

R   : Test yang tadi menurut Yuhdi gimana?

Y   : Ya lumayan mas..Tergantung materinya Mas, lo hortatory lumanyan bisa. Tapi di vocabulary yang aku pikir sulit.

R   : Oh vocabnya, gini ja, baca yang rajin lha lo ketemu ma kata yang susah cari di kamus, gitu, OK!

Y   : Iya, haha saya gak punya kamus ko.

R   : Lho gimna e kamu tu, mo perang ko gak pake senjata, ya kalah. Besok pinjam perpus ya?

Y   : Hehe, OK Mas, teman sebangku saya juga bawa ko.

R   : Lho tapi masak mo pinjem pedang temanmu, tar dia yang kalah dong, usahain bawa ya!

Interview 14

Wednesday, 30th of March 2013

R **: Researcher**

Y **: Yuniyati**

R : Hai Yuniyati! Boleh gangu bentar?

Y : Ya Mas, ada pa?

R : Dengan teman baru, gimana rasanya?

Y : Enak lagi, kan lebih enak yang ini. Sama-sama pintar.

R : Iya? Bagus no?

Y : Iya sih.

R : Gimana tentang soal-soal latihan yang kemarin, dah dibahas kan? Dah tahu salahnya?

Y : Iya Mas. Ternyata hortatory tu mudah lo dah tahu trik-triknya ya Mas. Apa lagi ada mas yang bisa bantu, teman lain juga kadang bantu Mas. Tar gak lagi deh aku bingung Mas.

R : Vocabularynya bagaimana? Merasa bertambah tidak?

Y : Tambah sedikit-sedikit Mas. Gara-gara disuruh membawa kamus. Teman juga menbantu ko Mas.

R : OK. Terima kasih waktunya ya!

Y : OK Mas.

Interview 15

Saturday, 30rd of March 2013

R   : Researcher

Ah   : Ahmad

Ra   : Rahayu

R   : Tambah dong apa gak?

Ah   :Iya mas, asyik. Tadi udah diterangin trus kita diskusi lagi, tambah mudeng jadinya.

R   : Iya? Sip. Kalo Rahayu gimana tadi?

Ra   : Yup, saya bisa, tugasnya juga terasa mudah,

R   : Kenapa bisa?

Ra   : Kan saya bisa tanya ke teman lain ato ke Mas Zanu.

Interview 16

Saturday, 3rd of March 2013

R   : Researcher

T   : Tri

R   : Hai, tanya boleh?

T   : Iya, da pa Mas?

R   : Gimana tadi tes kedua?

T   :Ko tambah susah to Mas.

R   : Iya?

T   : Iya, masak kosakatanya baru lagi.

R   : Lho brti kamu kurang bacanya, trus lo gitu solusimya gimana hayo?

T   : Baca Mas.

R   : Lah gitu. Eh kira-kira da saran buat Mas Zanu?

T   : Apa ya, soalnya jangan susah-susah ya Mas! Hehe.

R   : OK deh, hehe. Eh menurut Tri, peer Discussion bagus gak buat kalian?

T   : Bagus banget kok Mas. Kita jadi bisa bertanya ke teman, padahal lo tanya ke guru takut.

R   : Oh gitu ya. Kira-kira da yang kurang gak?

T   : Ehm, mungkin kalau kita gak dapet teman yang cocok, jadinya kita bertaynya antar pulau, gitu Mas.

R   : OK makasih ya.

Interview 17

Wednesday, 3ʳᵈ of April 2013

R   : Researcher

ET   : English teacher

R   : Saya rasa para siswa sudah bisa ya Bu?

ET   : Iya, teknik peer discussion yang Mas Zanu aplikasikan cukup membantu.

R   : Iya ya Bu, Alhamdulillah.

ET   : Saya jadi ingin coba terapkan besok di pelajaran mas.

R   : Iya Bu? Wah, hehe.

ET   : Kok wah, orang bagus kok.

R   : Kalo dengan tes yang kedua ini gimana Bu?

ET   : Iya, saya tahu maksud Mas Zanu dengan memberikan bacaaan dengan tema yang sama. Harapannya agar mereka lebih dalam mengerti tentang kosa kata dan hortatory.

R   : Iya Bu.

ET   : Ya tinggal tekun saja lo jadi guru tu Mas, harus punya metode yang bagus supaya murid gak mudah bosan.

R   : Berdasarkan nilai, kemampuan reading mereka telah meningkat ya Bu,walau tidak terlalu tinggi peningkatannya.

ET   : Iya, ya begitu Mas. Saya lihat mereka juga antusias menbaca. Karema mereka dapat Guru baru dan juga itu bacaanya menarik. Kosakata yang ada walau sulit Mas Zanu coba terangkan dan artikan. Secara keseluruhan,sangat membantu mas.

R   : Iya, makasih Bu

ET   : Sama sama Mas.

Appendix 4

Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN
SMA N 1 SALAMAN

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/II
Tahun Pelajaran : 2012/2013

Standar Kompetensi :

1. Reading
   1. Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *narrative,spoof* dan *hortatory exposition* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar :

1. Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*
2. Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*

Indikator :

1. Mengidentifikasi makna dalam teks *hortatory exposition*
2. Mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition*
3. Mencari informasi rinci dari teks berbentuk monolog/esei berbentuk *hortatory exposition*

Alokasi Waktu :   x45 menit

A. Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi makna dalam teks *hortatory exposition.*
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition.*
3. Siswa dapat mengungkapkan makna dalam teks berbentuk monolog/esei berbentuk *hortatory exposition*

B. Materi Pembelajaran

Written text hortatory tentang sebuah event (terlampir)

C. Metode Pembelajaran

BKOF – MOT – JCOT - ICOT

D. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

   - Salam dan tegur sapa

2. Inti

   1) BKOF

      - Siswa diberikan sebuah realia, issue, dan excursion tentang sebuah fenomena.

The example of hortatory text

Title

Thesis

Argument

Recommendation

> **Corruption**
>
> Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, I think corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, <u>it</u> is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.
>
> The survey has made me <u>sad</u>, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a <u>new</u> thing at all. Entrepreneurs who want to <u>minimize</u> their tax payments tend to do such a thing more often. They even bribe the officials.
>
> Well, then I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.
>
> I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to <u>eradicate</u> corruption. We must not make any distinction.
>
> *Adapted from: The Jakarta Post, February 2005*

> **Corruption**
>
> Answer the question below based on the text!
>
> 1. What is the purpose of the text (writer's argument)?
> 2. How many reason did the writer mention to support the argument? Mention it!
> 3. What is the writer's advice based on the text?
> 4. What do you call this text? Write the generic structure!
> 5. Do you agree with the writer's opinion? Why?
> 6. What is the word *'it'* in L3 P1 refers to?
> 7. What is meant by *'eradicate'* in L2 P4?
> 8. What is the antonym of
>   a. Sad   b. Minimize   c. New

   - Siswa diminta untuk mereview tentang struktur dari teks dan tujuan umum dari teks berbentuk hortatory.

   2) MOT

      - Siswa diberi teks hortatory dan mengidentifikasi generic structure

   3) JCOT

      - Siswa dibagi menjadi kelompok yang terdiri dari 2 orang per kelompok dan dibagikan worksheet

- Siswa bekerja sama dengan teman sebangku (Peer Discussion)
4) ICOT
  - Siswa mengerjakan worksheet dan mediskusikannya di dalam kelompok.
  - Siswa secara individu diminta untuk membuat sebuah hortatory text tentang English secara tertulis dan dibahas bersama.
3. Penutup
   Siswa dan guru melakukan refleksi

E. Sumber Belajar
1. Buku pelajaran Bahasa Inggris Look Ahead X terbitan Erlangga
2. Electronic book for eleventh grade

F. Penilaian
1. Soal

Soal No	Bobot
1 – 5	@3
6 – 7	@2
8a-8c	@2
Total	25

Nilai = Jumlah benar X 4 = 100

Salaman,...................

Mengetahui,
Guru Bahasa Inggris   Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN
SMA N 1 SALAMAN

Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : XI/II
Tahun Pelajaran   : 2012/2013

Standar Kompetensi :
1. Reading
    1. Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *narrative,spoof* dan *hortatory exposition* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar :
1. Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*
2. Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*

Indikator :

1. Mengidentifikasi makna dalam teks *hortatory exposition*
2. Mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition*
3. Mencari informasi rinci dalam teks berbentuk monolog/esei berbentuk *hortatory exposition*

Alokasi Waktu : x45 menit

A. Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi makna dalam teks *hortatory exposition.*
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition.*
3. Siswa dapat mengungkapkan makna dalam teks berbentuk monolog/esei berbentuk *hortatory exposition*

B. Materi Pembelajaran
Written text hortatory tentang sebuah event (terlampir)

C. Metode Pembelajaran
BKOF – MOT – JCOT - ICOT
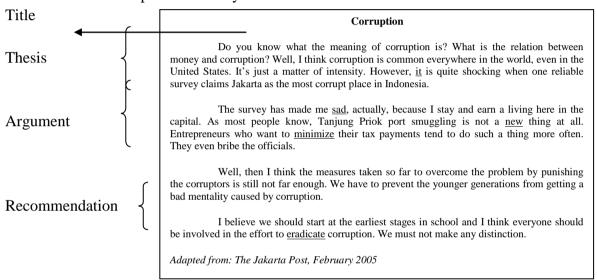
D. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

   - Salam dan tegur sapa

2. Inti

   1) BKOF
      - Siswa diberikan sebuah realia, issue, dan excursion tentang sebuah fenomena.

The example of hortatory text

Title

Thesis

Argument

Recommendation

Home Schooling
Home schooling is an education system which provides child's main education program meat home. Home schooling takes the place of full-time school attendance and, in the United States and Canada; it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.
First, the idea of taking our children's education on homeschooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.
Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.
Recognizing the lack of homeschooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs, history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.
Adapted from: http://www.idebate.org
Picture: http://www.buzzle.com

Answer the question below based on the text!

9. What is the purpose of the text (writer's argument)?
10. How many reason did the writer mention to support the argument? Mention it!
11. What is the writer's advice based on the text?
12. What do you call this text? Write the generic structure!
13. Do you agree with the writer's opinion? Why?
14. What is the word *'it'* in L6 P2 refers to?
15. What is meant by *'compulsory'* in L3 P1?
16. What is the antonym of
    a. Reject   b. Resist   c. Active

   - Siswa diminta untuk mereview tentang struktur dari teks dan tujuan umum dari teks berbentuk hortatory.

   2) MOT
      - Siswa diberi teks hortatory dan mengidentifikasi generic structure

   3) JCOT
      - Siswa dibagi menjadi kelompok yang terdiri dari 2 anak dan dibagikan worksheet
      - Siswa bekerja sama dengan teman sebangku (Peer Discussion)
      - Siswa diberi feedback atas jawaban mereka.

   4) ICOT

- Siswa mengerjakan worksheet dan mediskusikannya di dalam kelompok.
- Siswa secara individu diminta untuk membuat sebuah hortatory text tentang English secara tertulis dan dibahas bersama.

3. Penutup

Siswa dan guru melakukan refleksi

E. Sumber Belajar

1. Buku pelajaran Bahasa Inggris Look Ahead X terbitan Erlangga
2. Electronic book for eleventh grade

F. Penilaian

2. Soal

Soal No	Bobot
1 – 5	@3
6 – 7	@2
8a-8c	@2
Total	25

Nilai = Jumlah benar X 4 = 100

Salaman, ...

Mengetahui,
Guru Bahasa Inggris   Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN
SMA N 1 SALAMAN

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/II
Tahun Pelajaran : 2012/2013

Standar Kompetensi :
  1. Reading
    1. Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *narrative,spoof* dan *hortatory exposition* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar :
  1. Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*
  2. Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*

 Indikator :

  1. Mengidentifikasi makna dalam teks *hortatory exposition*
  2. Mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition*
  3. Mencari informasi rinci dari teks berbentuk monolog/esei berbentuk *hortatory exposition*

Alokasi Waktu : x45 menit

A. Tujuan Pembelajaran :

  1. Siswa dapat mengidentifikasi makna dalam teks *hortatory exposition.*
  2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition.*
  3. Siswa dapat mengungkapkan makna dalam teks berbentuk monolog/esei berbentuk *hortatory exposition*

B. Materi Pembelajaran
  Written text hortatory tentang sebuah event (terlampir)

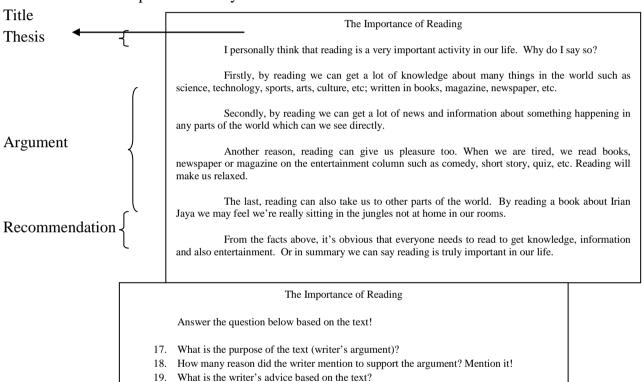**C. Metode Pembelajaran**
  BKOF – MOT – JCOT - ICOT

D. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

   - Salam dan tegur sapa

2. Inti

   1) BKOF
      - Siswa diberikan sebuah realia, issue, dan excursion tentang sebuah fenomena.

The example of hortatory text

Title	**The Importance of Reading**
Thesis	I personally think that reading is a very important activity in our life. Why do I say so?
Argument	Firstly, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, etc; written in books, magazine, newspaper, etc.
	Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.
	Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. Reading will make us relaxed.
	The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.
Recommendation	From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

The Importance of Reading

Answer the question below based on the text!

17. What is the purpose of the text (writer's argument)?
18. How many reason did the writer mention to support the argument? Mention it!
19. What is the writer's advice based on the text?
20. What do you call this text? Write the generic structure!
21. Do you agree with the writer's opinion? Why?

   - Siswa diminta untuk mereview tentang struktur dari teks dan tujuan umum dari teks berbentuk hortatory.

   2) MOT
      - Siswa diberi teks hortatory dan mengidentifikasi generic structure

   3) JCOT
      - Siswa dibagi menjadi kelompok yang terdiri dari 2 anak dan dibagikan worksheet
      - Siswa bekerja sama dengan teman sebangku (Peer Discussion)
      - Siswa diberi pertanyaan tentang isi teks dan difasilitasi oleh guru apabila mengalami kesulitan.

4) ICOT
- Siswa mengerjakan worksheet dan mediskusikannya di dalam kelompok.
- Siswa mempresentasikan apa yang telah mereka diskusikan (lisan maupun tertulis).
- Siswa secara individu diminta untuk membuat sebuah hortatory text tentang English secara tertulis dan dibahas bersama.

3. Penutup
Siswa dan guru melakukan refleksi

E. Sumber Belajar
1. Buku pelajaran Bahasa Inggris Look Ahead X terbitan Erlangga
2. Electronic book for eleventh grade

F. Penilaian
3. Soal 1

Soal No	Bobot
1 - 5	@ 3
Total	15

Nilai = Jumlah benar X 2 : 3 = 10

Salaman, ...

Mengetahui,
Guru Bahasa Inggris   Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN
SMA N 1 SALAMAN

Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI/II
Tahun Pelajaran	: 2012/2013

Standar Kompetensi :

1. Reading

    1. Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *narrative,*spoof dan *hortatory exposition* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar :

1. Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*
2. Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*

Indikator :

1. Mengidentifikasi makna dalam teks *hortatory exposition*
2. Mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition*
3. Mencari informasi rinci dalam teks berbentuk monolog/esei berbentuk *hortatory exposition*

Alokasi Waktu : 1x45 menit

A. Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi makna dalam teks *hortatory exposition.*
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition.*
3. Siswa dapat mengungkapkan makna dalam teks berbentuk monolog/esei berbentuk *hortatory exposition*

B. Materi Pembelajaran

Written text hortatory tentang sebuah event (terlampir)

C. Metode Pembelajaran

BKOF – MOT – JCOT - ICOT

D. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

    - Salam dan tegur sapa

2. Inti

    1) BKOF
        - Siswa diberikan sebuah realia, issue, dan excursion tentang sebuah fenomena.
        - Siswa diminta untuk mereview tentang struktur dari teks dan tujuan umum dari teks berbentuk hortatory.

The example of hortatory text

Title

Thesis

Argument

Recommendation

A Campaign of the Importance of Reading

Reading habit is _poor_ among Indonesians because most people haven't realized the importance of reading

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The knowledge is needed to improve the quality of human's life. Valuable books in libraries and bookstores mean nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an _easy_ job. It needs a hard work from all components of the nation, especially the government.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with _little_ knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

Written by Cahyono KD

I. Read the text and choose the correct answer for every question below.

1. What does the writer recommendation?
   a. Reading is bored and bad habits.
   b. A good reading habit is worthless.
   c. Importance of reading campaign should be done and facilitated by the government.
   d. Globalization have a close relation with reading.
   e. Reading habit is poor among Indonesians.
2. The following is one of the writer's arguments based on the text, *except*....
   a. Reading is important to transform knowledge.
   b. Realizing the importance of reading will make someone motivated to read.
   c. An effective campaign of reading can be achieved by well organized.
   d. Reading is important to transform technology
   e. Most Indonesian has not realized the importance of reading.
3. What is the purpose of the article?
   a. Defining the functions of public transportations.
   b. Arguing that American should not use public transportations.
   c. Suggesting American the ways to use public transportation.
   d. Asking for more public transportations.
   e. Suggesting that American should be forced to use public transportations.
4. What is the function of the first paragraph?
   a. Repeating the thesis or proposal
   b. Stating the first proposal
   c. Stating the reasons behind the thesis
   d. Describing the problem
   e. Giving arguments
5. In the article you find the word *important* a few times. What is the synonym of *important*?
   a. Prominent
   b. Carefully
   c. Famous
   d. Invaluable
   e. Transform
6. What is the function of the last paragraph?
   a. Describing the problem
   b. Stating the reasons behind the thesis
   c. Giving arguments
   d. Stating the proposal
   e. Repeating the thesis or proposal

II. Below are statements based on the text, circle F for False statement and T for True Statement

7. **T   F**   **Reading habit is poor among Indonesians.**
8. **T   F**   Planting an idea about the importance of reading need a hard work.
9. **T   F**   **A good reading habit is really important to speed up the better change in this country.**
10. **T   F**   Indonesians realized the importance of reading

III. Answer the question below

11. What do you call the text? Write the generic structure of the text!
12. How many reasons did the writer mention to support the argument? Mention it!
13. Do you agree with the writer's recommendation? Why?
14. What is the antonym of …
    a.   Little   b. Poor   c. Easy
15. Arrange sentences below into a good paragraph
    a.   The first, by English we can join to the world-wide community
    b.   I think English is an important subject
    c.   Then, English give us pleasure as well
    d.   The last, English will be tested in the final exam by the government
    e.   Next or the third, English is an international language
    f.   Students should learn English hard as it is very important

2) MOT
   - Siswa diberi teks hortatory dan mengidentifikasi generic structure
3) JCOT
   - Siswa dibagi menjadi kelompok yang terdiri dari 2 anak dan dibagikan worksheet
   - Siswa bekerja sama dengan teman sebangku (Peer Discussion)
4) ICOT
   - Siswa secara individu diminta untuk membuat sebuah hortatory text tentang English secara tertulis dan dibahas bersama.
3. Penutup
   Siswa dan guru melakukan refleksi
E. Sumber Belajar
1. Buku pelajaran Bahasa Inggris Look Ahead X terbitan Erlangga

F. Penilaian

    4. Soal 1

Soal No	Bobot
1 - 6	1
7 - 10	2
11 - 14	3
15	4
Total	30

Nilai = Jumlah benar : 3 = 10

Salaman, ...

Mengetahui,

Guru Bahasa Inggris   Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN
SMA N 1 SALAMAN

Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : XI/2
Tahun Pelajaran   : 2012/2013

Standar Kompetensi :

1. Reading
    1. Mengungkapkan makna dalam teks   monolog/esei tulis berbentuk *narrative,spoof* dan *hortatory exposition* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar :

1. Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*
2. Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*

Indikator :

1. Mengidentifikasi makna dalam teks *hortatory exposition*
2. Mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition*
3. Mencari informasi rinci dari teks monolog/esei berbentuk *hortatory exposition*

Alokasi Waktu : 1x45 menit

A. Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi makna dalam teks *hortatory exposition.*
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition.*
3. Siswa dapat mengungkapkan makna dalam teks berbentuk monolog/esei berbentuk *hortatory exposition*

B. Materi Pembelajaran
Written text hortatory tentang sebuah event (terlampir)

C. Metode Pembelajaran
BKOF – MOT – JCOT - ICOT

D. Langkah-langkah Kegiatan Pembelajaran
1. Pendahuluan

   - Salam dan tegur sapa
2. Inti

   1) BKOF
      - Siswa diberikan sebuah realia, issue, dan excursion tentang sebuah fenomena.

The example of hortatory text

Where should be after High Shool ?

The National examination result will be publicly enounced in next short time. Euphoria will flood for those who get success. In the other hand, It will be sorry to hear that there are some of them do not succeed in their national final examination. For those who succeed soon will think to decide; where will they be after graduating high school? Actually it will be easy to decide for those has been arranged and thought earlier but for those have not planed yet, it will be quite confusing.

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long the higher study will last? And how high is about the cost. In the same way, when they think about straightly seeking job, what skill and competence they have got is a big matter of questioning. So, doing both choices in the same time is an alternative.

Continuing study as well as seeking job is possibly done but it will be hard for them. Conventionally studying in the university needs much time to spend especially in the first year. It is true because they have to do and adapt a lot of things in their new higher school. it will be very hard to looking for job. Therefore it should come to their mind of continuing studying at higher school from their own home. As result, the available time will be more flexible for them. Then it

will be very possible to seek job and get the appropriate one. This type of studying is publicly known as distance learning.

As the alternative method of studying, besides the conventional studying which students and the lecturer have to meet in the fixed time and place regularly, distance learning provides possibility to grow better. Possibly working and studying surely will create high quality graduate. Distance learning should appear as a considerable choice for them.

Adopted from :

- Siswa diminta untuk mereview tentang struktur dari teks dan tujuan umum dari teks berbentuk hortatory.

2) MOT
- Siswa diberi teks hortatory dan mengidentifikasi generic structure

3) JCOT
- Siswa dibagi menjadi kelompok yang terdiri dari 2 anak dan dibagikan worksheet
- Siswa bekerja sama dengan teman sebangku (Peer Discussion)
- Siswa diberi pertanyaan tentang isi teks dan difasilitasi oleh guru apabila mengalami kesulitan.
- Siswa diberi feedback atas jawaban mereka.

4) ICOT
- Siswa mengerjakan worksheet dan mediskusikannya di dalam kelompok.
- Siswa mempresentasikan apa yang telah mereka diskusikan (lisan maupun tertulis).
- Siswa secara individu diminta untuk membuat sebuah hortatory text tentang English secara tertulis dan dibahas bersama.

3. Penutup
- Siswa dan guru melakukan refleksi.

E. Sumber Belajar

1. Buku pelajaran Bahasa Inggris Look Ahead X terbitan Erlangga
2. Electronic book for eleventh grade

F. Penilaian
1. Teknik: *Performans Assessment.*
2. Bentuk: tulisan

Salaman, ...

Mengetahui,

Guru Bahasa Inggris   Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN
SMA N 1 SALAMAN

Mata Pelajaran   : Bahasa Inggris
Kelas / Semester   : XI/II
Tahun Pelajaran   : 2012/2013

Standar Kompetensi :

1. Reading
   1. Mengungkapkan makna dalam teks monolog/esei tulis berbentuk *narrative,spoof* dan *hortatory exposition* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar :

1. Memahami dan merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory exposition*
2. Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: *hortatory 9exposition*

Indikator :

1. Mengidentifikasi makna dalam teks *hortatory exposition*
2. Mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition*
3. Mencari informasi rinci dari teks berbentuk monolog/esei berbentuk *hortatory exposition*

Alokasi Waktu : 1x45 menit

A. Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi makna dalam teks *hortatory exposition.*
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana: *hortatory exposition.*
3. Siswa dapat mengungkapkan makna dalam teks berbentuk monolog/esei berbentuk *hortatory exposition*

B. Materi Pembelajaran

Written text hortatory tentang sebuah event (terlampir)

C. Metode Pembelajaran

BKOF – MOT – JCOT - ICOT

D. Langkah-langkah Kegiatan Pembelajaran
1. Pendahuluan

    - Salam dan tegur sapa
2. Inti

    1) BKOF
        - Siswa diberikan sebuah realia, issue, dan excursion tentang sebuah fenomena.

The example of hortatory text
Title

Thesis

Argument

Recommendation

Can "AFI" Guarantee One to be a Talented Singer?

"Menuju Puncak" is a song that is so popular now. No one *can deny* that **AFI (Akademi Fantasi Indosiar)** has fascinated many fans around the nation. As one of the many talent search shows, AFI is bound to be compared with other such programs like "Indonesian Idol", "Penghuni Rumah Terakhir", "KDI", "Indonesia Cantik " and so on.AFI has offered a unique package for viewers; a combination between a reality show and a talent show. Their way of finding real entertainers has increased the public's awareness of the difficulties in reaching the top in the entertainment business.

But frankly saying, AFI has not fully succeeded in reaching its main goal. If you take an objective look at a number of the winners, *you'll see* that they are not yet able to fill the most basic requirements, which is to sing properly. This is ironic, considering all the criticisms coming from the judges about pitch tones, tempos, and everything that has to do with becoming a good singer.

Thus, if *we want* to improve the Indonesian music industry, we *should really think* about the singer's and the musician's talents and train them appropriately, so they can be a professional singer or musician.

- Siswa diminta untuk mereview tentang struktur dari teks dan tujuan umum dari teks berbentuk hortatory.

    2) MOT
        - Siswa diberi teks hortatory dan mengidentifikasi generic structure

    3) JCOT
        - Siswa dibagi menjadi kelompok yang terdiri dari 2 anak dan dibagikan worksheet
        - Siswa bekerja sama dengan teman sebangku (Peer Discussion)
        - Siswa diberi pertanyaan tentang isi teks dan difasilitasi oleh guru apabila mengalami kesulitan.
        - Siswa diberi feedback atas jawaban mereka.

4) ICOT
- Siswa mengerjakan worksheet dan mediskusikannya di dalam kelompok.
- Siswa mempresentasikan apa yang telah mereka diskusikan (lisan maupun tertulis).
- Siswa secara individu diminta untuk membuat sebuah hortatory text tentang English secara tertulis dan dibahas bersama.

3. Penutup
- Siswa dan guru melakukan refleksi.

E. Sumber Belajar
1. Buku pelajaran Bahasa Inggris Look Ahead X terbitan Erlangga
2. Electronic book for eleventh grade

F. Penilaian
1. Teknik: *Performans Assessment.*
2. Bentuk: tulisan

Salaman,.....................

Mengetahui,
Guru Bahasa Inggris   Mahasiswa

Appendix 5

Students' Score

No.	NAMA SISWA	Proficiency Test Score	Cycle 1 Score	Cycle 2 Score
1.	AHMAD FASIHUDIN	5	6	7
2.	ANDIKA FAJAR DEWANGGA	6	6	7
3.	AZIZATUN ARIFAH	6	6	8
4.	BRIAN HANIF YANUAR	4	5	6
5.	DESI DWI ARYANTI	5	6	7
6.	EVA WELDIANA	6	6	7
7.	FAZA MAGHFURI	6	6	7
8.	HANIS NUR FARIDA	6	7	7
9.	IBNU FITRI KHOIRIL HUDA	7	8	8
10.	IRMANINGTYAS DWI RAHAYU	5	6	7
11.	IVANA MUDITA	4	5	7
12.	LAILA INSYAFAH	6	6	7
13.	LILI ANDRIYANI	6	7	8
14.	MAULIDHINA MAHARDIKA	4	5	6
15.	MEI LESTARI	5	6	7
16.	MUHAMMAD ANJA ARDI	5	6	7
17.	NITA DWI SURYANI	6	7	8
18.	PRATIWI SULISTYAWATI	6	7	8
19.	QURROTU 'AINIYA	5	6	7
20.	RAHMA FATTIKA SARI	4	6	7
21.	RANI HARTIWI	6	7	7
22.	RIAN GILANG SAPUTRA	6	7	8
23.	RIZKHA RETNOWATI	6	7	8
24.	SEPTI WAHYU SETYANINGTYAS	7	7	8
25.	SEPTIANA	5	6	7
26.	SINTA NURUL HUDA	7	8	8
27.	TRI WAHYU LESTARI	6	6	7
28.	TUHDI ADNAN	5	5	7
29.	YUNIA SIWI RETNO WULAN	4	5	6
30.	YUNIYATI EKA SAFITRI	5	6	7

Appendix 6

Course Grid

COURSE GRID

School   : SMA Negeri 1 Salaman, Magelang, Jawa Tengah
Subject   : Bahasa Inggris
Class/ Grade : XI
Semester   : II

STANDAR COMPETENCE	BASED COMPETENCE	LEARNING MATERIAL	LEARNING ACTIVITY	INDICATORS	EXAMPLE OF THE EXPRESSION	ASSESMENT	SOURCES	MEDIA
1. Reading a. To understand the meaning of monolog / essay text in the form of narrative , spoof and hortatory exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of hortatory exposition	• The hortatory exposition text • Modal verbs and adverbs of certainty • Subjective opinion	BKOF • Introducing and exploring texts by using peer discussion technique MOT • Reading the hortatory text • Comparing the topic with another case JCOT By using peer discussion • Identifying the text generic structures, modal vers and adverbs, and subjective opinion • Sharing and discussing texts' vocabularies • Answering the questions related to the text • Understanding some words in the text	• Identifying the generic structure of the hortatory text • Identifying subjective opinion of the text • Identifying modal verbs and adverbs of certainty of the text	Generic structure: Title, Thesis, Arguments, and Recommendations Subjective opinion: The use of words "I" and "we" Modal verbs and adverbs: may, must, should, etc	• **Home work** • **Performance assessment (orally responding the text)** • **Group assessment(peer discussion activity)**	Look Ahead Text Type in English Interlanguage: English for Senior High School Students XI by Joko Priyana	**Reading text** • Corruption • Home Schooling • The Importance of Reading • A campaign of the importance of reading • Advertisement • Can "AFI" Guarantee One to be a Talented Singer?

			- Exploring the use of modal verbs and adverbs of certainty - Discussing the use of subjective opinion - Understanding some sentences structure used in the text ICOT - Individually working on the test to answer the question					

Appendix 7

Permits Letter

BADAN PENANAMAN MODAL
DAN PELAYANAN PERIZINAN TERPADU
Jl. Soekarno Hatta No. 20 (0293) 788249 Faks 789549
Kota Mungkid 56511

Kota Mungkid, 15 Pebruari 2013

Nomor	: 070 / 41 / 59 / 2013	Kepada .	
Sifat	: Amat segera	Yth.	*ZANU RAHMAT PRIHARUDI*
Perihal	: Izin Penelitian		Dsn Sumberan RT 002/004 Sidomulyo, Kec

Salaman Kab.Magelang
di
SALAMAN

Dasar :   Surat Kepala Kantor Kesatuan Bangsa Dan Politik Kabupaten Magelang Nomor .
070/111/14/2013 tanggal 15 Pebruari 2013 Perihal Rekomendasi izin Penelitian/ Survey
Dengan ini kami tidak keberatan dan menyetujui atas pelaksanaan izin Penelitian / Survey di
Kabupaten Magelang yang akan dilaksanakan oleh Saudara :

Nama	:	*ZANU RAHMAT PRIHARUDI*
Pekerjaan	:	Mahasiswa, UNY
Alamat	:	Dsn Sumberan RT 002/004 Sidomulyo, Kec Salaman Kab Magelang
Penanggung Jawab	:	Dr. Margana, M.Hum.MA.
Pekerjaan	.	Dosen
Lokasi	:	SMAN 1 Salaman Kabupaten Magelang
Waktu	:	Pebruari s/d Mei 2013
Peserta	.	-
Tujuan	.	Mengadakan Penelitian dengan judul .

" *THE APPLICATION DISCUSSION IN THE CLASSROOM TO
IMPROVE READING COMPREHENSION OF THE XIth GRADE
STUDENTS AT SMAN 1 SALAMAN* "

Sebelum Melaksanakan Kegiatan Kerja Praktik Mahasiswa agar Saudara Mengikuti ketentuan-
ketentuan sebagai berikut :

1. Melapor kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
3. Surat izin dapat dicabut dan dinyatakan tidak berlaku, apabila pemegang surat ini tidak
   mentaati / mengindahkan peraturan yang berlaku.
   Demikian untuk menjadikan periksa dan guna seperlunya.

PlL. KEPALA BADAN PENANAMAN MODAL DAN PELAYANAN
PERIZINAN TERPADU KABUPATEN MAGELANG
Sekretaris

SULISTYO JUWONO,SH.
Pembina
NIP. 19680731199403 1 009

TEMBUSAN :
1. Bupati Magelang
2. Kepala Badan/ Dinas.Kantor/instansi terkait

PEMERINTAH KABUPATEN MAGELANG

KANTOR KESATUAN BANGSA DAN POLITIK

Jl. Soekarno-Hatta No. 007, ☏ (0293) 788616

KOTA MUNGKID 56511

Kota Mungkid, 15 Februari 2013

Nomor : 070 / 111 / 14 / 2013

Lampiran : -

Perihal : Rekomendasi.

Kepada :

Yth, Kepala Badan Penanaman Modal dan Pelayanan Perijinan Terpadu Kabupaten Magelang.

Di -

KOTA MUNGKID

1. Dasar : Surat Dari Badan Kesbangpol dan Linmas Provinsi Jateng
   Nomor : 070/0346/2013
   Tanggal : 13 Februari 2013
   Tentang : Surat Rekomendasi Survey / Riset.

2. Dengan hormat diberitahukan bahwa kami tidak keberatan atas pelaksanaan Penelitian / Riset / Survey / PKL di Kabupaten Magelang yang dilakukan oleh :

   a. N a m a : ZANU RAHMAT PRIHARDI
   b. Pekerjaan : Mahasiswa
   c. Alamat : Karangmalang Yogyakarta
   d. Penanggung Jawab : Drs.. Margana, M.Hum.MA
   e. Lokasi : Kabupaten Magelang
   f. W a k t u : Februari s/d Mei 2013.
   g. Tujuan : Mengadakan Penelitia Judul :

   " *THE APPLICATION OF DISCUSSION IN THE CLASSROOM TO IMPROVE READING COMPREHENSION OF THE XI GRADE STUDENTS AT SMA N 1 SALAMAN* "

3. Sebelum melakukan kegiatan, terlebih dahulu melaporkan kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.

4. Pelaksanaan Survey/Riset tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan, dan tidak membahas masalah politik dan/atau agama yang dapat menimbulkan tergangunya stabilitas keamanan dan ketertiban.

5. Setelah pelaksanaan selesai agar menyerahkan hasilnya kepada Kantor Kesatuan Bangsa dan Politik Kabupaten Magelang.

6. Surat Rekomendasi ini dapat dicabut dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mentaati / mengindahkan peraturan yang berlaku.

Demikian untuk menjadikan periksa dan guna seperlunya.

An. KEPALA KANTOR KESBANGPOL KABUPATEN MAGELANG
Kepala Seksi Politik dan Kewaspadaan Nasional

WARDI SUTRISNO, BA
Penata Tk. I
NIP. 19590205 198503 1 012

Tembusan,
1. Bp. Bupati Mgelang (sebagai laporan).
2. Kepala Badan / Dinas / Kantor / Instansi Ybs.
   (Tanpa Lampiran)