

**USING AUTHENTIC MATERIALS TO IMPROVE READING
COMPREHENSION OF THE SEVENTH GRADE STUDENTS OF SMP
MUHAMMADIYAH 10 YOGYAKARTA IN THE ACADEMIC YEAR OF
2012/2013**

A Thesis

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

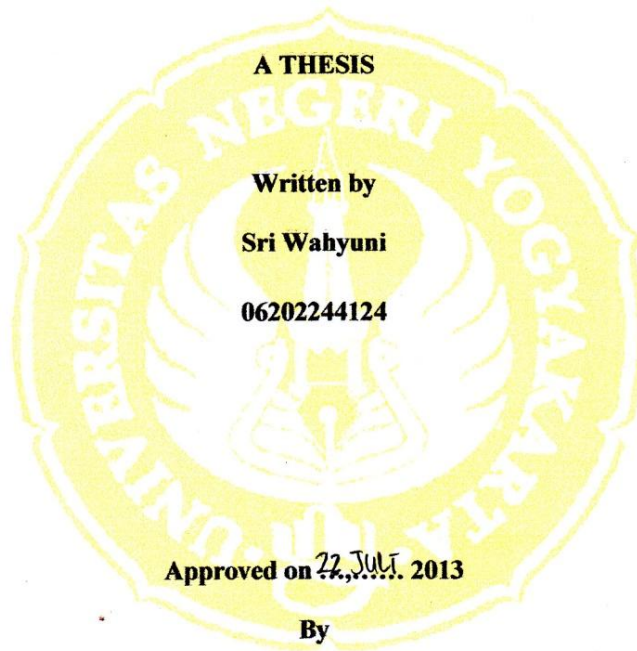


**By:
Sri Wahyuni
(06202244124)**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF ARTS AND LANGUAGES
YOGYAKARTA STATE UNIVERSITY
2013**

APPROVAL SHEET

**USING AUTHENTIC MATERIALS TO IMPROVE READING
COMPREHENSION OF FIRST GRADE STUDENTS OF SMP
MUHAMMADIYAH 10 YOGYAKARTA
IN THE ACADEMIC YEAR OF 2012/2013**



First Consultant,

Drs. Suhaini M. Saleh, M.A.
NIP. 19540120 197903 1 002

Second Consultant,

Ella Wulandari, S.Pd.M.A.
NIP. 19830518 200604 2 001

RATIFICATION

USING AUTHENTIC MATERIALS TO IMPROVE READING COMPREHENSION OF THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH 10 YOGYAKARTA IN THE ACADEMIC YEAR 2012/2013

A THESIS

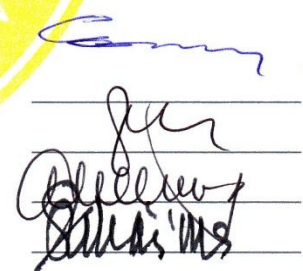
By:

Sri Wahyuni
0620224124

Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,
Yogyakarta State University, on July 26 2013 and declared to have fulfilled the
Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English
Language Education.

Board of Examiners

Chairperson : Drs. Samsul Maarif, M.A.
Secretary : Ella Wulandari, S.Pd., M.A.
First Examiner : Dr. Margana, M.Hum., M.A.
Second Examiner : Drs. Suhaini M. Saleh., M.A.



Yogyakarta, July 26th 2013

Faculty of Languages and Arts

Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : **Sri Wahyuni**

NIM : 06202244124

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

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

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

Yogyakarta, 22 Juli 2013

Penulis,

A handwritten signature in black ink, appearing to be 'Sri Wahyuni', written over a simple line drawing of a triangle.

Sri Wahyuni

MOTTOS

“Success is never final. Failure is never fatal. Courage is what counts.”

(Sir Winston Churchill)

“For indeed, with hardship (Will be) ease. Indeed, with hardship (will be) ease. So when you have finished (your duties), then stand up (for worship).

(The Holy Qur'an: Al-Insyirah 5-7)

DEDICATIONS

I dedicate this thesis to:

♥ *My beloved parents, especially my mom, the greatest woman in the world, and my father*

For every love, prayer, sweat, tear, smile and laugh spent to raise and support me to be what I am now. Mom, Dad, you are the best ever!

♥ *Someone who loves and support me in every moment I have*

♥ *My best friends who give me a great meaning of friendship*

ACKNOWLEDGEMENTS

Alhamdulillah, all praise to be Allah SWT, the Almighty, the most Gracious and the Most Merciful, without which I would never have finished this thesis. In accomplishing this thesis, I owe many people their support, guidance, assistance, and help.

I would like to express my deepest gratitude and thanks to Mr. Suhaini M Saleh, M.A. as my first consultant and Mrs. Ella Wulandari, S.Pd. M.A. as my second consultant, for their endless support, advice, patience and great guidance in helping me throughout this thesis.

On this special occasion, I would like to express my sincerest gratitude and appreciation to both of my supportive parents: Bapak Mubari and Ibu Riswen, for their endless moral support, pray and love.

I also would like to extend great love and thanks to someone for his understanding, prayer and support during the hardest days. I thank him for being so patient with me.

Last but not least, I would like to thank my best friends (Mita, Nisa, Nining, Rocky) who have always been there for me in sad and happy moments. My warm thanks are due to my close friends (Ayu, Etti, Palupi, Sekti). My sincere thanks to the “M” community (Rizka, Fiqi, Romli, Rina, Risa, Niken, Saning, Wira, Lyla, Nia, Hiday) for the beautiful friendship.

I also thank those who I cannot mention one by one for the support and prayer for me so that I could accomplish this thesis.

Finally, I realize that my thesis is far from being perfect. Therefore, I would be glad to get any comments, feedback and suggestions for the betterment of this thesis. Hopefully this thesis will give some beneficial contributions to everyone.

Yogyakarta, 22 July 2013

The writer

Sri Wahyuni

LIST OF CONTENTS

APPROVAL SHEET	ii
RATIFICATION	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS	vii
LIST OF CONTENTS	ix
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. Identification of the Problem	3
C. Limitation of the Problem	5
D. Formulation of the Problems	6
E. Objective of the Study	6
F. Significance of the Study	7
CHAPTER II THEORETICAL REVIEW.....	8
A. Literature Review	8
B. Reading Comprehension	18
C. Conceptual Framework	28
CHAPTER III RESEARCH METHOD.....	29
A. Research Design	29
B. Research Setting	30
C. Time of Research	30
D. Technique of Data Collection.....	30
E. Technique of Data Analysis	31
F. Procedure of the Research.....	33
G. Validity and Reliability.	34
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	37
A. Research Process	37
B. The Report of Cycle 1	46

C. The Report of Cycle 2	59
D. Research Findings.....	66
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS.....	71
A. Conclusions	71
B. Implications.....	73
C. Suggestions	74
BIBLIOGRAPHY	75
APPENDIXES	78
A. APPENDIX A (FIELD NOTES)	78
B. APPENDIX B (INTERVIEW TRANSCRIPTS)	86
C. APPENDIX C (COURSE GRID).....	99
D. APPENDIX D (LESSON PLAN)	124
E. APPENDIX E (PHOTOGRAPHS)	172
F. APPENDIX PRE-TEST/POST-TEST.....	176
G. APPENDIX G (HASIL).....	185
H. APPENDIX H (OBSERVATION SHEET).....	194

**USING AUTHENTIC MATERIALS TO IMPROVE READING
COMPREHENSION FOR FIRST GRADE IN SMP MUHAMMADIYAH 10
YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

**By Sri Wahyuni
06202244124**

ABSTRACT

The type of this research was action research. The study attempted to solve the problems related to the students' reading comprehension. The objective of this research study is to improve reading comprehension of first grade students of SMP Muhammadiyah 10 Yogyakarta through authentic materials.

This study was an action research study consisting of two cycles and used qualitative and quantitative methods. The researcher worked collaboratively with the English teacher, the collaborator, and the students. The subjects of this research were 36 students of class VII C of SMP Muhammadiyah 10 Yogyakarta in the academic year of 2012/2013. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and 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 a pre-test and a post-test. Therefore, the quantitative data were in the form of student's reading scores in the pre-test and post-test.

The results of the research show that using authentic materials can improve the students' reading comprehension and the students' reading involvement in the reading class through picture in power point slide and activities. There were improvements of students' involvement in the reading class toward the application of group work. They were more active in every activity, willing to participate in the group discussion, and more serious to finish the tasks in groups. The results of the implementation of authentic materials through picture in power point slide and activities (i.e. arrange the jumbled text to decide which is introduction, description and conclusion, find the main idea and supporting details based on the text, complete the sentence with the suitable words and find the verbs based on the preview text) were successful in improving students' reading comprehension in the English teaching and learning process. The findings were supported by the mean score in a pre-test which improved from 59.6 to 70 in the post test.

CHAPTER I

INTRODUCTION

A. Background of the study

Based on the School-Based Curriculum (*Departemen Pendidikan Nasional, 2006*), the English teaching and learning processes in the senior high school in Indonesia have three objectives. First, the teaching and learning processes are aimed at making the students master English at informational level. In this level, students are prepared to continue their studies to a higher education level. Second, the teaching and learning processes are aimed at building students' awareness of the importance of English in the global community. This means that the teaching and learning process is directed to help students master English as an international language. Third, the teaching and learning processes are aimed at improving students' understanding of the relationship between language and culture. In this objective, students are expected to learn not only the language but also the culture of the English speaking countries.

This study is focused on the second objective of English teaching and learning processes which are aimed at building students' awareness of the importance of English in the global community. In this objective, the English teaching and learning processes are aimed specifically at making the students master the four language skills namely listening, speaking, reading, and writing.

Reading is an important skill that students need to develop. The reason for reading depends very much on the purpose for reading. Reading can have three

main purposes, for survival, for learning and for pleasure. Reading for survival is considered to be in response to our environment, to find out information which can include street signs, advertisement, and timetables. It depends very much on the day-to-day needs of the reader, in school context; reading often involves an immediate response to a situation specified by the School-Based Curriculum (Departement Pendidikan Nasional, 2006). English reading in the Junior high school in Indonesia is aimed at making students able to comprehend the meaning of short functional texts and essays they find in their daily life. The students are expected to be able to gain information and knowledge from such text.

Mastering good reading skills is one of the important ways of learning English. However, the students' vocabulary mastery was generally still low. Similarly, after the researcher held observations and some interviews with the English teacher and some students of SMP Muhammadiyah 10 Yogyakarta, she found that the students also lack vocabulary necessary to support their reading comprehension.

B. Identification of the problems

There are some problems in the English teaching and learning process, especially in reading activities. Some problems that occurred are related to teachers, students, materials, and activities, and media. Those aspects determine the success of the process of reading comprehension and the English teaching and learning process as a whole. They are presented as follows.

a. Teachers

Teachers play important roles in an English class including in the process of reading comprehension. They have a role as a facilitator who provides the students with the instructional tasks and motivates them to be involved actively in the class. Unfortunately, the English teacher cannot arouse students' motivation, build their self-confidence and also create a good atmosphere to study. She also cannot stimulate the students' self-initiative. Besides, sometimes, she does not implement the effective and appropriate method to teach the students who have different characteristics. So there affect the students' achievement in reading.

b. Students

Students are the centre of learning. They are regarded as independent human beings, who have their own strengths, weaknesses, feeling, attitudes, hopes, aspiration, beliefs, values, and fantasy (Sugeng, 1997:26). With regards to motivation, there were many students of SMP Muhammadiyah 10 Yogyakarta who lacked of motivation in reading comprehension. It can be seen from their reluctance during the lesson. There were also many students who could not find their own strategy in learning English especially in reading. In reading, they still got difficulties in finding the main idea and having critical reading. They often kept silent in the teaching learning activities when the teachers asked questions in the classroom.

c. Materials

Material is one of the important factors influencing the teaching and learning process. The material used should be authentic, interesting, and

appropriate to the students' proficiency level, needs, and capacity. The teacher should also choose the materials which stimulate the students' motivation. However in the teaching and learning process, although the materials are often authentic, they are uninteresting and inappropriate to the students' proficiency level, needs, and capacity. So they gives impact to the low students' comprehension. In SMP Muhammadiyah 10 Yogyakarta, the reading materials used were taken from Course book namely Students' Work Sheet only.

d. Activity

A good activity is that which provides the students a lot of opportunities to be involved actively in the teaching and learning process. In fact, the activities in the classroom when teaching learning activities used in the English teaching and learning process include the activities in reading comprehension do not motivate the students to enhance their learning. They also do not give lot opportunities for the students to be involved in teaching and learning process actively and do not enable them to actualize their potential. Besides, the activities focus on cognitive only, and neglect the affective and social aspects of the students. Based on the vignette, from the beginning until the end of the lesson, the activities was just reading the texts and answering comprehension questions without any interesting activities.

e. Media

There are many media used in the teaching and learning process. The media should be interesting and motivating, which enable the students interested and pay attention to them. However, the teacher of SMP Muhammadiyah 10

Yogyakarta only relied on the use of LKS. He did not try to use other media that could help her to teach the students in a more interesting way.

From the explanation above, it can be summarized that the existing problems in students of SMP Muhamadiyah 10 Yogyakarta are related to teachers, students, activities, materials, and media. Those problems can be solved through many kinds of methods. One of them is cooperative learning. In cooperative learning, students can work together to help students to learn to think, to solve problems, and to integrate and to apply knowledge and skills. A proper implementation of cooperative learning can involve the students in the reading activities, give greater motivation, and help students to comprehend the text they read.

C. Limitation of study

The limitation is made by considering some reasons. First, the reading comprehension of the students at SMP Muhammadiyah 10 Yogyakarta is still low. So, efforts to improve it are needed. Second, authentic materials is chosen as the way to improve it because authentic materials provides many activities that can be applied to teach reading in which activity is one of the teaching and learning components that affect reading comprehension as discussed in the identification of the problems above.

Based on the discussion in the background of the study and the identification of the problem, the researcher limits the problem areas into a more specific one. The research will focused on the authentic materials in teaching

reading that is improving reading comprehension skill of the first grade of SMP Muhammadiyah 10 Yogyakarta in the academic year of 2012/2013.

D. Formulation of the Problem

Based on the background of the study the identification and limitation of the problems, this research formulates the problem as follows: How could authentic materials be implemented to improve reading comprehension of seventh grade students of SMP Muhammadiyah 10 Yogyakarta?

E. Objective of the Study

Based on the problem formulated above, the objective of the study is to find out how authentic materials are implemented to improve reading comprehension of seventh grade students of SMP Muhammadiyah 10 Yogyakarta.

F. Significance of the Study

The study is useful for some people such as the students and the English teacher of SMP Muhammadiyah 10 Yogyakarta the researcher herself, and the other researchers. For the seventh grade students of SMP Muhammadiyah 10 Yogyakarta in the academic year of 2012/2013, it increased their reading comprehension of English texts. For the teacher, it helped her to make an innovation in developing reading activities. It was used as an experience on how to conduct an action research particularly in improving reading comprehension. In addition, this study also gave an experience for the researcher in handling an

English teaching and learning process in a real English classroom. For other researchers, it will be a reference to conduct a similar study. Moreover, the materials provided in this study can be used as a resource for other studies with similar problems and objectives.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This study is aimed to improve the reading comprehension of the first grade students of junior high school through authentic materials. To support the objective, theories of Authentic Materials and reading Comprehension will be described as follows.

A. Literature Review

1. Authentic Materials

This sub-chapter discusses some relevant theories related to authentic materials. In this discussion, the researcher presents two important points of authentic materials. Those are language instructional materials and authenticity.

a. Language Instructional Materials

The subchapter of language instructional materials is divided into two sections. Those are the definition of language instructional materials and the role of language instructional materials.

1) Definition of language instructional materials

A language instructional material is anything which is used by teachers or learners to facilitate the learning of a language and increase the learners' knowledge and or experience of the language according to defined in instructional objectives (Tomlinson, 1998:2; Castellari, et al., 2008). There are two important

concepts in this definition. First, a language instructional material should facilitate the learners in creating a learning environment that is rich in linguistic and cultural information about the target language (Crawford, 2002:85). Tomlinson (1998:2) adds that language instructional materials can be cassettes, videos, CD-Rooms, dictionaries grammar book, readers, workbooks, or photographs, live talks by invited native speakers, instruction given by a teacher, tasks written on cards, or discussions between learners.

Second, a language instructional material should be created according to the defined objective. Based on the School-Based Curriculum (Departemen Pendidikan Nasional, 2006), the English teaching and learning processes in the Junior high school in Indonesia have three objectives: namely mastery of English at an informational level, the building of students' awareness of the importance of English in the global community, and the improvement of students' understanding of the relationship between language and culture. In this case, the development of the instructional materials should be aimed at gaining the ability of the students to use the language successfully for a wide variety of purposes (Tomlinson, 2008: 3).

2) Role of language instructional materials

Teaching materials is a key component in most teaching and learning programs. Much of the richness of the language instruction that occurs throughout the world today is derived from the extensive use of supporting materials (Richards, 2001:251; Brown, 2001:136).

The extensive use of instructional materials is potentially positive for teachers; they can be used as primary teaching resources which serve to supplement the teachers' instructions. For students, instructional materials can be fast autonomous learning strategies because they provide the basics for the content of the lessons, the balance of the skills taught, and the kinds of language practice the students take part in. Besides materials may provide the major source of the language apart from the contact the students have with the teacher (Crawford, 2002:80; Richards, 2001:252).

b) Authenticity

There are four topics in this discussion of authenticity. Those are the definition of authentic materials, characteristics of authentic materials the use of authentic materials, the kinds of authentic materials, and the advantages of using authentic materials in English teaching.

1. Definition of authentic materials

Authentic materials are natural, practical, useful, interesting, and appropriate materials that already exist in real life and that are not artificially constrained to be used in language classes but amenable and adaptable to explanation for language teaching purposes. (Kilickaya, 2004; Crawford, 2002:85; Oguz and Bahar, 2008:330; Shu-Chin, 2009:174). There are three important points within this definition of authenticity of materials.

First, authentic materials are natural in terms of real life and meaningful communication with their cultural values (Kilickaya, 2004: Oguz and Bahar, 2008:330). Second, related to the application of the authentic materials, they are practical, useful, and interesting to the learners (Riddle, 2001: 210). Third, authentic materials are amenable and adaptable to exploitation for language teaching purposes (Crawford, 2002:85).

2. Characteristics of Authentic Materials

From the definition discussed above, it can be inferred that there are four main characteristics of authentic materials. Those are naturalness, applicability, appropriateness, and adaptability.

First naturalness is related to the use of materials in real life. The authentic materials should be genuine, up to date, and taken from common sources (Berardo, 2006: 62; Filice and Sturino, 2002, cited in Shu-Chin, 2009 : 175; Riddle, 2001 : 209). Second the applicability of materials must be practical useful and interesting to the learners (Riddle, 2001: 210). Third, authentic materials must be appropriate in use with learners' objectives, needs, age, and interest. The appropriateness of the authentic materials is related to the language content which consists of its structure and vocabulary (Spelleri, 2002, cited in Oguz and Bahar, 2008:331). Fourth, the adaptability of authentic materials means that materials are amenable and adaptable to exploitation for language teaching purposes (Crawford, 2002:85).

3. The use of authentic materials

In considering the purpose of authentic materials, there are two functions of language which are categorized into authentic use and school-based use. Authentic use can be derived from Halliday's functions of language, and the school-based use can be derived from the achievement indicators of basic competences in the School-Based Curriculum for eleventh grade students of the junior high school.

The use of authentic materials consists of seven functions of Holliday's function of language. There are instrumental, regulatory, interactional, personal, heuristic, imaginative, and informative (Jacobson, et al, 2003:7).

4. Kinds of Authentic Texts

Many authentic materials are used in foreign language teaching. These materials can be classified depending on some characteristics into four categories. These are authentic listening viewing materials, authentic visual materials, authentic printed materials, and realia/ real objects (Oguz and Bahar, 2008:330; Ma, 2005:70).

(a) Authentic Listening-Viewing Materials

This category of authentic materials is used for various activities, especially listening and viewing. These materials include TV news programs, TV advertisements, talk's shows, music video clips, cartoon, movies, etc.

(b) Authentic Visual Materials

This category of authentic materials is concerned only with seeing or sight activities. These materials include photographs, paintings, postcards, stamps, traffic signs, posters, web pages, etc.

(c) Authentic Printed Materials

This category of authentic material is in printed forms. These materials include newspaper or magazine articles, song lyrics, restaurant menus, tourist information brochures, etc.

(d) Realia/Real Objects

This category of authentic materials includes real objects. Those are masks, dolls, puppets, etc.

5. Advantages of Using Authentic Materials

The use of authentic materials has five main advantages. They have a positive effect on learners' motivation, provide authentic cultural information, provide exposure to real language and are related more closely to learners' needs and support a more creative approach to teaching (Richards, 2001 cited in Kilickaya :2004).

Firstly, authentic materials are claimed to enhance learner motivation in a foreign language classroom. Learners are motivated and interested by learning and utilizing natural authentic materials which are considered to be more interesting or stimulating than invented ones (Fei and Yu-Feng, 2008 :12; Ma 2005: 70).

Secondly, authentic materials provide authentic cultural information. They give the readers the opportunity to gain real information and know what is going

on in the world around them so that they can gain intrinsic educational values (Berardo, 2006:62; Martinez, 2002, cited in Oguz and Bahar, 2008:331).

Thirdly, authentic materials provide exposure to real language. They enable learners to interact with the real language and content rather than the form, so that the learners feel that they are learning in the target language (Berardo, 2006:62; Kilickaya, 2004).

Fourthly, authentic materials are related more closely to learners' needs in the real world. Authentic materials enable the students to be active, develop their higher-order thinking, and get information in the expertise level.

1) Improving Reading Comprehension

a. Definition of Reading

There are so many definitions of reading stated by experts in different points of view. Brown (2004: 189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reach their understanding about the meaning of the texts they read. It implies that the readers' understanding about the texts is the result of interaction between their thought and the meaning of the texts they read.

According to Harmer (2002:199), when the learners read a story or a newspaper, they deploy a range of respective skills. Therefore, reading is one of the respective skills. It means that reading is one of the basic skills in the language learning. Without reading, people cannot learn the language well.

Grellet (1981:7) explains that reading is such constant process of guessing and what one brings to the text is often more important than what one finds in it. Because of that, the students should be taught to use what they know to understand unknown elements, whether there are ideas or simple words from the very beginning time.

There are two main reasons for reading:

1) Reading for pleasure.

Reading is a very useful activity in spending the time. By reading, people can get pleasure without going out from home. We can do this activity whenever and wherever we are. For examples, we can read novels, comics, short stories, etc in the holiday. We can also read a newspaper, magazine or tabloid when we are having breakfast.

2) Reading for information (in order to find out something or in order to do something with the information).

In this globalization era, people in the world want to know not only about food, houses and dresses but also other important information. They need to know about what happens in their surrounding, environment and its development. Besides, they can get a job from reading for example from the newspapers, magazines, tabloids, etc.

Harmer (1998, 68) supports that there are still many reasons why the students have to read English texts.

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

- 2) For study purposes.
- 3) Reading is part of language acquisition, so that the learners want to acquire it.
- 4) Reading is needed to be a good model of writing.
- 5) To learn language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.
- 6) Good reading can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

To get maximum benefit from reading, the readers should understand the types of reading.

1) Extensive reading

Nunan (2002: 210) explains that the main points in getting successful in the extensive reading programme, the readers should read the material which they can understand. Nuttal (2000: 38) supports that in order to understand the whole (e.g book), the readers must understand the parts (sentences, paragraphs, chapters) of which it is made up.

2) Intensive reading

Nuttal (2000-38) asserts that the intensive reading involves approaching the text under the guidance of a teacher (or a task which forces the students to focus on the text. The aim is to arrive at an understanding, not only on what the text means but also on how the meaning is produced.

3) Scanning

This approach stresses on the glancing rapidly through a text either to search for a specific piece of information (e.g. name, a date) or to get an initial impression of whether the text is suitable for a given purpose.

4) Skimming

Skimming is a process of glancing rapidly through the text to determine its gist. It means quickly running one's eyes over the text.

Nuttal (2000: 16) informs that there are two complementary ways of processing a text. Both are expressed as *top-down and bottom-up* process.

1) The top-down approach

In this process, the reader draws on her own intelligence and experience-the prediction she can make, based on the schemata she has acquired-to understand the text. This approach is used when the reader interprets assumptions and draws inferences. The consciousness is used to see the overall purpose of the text, or to get a rough idea of the pattern of the writer's argument.

2) The bottom-up approach

In stage, the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure. In that case, the reader must scrutinize the vocabulary and syntax to make sure she has grasped the plain sense correctly.

B. Reading Comprehension

Related to reading comprehension, Tonjes, Wolpow, and Zintz (1999:99) define the term comprehension as “facts, meanings, or knowledge gained from reading.” They add that comprehension is the end product of comprehending. The product depends on the process. Comprehending itself is a complex interactive process that involves what is being read and what readers already know in the real world. This process requires predicting, interpreting, relating ideas into some systematic structures, deciding what strategies or skills are needed for a certain purpose, revising when necessary, and finally evaluating the significance of message.

According to Rivers (1981:261), reading may be comprehensible. The learner must also be taught to derive meaning from the word combinations in the text and to do this in a consecutive fashion at a reasonable speed, without necessarily vocalizing what is being read.

Davis (2001:90) argues that when we are reading, we usually start reading with certain expectations: for example, in a newspaper we expect news, and certain pages we expect financial news, entertainment news, or sports news. As we read, we try to confirm or identify the precise topic, and each change topic.

C. Teaching Reading Comprehension

Teaching is a process of showing, guiding or facilitating learning, enabling the learner to learn, and setting condition for the learner (Brown, 2000:6). Teaching is the complex system in transferring knowledge to the learner.

It is not only transferring knowledge but also makes the learners do understand the knowledge.

Kimble and Garmezy in Brown (2000, 7) assume that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand.

Teaching gives big effect to the learning process. The learner cannot be successful without teaching. In the language teaching and learning process, of course, the teacher plays important role. The teacher is the key to facilitate and promote the materials, method, activities, etc.

Based on the explanation above, the teaching and reading comprehension is a process of showing, guiding or facilitating learning, enabling the learner to understand a written text or get meaning and information from text and setting condition for the learner. Teaching reading comprehension is also a process of showing or helping the learners to derive meaning from the word combinations in the text and to do this in a consecutive fashion at a reasonable speed, without vocalizing what is being read.

Brown (2001: 306) adds that most second language learners who are already literate in a previous language think that reading comprehension is primarily a matter of improving appropriate, efficient comprehension strategies.

Duffy in Richard (2002: 287) defines reading strategies as plans for solving problems encountered in constructing meaning. They range from bottom-up vocabulary strategies, such as looking up an unknown word in the dictionary,

to more comprehensive actions, such as connecting what is being read to the reader's background knowledge.

D. Teaching Reading Comprehension of the first Grade Students of Junior High School

Brown (2001:92) states that the students of junior school are young adults or teenagers. Their ages range between twelve to eighteen or so. They are in transition from childhood adulthood. Teaching teens is not a simple and easy work. Teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Therefore, a very special set of considerations applies to teach them.

Paul (2003: 85) informs that when teachers are teaching reading using appropriate methods, learning to read can be wonderful adventure for students. The approaches to teach reading comprehension are usually common with *whole-language approaches and whole-word approaches*.

1) Whole-language approaches

These approaches stress on the language should be learned in a natural, meaningful context. The words should be learned as the complete words, and sentences and the whole stories should be learned with analysis as possible. Wherever possible, the learners are expected to guess the meaning of unfamiliar words from the context or from hints.

2) Whole-words approaches

The learners learn the words as the whole independent words, whether or not the learners picture the words as a whole or memorize the spelling. The important point is that they are learning the independent words.

E. The Curriculum and The Syllabus of the Junior High School

Brewster and Ellis (2003:233) argue that a syllabus provides a list of the language items that are to be taught, how they are to be taught, in which order, how long it should take to teach them. Syllabus will help teachers to arrange well-planned lessons which can make them feel more confident and professional.

English teaching in Indonesia implements or KTSP (*Kurikulum Tingkat Satuan Pendidikan*). Based on the curriculum (Depdiknas: 2006) English is a tool of oral and written communication. The objective of teaching English is to improve listening, speaking, reading, and writing skills so that the students who graduate from school are able to communicate in English on the level of literacy. Education department has determined the curriculum based on the level of education.

The standard curriculum or KTSP of English junior high school (Depdiknas: 2006) assumes that there are four level of literacy, they are *performative, functional, informational, and epistemic level*. In the performative level people are able to read, write, listen, and speak with the symbols that are used. The functional level means that people are able to use the language in fulfilling daily needs. People in the informational level are able to access the knowledge with the language ability. In the epistemic level people are able to

realize the knowledge into the target language (English). English teaching in SMP/MTS (junior high school) is targeted to enable the students reach the functional level that is communicate in English in written or orally to overcome daily problems.

The objectives of English teaching in junior high school are to make the students have ability in:

- 1) Developing competence of communication in the form of oral or written to reach functional level of literate.
- 2) Realizing the importance of English to develop competitions in the global era.
- 3) Developing students' comprehension about the relationship between a nation and culture.

Based on the syllabus, the teacher can decide and prepare the materials, media, and teaching techniques for teaching each skill. Thus, the objectives of the teaching and learning English can be achieved through the implementation of the language competences. English teacher should refer to the standard competence and basic competence in developing the lesson plan.

2) The Components of Teaching Reading Comprehension

a. Students/Learners

Richards (2001: 1001) assumes that the students are the key participants in the teaching and learning process. In the teaching and learning of reading comprehension, the students should be exposed to different types of materials so

that they become familiar with different kinds of genre and accustomed to reading for different purposes and in the different ways.

Nuttal (2000:33) expresses the role of students as the component of the teaching and learning process that must be controlled well. He shows what becomes students should do in order that the teaching and learning process successful.

1) Taking an active part in learning.

It means that students should be active and take charge of what they do.

2) Monitoring comprehension

Students must be able to monitor their own comprehension-able to recognize that they do not understand a text, find out why and adopt a strategy that will improve matter.

3) Learning text talk

An effective way to promote the skill is to talk about the text in the class; the teacher can plan the activities for this purpose.

4) Taking risk

Joining means that the students have got to take the risk of making mistakes. They will not learn much if they do not do this.

5) Learning not to cheat oneself

Learning to read may lead to better jobs; it certainly leads to personal development, interest and enjoyment. If the students do not learn to read, it means that they are wasting their opportunities.

b. Materials

Richards (2001: 251) expresses that teaching materials are a key component in most language programs. Whether the teachers use a textbook, institutionally prepared materials, or his/her own materials, instructional materials generally serve as the basis for much of language input the learners receive and the language practice that occurs in the classroom.

Materials may provide exposure to the specialized genres to support learning through stimulating the cognitive processes and providing a structure and progression for the learners to follow, to motivate the students, through providing achievable challenges and interesting content, and to provide a resource for self-study outside of the classroom. In the case of inexperienced teacher, materials may be also served as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that the teacher can use. In this case, the materials not designed for instructional use such as the magazines, newspapers, and TV materials also play a role in the curriculum.

Cunningsworth in Richard (2001-251) summarizes the role of materials in the reading teaching and learning process as:

- 1) as resources for presentation materials
- 2) as source of activities for learner practice
- 3) a reference source for learners on grammar, vocabulary, pronunciation, etc
- 4) a source of stimulation on ideas for the classroom activities
- 5) a syllabus

- 6) a support for less experienced teachers who have yet to gain in confidence

c. Classroom Activity

Teaching reading is not a simple and easy work. The activity should be interesting and realistic. Davies (2000:92-93) suggest three stages that are generally recommended to make reading more realistic and interesting:

1) Pre-reading

This stage is to prepare the learners for what they are going to read.

The activities can be:

- a) Guessing the topic of the text from headings, illustrations, etc
- b) Brainstorming around topic word on the board
- c) Predicting what the text will say
- d) Writing questions that may be answered by the text

2) While-reading

This stage is to help pupils understand the text. They may first do an easy scanning or skimming task, and a task requiring a more thorough comprehension. In this stage, the teacher should help the students to understand the text rather than just testing their comprehension whole time. The activities in this stage should be:

- a) Scanning for two to four items of information
- b) Skimming for the general ideas
- c) Answering the questions
- d) Completing the sentences
- e) Completing the table, map, or picture

- f) Asking each other questions

3) Post reading

This stage is to help learners to connect what they have read with their own ideas and experience, just as we often do in real life, and perhaps to move fluently from reading to another classroom activity. The activities are like:

- a) Discussing what was interesting or new in the text
- b) Discussing or debate the topic of the text if it is controversial
- c) Doing tasks on language or structure of the text
- d) Summarizing the text, either orally or in writing

C. Conceptual Framework

Reading is one of the language skills, besides writing, listening, and speaking. It involves a text, a reader, and a social context within which the activities of reading take place. To get the meaning of the text, a reader should comprehend the text. Reading comprehension is the process of constructing meaning from text. There are many factors affecting students reading comprehension such as linguistic and semantic ability, miscue analysis, motivation, readers' interest, reading instruction, etc.

If the students do not have sufficient linguistic and semantic ability, and they lack motivation and interest, their reading comprehension will be low as happened in SMP Muhammadiyah 10 Yogyakarta. To improve their comprehension some efforts can be done related to teachers, students, materials, media, or method.

Teaching method determines the quality of teaching and learning process. A good method is a method which provides the students a lot of opportunities to be involved in the teaching and learning process. Using authentic materials is one of learning methods in which students work together to help students to learn to think, to solve problems, and to integrate and to apply knowledge and skills.

However, teaching reading to second grade students of junior high school is not an easy work. Moreover, English is a Foreign Language. It needs a hard work. The teacher should be more creative in designing the materials, method and classroom activity in order that the teaching and learning process of reading comprehension becomes successful. The teacher should also think more about the students' problem because the students are also the main point in teaching and learning process.

Authentic materials could be one of the effective sources to overcome the materials problem. As suggested by Grellet (1981: 7) it is important to teach reading comprehension using authentic text whenever possible. Authentic text would help the students to get the main point of the text because the replacing words or structures by those already familiar to the students. Therefore, the authentic materials could be effective to solve the materials problem in improving reading comprehension.

Besides, authentic materials could also be an effective way to solve classroom activity and students' problem. Monotonous activities would make the students bored and not interested in teaching and learning process. If they could

not enjoy it, they could not get the materials given by the teacher. If they could not get the knowledge, they would fail in the teaching and learning process.

From the explanation above, authentic materials can be used to improve reading comprehension because authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources. Students can share their knowledge and experiences to solve any problems related to reading tasks.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design used in this research is action research. This is the research, which is related to “reflective practice” and “the teacher as researcher” in doing the research in the classroom. It is also used to measure how effective the method they used in helping students learn the materials. According to Burn (2010:2) one of the main aims of action research (AR) is “to identify a ‘problematic’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking more deeply and systematically.” When the researcher identifies the teacher’s teaching method, the problematic does not mean that the teacher does not have an ability in teaching English or the teacher has the bad teaching but the point is that, as the teacher, the researcher often sees gaps between what is actually happening and what the researcher hopes ideally in teaching English.

Burn (2010:2) also says that the central idea of AR is to take part deliberately in problematic situation in order to change become well or to improve the students’ achievement. The improvements that happen in AR will be proved from the data collected systematically by the researcher. So, the improvements are not just according to the assumption or the researcher thinks about the things are but they are based on the information or data collected by the researcher.

B. Research Setting

1. Place of the research

The research was conducted in SMP Muhammadiyah 10 Yogyakarta. The research involved the researcher, the English teacher, and the eleventh grade students in the academic year of 2012/2013.

The location of the school is Jl. Sagan GKV/046 Yogyakarta. The building has 15 rooms, comprising 9 rooms for the first grade up to third grade, a teachers' office, an administration and financial staff office, a library, a pantry, a mosque, and basketball court.

C. Time of Research

This action research was conducted at SMP Muhamamdiyah 10 Yogyakarta in the academic year 2012/2013. The research took place at SMP Muhamamdiyah 10 Yogyakarta. Observation and pre-test began on 30 April and of March 2013. The teaching was done on 2nd, 3rd, 5th and 9th. The post-test was done after the last meeting on 9th of April 2013.

D. Technique of Data Collection

The data of this research was qualitative in nature. The researcher collected the opinions, suggestions, comments, and expectations from the research members. The qualitative data were collected by conducting class observations during the implementation of the actions, interviewing the students, taking the photograph, and the quantitative data was administering the reading

comprehension pre-test and post-test. The data were in the form of field notes, interview transcripts, photographs and students' test scores.

E. Technique of Data Analysis

The data were qualitative in nature. The analysis dealt mostly with qualitative descriptions than with numbers. To analyze the data, the researcher referred to the stages of data analysis suggested by Burns (1999: 157-160). They were:

1. Assembling the data

In this step, the researcher assembled the data such as field notes, interview transcripts, and so on and scanned the data in a general way to show up broad patterns so that they could be compared and contrasted. Thus, the researcher could see what really occurred in the field. According to Burn, it is useful to note down thoughts, ideas or impressions as they occur (Burns, 1999: 157).

2. Coding the data

After scanning and categorizing the data, the researcher coded the data to make the data more specific. As what Burns (1999: 157) suggests, coding the data is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

3. Comparing the data

Once the data had been coded, the researcher needed to review the patterns whether they were repeated and developed across different data collection techniques or not. Besides identifying the relationship among different sources of

data, the other thing that the researcher needed to do was mapping frequencies of occurrences, behaviors, or responses.

4. Building interpretations

The fourth stage was the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding, and comparing the data to make sense of their meaning. It enabled the researcher to come back to the data several times to pose questions, considered the connections, and developed explanations of the bigger picture underpinning the research (Burns, 1999: 159). After that, discussions with the collaborator were needed to make it possible for the new discoveries or interpretations as well as noting down questions and thoughts that occurred behind the surface descriptions.

5. Reporting the outcomes

The last stage of data analysis process was presenting an account of research for others. The researcher should ensure that the report covered the major processes of the research and supported the findings and outcomes with examples from the data. In general, the report included the original issues or questions underlying the study, describing the research context, outlining the finding supported with the sample data, relating the finding and the context, and suggesting how the project had been given a feedback into practice so that it could lead to other areas for research.

F. Procedure of the Research

1. The Problem Identification or Reconnaissance

The first step in conducting action research was finding facts, information and the problem through observation in the class. Then, the researcher analyzed them. In this study, the researcher interviewed the first grade English teacher to identify the existing problems in the field. Then, she observed the teaching and learning process in the classroom.

2. Planning

To improve the students' reading comprehension, the researcher worked with the English teacher, collaborator and the students. This action focused on the use of authentic materials, using power point in the form of slide shows in explaining the materials and improving students' reading through small group activity in improving reading comprehension.

3. Action and Evaluation

In doing the actions, the researcher was acting as the teacher and the observer. However, the English teacher also observed the actions process in the classroom. Then, the researcher interviewed the students and the English teacher after the teaching and learning process ended.

The research began by doing pre-test. The students were given the pre-test to know their ability in comprehending the English test before the treatment. The test was done a day before research. There were 30 questions. It was multiple choices. All the questions were about reading comprehension.

After cycle 1 and cycle 2 were done, the students were given post-test. The test was used to know whether there was improvement in the reading comprehension after the treatment or not. There were 30 questions and all questions were reading comprehension.

4. Reflection

After conducting the action, the researcher, the English teacher, and the students discussed the teaching learning process. They gave comments of the actions done. The result was a determination that will be done in the next action.

G. Validity and Reliability

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity (Burns, 1999):

- a) The democratic validity, which relates to the extent to which the researcher is truly collaborative and allows for the inclusion of multiple voices. In this research, the researcher worked collaboratively with the research members to determine the feasible problems and find some actions that would be implemented. They gave their opinions, suggestions, ideas, criticisms, and comments about the implication of the actions research. This validity was done in reconnaissance step, planning step, and reflection step.
- b) The outcome validity relates to the notion of actions leading to the outcomes that was successful within research context. The researcher tried to get outcome validity by looking at the result of the actions. The researcher saw

the success and failure of the implementation of the actions. The research could be said to be successful if there were some improvements in the teaching learning process. The outcome validity was fulfilled when the researcher reporting the result of the study.

- c) The process validity raises questions about the process of conducting the research. The actions of this research should be believable. They must be supported by some data sources that show that the process is valid. The process in this research consisted of two cycles. Each cycle consisted of planning, implementation, evaluation, and reflection steps.
- d) The catalytic validity deals with the opportunity which the participants get to deepen their understanding of the research by monitoring other participants. In this research, the researcher asked the students about their responses to the changes occurring to themselves.
- e) The dialogic validity relates to the extent that parallels with the processes of collaborative enquiry of reflective dialog with “critical friends’ or other participants. After conducting some actions, the researcher collaborated with the English teacher to review the value of the actions.

While using those principles, the reliability of the data was gained by giving genuine data, such as the field notes, questionnaires, interview transcripts and other records. The triangulation (Burns, 1999: 163-164) techniques used in this research were :

- 1) Time triangulation: in which the data are collected over a period of time to get a sense of what are involved in the processes of the changes. In this

research, the researcher gathered the data about the improvement on reading comprehension ability through having a pre-test and post-test. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.

- 2) Investigator triangulation: more than one observer involved in the same research setting to avoid biases. In this research the collaborator (C) and the English teacher (T) were in charge of observing the teaching and learning process so that both observers contributed much in the making of the current field notes and observation checklists.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATION

This chapter presents the research process, findings and interpretation. There are four sections in this chapter. The first section presents the reconnaissance. The second section presents the reports of Cycle I. The third presents the report of Cycle II. The report of cycles covers plans, actions, observation and reflections. The fourth section presents the general findings.

A. The Research Process

This research was action research. In the previous chapter, it has been mentioned that the steps of the research include reconnaissance, planning, action, observation and reflection. The purpose of the research was to use authentic materials to improve reading comprehension at VII C of SMP Muhammadiyah 10 Yogyakarta. To improve the process of reading teaching and learning, the researcher focused on employing the authentic materials to improve reading comprehension.

The researcher did some steps in conducting the research. The first step was reconnaissance. In the reconnaissance step, she observed and identified the problems which occurred in the process of reading teaching learning in class VII C. She identified the problems from four factors (teacher, students, materials, and technique). The second step was planning. After the problems had been identified, she designed a syllabus and an action which were their implemented in the field. The action designed in this research used authentic materials to improve reading

comprehension. The third step was action and observation. In this step, she implemented the action. After that, she observed and evaluated the data to find, whether using authentic materials was effective to improve reading comprehension. The last step was reflection. In the reflection step, the English teacher (ET) as the collaborator, students, and the researcher herself identified the effective and ineffective actions activities. Thus, the researcher could design the better plans for the next cycle.

1. Reconnaissance

In this step, the researcher did a class observation to find the problems concerning the English teaching and learning process of the first-grade students at SMP Muhammadiyah 10 Yogyakarta. Moreover, the English teacher and the first graders were interviewed to get some input about their opinions concerning the weaknesses and suggestions related to the English teaching and learning process.

1) Identification of the Field Problems

After doing the class observation and interviews, the researcher and the English teacher identified the problems related to the English teaching and learning process in SMP Muhammadiyah 10 Yogyakarta. The problems are presented in the following table.

Table 1. Field problems in the English teaching and learning process of the first-grade students of SMP Muhammadiyah 10 Yogyakarta.

No.	Field problems	Code
1.	The students made a lot of noises.	S
2.	The teacher only paid attention to favorite students.	T
3.	The students did not interest in the materials given.	CM
4.	The classroom setting was monotonous.	CM
5.	The teacher sometimes did not focus on the materials.	T
6.	The students got bored with the classroom activities.	S
7.	The materials were mostly taken from textbooks.	M
8.	The students lacked of vocabulary in understanding text.	S
9.	The teacher did not present the materials in real-life tasks.	T
10.	The reading task given to the students were not interesting.	M

Note: S: Students T : Teacher

M: Materials CM: Classroom Management

The first category was related to the students' attitudes (code S) including what the students had felt, and did during the teaching and learning process. The second one was about the materials (code M) which were used and how the activities were held in the teaching and learning process. The last category was about the classroom management (code CM) concerning the time allocation and the seating arrangement.

1. Identification of Field Problems to be Solved

As stated in the beginning of chapter 1, the researcher only focused the study on improving reading comprehension by using authentic materials in the

reading teaching and learning process. Thus, the researcher and the English teacher decided to overcome the field problems based on the urgency level and feasibility to solve. The field problems that would be solved are presented in the following table.

Table 2. Field problems concerning the reading teaching and learning of the first grade of SMP Muhamadiyah 10 Yogyakarta.

No.	Field problems	Code
1.	The materials were mostly taken from textbooks.	M
2.	The students rarely had authentic text in the reading and learning process.	S
3.	The reading task given to the students were not interesting.	M
4.	The students get bored with the classroom activities.	S
5.	The students lacked vocabulary in understanding texts.	S
6.	The students made a lot of noises.	S
7.	The teacher only paid attention to favorite students.	S

After determining the field problems that would be solved, the researcher and the English teacher analyzed the problems to find the main causes. This step was needed to recognize the obstacles and weaknesses in relation to the field problems found. Thus, the main causes of the field problems concerning the reading teaching and learning process of the first grades of SMP Muhammdiyah 10 Yogyakarta are presented in table 3.

Table 3. The main causes of the field problems concerning the reading teaching and learning of the first graders of SMP Muhammadiyah 10 Yogyakarta.

No.	Field problems	Main causes
1.	The materials were mostly taken from textbooks.	Textbooks were used to ease the teacher in making the lesson plans and to save time.
2.	The students rarely had authentic text in the reading teaching and learning process.	The teacher preferred using textbook to introducing authentic text to the students to vary reading activities.
3.	The reading task given to the students were not interesting.	The teacher focused on finishing the materials from the textbooks as quickly as possible using one-way interaction in the class. The teaching and learning process was based on teacher-centered learning.
4.	The students got bored with the classroom activities.	The learning activities presented in the class were monotonous.
5.	The students lacked vocabulary in understanding texts.	There were no media and techniques to help students understand the text.
6.	The students made a lot of noises.	Not all of the students got involved in the class activities and they were not interested in the materials given. It was easy for the teacher to teach

7.	The teacher only paid attention to favorite students.	the materials to favorite students who could understand the materials better than other students.
----	---	---

2. Determining the Actions to Solve the Field Problems

Having discussed the field problems concerning the reading teaching and learning of the first-grade students of SMP Muhammadiyah 10 Yogyakarta, the researcher and the English teacher made some plans to do possible actions to solve the field problems. The actions are presented in the following table.

Table 4: Actions to overcome the field problems.

No.	Field problems	Main causes	Actions	Code
1.	The materials were mostly taken from textbooks.	Textbooks were used to ease the teacher in making the lesson plans and to save time.	Giving authentic materials to improve the reading comprehension for the first graders	A1
2.	The students rarely had authentic text in the reading teaching and learning process.	The teacher preferred using textbooks to introducing authentic text to the students to deliver the reading activities		

3.	The reading task given to the students were not interesting	The teacher focused on the need of finishing the materials from the textbooks as quickly as possible using one-way interaction in the class.	Creating various and interesting reading task to vary the reading activities.	A2
4.	The students got bored with the classroom activities	The learning activities presented in the class were monotonous		
5.	The students lacked of vocabulary in understanding text.	There were no media and techniques to help students understand the texts.	Using appropriate media to help students understand the authentic text given.	A3
6.	The students made a lot of noises	Not all of the students got involved in the class activities and they were not interested in the materials	Making attempts to improve the classroom management and allowing every student to	

		given.	get involved in	
7.	The teacher only paid attention to favorite students	It was easy for the teacher to teach the materials to favorite students who could understand the materials better than other students.	the reading comprehension.	A4

The first action (A1) was done to give different reading materials from the ones that the students usually got in the class. The textbooks contained several texts that were not interesting to read. In addition, the contents of the book were not specifically related to the student's life. Although the text in the books are written based on topics from real-life activities, the students needed to experience to deal with authentic text themselves. Therefore, authentic materials were needed to support the main materials and to vary the reading comprehension in the class. They could be used to improve the reading comprehension in the class and also to prepare the students to cope with such text in their daily life.

The next action (A2) aimed at supporting the reading text that had been selected to be used. The use of authentic materials was not enough to scaffold the students to deal with such texts. They also needed appropriate reading tasks that

could support them to improve the reading comprehension in the class by doing various reading activities using the authentic materials. Also, the tasks should be created as interesting as possible to give them some varieties of real reading activities they might encounter in real life although they live in a non-English speaking country. The purpose was to help students learn authentic text based on real-life tasks in a classroom setting.

Besides authentic text and various reading comprehension in the reading teaching and learning process, the use of media was also needed to make the actions successful. Hence, in the third action (A3), appropriate media were used to promote the students' interest to the reading materials and tasks. The media provided were not only appropriate to help students understand the text but also were interesting. They were like a whiteboard, pictures, realia, magazines, and papers for creativity. Moreover, to help students in understanding the texts, the researcher also provided picture and used power point.

The last action (A4) dealt with the attempts to improve the classroom management. As stated before, one of the field problems found in the English teaching and learning process was making the student to be more involved in every reading activity in the class. It aimed at building a two-way interaction among the students and between the teacher and the students. Also, it prevented a one-way interaction in which the students only listened to the teacher in their static chairs, which makes them easily get bored.

B. The Report of Cycle 1

1. Planning

The actions plan included some activities to overcome the problems. Two actions planned were implemented in the teaching and learning of reading using text-based syllabus. First action introduced by pictures in the slide shows by power point and second using authentic materials by giving reading activities. Those actions were implemented based on the time that had been scheduled. The implementations of the two actions were on March 30th 2013, April 2nd, 2013, April 3rd, 2013, April 5th, 2013, and April 9th, 2013.

The focus of the action in this cycle was to improve the students' reading skill. The researcher implemented using authentic materials to improve reading comprehension. The researcher used this technique as a part of the English teaching learning process. In the first meeting, the procedure texts used were how to make Red Velvet Cupcakes and Easy Cheesy Bread Rolls.

There were two meetings in this cycle. In the first meeting, the researcher introduced the procedure text by pictures in the slide shows by Power point. In the second meeting, the researcher implemented using authentic material by giving reading activities. In reference to the problems that had been determined, the researcher and the English teacher hoped that the first cycle could change the following conditions.

- a) The materials were mostly taken from textbooks.
- b) The students rarely had authentic text in the reading teaching and learning process.
- c) The reading tasks given to the students were not interesting.

- d) The students were getting bored with the classroom activities.
- e) The students lacked vocabulary in understanding texts.
- f) The students made a lot of noises.
- g) The teacher only paid attention to favorite students.

To achieve the expected situation, the researcher and the English teacher planed to implement some actions in Cycle 1. The researcher designed some steps in employing the stages of English teaching learning process of reading to solve the problems related to reading skill above. Those are:

- a. Using power point in explaining and exploring the procedure text in BKOF and MOT stages,
- b. Giving authentic materials to improve the reading comprehension for the first graders, and
- c. Improving students' reading comprehension through small group activity

2. Action and Observation in Cycle 1

Before doing the research, a pre-test was administered. The pre-test was carried out on March 30th, 2013. There are many students were absent that day. The students did the pre-test in 60 minutes. The result of the pre-test can be seen in the table below:

Table 5: The Descriptive Statistics of the Pre-test Score

No.	Siswa	Pre-test
1.	S1	56
2.	S2	67
3.	S3	53
4.	S4	70
5.	S5	76

6.	S6	43
7.		
8.	S8	73
9.	S9	53
10.		
11.	S11	53
12.	S12	73
13.	S13	57
14.	S14	50
15.	S15	60
16.	S16	66
17.	S17	50
18.	S18	57
19.	S19	50
20.	S20	50
21.		
22.	S22	53
23.	S23	67
24.	S24	53
25.		
26.		
27.	S27	73
28.	S28	66
29.	S29	50
30.	S30	50
31.	S31	53
32.	S32	67
33.	S33	57
34.	S34	73
35.	S35	57
36.	S36	73
Total $\frac{1849}{36} = 59,6$		

The table above shows that the students' comprehension ability was low. Most of the students got bad marks. It can be seen that most of the students got 53 in the pre-test and the lowest score was 43. In the pre-test, only one student could get the highest score, which were 76. The average is 59,6. It was lower than the minimum achievement standard of English subject at the school that is 68. It

means that the students reading ability was low. This result was in accordance with the teacher's statement that the students' daily marks were also low. The actions of the first Cycle was done in two meetings. The first meeting was held on April 2nd 2013 and the second one was on April 3rd 2013. The implementation of each action involved the researcher who acted as the teacher and English teacher as observer.

a. Meeting 1

- 1) Giving authentic materials to improve reading comprehension for first graders.

In the first meeting, the first action was to give the students authentic texts that were appropriate for them and related to their surrounding. They were given pictures of pancakes and red velvet cupcakes. The food was chosen for being common among students. Most of them were happy and enthusiastic in conducting the task. It can be seen in the interview transcript below.

R: *"Novan tadi belajar apa?" (Novan, what did you learn?)*

Ss: *"Belajar procedure texts miss" (I learned procedure text miss)*

R: *"Susah ga soal-soalnya?" (Is it difficult for you?)*

Ss: *"Lumayan miss, Cuma suara miss terlalu kecil jadi yang duduk paling belakang ga denger". (Not bad miss, but your voice was too soft so the students sitting behind can't hear your voice)*

R: *"Oh gitu, tapi sejauh ini paham apa yang miss jelasin?" (So far, did you understand what I explained?)*

Ss: *"Iya miss paham koq. Suaranya aja yang kecil. Besok di gedein ya miss suaranya biar anak belakang juga pada denger." (Yes Miss. the voice was too soft. Tomorrow please speak louder).*

R: Researcher Ss:Students (Interview 11, April 2nd 2013)

- 2) Using power point in the form of slide shows to explain and to explore procedure text in BKOF and MOT stages.

In the first meeting, the researcher acted as the teacher and the English teacher acted as the observer. The teacher started the class by greeting the students and checking students' attendance list. Then, she started to conduct questions and answers activities to the students. She tried to brainstorm the students background knowledge by providing some questions related to the material that they would learn. Then, she gave the example of how to identify the goal/purpose, materials and methods of the text. Some students found difficult words from the text. Then the researcher led them to find the meaning of the difficult words in dictionaries. They did it in groups. The activity above is described in the summary of the following field note below.



Source: <http://syifaisme.blogspot.com>

Figure 1, The picture of a pancake

R memberikan contoh gambar kepada Ss, lalu bertanya gambar apa?, jenis makanan apa yang di gambar?kalian suka memasak atau menyiapkan makanan seperti di gambar?lalu ada yang tau jenis text apa jika menyiapkan bahan,cara memasak?R bertanya pada Ss tentang semua yang berhubungan dengan teks procedure. R menanyakan pengertian teks procedure, apa saja generic

strukturnya dan juga apa saja contoh-contohnya. Setelah itu R memberikan contoh teks procedure yang sering Ss lihat.

(The researcher gave a picture to Ss then asked "what is in the picture?"," What kind of food is in this picture?" " Do you like cooking or prepare your favorite food like in the picture?" ," What is the kind of text which tells us the ingredients and ways of cooking something?",R asked about the definition of, the kind of and the examples of procedure texts. She also gave the examples of procedure text which were often seen by Ss.

(Appendix A, Field Note 5, Paragraph 2, April 2nd 2013)



Figure 2. One of the students answered the researcher questions.

Afterwards, the researcher presented the general structures of procedure text of the texts such as Goal/purpose, Materials and Methods. She asked them to match the generic structures with the right paragraph.

Peneliti menampilkan general structures dalam kotak kepada siswa yaitu Goal/purpose, Materials, and Methods. Kemudian peneliti meminta siswa untuk mencocokkan yang ada didalam kotak tersebut dengan paragraph yang tepat. Dalam kegiatan tersebut, siswa sangat antusias, mereka berebut untuk menjawabnya dan mereka pun dapat mencocokkan yang ada di kotak dengan paragraph yang tepat.

(R displayed three boxes of general structures to the students such as Goal/purpose, Materials and Methods. She asked them to match the boxes with the right paragraph. In the activity, Ss could match the boxes with the right paragraph, the Ss very enthusiastically raised their hands up, and match the picture with the right paragraph).

R: Researcher Ss: Students (Field Note 5, Paragraph 3, April 2nd 2013)

R: Gimana pelajaran dengan tampilan gambar-gambar tadi dik?

(What do you think about the teaching learning using the pictures?

Ss: Asik, Miss. Gambarnya banyak dan bagus-bagus.

(It was interesting Miss. The pictures were nice)

R: Terus pertanyaan tadi gimana? gampang enggak?

(What about the questions which were delivered? Were they easy?

Ss: Lumayan gampang Miss. Sampai rebutan jawabnya.

(They were easy, Miss. We answered them together)

R: Researcher Ss: Students (Appendix B, Interview 9, April 2nd 2013)

In MOT stages, the researcher displayed an example of procedure text entitled “Red Velvet Cupcakes” and then distributed a handout used to help students understand the lesson. The researcher asked the students to decide which were goal/purpose, materials and methods. After that they discussed the text including the topic, the generic structure, and the grammatical pattern used in the text, she explained the rules of simple present tense. The students paid attention to the researcher’s explanation. Then, they identify the verb of connectives, of imperative and adverb of time related to the text.

After that, the researcher displayed text entitles “Easy Cheesy Bread Rolls” completed with the pictures illustration. The purpose of this task is to help the students understand the text and find the generic structure of procedure text. The researcher asked the students to find the main idea and supporting details of each paragraph in the text and answer five reading comprehension questions. The students paid attention to the text and were focused to do the task.



Figure 3. The students did a task which was given by researcher.

b) Meeting 2

The actions implemented in the second meeting were the same as the plans implemented in the first meeting for the first action in the second meeting; the students were given another type of authentic materials which were procedure texts. Based on the Standard Competencies and basic competencies contained in the standard of content of the 2006 School Curriculum, procedure texts were essential for the first –grade students at the second semester because they were compulsory for this level. Also such texts were easier to be understood by the first –graders in order to learn reading skills.

In the beginning of the lesson, the students were introduced to pictures of gadgets. The students looked curious with what they were seeing.

- R : Gimana tadi pelajaran bahasa inggrisnya?(How about the lesson?)
- Ss : Asyik mba, saya suka kalau ada soal yang ada gambarnya kaya tadi jumbled paragraph gitu (It was fun miss, I like if there were pictures like in the jumbled paragraph)
- R : Asyiknya gimana? (Why was it fun?)
- Ss : Asyik aja karena pake power point terus soalnya ga monoton kaya biasa diajar pak Tumar(It was fun because using power point and then the tasks were not monotonous like our teacher did.)
- R : Oh gitu, terus ada kesulitan di soal ga? (Then, is there any difficult task?)
- ss : Iya miss, soal yang jumbled itu agak susah dan banyak,(Yes miss, the 'jumbled task' was difficult and too much.)
- R : Oh gitu ya. Oke deh thanks ya Ria waktunya.(Ok, thanks Ria for the time)
- Ss : Ok miss sama-sama (Ok miss you're welcome)
- R : Researcher Ss: Students (Appendix B, Interview 15 April 3rd 2013)

3. Reflection of cycle 1

After conducting the actions in the first cycle, the researcher did some reflections related to the actions implemented. The reflections were based on the class observation during the actions, the students' opinions and the English teacher's opinion. From the reflections done, the researcher found that there were two main results involving the success and the failures of the actions implemented. They are described as follows:

- a. The use of authentic materials to improve reading comprehension in the class was effective. The authentic texts were given in the BKOF and MOT. The texts were chosen based on the students' literacy level and their knowledge of the world around them. The texts were used to give the students various reading text in order to have various reading activities and new experiences to deal with real text and prepare them to connect their

classroom activities with real-life activities. The recipes and manuals were successful to promote the students' interest.

- b. The use of power point in the form of slide to explain and explore procedure text was successful. It could be seen from the students' responses indicate that the slide shows were interesting because there were some pictures and interesting background in the slide shows. The following interview transcripts show that the students were interested in paying attention to the researcher's explanation when she used power point in explaining the materials:

This is one of the interview transcripts between the researcher and the student named Ika. She said that she was interested in her explanation by using power point because there were interesting pictures in the slide shows.

R : Tadi menurutmu penjelasan saya dengan power point menarik tidak buat kamu?(According to you, was it interesting when I taught you by using power point?

I : menarik Miss, saya suka. Ada gambar gambar yang menarik. Saya suka miss (It was interesting miss, there were interesting pictures. I liked it)

(R: Researcher Ss: Students Appendix B, Interview 9, April 2nd 2013)

- c. The implementation of the interesting reading comprehension asks was successful to give various reading activity to the students so that they did not get bored easily in the classroom learning activities. Also, it helped the students to have real experiences of solving their problems in real life. The tasks were successful to give the students real practices of dealing with real-life reading activities in the classroom setting. The tasks included the skills of finding particular information from the texts, arrange jumbled text to decide which is introduction, description and conclusion, find the main idea and supporting details, complete the sentence and find the verbs based

on the texts. The students were enthusiastic to do the tasks because they did not feel bored. They also did not feel bored with the various interesting reading comprehension tasks given to them. Finally, they could do individual task well and got good scores, and could perform the activities independently.

- d. The implementation of classroom management was successful to support the success of the actions. The small-circle patterns of the seating arrangement helped the students to do the group work effectively. Every student could join the activity. However, there was a problem existing during this action. It was related to the time management. In the first meeting, the researcher did not manage time allocation well and had a difficulty in grouping the students. The researcher failed to divide the time for each step effectively.

3. Finding of Cycle 1

There were some points found by the researcher after she did the reflection step. The findings of the first cycle were concluded as follows:

- a. The use of authentic materials in the reading teaching and learning process was successful to improve the students' reading comprehension of the first graders. The presentation of the materials could promote the students' interest so that they were motivated to learn reading comprehension in the classroom. Also, such new experiences were advantageous to the students in coping with authentic texts in their classroom activities in their earlier stage of learning English. Day (1998) states that authentic texts are used in

language teaching because they are considered interesting, engaging, culturally enlightening, relevant, and motivating.

- b. The use of appropriate and interesting power point was made interesting by adding interesting pictures. The students were more interested in paying attention to the researcher's explanation in front of the class by seeing the slide shows than in by listening to the teacher's explanations in front of the class. When they were interested in materials in the slide shows, they were more enthusiastic to listen to the researcher's explanation.
- c. The implementation of various reading comprehension activities was effective to support the success of the teaching of authentic materials. The students enjoyed the activities and did not feel bored during the lesson. They became active in the classroom activities because every student was allowed to get involved in every task given. Moreover, the students could make a connection between the texts they read and the reading activities they did. Therefore, they could experience themselves the situation of coping such text in real-life activities.
- d. The implementation of a good classroom management was effective to reduce the students' boredom in the reading activities in the classroom. The students seating arrangement helped students see each other during the activities. Moreover, the class organization made the class more the learner-centered learning. It allowed them to get involved in every task. The students were also not in a position of listening to the teacher's explanation

in one-way interaction. They could build interactions among themselves and with their teacher comfortably without feeling bored.

C. The Report of Cycle II

1. Planning

Based on the reflections of the actions implemented in Cycle 1, the researcher found that there were some actions in Cycle 1 that needed to be improved to solve the problems in Cycle 1. Those problems were: first, the students sitting in the back row did not see clearly the materials because the slide show was too small. Second, the students said that they could not listen to the researcher's voice clearly because their friends made noise and he voice was too low. Third, some students still were bored and sleepy in listening to her explanation. Fourth, some students did not bring the dictionary, fifth, and the students made noise when they fought each other to answer her questions and their got making the researcher difficulty to control the students in the classroom.

Considering there were some improvements of reading comprehension and students' involvement in reading descriptive text, the researcher still implemented some actions in Cycle 1. The actions are presented as follows:

- a. Giving authentic materials for the first graders.
- b. Using power point to explain and explore the slide shows.
- c. The implementation of various reading comprehension.
- d. The implementation of a good classroom management.

2. Actions and Observation in Cycle 2

The actions in cycle 2 were done in two meetings. The first meeting was conducted in April 5th 2013 and the second April 9th 2013. The implementation of the actions was observed in each meeting.

a. Meeting 3

In the third meeting, the researcher was accompanied by the English teacher. The researcher acted as the teacher and the English teacher acted as the observer. She started the class by greeting the students and checking students' attendance list. After that, she turned the notebook and projector on.

The first action was giving a different type of text which was descriptive text. Because the students had been given descriptive text including a description of a person on of things, the students, then, were given different descriptive text of places in this cycle. The researcher takes pictures of Merlion in studio universal in Singapore. She tried to brainstorm the students' background knowledge by providing some questions related to the topic of Merlion. Some students were very enthusiastic to see the pictures by responding to her questions. They responded and gave the answer that the Merlion from Singapore. The picture of researcher explained is presented below.



Source :jalanjalanterus.wordpress.com

Figure 4: the picture of Merlion

The next action was giving reading comprehension to the students to vary the reading activities in the classroom. The first task given was jumbled paragraph. The students decided which is introduction, descriptions and conclusion. Then, they had to analyze each paragraph to find the simple present tense, noun and adjective. Then, she asked the students to make a small group. Every group was chosen by the researcher to minimalist the noises in the class.

The task in JCOT stage is arranging the paragraphs into a good descriptive text based on the sequence of a series of pictures. Then, she asked the students to find the main idea and supporting details of each paragraph related to the text and also answered the reading comprehension questions.

This is the interview transcript between the researcher (R) and the students named Danis. He said that he was very happy when he arranged the jumbled paragraphs based on the right pictures.

R: Gimana pelajarannya tadi? (How was the lesson?)

Ss: Seneng miss (It was fun miss)

R: Soal mana yang kamu suka? (Which task do you like?)

Ss: Bagian masangin paragraph sama gambar miss, ternyata seru ya hehe. (I like the act when we had to match the paragraphs with the pictures miss, it was interesting.)

R: Berarti suka ya sama soalnya? (So, do you like the task?)

Ss: Iya miss. (Yes miss)

R: Kalo soal yang lain gimana? (How was about the other?)

Ss: Ya lumayan miss. (Not bad miss)

R: Tapi bisa ngerjainnya? (But you can do it?)

Ss: Iya miss kan kerja kelompok jadi bisa kerjasama. (Yes Miss. We were in group work so we can do it together)

(Appendix B, Interview 17, April 5th 2013)

The next action, in ICOT stage is filling in the gap to find the noun, adjective, verb, and adverb. There were six questions and the researcher found that the students found it difficult to answer questions. Because they did not bring the dictionary, the researcher must translate the words in the box first. But the meeting ran well and the students could do the task fluently.

b. Meeting 4

The post test was held in meeting four of the second cycle after the last meeting on second cycle on Tuesday of April 9th, 2013. The post-test was conducted to gain information about students' reading comprehension after the actions. To collect the data, an instrument was employed to measure the students' reading comprehension. The instrument was in the form of reading comprehension test using multiple choice formats. The instrument consisted of 30 items. The instruments were designed based on standard competences and basic competences of reading of the first grade in the second semester.

The result of the post-test showed that there was improvement of the students' comprehension ability. It can be seen from the students' scores. The

average of students scores increased from 59,6 in the pre-test to 70 in the post-test.

In the fourth meeting, the researcher came with her friend as her collaborator in the class because the English teacher could not come in the class. She started the class by greeting and checking the students' attendance list. Then, she turned the notebook and projector on.

In this meeting, the actions to improve reading comprehension were concerned with improving time and students' management. However, the text used in this meeting was not the same as one used in the first meeting. The researcher explained the lessons using the power point more briefly to anticipate the students becoming bored. She only reminded them about how to find out the specific information from the text. First she showed the students the picture of a squirrel and a cat.

After brainstorming and explaining the materials by using power point, the researcher asked the students to decide which is introduction, descriptions and conclusion in the text, then answered the five reading comprehension questions of. After that the students identified the simple present tense, noun, and adjectives in the text.

After all, she asked in the students to make a small group. Every group was chosen by the researcher to control the noises in the class. In the next action is JCOT stage, arranging paragraphs into a good descriptive text based on the sequence of the following pictures. Then, she asked the students to find the main

idea and supporting details of each paragraph related to the text and also answered the reading comprehension.

The next action, in ICOT stage is filling in the gap to find the noun, adjective, and verb. The students brought the dictionary so that they can answer the questions fluently. Then, the next task to correct the false statements. The students do the task very well. It can be seen by interview transcript between the researcher and the students named Juanda.

R: Gimana tadi ngerjain soal-soalnya? (What dp you think about the tests?)

Ss: Lumayan seneng miss (I was happy miss)

R: Kenapa senengnya? (Why did you feel happy?)

Ss: Ya soal-soal readingnya menarik jadi seneng pas ngerjain (The reading tasks was interesting so we were interested to do them)

R: Suka ga dengan kelas reading saya? (Did you like my reading class?)

Ss: Suka miss enak ga galak kaya pak Guru hehe (I liked it, you're not fierce as our teacher)

R: Tadi kamu di kelompok berapa? (Which group were you in?)

Ss: Kelompok 5 miss (Group of five miss)

R: Tadi pas ngerjain kamu nyontek aja atau kamu ikut kerja sama? (When working on the task did you just copy your friend's work or did you work with your friends?)

Ss: Ikut bantu lah miss (Yes I helped them)

R: Berarti ga ada masalah ya? (So there's no problem?)

Ss: Ga ada miss. (No, Miss)

(Appendix B, Interview April 9th 2013)

3. Final Reflection

The researcher and the English teacher did the final reflection after all actions had been implemented in four meetings. The result of the reflection was gained from the observations and the interviews done after each meeting finished. It is described as follows:

The first action done in each meeting of the two cycles was giving students authentic materials as the reading materials in the reading instruction such as the

researcher gives the task to arrange the jumbled text to decide which is introduction, descriptions, and conclusion. The action was successful to promote the students' interest to do the reading activities. The students were more active doing the class activities because they were interested in the materials given. Beside, they were familiar with such pictures and texts they might find around them.

The next action was also successful to support the success of the reading instruction. The students were given tasks to arrange the paragraphs into good descriptive text based on the right picture. The various and interesting reading activities designed were so helpful to give the students a better understanding about situations in dealing with authentic materials. Besides, the various tasks were effective to reduce students' boredom in the classroom activities. The tasks were designed based on the students' literacy level. That was why the students could do the tasks in every meeting well. It was supported by the theory proposed by Gower (1995). He states "the same piece can be set for lower level students and more difficult task set for higher level students" (p.83).

The third action that also had been done in this research was giving appropriate picture and power point to explain the materials and to help the students understand the authentic texts given. The action was successful to support the learning process related to reading materials and tasks given in the class. The students were more interested in learning the texts. They were not afraid of coping such texts because they were helped to understand the text using power point as media.

The last action dealt with improving the reading classroom management. The researcher was decided to choose the groups based on students' list. Each group divided into 4-5 students. By work in group teaching and learning reading became easier and helpful because by using this technique the researcher asked the students to be active in the class. The students who were in the group consisting of the good and the weak students could help each other. The good students could help the weak students to comprehend the reading text cooperatively. It was also successful to help students reduce their boredom during the teaching and learning process. It aimed at preventing the students behave inappropriately during the teaching and learning process. Moreover, it also gave a new atmosphere for the students in doing their learning activities in the class. The students did not sit in monotonous seating arrangement during the teaching and learning process.

B. Research Findings

This sub-chapter presents the research findings of all actions that had been done in the research. As stated before, the research aimed at improving the reading comprehension of the first –graders of SMP Muhamadiyah 10 Yogyakarta by using authentic materials.

There were successful and unsuccessful actions when the researcher did the actions in the two cycles. The success included the use of authentic text and tasks in each meeting. Besides, using power point was also helpful to support the success of cycle 1. However, there were failures in managing the time well, so

that some tasks could not be finished effectively. Therefore, both unsuccessful actions were improved in the next cycle. The researcher could manage the time and group the students well, so that the task could be done effectively. Besides, she also gave authentic materials that had covered the students' needs of text types with their level based on the Standard Competency and Basic Competences in the 2006 junior high school Curriculum. The texts were in forms of short functional texts, descriptive texts, and procedure texts.

The research findings on using authentic materials to improve the reading comprehension for the first graders were concluded as follows:

- a. The use of authentic materials to improve students' reading comprehension was successful. They were enthusiastic and motivated to learn authentic text given to them. The texts given in cycle 1 and 2 were in form of pictures and the texts. All of the texts were the kinds of texts that the students were familiar with, that they had experienced themselves outside the class in their daily life. The authentic texts could promote the students' interest to do the reading activities attractively. Therefore, through this research, the students were prepared to cope with authentic materials in the reading activities in the classroom.
- b. The various reading comprehension tasks that were created attractively were successful to help students reduce their boredom in the reading teaching and learning process. Besides, they also helped the students to build a "bridge" between the authentic texts given and the reading

comprehension they did. The statement was supported by the theory presented by Nunan. He (1998:81) states, “the incorporation of realia and authentic data bring the content to life, and helps learners make connections between the classroom world and the world beyond it”. The reading activities were in the forms of finding information from text using the jumbled texts with the right pictures, finding the main idea and supporting details related to the texts, filling in the gap, multiple choice, True and False statements, and word search. All tasks given in cycle 1 and 2 were successful to help the students understand the texts better and improve the reading activities in the classroom.

- c. The success of the first-two actions was supported by the next action done in cycle 1 and 2. The use of interesting media that were appropriate to support the reading texts and tasks was also successful. The media that the researcher used were pictures and power point slide. The students were helped with the use of media in each meeting. They could get a better understanding of the text given by using picture and power point slide compared with when they used no media.



<http://www.fanpop.com/clubs/animals/images/5370280/title/cat-photo>

Figure 5. the picture of cat

One of the media used is picture. For example, they could better understand the physical description of pet by using picture. Brinston in Murcia (2001: 461) mentions some of the rationales for using media in the language classroom:

- 1) Media can serve as an important motivator in language teaching process.
 - 2) Media can lend authenticity to the classroom situation, reinforcing students to direct relation between the language classroom and outside world.
 - 3) Media provide teachers with a means of presenting materials in a time efficient and compact manner.
 - 4) By bringing media into classroom, teachers can expose their students to multiple input sources.
- d. The last action is making attempts to improve the classroom management and allowing every student to get involved in the reading comprehension which dealt with improving the classroom management and learning process. The students seemed more comfortable in doing the tasks given because they did not feel bored. The seating arrangement including their

group and pair work allowed the students to get involved in the reading activities and created the learner-centered learning.

Every student was involved in every task so that there was no gap among the students having different learning abilities. Moreover, the researcher could manage the time effectively so that each task could be done in the allocated time.

Based on the discussion above, it could be concluded that the use of authentic materials in the reading teaching and learning process was effective to improve the reading comprehension of the first-grader students. The indicators of the success were the students were interested to do the reading comprehension using authentic materials; the situation in which every student got involved in every reading activity symbolized the learner-centered learning; the students could do the reading tasks well and got good scores. Especially in the procedure texts, the students could do the task well. The research members felt that the findings of cycle 1 and 2 were satisfactory. Therefore, the researcher and the English teacher agreed to end the research until the second cycle only because the objectives of the research had been reached.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research on Using Authentic Materials to Improve Reading Comprehension of the First-Grade students of SMP Muhammadiyah 10 Yogyakarta was done in two cycles. Each cycle consisted of two meetings. The researcher used authentic materials as the reading materials to improve the reading comprehension of the first-grade students of SMP Muhammadiyah 10 Yogyakarta. In the first cycle, the researcher found that there were successful and unsuccessful actions during the cycle. The discussion of the result of the first cycle is presented as follows:

The researcher used authentic materials in this cycle. They were procedure text using pictures. The use of the texts was supported by various and interesting reading tasks. The tasks included finding information from the pictures. Besides, using power point to explain the materials also provided support to the success of the implementation of authentic texts. However, the texts, tasks, and power point were not enough to contribute to the success of improving the reading comprehension in the classroom. The classroom management was needed to support the actions. The result of the first cycle was successful to improve the reading comprehension of the first-graders in the school. The students were enthusiastic and motivated to join the reading activities because they got interesting materials and various reading tasks that they were familiar with. However, the researcher found that they were failures in this cycle. They were about the students and time management. The researcher could not manage the

time and the students well in the group work so that the task could not be finished effectively.

The implementation of the actions in the first cycle could not reach the objectives of the research yet. The researcher then improved the action in the first cycle in the second cycle. In this cycle, the researcher gave other type of text to the students such as descriptive text. The descriptive texts were describing the pictures of a squirrel and a cat. The tasks included finding information about the picture. The researcher used interesting media, e.g. using laptop and projector to support her teaching in the class. She used power point program in her laptop to explain the materials shown in the slide shows in the reading class. By using power point in explaining the materials, the students were more interested in paying attention to her explanation because they were interested in seeing the interesting pictures from the slide shows.

After finishing the second cycle, the researcher and the English teacher decided to end the research because they believed that the actions had been done by two cycles which were successfully reached the objectives of the research. The results of the actions were satisfactory. The students were enthusiastic and motivated in learning authentic texts and doing various reading comprehension tasks in the classroom. The reading comprehension tasks gave the benefits because they were related to the students' real life. Besides, the students also got good scores of individuals tests held in every meeting and could do the tasks well.

B. Implications

Based on the conclusion of the research findings, the implications of the research are presented as follows

The results of the student firstly indicate that authentic materials are effective to improve the reading comprehension of the first graders. The English teacher needs to introduce the first graders with authentic materials to improve the reading activities in the classroom based on their literacy levels. Those materials used in this research can be used as learning tools to scaffold the students in dealing with such texts so that the students can be prepared to face such texts in the next education levels or the in the real life.

Secondly, various reading comprehension activity in the classroom can promote the students' interest and give the students experiences in dealing with authentic texts. The activities can be varied to attract the students to do the reading activities. The students need to enjoy the various reading comprehension so that they will not be bored.

Next, providing interesting media is needed to support the use of authentic texts in the class. Students in the beginning level need to be scaffolded with interesting media to help them understand the texts besides opening their dictionary. Hence, interesting media can be one of the good tools for teacher to explain the materials to the students effectively.

C. Suggestions

Some suggestions are given for participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

1. For the English teacher

The English teacher needs to consider the students' need and interest before designing reading materials. The teacher needs to vary the reading activities to promote the students involvement in the activities. He also needs to select and teach the students by using various authentic texts that are closely related to the students' needs of real-life reading comprehension. Besides various reading materials and activities, he also has to use interesting and appropriate media to support the success of the reading teaching and learning process.

2. For school institution

Every member of the school is expected to support the implementation of using authentic materials to improve the reading activities. The school can provide learning tools that are needed to make the action succeed. For example, the school library can offer many kinds of authentic materials that can be read by the students in their spare time besides, their reading materials in the class. Also the school should provide relevant media to support the reading instruction in the class.

3. For other researchers

Other researchers who want to conduct a study having a same topic are expected to make better improvement on using authentic materials to improve the

reading activities in the classroom. They can use this report to inspire them to make other relevant studies implemented to different education levels. Therefore, students of different education levels can also experience using authentic materials in their classroom activities to prepare them in achieving real-life goals.

4. For textbook writers

Based on this research, textbook writers are expected to use authentic materials in their books. It is because they are essential to support the students' reading development and are closely related to the students' daily life. Moreover, authentic materials are good learning tools for the students to understand about materials and learn to what they have to do with the language in the social context

REFERENCES

- A ebersold, Jo Ann and Mary Lee Field. 1997. *From Reader to Reading teacher*. New York: Cambridge University Press.
- Alatis, Jamed E. et al. 1981. *The Second Language Classroom: Direction for the 1980's*. USA: Oxford University Press.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive approach to language pedagogy*. New York: Addison Wesley Longman, Inc.
- Burns, Anne. 1999. *Collaborative Actions Research for English Language Reading*. UK: Cambridge University Press.
- Carell, L.Patricia 1988. *Interactive Approaches to Second Language Reading*. New York: Cambridge University Press.
- Celce-Murcia, Marianne. 2001. *Teaching English as a Second of Foreign Language*. Boston: Heinle & Heinle Publishers.
- Day, R Richard. 1998. *Extensive Reading in the Second Language Classroom*. New York: Cambridge University Press.
- Echevarria, Jana. 2000. *Making Content Comprehensible for English Language Learners*. Toronto: Allyn and Bacon a Pearson Education Company.
- Feez, Susan. 1998. *Text- Based Syllabus Design*. Sydney. Macquarie University.
- Gower, Roger et al. 1995. *Teaching Practice Handbook*. Oxford: Macmillan Heinemann.
- Grabe, William. 2002. *Reading in a Second Language*. In Robert B. Kaplan. *The Oxford Handbook of Applied Linguistics*. New York: Cambridge University Press.
- Grellet, Francois. 1981. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise*. Cambridge: Cambridge University Press.
- Hafner, Lawrence E. 1997. *Development Reading in Middle and Secondary Schools: Foundation Strategies, and Skills for Teaching*. New York: Macmillan Publ.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Essex: Longman.

- Kennedy, Chris. 1984. *Language Planning and Language and English Language Teaching*. London: Practice Hall.
- McDonough, Jo, and Christopher Shaw. 2003. *Materials and Methods in ELT*. Oxford: Blackwell Publishing.
- McNiff, Jean, Pamela Lomax, and Jack Whithead. 2003. *You and Your Action Research Project, Second Edition*. London: RoutledgeFalmer.
- Mikulecky, S. Beatrice. 1990. *A Short Course in Teaching Reading Skill*. New York: Addison Wesley Publishing Company.
- Nunan, David. 1999. *Second Language Teaching and Learning*. Massachusetts: Heinle and Heinle Publisher.
- Nutall, Christine. 1996. *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann.
- Richards, Jack C. 2002. *Methodology in Language Teaching. An Anthology of Current Practice*. Cambridge : Cambridge University Press.
- _____. 2001. *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Riddell, David. 2003. *Teaching English as a Foreign /Second Language*. USA: Hodder & Stoughton ltd.
- Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. New York: Cambridge University Press.
- Wallace, Michael J. 1998. *Action Research for Language teachers*. Cambridge: Cambridge University Press.

Appendix A

Field notes

FIELD NOTE

FIELD NOTE 1

March 2nd 2013

Guru piket

Guru Bahasa Inggris

Perijinan

R : Researcher

GP : Guru piket

ET : English teacher

Ini adalah pertama kalinya R datang kesekolah. R datang kesekolah sekitar jam 8. Sesampainya disekolah, R lapor terlebih dahulu dengan guru piket. Setelah ditanya maksud kedatangan R, lalu R meminta izin untuk bertemu dengan Kepala Sekolah, tetapi karna beliau sedang sakit jadi R meminta izin untuk bertemu dengan ET. Setelah bertemu dengan ET menanyakan maksud kepada R tentang maksud kedatangannya. R pun menjawab bahwa dia datang kesini untuk meminta izin kepada KS tetapi karna KS sakit jadi meminta izin kepada ET terlebih dahulu. ET pun menyambut dengan ramah dan menanyakan kapan akan melakukan penelitian. Sebelum melakukan penelitian R diwajibkan meminta surat izin dari PDM muhammadiyah di kantor pusat. Karena R hanya membawa surat izin dari kampus lalu R meminta izin ET untuk membuat surat terlebih dahulu.

FIELD NOTE 2

March 18th 2013

Ruang guru

Perijinan

R : Researcher

ET : English teacher

Setelah mendapat surat izin dari PDM, R memberikan surat tersebut kepada kepala sekolah, dikarenakan kepala sekolah masih sakit jadi diwakilkan oleh wakil kepala sekolah. Lalu wakil kepala sekolah menjelaskan bahwa R tidak dapat melangsungkan penelitian saat itu juga dikarenakan siswa kelas 3 sedang praktikum dan kelas V11 dan V111 libur sampai tanggal 25 maret. Lalu R pun mengiyakan dan akan menunggu sampai tanggal 25. Sebelum pulang R menemui ET terlebih dahulu. R menanyakan jadwal dan meminta izin untuk melakukan penelitian di kelas bahasa Inggris selama 2 minggu dikarenakan R sudah harus menyelesaikan tahun ini. ET pun memaklumi, lalu ET menyuruh R untuk menemui ET yang mengajar di kelas yang akan R untuk melakukan penelitian. Dikarenakan ET yang dimaksud sedang berada di Jakarta jadi R menemui keesokan harinya. Lalu R meminta izin untuk pamit untuk pulang.

FIELD NOTE 3

March 25th 2013

Ruang guru

Perijinan

R : researcher

ET : English teacher

Pukul 9.30 R datang kesekolah untuk menemui ET yang dimaksud, setelah jam istirahat R pun menemui ET di ruang guru untuk membahas masalah-masalah yang dihadapi dalam pengajaran bahasa inggris di SMP Muhammadiyah 10 Yogyakarta. R mulai menjelaskan maksud kedatangannya dan R mulai mewawancarai ET mengenai PBM pada kelas VII C. R dan ET mulai membahas masalah-masalah yang dihadapi pada saat pengajaran bahasa inggris. R juga menanyakan mengenai prestasi siswa dalam pelajaran bahasa inggris, karakteristik siswa-siswanya, dan juga fasilitas-fasilitas yang dimiliki sekolah untuk menunjang PBM bahasa inggris dikelas. Dan juga mengenai fasilitas di sekolah seperti perpustakaan. R juga menanyakan masalah-masalah yang biasanya dihadapi para guru dalam mengajar anak-anak di sekolah itu. Kemudian ET dan R sepakat untuk melakukan penelitian di kelas VII C.

Setelah mendapat persetujuan dari ET, kemudian R pun bertanya kepada ET kapan R bisa melakukan observasi dikelas VII C. ET menjawab bahwa R bisa melakukannya mulai lusa, setelah ada kesepakatan mengenai ijin observasi dan penelitian, R pun meminta ijin 1 jam untuk melakukan pre-test setelah PBM. ET tidak keberatan. Lalu R berterimakasih dan mohon pamit kepada ET untuk pulang.

FIELD NOTE 4

March 30th 2013

Ruang kelas VII C SMP Muhammadiyah 10 Yogyakarta

Observasi

R : Researcher

ET : English teacher

SS : Students

PBM : proses belajar mengajar

Pukul 08.00 R sudah kesekolah. Lalu R menemui ET di ruang guru. Dikarenakan ET lupa bahwa jam pelajaran dirubah, ET meminta maaf dan meminta R untuk kembali, karena jam pelajaran dimulai jam 10.10 lalu R pun pamit dan kembali lagi jam 9.30. pukul 11 bel tanda pergantian jam berbunyi, ET pun mengajak R masuk kedalam kelas untuk melakukan observasi kelas yang pertama. ET masuk kelas dengan member salam dalam bahasa inggris, namun masih terlihat beberapa bangku yang kosong dikelas. Beberapa siswa terlihat masih berada diluar kelas ngobrol dengan temannya. ET menyuruh murid yang masih diluar untuk duduk ditempatnya masing-masing. Setelah suasana kelas mulai terkendali, ET meminta ketua kelas untuk memimpin doa. Selanjutnya mengabsen siswa. Sebelum ET mengajar, ET meminta uang infak kepada anak-anak, kelas pun mulai rebut sebagian ngobrol sebagian terutama anak-anak perempuan teriak-teriak. Setelah meminta uang infak selesai, ET mulai menenangkan anak-anak dikelas dan menyuruh R untuk maju dan memperkenalkan diri kepada para murid. ET berkata pada murid bahwa R akan mengajar di kelas VII C untuk beberapa pertemuan. Lalu kelas pun ramai, diantara mereka ada yang bertanya "*mbaknya kuliah dimana?*". setelah memperkenalkan diri, pelajaran dimulai. ET bertanya tentang PR pada pertemuan sebelumnya, "kemarin PRnya apa?", SS menjawab, "yang ada di LKS halaman 21 pak". Lalu ET member tahu bahwa PR akan dikumpulkan setelah R melakukan penelitian. Suasana terlihat ramai lagi pada saat SS menyiapkan buku dan alat tulis. Namun ada beberapa siswa yang terlihat berbicara sendiri. Setelah didekati oleh ET, anak itu pun diam.

ET menanyakan beberapa vocabulary kepada anak-anak dengan cara menunjuk anak-anak yang terlihat ngobrol sendiri. ET menulis beberapa vocabulary yang berhubungan dengan procedure text yang sudah dibahas pada pertemuan yang lalu.

Setelah mengetes kemampuan vocabulary anak-anak didepan kelas dengan cara ditunjuk dan menulis artinya, ET menjelaskan kembali tentang procedure text. 1 jam berlangsung. Lalu ET memberitahkan kepada para murid bahwa R akan melakukan Pre-test bahasa inggris untuk menilai kemampuan reading di kelas VII C. anak-anak ramai dikarenakan mereka tidak belajar. Lalu R menjelaskan bahwa soal yg diberikan mudah dan ada 30 soal. Lalu R membagikan soal kepada para murid. Dari mereka banyak yang belum menguasai vocab yang ada di soal jadi beberapa dari mereka banyak yang bertanya artinya apa. Setelah selesai, soal dikumpulkan, R mewawancarai beberapa siswa tentang pelajaran bahasa inggris yang diajar oleh ET.

FIELD NOTE 5

April 2nd 2013

Ruang kelas VII C

Jam 11.30-13.20

Meeting 1, cycle 1

R : Researcher

ET : English teacher

C : Collaborator

SS : Students

Setelah melakukan observasi, ET dan R duduk di ruang guru untuk membicarakan masalah-masalah yang dihadapi dalam PBM. Setelah melakukan pembahasan, ET dan R sepakat bahwa banyak siswa yang rebut dalam PBM, kurangnya motivasi, siswa kurang berani menyamopaikan atau berbicara dalam bahasa inggris, siswa mempunyai vocabulary yang terbatas dan kemampuan membaca siswa masih kurang. R meminta ijin untuk menggunakan power point sebagai media untuk menjelaskan bahan materi yang akan diajarkan. Setelah itu R mengenalkan C kepada ET untuk membantu dalam proses penelitian di dalam kelas nanti. ET mengijinkan dan tidak mempermasalahkan. Pukul 11.30 bel berbunyi ET dan R dan C masuk kelas. Pada saat R,C dan ET masuk, kelas masih ramai, kemudian ET mencoba mengkondisikan suasana agar siap untuk pelajaran Bahasa inggris. Kemudian ET mempersilakan R untuk mulai melakukan treatment dan ET berjalan menuju kursi paling belakang dan ET pun mulai menjadi observer bersama C selama PBM berlangsung. Setelah menyalakan LCD proyektor dan kelas siap, R mulai membuka pelajaran dengan Greeting “Good afternoon class! How are you today?” SS menjawab “Good afternoon, Miss, fine, thank you”. R kemudian mengecek kehadiran kelas dengan memanggil nama mereka. “Who is absent today?” Tanya R. “Aditya Nugraha Tama miss” jawab salah 1 anak. Lalu R bertanya “what happenend with Adit?” ” I don’t know miss”. Lalu setelah absen selesai, beberapa anak masih ribut terutama yang laki-laki, ET pun mulai bertindak agar kelas kondusif lagi.

Para siswa terlihat gembira karna R menggunakan proyektor sebagai media untuk menjelaskan materi yang akan diajarkan. Lalu R memberikan contoh gambar kepada Ss, lalu bertanya gambar apa? jenis makanan apa yang digambar? Kalian suka memasak atau menyiapkan makanan seperti di gambar? lalu ada yang tau jenis text apa jika menyiapkan bahan, cara memasak? R bertanya pada S tentang semua yang berhubungan dengan text procedure, apa saja genric structiurenya dan juga apa saja contoh-contohnya. Selain itu R memberikan comntoh text procedure yang sering Ss lihat.

Setelah para siswa mulai paham dengan materi, R menampilkan general structures dalam kotak kepada siswa yaitu Goal/purpose, Materials and Methods. Kemudian R meminta siswa untuk mencocokkan yang da didalam kotak tersebut dengan

paragraph yang tepat. Dalam kegiatan tersebut, siswa sangat antusias, mereka berebut untuk menjawabnya dan mereka pun dapat mencocokkan yang ada di kotak dengan paragraph yang tepat.

Setelah itu R memberikan activity 5 dan 6 yaitu soal paragraph yang tidak beraturan, dengan melihat gambar sesuai dengan urutan para siswa dapat mencari paragraph mana yang sesuai dengan gambar. Para siswa diberi waktu kurang lebih 30 menit untuk mencocokkan paragraph yang sesuai dengan gambar. Setelah selesai, mereka mengerjakan activity 6 yaitu mencari main idea dan supporting details tiap paragraph. Anak-anak mulai bingung. Lalu R menjelaskan dan member contoh di soal pertama, anak-anak mulai mengerti dan melanjutkan kembali. R berkeliling sambil memantau pekerjaan anak-anak. Ada beberapa yang masih bingung, lalu R dan C membantu kesulitan anak-anak. Kesulitan mereka yaitu masih bingung dengan vocabulary. Setelah soal selesai, R pun menjelaskan akan menjawab soal activity 5 dan 6 bersama-sama. Setelah selesai menjawab soal. R memberikan soal lagi yaitu activity 7 melengkapi kalimat dengan kata-kata yang tepat yang di dalam kotak. Masih di kesulitan yang sama yaitu vocab mereka masih kurang jadi R mengartikan terlebih dahulu.

Activity 7 selesai, R masih memberikan activity 8 yaitu meminta anak untuk membaca text sebelumnya yaitu Easy Cheesy Bread Rolls untuk menemukan statement yang benar. Dan sebagian anak sudah menyelesaikan activity 9. Di activity 8 dan 9 ini R memberikan kesempatan untuk bekerja secara berkelompok. R yang memilih kelompok dengan cara menunjuk anak sesuai dengan urutan absen 4-5 anak per kelompok. Memang ramai dan ribut, sebagian dari mereka tidak mau dan ingin memilih kelompoknya sendiri. R melihat ada beberapa anak yang tidak mau berkelompok dengan teman sebangkunya. Lama-lama setelah diberi pengertian, mereka pun mau dengan kelompok yang diberikan R. Beberapa kelompok masih belum selesai jadi R meminta anak yang belum menyelesaikan kerjakan di rumah dan besok jangan lupa untuk dibawa. Dikarenakan bel sudah berbunyi, R menyudahi pelajaran dan menutup pelajaran bahasa inggris “thank you for your attentions see you tomorrow”.

FIELD NOTE 6

April 3rd 2013

Ruang kelas VII C

Jam 8.30-9.50

Ruang kelas VII C

Meeting 2, cycle 1

R : Researcher

ET : English teacher

C : Collaborator

SS : Students

R dan C masuk kelas dan memberi salam “Good morning class!” tapi hanya sekitar 10 orang siswa yang menjawab dengan liris, yang lainnya diam dan sebagian malah ada yang diluar. Dikarenakan sehabis jam pelajaran olah raga mereka masih kurang istirahat dan lelah, juga karna ruang kelas yang sangat panas jadi anak-anak merasa kegerahan. Beberapa anak laki-laki meminta izin untuk mengganti kaos olah raga menjadi seragam, tetapi dilarang oleh murid perempuan karna sudah diberitahu oleh ET untuk langsung masuk kelas bahasa inggris tanpa harus mengganti baju. Karena kelas menjadi tidak kondusif, ada guru BK yang mengawasi pada saat jam pelajaran dimulai. Setelah kelas mulai kondusif, R memulai pelajaran dengan menyapa dalam bahasa inggris

“good morning class?” “morning miss jawab anak-anak “how are you today?” “ fine, and you?” “I’m fine thank you” “are you ready for study today?” “yes miss”.

R mulai mereviews dengan bertanya jawab tentang materi pelajaran yang dibahas pada pertemuan sebelumnya. Lalu R menanyakan “did you finished the task last day?” “yes miss” . R juga menanyakan apakah siswa ada kesulitan dalam mengerjakan tugas, R memberikan pengarahannya kembali tentang mengerjakan activity dengan benar. Lalu R menyuruh siswa mengumpulkan tugas mereka.

Seperti biasa, R memulai pelajaran dengan menampilkan gambar pada proyektor. Masih menjelaskan procedure text dan R menunjukan gambar smartphone Apple dan tab, lalu R bertanya seputar smartphone. Para siswa sudah mulai antusias dan menjawab pertanyaan R. Setelah Tanya jawab mengenai smartphone dan yang akan dipelajari, R memberi activity yaitu membenarkan paragraph yang masih acak. Beberapa anak sudah mengerti dan sebagian masih bertanya-tanya. Lalu dijelaskan kembali oleh R mengerjakan seperti apa. Setelah mereka menjawab semua di activity 3, R meminta para siswa untuk menjawab jawaban mereka. Mereka antusias dan kelas pun mulai ramai karena banyak yang berebut jawaban. R masih melanjutkan activity 4 yaitu menemukan verb dan imperative yang ada di text. R menunjuk 1 anak yang R lihat sudah selesai menjawab pertanyaan dan ditulis di whiteboard. R meminta anak tersebut untuk menunjuk 1 temannya begitupun temannya hingga habis jawaban. Mereka ada yang menunjuk tangan ingin maju, tetapi karena tidak di tunjuk teman yang didepan mereka kecewa.

R menjawab soal bersama-sama. Lalu R member activity 5 yaitu soal ke 3. R menyuruh mereka untuk bekerja secara berkelompok, dan kelompok mereka pun masih sama seperti yang kemarin. Masih ribut karena ada yang masih tidak mau. Tetapi R dan dibantu C menjelaskan agar mereka mau bekerja secara kelompok dan tidak hanya dengan teman sebangkunya saja. Lalu akhirnya mereka mau. Setelah selesai. R mengajak siswa untuk membahas soal bersama-sama. Setelah activity 5 selesai, R meminta untuk mengerjakan activity 6 dan masih berkelompok dengan kelompok yang sama. R melihat mereka sangat enjoy mengerjakan tiap activity yang diberikan oleh R. setelah selesai mengerjakan, R meminta para siswa duduk ditempatnya masing-masing dan membahas soalbersama-sama. Setelah itu R menyuruh siswa mengerjakan activity 7, 8 dan 9 secara individual untuk mengambil penilaian dalam kegiatan ICOT (Independence Construction of Text) dan menggunakan waktu yang tersisa selama 30 menit. Lalu setelah waktu habis, R menginstruksikan siswa untuk mengumpulkan soal yang telah dikerjakan dan tidak lupa R member motivasi belajar supaya siswa banyak membaca bahan bacaan dalam bahasa inggris. R mengakhiri pelajaran dengan berdoa dan member salam penutup.

FIELD NOTE 7

March 5th 2013

Jam 10.10-11.20 WIB

Ruang kelas VII C

meeting 3, cycle 2

R : researcher

C : collaborator

ET : English teacher

SS : students

Pukul 9.50 R dan C menemui ET di ruang guru, sambil menunggu jam 10.10 R dan C mengambil proyektor, tetapi terhubung mati lampu dan proyektor sedang dipinjam, R pun menggunakan media seadanya. Jam 10.10 R, C dan ET memasuki ruang

kelas tapi keadaan kelas masih ramai karena siswa baru saja moving class. Sebelum memulai pelajaran, R mengkondisikan terlebih dahulu keadaan kelas dibantu dengan ET. Setelah situasi dinilai kondusif, ET segera duduk dipojok bersama dengan C. seperti biasa, R mengawali pelajaran hari itu dengan salam dan absen. Saat itu semua masuk atau nihil.

R memulai pelajaran dengan menunjukkan gambar merlion symbol kota Singapore. R memulai dengan bertanya kepada para siswa “Do you know what the picture is?” “yes miss” jawab siswa. “what the name of this ?” “lion and fish miss” beberapa anak menjawab sebagian lagi hanya menjawab “ikan berwujud singa” kelas pun ramai. Lalu setelah R menjelaskan dan memulai BKOF, para siswa terlihat antusias sekali dan senang menjawab pertanyaan-pertanyaan yang diberikan R kepada mereka. Setelah tanya jawab, R melanjutkan dengan memberi activity terlebih dahulu kepada mereka yaitu dengan memberikan paragraph yang masih acak untuk menentukan introduction, descriptions dan conclusion. Beberapa dari mereka masih ada yang bingung lalu R menjelaskan terlebih dahulu. Setelah selesai mereka mencari Simple present tense, noun dan adjectives pada kalimat tersebut.

Pemahaman mereka tentang tenses mereka memang masih kurang jadi pada saat R menyuruh salah satu anak maju ada yang salah. Keberanian beberapa siswa yang mau maju R memberikan applause agar teman-temannya termotivasi untuk maju dan menjawab soal di whiteboard. Setelah sudah membahas soal dan membenarkan yang salah, R bertanya kepada siswa “siapa yang jenis text apa yang tadi kita bahas?” “deskriptif miss” beberapa anak menjawab “ benar sekali” “and what the generic structure of descriptive?” “ada identification, description and conclusion” anak-anak perempuan yang menjawab. Tiba-tiba kelas ramai, ada anak perempuan yang menarik-narik lengan baju anak laki-laki dibelakang ribut dan R mendatangi anak yang buat keributan, anak perempuan ini bernama anis dan yang laki-laki bernama iqbal. R melerai mereka sampai kelas kondusif. Dikarenakan ET sempat meminta izin kepada R untuk keluar kelas karena ada keperluan. Para siswa ini tidak ada yang mengendalikannya.

Setelah kelas mulai kondusif, R melanjutkan dan menjelaskan descriptive text. Setelah itu R membagikan soal kepada siswa di kelas dan R membuat kelompok melalui absen. Mereka pun tidak banyak komentar dan berpindah tempat sesuai dengan absen. Mereka mengerjakan activity-activity hingga activity terakhir. Bel pun berbunyi dan pelajaran diakhiri dengan ucapan salam perpisahan, “Ok class, time is up see you next week!” kelas bahasa inggris pun berakhir.

FIELD NOTE 8

April 9th 2013

Jam 11.30- 13.25

Ruang kelas VII C

Meeting 4, cycle 2

R : Researcher

C : Collaborator

SS : Students

Pada pertemuan ke-4 ini, R dengan dibantu C ingin menggunakan waktu 1 jam untuk belajar dan 1 jam untuk pre-test. Sebelum masuk kelas R dan C keruang guru untuk bertemu dengan ET, tapi ternyata beliau sedang tidak masuk karena ada keperluan. Lalu R dan C ke kelas tanpa di dampingi ET. Memasuki ruang kelas seperti biasa, kelas sangat ramai dan beberapa anak masih di luar. Setelah tahu ET tidak masuk, mereka sangat gembira. Dengan di bantu C, R mengkondusifkan kelas dengan cara ketegasan sambil

mengetuk white board dengan spidol,” pay attention, please!”. Lalu R menyuruh mereka duduk ketempatnya masing-masing terlebih dahulu, setelah mereka tenang dan diam, R memberi ucapan “greeting”, menanyakan kabar siswa dan mengabsen.

R mulai pelajaran dengan mereview dan bertanya jawab tentang materi pelajaran yang dibahas pada pertemuan sebelumnya. Lalu R mulai dengan membuka laptop dan menunjukan gambar hewan pada siswa dengan bertanya “Ok, class, what is in the picture?” “squirell miss” ada lagi yang menjawab “chipmunk miss”. Setelah sesi Tanya jawab selesai, R memberikan soal seperti soal-soal sebelumnya, karna mereka sudah memahami jadi mereka tidak banyak bertanya lagi dan langsung mengerjakan. Pada soal MOT, R dan siswa menjawab soal bersama-sama setelah itu pada soal JCOT activity 5 dan 6 mereka mengerjakan secara berkelompok sesuai dengan urutan absen.

Karena waktu di percepat, para siswa langsung mengerjakan secara individual soal ICOT dari activity 7-9. Setelah bel berbunyi, R menjelaskan bahwa akan mengadakan ppre-test selama 1 jam. Para siswa pun mulai mengerjakan soal pre-test dengan tertib dan tidak ada kendala. Lalu karna waktu sudah habis R lalu mengakhiri pelajaran dan memerikan salam perpisahan. “ Ok class, that’s all the time we have for today. Thank you for your attention. Wassalamualaikum wr.wb”. kelas bahasa inggris pun berakhir.

APPENDIX B

Interview Transcripts

INTERVIEW TRANSCRIPTS

Interview 1

Perijinan

March 2nd 2013

- R : Ass pak saya mau minta ijin untuk bertemu dengan kepala sekolah
- GP : Wassalamualaikum, mbaknya dari mana? UAD? Ada kepentingan apa?
- R : Bukan, pak saya dari UNY, saya mau meminta ijin untuk melakukan observasi dan penelitian di sini pak, sebelumnya saya, mau bertemu dengan kepala sekolah.
- GP : Oh yaya, kebetulan kepala sekolah sedang sakit mbak, gimana?
- R : Oh begitu ya pak, kalo saya mau bertemu dengan guru bahasa inggrisnya bisa pak?
- GP : Oh ya bisa mbak, ntar saya panggilkan.
- ET : Gimana mbak, ada yang bisa saya bantu?
- R : Begini pak, saya mau melakukan penelitian untuk pelajaran bahasa inggris, dan saya ingin menemui kepala sekolah, tapi berhubung beliau sedang sakit, jadi saya mau meminta ijin kepada bapak.
- ET : Oh iya bisa mbak, untuk kelas berapa mbak maunya?
- R : Kelas VII pak.
- ET : Oh ya bisa mbak. Mbaknya dari mana tho?
- R : Saya dari UNY pak.
- ET : Bisa mbak, tapi klo mbaknya mau penelitian disini harus membawa surat ijin dari PDM Muhamadiyah di jl. Sultan Agung.
- R : Oh gitu pak, saya tidak perlu ke kantor pusat untuk meminta surat ijin macem-macam pak?
- ET : gak usah mbak, ke PDM ntar suratnya langsung bawa kesekolah.
- R : Baik pak, kalau begitu saya ijin pamit pak. Terima kasih pak atas waktunya.
- ET : Iya mbak sama-sama.

Interview 2

Perijinan

March 18th 2013

- R : Assalamualaikum pak. saya mau bertemu dengan kepala sekolah bisa pak?
- GP : Waalaikum salam. Oh iya mbak, bapaknya masih sakit. Gimana?
- R : Oh begitu ya pak, saya mau menyerahkan surat dari PDM pak.
- GP : Oh iya bentar ya mbak.
- WS : Mbaknya yang mau penelitian bulan ini ya?
- R : Iya bu.
- WS : Jadi begini mbak karena dari tanggal murid-murid kelas VII dan VIII sedang libur, jadi mbakna baru bisa penelitian setelah tanggal 25, bagaimana mbak?
- R : Oh yasudah bu tidak apa-apa. Kalau begitu terima kasih banyak bu.
- WS : Iya mbak.
- R : Permisi pak, saya mau tanya-tanya tentang keadaan anak-anak disini dan proses belajar mengajar di kelas. Sebelumnya saya mengucapkan terima kasih karena sudah diberi kesempatan melakukan penelitian disini.

- ET : Monggo. Gak apa-apa mbak. Selama saya bisa bantu, akan saya bantu.
 R : Terima kasih pak. Lalu boleh saya minta jadwalnya kelas VII C pak?
 ET : Oh iya mbak kelas VII C ini hari Selasa, Rabu dan Jum'at. Ntar saya kasih mbak guru bahasa Inggris yang mengajar kelas VII C namanya Pak Tumaryanto. Karena beliau sedang ke Jakarta belum bisa ketemu hari ini.
 R : Oh iya pak. Jadi saya nanti bukan dengan bapak, tapi dengan bapak Tumar?
 ET : Iya benar mbak.
 R : Kira-kira saya diijinkan tidak ya pak penelitian selama 2 minggu berturut-turut. Karena saya sedang deadline pak.
 ET : Insya Allah bisa mbak. Ntar mbak bilang langsung saja ke pak Tumar. Pasti beliau mengerti.
 R : Oh begitu ya pak. Iya pak terima kasih banyak. Kalau begitu saya ijin pamit dulu.
 ET : Iya mbak sama-sama.

Interview 3
March 25th 2013

Perijinan

- R : Bapak Tumar?
 ET : Iya mbak. Gimana mbak?
 R : Begini pak, saya mau penelitian dikelas bapak kemarin saya dapat ijin dari bapak Giri. gimana pak?
 ET : Oh iya mbak silahkan saja. Memang judul skripsinya apa mbak kalau boleh tahu?
 R : Oh iya pak judul skripsi saya Using Authentic Materials to Improve Reading Comprehension pak.
 ET : Berarti itu pake media gitu ya mbak?
 R : Iya pak. Kalau proyektor sudah ada pak?
 ET : Sudah mbak. Nanti kalau mau pake pinjam ke TU saja. Saya tidak keberatan mbak mau penelitian di kelas saya, tapi mbak nanti bagaimana dengan materi anak-anak?
 R : Oh saya sudah membuat sesuai dengan silabus pak. Sekarang sedang Procedure Text dan Deskriptive kan pak?
 ET : Iya mbak benar sekali. Kalau misal lain kan kesian anak-anak. Baru kemarin diajarkan sudah beda.
 R : Oh iya pak nanti saya tinggal mengikuti apa yang bapak sedang ajarkan
 ET : Iya saya sedang mengajar procedure. Gak apa-apa kan mbak?
 R : Oh iya pak tidak apa-apa. Terima kasih banyak saya sudah diijinkan mengajar dikelas bapak.
 ET : Iya mbak selagi bisa saya bantu saya bantu mbak.
 R : Iya pak, terima kasih banyak. Pertama-tama saya ingin menanyakan mengenai prestasi belajar siswa-siswa disini bagaimana pak?
 ET : Ya pada awalnya memang mereka punya latar belakang yang berbeda-beda. Ada yang pintar, ada yang biasa, ada yang agak kurang malahan. Kalo yang pintar biasanya rajin sebelum disuruh mengerjakan biasanya sudah mencoba mengerjakan dulu. Beda dengan yang males, agak susah memotivasinya.
 R : Lalu bagaimana dengan kemampuan membacanya pak?

- ET : Ya biasanya siswa yang rajin membacanya lancer. Saya biasanya pake kamus tapi karena mereka malas-malas jadi tidak pernah bawa lagi.hanya sebagian yang membawa.
- R : Apa tidak ada hukuman bagi yang tidak membawa kamus pak?
- ET : Wah itu udah kebal e mbak. Jadi saya yang mengartikan kalau mereka tidak tahu.
- R : Oh gitu ya pak. Lalu bagaimana proses pembelajaran bahasa inggris di SMP Muhammadiyah di kelas VII C pak?/
- ET : Ya saya kadang pake media juga mbak.
- R : Terus bagaimana sama teknik pembelajaran kemampuan penguasaan vocabularynya pak?
- ET : pertama saya biasanya nyuruh siswa mencari kata-kata yang sulit lalu cari artinya bersama-sama.. setelah itu biasanya harus dihafalkan dan besok di test.
- R : Bagaimana dengan aktivitas pembelajaran di kelas?
- ET : Ya gitu mbak anak-anaknya ramai. Jadi kita harus tegas. Kebanyakan saya memarahi mereka dibanding mengajarnya.
- R : Terus bagaimana sama media atau sumber pembelajaran?
- ET : Saya pake buku paket atau LKS, kadang-kadang saya ambil media dari internet dan pake media LCD untuk menjelaskan di depan kelas agar lebih dimengerti biar siswa focus.
- R : Kalo fasilitas di sekolah apa saja pak untuk menunjang belajar bahasa inggris?
- ET : Ya paling kalo listening saya pake laptop sama speaker.
- R : Kalo perpustakaanya lengkap pak?
- ET : Ya lumayan lengkap.
- R : Oh yasudah pak. Jadi saya mulai penelitian dikelas bapak mulai tanggal 30 maret ya pak?
- ET : Iya mbak. Nanti saya jadi kolaboratornya mbak atau bagaimana?
- R : Nanti saya dengan teman saya pak. Saya juga minta ijin untuk mengadakan pre-test dulu besok tanggal 30 ini pak. Bagaimana pak?jadi saya minta waktu 1 jam setelah bapak mengajar.
- ET : Oh ya tidak apa-apa mbak.
- R : Terima kasih banyak ya pak.
- ET : Sama-sama mbak.

Interview 4

Observation

March 30th 2013

- R : Hi! What's your name?
- SS : Hi Mbak!!
- R : Mbak boleh tanya-tanya sebentar gak?
- S : Boleh mbak. Mau tanya apa mbak?
- R : Tanya tentang pelajaran bahasa inggris yang baru saja diajarkan oleh pak tumar? Tadi belajar apa?
- S : Belajar procedure text
- R : Selain itu belajar apa?
- S : Belum
- R : Pak Tumar pernah ga pake bantuan media waktu mengajar?

- S : Jarang-jarang sih mbak
 R : Tapi pernah pake LCD waktu ngajar?/
 S : Pernah
 R : Terus kalo ngajar materinya darimana>
 S : Ya dari buku paket atau LKS. Klo ngambil dari internet gitu jarang.
 R : Terus sulit gak pahami pelajarannya?
 S : Ya lumayan mbak. Kadang gampang kadang susah.
 R : Ngomong-ngomong pernah buat kelompok gak seawaktu belajar dikelas?
 S : Jarang e mbak kalo berkelompok gitu. Mesti anak-anak pada ribut.
 R : Tapi keseluruhan enak to dengan pak Tumar?
 S : Enak sih mbak. Tapi bapaknya ki suka marah-marrah.
 R : Kalian yang berisik makanya pak Tumar marah-marrah. Bener gak?
 S : Hehe iya sih mbak. Tapi enak kok pak Tumar ki.
 R : Yawdah makasih ya.
 S : Sama-sama mbak.

Interview 5

Observation1

March 30th 2013

- R : Hi! What's your name?
 SS : Hi Mbak!
 R : Namanya siapa aja ini?
 S1 : Nisa
 S2 : Sani
 S3 : Ika
 R : Gimana belajar bahasa inggrisnya tadi?
 SS : Bosenin sama bikin ngantuk (menjawab serempak)
 R : Kenapa emangnya?
 S2 : Ngantuk aja mbak abisnya kadang materinya kurang menarik sih.
 R : terus selama ini ketika diajarin Bahasa Inggris gimana kalian rasanya?
 S1 : Mmm ga enak, kadang teksnya susah dimengerti. Kita Cuma disuruh ngerjain soal terus dan diminta nerjemahin vocab yang ada di buku paket atau di LKS.
 R : Kurang seneng ya? Terus kalo gitu apa yang disenengin?
 S2 : Ga ngapa-ngapain hehe. Ga ding mba. Ya soalnya yang menarik gitu biar ga bosen.
 S3 : Iya mbak buka buku terus bosen juga hehee.
 R : Oh gitu ya. Yawdah klo gitu terima kasih banyak ya.
 SS : Ok mba sama-sama,

Interview 6

Observation

March 30th 2013

- R : Hi, what's your name?
 S : Tasya
 R : Ngomong-ngomong pelajaran bahasa inggris gimana, maksudnya apa mengasyikan, menyenangkan, atau menegangkan atau gimana gitu menurutmu?
 S : Lumayan seneng.

- R : Kamu suka apanya kalo belajar bahas inggris?
 S : Translate dan reading
 R : Membaca teks seperti apa yang kamu seneng?
 S : Suka baca cerita yang menarik
 R : Kalo pelajaran ada banyak bahan bacaan yang kamu sukai seneng ga? Misalnya pas pelajaran ada buku cerita yang seru kaya twilight atau harry potter.
 S : Iya saya malah suka cerita kaya Cinderella gitu.
 R : Ok deh. Thank you ya
 S : Sama-sama mba.

Interview 7

Observation

March 30th 2013

- R : Habis belajar bahasa Inggris kan tadi, menurut kalian gimana bahasa inggris itu?
 SS : Membosankan!!
 R : Membosankan gimana?
 SS : Ya membosankan aja, dari dulu aktivitasnya Cuma gitu-gitu aja gak ada peningkatan.
 R : Kenapa emangnya?apanya sih yang membosankan?satu-satu ya jawabnya, oh iya namanya siapa aja ini?
 S1 : Rani
 S2 : Billa
 S3 : Puri
 R : Nah, sekarang yang membosankan apanya?
 S1 : Aktivitasnya Cuma jawab soal di buku paket trus dibahas bareng
 S2 : Dari dulu Cuma disuruh nerjemahin text terus, udah gitu teksnya suka susah ajdi kita mesti harus buka kamus
 S3 : Iya kita seribg disuruh baca teks keras-keras biar pronounciationnya bisa dibenerin sama pak tumar kadang malah suka dimarahin kalau salah atau gak ya diulang beberapa kali.
 R : Oh yaudah kalo begitu, makasih ya.
 SS : Ok mba.

Interview 8

Meeting 1

April 2nd 2013

- R : Hi, mau tanya-tanya bentar bisa gak?
 S : Iya mbak gak apa-apa
 R : Mudeng gak tentang pelajaran tadi?
 S : Yang procedure text ya mbak? Iya lumayan dong.
 R : Iya apa aja hayo generic structurenya?
 S : Goal/purpose, material sama method
 R : Pinter, maksudnya masing-masing apa tuh?
 S : Goal/purpose ya tujuannya dari membuat sesuatu itu mb, material ya bahan-bahan terus klo method ya cara pembuatan.
 R : Very good. Terus tujuan procedure text buat apa sih?
 S : Ya buat ngasih jawaban dari cara membuat sesuatu melalui proses. Eh, bener ga sih mba?hehe

R : Yup bener, menyampaikan informasi tentang cara membuat sesuatu. Yaudah
S : Iya mbak sama-sama

Interview 9

Meeting 1

April 2nd 2013

R : Hi, namanya siapa dek
Sanita : Sanita mba
R : Gimana pelajaran dengan tampilan gambar-gambar tadi dik?
Sanita : Asik, Miss. Gambarnya banyak dan bagus-bagus.
R : Terus pertanyaan tadi gimana? Gampang gak?
Sanita : Lumayan gampang Miss. Sampai rebutan jawabnya. Seru deh.
R : Serunya gimana?
Sanita: Seru aja soalnya ga ngebosenin banyak gambarnya. Terutama pas pake power point jadi kelihatan lebih jelas.
R : Oh gitu emang biasanya ga pernah pake power point yak pak tumar kalo ngajar?
Sanita : Jarang banget mba.
R : Oh gitu tapi kalian ngerti apa yang mba ajarin tadi?
Sanita : Iya lumayan ngerti koq mba.
R : Oke deh sanita thank you ya
Sanita : Oke mba

Interview 10

April 2nd 2013

Meeting 1

R : Hai, namanya siapa?
Arin : Arin miss,
R : Miss ganggu bentar boleh ya?
Arin : Iya miss
R : Gimana tadi pelajaran bahasa inggrisnya?
Arin : Asyik mba, saya suka kalau ada soal yang ada gambarnya kaya tadi jumbled text gitu
R : Berarti karna soalnya ya?hehe
Arin : Ya engga juga mba, biasanya Pak Tumar monoton ngajaranya bikin ngantuk.
R : Oh gitu, menurutmu penjelasan miss tadi tentang procedure text menggunakan power point tadi menarik tidak?
Arin : Iya miss menarik, selain lebih jelas gambarnya dibanding yang di foto kopian mending yang di power point gitu.
R : Jadi lebih focus ya?
Arin : Iya miss.
R : Oh yawdah trims ya Arin waktunya.
Arin : Sama-sama miss.

Interview 11

April 2nd 2013

Meeting 1

R : Good morning dek siapa namanya?

- Novan : Novan mbak.
 R : Tadi belajar apa?
 Novan : Belajar procedure texts miss
 R : Susah ga soal-solnya?
 Novan : Lumayan mba, Cuma suara mba terlalu kecil jadi yang duduk paling belakang ga denger.
 R : Oh gitu,. Tapi sejauh ini paham apa yang miss jelasin?
 Novan : Iya miss paham kok. Suaranya aja yang kecil. Besok digedein ya miss biar anak belakang juga pada denger.
 R : Ok deh. Oh iya tadi miss liat kamu paling diem di kelas. Kenapa ada masalah sama temen atau ga ngerti sama pelajaran bahasa inggris yang miss ajar?
 Novan : Oh engga koq miss, tadi saya kurang enak badan aja. Mau ke ruang kesehatan males.
 R : Oh gitu, tapi tadi merhatiin gak?
 Novan : Iya merhatiin kok. Tadi miss ngajar procedure text kan?
 R : Menurut kamu tadi gimana?
 Novan : Ya gitu miss, karna suara miss kecil jadi kurang jelas waktu nerangin. Untung pake power point jadi bisa keliatan
 R : Oh berarti seneng pake power point tadi?
 Novan : Iya miss. Seneng juga gambarnya menarik
 R : Terus soal-solnya susah-susah gak?
 Novan : Ya lumayan miss, ada yang susah, ada yang gampang.
 R : Yang susah soal yang mana?
 Novan : Yang jumbled text miss masih agak susah kalo ga miss jelasin berkali-kali ga bisa.
 R : Oh gitu terus soal yang gampang yang mana?
 Novan : Yang word search itu miss asik hehe
 R : Oke deh novan, makasih waktunya ya. Thank you
 Novan : You're welcome miss.

Interview 12
April 2nd 2013
Meeting 1

- R : Ass pak, mohon maaf, mau interview bisa pak?
 ET : Iya boleh mbak. Silahkan. Gimana mbak?
 R : Saya mau tanya-tanya sebentar, bapak punya waktu bentar?
 ET : Boleh mbak. Silahkan.
 R : Gini pak, menurut hasil pengamatan bapak tadi di kelas, penjelasan saya waktu menerangkan materi teks procedure dengan menggunakan power point apakah sudah effective buat siswa pak?
 ET : Kalo menurut saya sendiri, materi dan penjelasannya sudah cukup jelas
 R : Tadi kan saya menambahkan gambar-gambar juga dalam soal saya karena kan ini sifatnya authentic materials. Menurut bapak itu cukup membuat siswa lebih tertarik tidak untuk melihat dan mendengarkan penjelasan saya di depan?
 ET : Iya, saya juga lihat tadi, cukup menarik mba, dan justru dengan menambahkan gambar-gambar di power point bisa buat anak-anak tertarik dan memperhatikan mbak di depan. Tapi suara mbaknya yang kurang keras ya tadi.
 R : iya pak, karena suara saya kurang keras jadi anak-anak berisik ya pak?

- ET : Memang pada dasarnya tidak semua siswa di kelas minat akan pelajaran bahasa inggris mbak, mungkin mereka ada yang minat pada pelajaran tertentu, nah itu sebabnya sebegus apapun materi dan pengajarannya belum tentu semuanya tertarik begitu mbak. Disamping disini juga kan sekolah swasta, anak-anaknya tidak sama dengan anak-anak sekolah negeri. Harus lebih extra juga.
- R : Menurut observasi bapak tadi, apakah bapak melihat bahwa siswa lebih antusias ketika saya mengajar dengan cara berkelompok?
- ET : Ya saya lihat itu. Siswa lebih antusias di kelas reading dengan mbak wahyuni tadi. Mereka jadi lebih aktif baca, dan mau maju ke depan tanpa di tunjuk.
- R : Ada saran tidak pak untuk pertemuan berikutnya?
- ET : Ya sarannya suaranya lebih dikerasin lagi dan lebih tegas terhadap anak-anak, karena anak-anak ini kalo di lembutin jadi kesenangan.
- R : Ok pak, terimakasih pak atas sarannya
- ET : Ya mbak sama-sama.

Interview 13
April 3rd 2013
Meeting 2

- R : Hello! What's your name?
- Audri : Audri
- R : And you? What's your name?
- Diana : Diana
- R : Menurut kalian gimana kelas kita pagi ini?
- Audri : Senang miss
- R : Kenapa? Kamu suka berarti?
- Audri : Iya seneng aja miss soalnya tadi di power pointnya ada gambar-gambar
- Diana : Kalo saya malah suka yang pas berkelompok miss hehe
- Audri : Iya dia mah ada gebetannya miss
- R : Yawdah, tapi soal-soalnya menurut kalian gimana? susah gak?
- Audri : Iya miss, yang jumbled paragraph itu lho suka kebalik-balik.
- R : Tapi kan ada gambarnya jadi kalian harus perhatiin gambar dan cari clue nya.
- SS : Iya miss
- R : Kalo gitu terima kasih waktunya ya
- SS : Oke miss.

Interview 14
April 3rd 2013
Meeting 2

- R : Hello! Indri, mmm tadi pelajarannya gimana?
- Indri : Seneng miss
- R : Kenapa?
- Indri : Aktivitasnya menyenangkan
- R : Ooo gitu, tadi waktu ngerjain soal reading ada yang susah?
- Indri : Ada sih miss yang nyocokin paragraph sama gambar.
- R : Susahnya gimana?
- Indri : Susah aja miss. untung kerja kelompok jadi tanya sama temen yang bisa.
- R : Oh kalo sendirian ngerjain gak bisa berarti?

Indri : Bisa aja miss kalo gampang hehe
 R : Kalo vocabnya sendiri gimana? Susah-susah gak?
 Indri : Ya susah juga miss hehe
 R : Makanya besok bawa kamus biar kalo ada kata-kata yang sulit jadi tinggal buka kamus. Oke deh indri makasih waktunya ya.
 Indri : Iya miss sama-sama.

Interview 15
April 3rd 2013
Meeting 2

R : Hallo, You must be ria kan?
 Ria : Iya miss
 R : Gimana pelajaran bahasa inggrisnya?
 Ria : Asyik miss. Saya suka kalau ada soal yang ada gambarnya kaya tadi jumbled paragraph gitu
 R : Asyiknya gimana?
 Ria : Asyik aja karena pake power point terus soalnya ga monoton kaya biasa diajar pak Tumar.
 R : Oh gitu, trus ada kesulitan di soal ga?
 Ria : Iya miss, soalnya yang jumbled itu agak susah dan banyak
 R : Oh gitu ya. Oke deh thanks y aria waktunya.
 Ria : Oke miss smaa-sama

Interview 16
April 3rd 2013
Meeting 2

R : Tadi suka ga sama pengajaran saya?
 Yudha : Suka miss
 R : Suka pas bagian apa?
 Yudha : Suka bagian apa ya?
 R : Hayoo mesti ga merhatiin pas tadi miss ngajar ya?
 Yudha : Merhatiin kok miss, itu lho pas bagian nerangin pake power point terus gambarnya menarik.
 R : Oh gitu, terus klo soal-soalnya susah gak?
 Yudha : Ya lumayan miss, vocabnya lumayan susah hehe
 R : Ga bawa kamus ya?besok kalo pelajaran bahasa inggris bawa kamus ya.
 Yudha : Iya miss
 R : Ok, thank you yudha waktunya
 Yudha : Ok miss

Interview 17
April 5th 2013
Meeting 3

R : Siapa namanya?
 Danis : Danis miss
 R : Gimana pelajarannya tadi?
 Danis : Seneng miss

R : Bagian mana yang kamu suka?
 Danis : Bagian masangin paragraph sama gambar miss. Ternyata seru ya hehe
 R : Berarti suka sama soalnya?
 Danis : Iya miss suka
 R : Kalo soal yang lain gimana?
 Danis : Ya lumayan miss
 R : Tapi bisa ngerjainnya?
 Danis : Iya bisa miss kan kerja kelompok juga jadi bisa kerjasama
 R : Oke deh danis makasih waktunya ya
 Danis : Oke miss

Interview 18
April 5th 2013
Meeting 3

R : Gimana tadi pelajarannya, Erika?
 Erika : Ya lumayan miss
 R : Lumayan gimana?
 Erika : Ya ada yang gampang ada yang susah
 R : Terus bagaimana dengan soal yang jumbled paragraph?
 Erika : Itu juga lumayan susah miss harus cermat merhatiin gambarnya. Soalnya kan paragraphnya sesuai sama gambar.
 R : Berarti bisa ngerjain tadi?
 Erika : Iya bisa miss
 R : Oke deh klo gitu makasih ya waktunya.
 Erika : Oke miss

Interview 19
April 5th 2013
Meeting 3

R : Hai siapa namanya?
 Meli : Meli miss
 R : Gimana sama pelajaran bahas inggrisnya meli?
 Meli : Enak diajar sama miss sri
 R : Enaknya gimana?
 Meli : Enaknya miss sabar ngajarnya hehe
 R : Makasih. Terus soal pengajarannya gimana?
 Meli : Enak juga miss ga ngebosenin
 R : Terus soal-soalnya ada yang sulit gak?
 Meli : Iya miss ada yang sulit yang word search itu.nyari kata-kata harus teliti banget dan waktunya kurang.
 R : Oh yawdah thanks ya meli waktunya
 Meli : Iya miss sama-sama

Interview 19
April 9th 2013
Meeting 4

R : Hai dede kan namanya?
 Dede : Iya mba

R : Dede miss lihat tadi kamu kayaknya ga serius belajar bahas inggris. Kenapa?
 Dede : Ga kenapa-kenapa miss. Yaa males aja bahasa inggris tuh susah e
 R : Susahnya yang mana kalo miss boleh tau?
 Dede : Susah aja miss, semuanya
 R : Tapi temen-temenmu yang lain bisa ngerjain.
 Dede : Iya mba males e
 R : Oh yasudah. Semoga kamu bisa ngerjain soal-soal pas ujian ntar ya
 Dede : Iya mba

Interview 20

9th 2013

Meeting 4

R : Pagi juandika
 Juandika : Pagi miss
 R : Saya ganggu ga nih?
 Juandika : Engga kok mba.
 R : BTW, tadi kok tidak semangat gitu waktu saya nerangin pelajaran tadi.
 Juandika : Masak sih miss?
 R : Tadi saya perhatikan kamu diam aja, ketika saya tanya mengerti atau tidak kamu malah kaget gitu. Lagi ngelamun ya?
 Juandika : Hehe iya miss, maaf. Suara miss kecil banget jadi ngantuk hehe. Tapi pas miss nyuruh kerja kelompok gitu udah engga kok.
 R : Sip kalo gitu. Gimana tadi ngerjain soal-soalnya?
 Juandika : Lumayan seneng miss.
 R : Kenapa senengnya?
 Juandika : Ya soal-soal reading nya menarik jadi seneng pas ngerjain
 R : Suka ga dengan kelas reading saya?
 Juandika : Suka miss, enak ga galak hehe
 R : Tadi kamu di kelompok berapa?
 Juandika : Kelompok 5 miss
 R : Tadi pas ngerjain kamu Cuma nyontek aja ato kamu ikut kerja sama?
 Juandika : Ikut bantu lah miss.
 R : Berarti ga ada masalah ya?
 Juandika : Ga ada miss
 R : Oke deh juandika thanks ya waktunya
 Juandika : Sip miss

Interview 21

April 9th 2013

Meeting 4

R : Hai namanya siapa dek?
 Rifki : Rifki
 R : Saya ganggu ga nih?
 Rifki : Tidak kok miss.
 R : Ok deh saya mau tanya-tanya sebentar boleh?
 Rifki : Boleh miss, silakan
 R : Tadi gimana pelajarannya?
 Rifki : Enak miss, saya jadi seneng ikut kelas reading.

R : Tadi kamu dapet kelompok berapa?
 Rifki : Kelompok 6 miss
 R : Tadi ada kesulitan ga pas ngerjain soal individu?
 Rifki : Hmm ada miss yang word search itu lumayan susah
 R : Kurang teliti ya?
 Rifki : Iya miss, tapi soal-soal yang lain enak koq ga buat ngantuk.
 R : Biasanya ngantuk ya kalo pas pelajaran pak tumor?
 Rifki : Iya miss. Monoton
 R : Oh yawdah, thanks ya rifki waktunya
 Rifki : Oke miss

Interview 22
April 9th 2013
Meeting 5

R : Selamat pagi pak tumor
 ET : Pagi mbak wahyuni. Gimana, udah selesai kan mengajarnya?
 R : Iya ini pertemuan terakhir pak.
 ET : Ada yang ingin ditanyakan lagi mbak?
 R : Ada pak. Gini, tadi kan bapak mengamati proses belajar anak-anak di kelas.
 Saat saya menerangkan materi apakah ibu masih melihat siswa yang
 mengantuk atau ngobrol sendiri dengan temannya?
 ET : Ya namanya masih anak-anak mba, berisik itu pasti, tapi memang mereka
 lebih diam dibanding biasanya.
 R : Sejauh ini apakah media pembelajaran menggunakan authentic material
 sudah bisa mmebuat murid-murid antusias belajar pak?
 ET : Saya rasa sudah mba. Karena anak-anaknya lebih bergairah dan aktif
 mengikuti kelas reading sekarang.
 R : Ok pak, terima kasih atas informasi dan waktunya.
 ET : Sama-sama mbak wahyuni.

Appendix C

Course grid

COURSE GRID

School : SMP Muhammadiyah 10 Yogyakarta
 Subject : Bahasa Inggris
 Class : VII
 Semester : 2
 Meeting : 1

STANDARD COMPETENCE	BASED COMPETENCE	GOAL	LEARNING ACTIVITIES	INDICATORS	LEARNING MATERIALS	ASSESMENTS	SOURCES, MEDIA, AND EQUIPMENTS
Understanding the meaning of the short functional texts and the simple essays in the form of descriptive and procedure related to the nearest environment	11.2 Responding the meaning and rhetorical steps with accurate, fluent in simple essays related to the nearest environment in the form of <i>descriptive</i> and	Students are able to find some information from the descriptive text	Main Activities Building Knowledge of the field (BKOF) - Asking the students about the materials which be taught in the previous meeting. - Presenting the	Identify parts of a procedure text. Identify language features of procedure text. Identify main idea and	<i>Procedural text</i> is a text that gives some clues of how to do something through a series of actions. - Goal / purpose:	- Activity 5: Arrange the paragraphs into a good procedural text based on the sequence following pictures. - Activity 6: Find the main idea and supporting details of each paragraph. - Activity 7: Complete the following sentence with the	http://myblogpel.anginanie.blogspot.com , http://sifaa-angel.blogspot.com , http://family.go.com/food/recipe-ak-800442-red-velvet-cupcakes.t/ , http://family.go.com/food/recipe-ak-800440-easy-cheesy-bread-rolls-t/ , http://syifaisme.blogspot.com .

	<i>procedure</i>	accurately and acceptably.	pictures about the materials will be learned by the students through power point slide related to the procedure text. Modeling of the Text (MOT) • Teacher gives activity to arrange jumbled text and decide which is goal, purpose, materials and methods. • Teacher gives the students to	supporting detail each paragraph from the procedure text.	to give information what we need. • Material: things that you need to make an object. • Method / steps: the information about making an object. Language feature: • Using imperative	words in the box 4. Activity 8: Complete the information. Write T if the statement true and F if the statement is false. Work in pairs. 5. Activity 9: Find the verbs in the following word search. Then lists your findings.	
--	------------------	----------------------------	--	--	---	--	--

			find the use connectives, the used of imperative sentence and adverb of time in each paragraph. • The teacher asked the students to discuss main idea, detail information and comprehension questions in procedure text. Joint Construction of the Text (JCOT) • The students		sentence: cut, don't, mix, stir, etc. • Using connectives like then, while, after that etc. • Adverbials to explain place and time accurately ex: for five minutes, 2	
--	--	--	---	--	---	--

			are divided into eight groups. • The students are given a jumbled text and arrange the paragraphs into a good procedural text. • The students find the main idea and supporting details of each paragraph. • The teacher gives the chance to students to ask		centimeters from the top, etc.		
--	--	--	---	--	---	--	--

			some questions. • The teacher asks the students to exchange their work with their partner to do the correction. Independent Construction of the Text (ICOT) • The teacher review about the procedure text to the students • The students are given an incomplete				
--	--	--	---	--	--	--	--

			procedural text. • The students complete the information on Easy Cheesy Bread Rolls. Choose T if the statement is true and F if the statement false. • The students identify the verbs in the following word search based on the preview text. • The teacher asks them to exchange their				
--	--	--	---	--	--	--	--

			work with their friends. • The teacher give feedback after they finished their work.				
--	--	--	---	--	--	--	--

COURSE GRID

School : SMP Muhammadiyah 10 Yogyakarta
 Subject : Bahasa Inggris
 Class : VII
 Semester : 2
 Meeting : 2

STANDARD COMPETENCE	BASED COMPETENCE	GOAL	LEARNING ACTIVITIES	INDICATORS	LEARNING MATERIALS	ASSESMENTS	SOURCES, MEDIA, AND EQUIPMENTS
Understanding the meaning of the short functional texts	11.2 Responding the meaning and rhetorical steps with accurate,	Students are be able to find	Main Activities Building Knowledge of the Field (BKOF)	• Identify parts of a procedure text. • Identify	• <i>Procedural text</i> is a text that gives some clues of how to do	1. Activity 5: Arrange the paragraphs into a good procedural text based on the	Violasagita.blogspot.com, Apple tab Gadgets dunia.com, http://globalunlock.com/phones/

and the simple essays in the form of descriptive and procedure related to the nearest environment	fluent in simple essays related to the nearest environment in the form of <i>descriptive</i> and <i>procedure</i>	some information from the procedure text accurately and acceptably.	• Asking the students about the materials which be taught in the previous meeting. • Presenting the materials will be learned by the students through pictures related to the procedure text. Modeling of the Text (MOT) • Teacher gives the task to students to arrange the	language features of procedure text. • Find the verb in the context of procedure text.	something through a series of actions. • Goal / purpose: to give information what we need. • Material: things that you need to make an object. • Method / steps: the information about making an object. Language feature: • Using imperative sentence: cut,	sequence following pictures. 2. Activity 6: read the following information, and then find the answer to the following questions. 3. Activity 7: Complete the procedure text below with appropriate words. 4. Activity 8: Complete the information. Write T if the statement true and F if the statement is false. Work in pairs.	public/cart/buynew/3054 http://www.wikihow.com/Use-an-ATM ,
---	---	---	--	---	--	---	---

			jumbled text to decide which is goal/purpose, materials and methods • Teacher gives the brief explanation about the strategies how to find the specific information from the text. • The teacher asks the students to find the use of connectives,		don't, mix, stir, etc. • Using connectives like then, while, after that etc. • Adverbials to explain place and time accurately ex: for five minutes, 2 centimeters from the top, etc.		
--	--	--	--	--	---	--	--

			the used of imperatives and adverb of time in each paragraph. • The students discuss main idea, detail information and comprehension questions based on the text. Joint Construction of the Text (JCOT) • The students are divided into eight				
--	--	--	---	--	--	--	--

			groups. • The students are given a jumbled text and asked to arrange the paragraphs into good procedural text based on the pictures. • The students read the following information then find the answer • The teacher gives the				
--	--	--	--	--	--	--	--

			chance to the students to ask some questions. • The teacher answers the questions. • The teacher asks the students to exchange their work with their partner to do the correction. Independent Construction of the Text (ICOT) • The teacher				
--	--	--	---	--	--	--	--

			reviews about the procedural text to the students. • The students are given an incomplete procedural text and asked to complete it. • The students complete the information on withdrawing cash with an ATM card text. Choose T if true and F if false. • The teacher asks				
--	--	--	---	--	--	--	--

			them to exchange their work with their friends. • The teacher give feedback after their finished their work.				
--	--	--	---	--	--	--	--

COURSE GRID

School : SMP Muhammadiyah 10 Yogyakarta
 Subject : Bahasa Inggris
 Class : VII
 Semester : 2
 Meeting : 3

STANDARD COMPETENCE	BASED COMPETENCE	GOAL	LEARNING ACTIVITIES	INDICATORS	LEARNING MATERIALS	ASSESMENTS	SOURCES, MEDIA, AND EQUIPMENTS
Understanding	11.2 Responding the	Student	Main Activities Building	• Identify parts of	• The descriptive text is a kind of	1. Activity 5:	http://en.wikipedia.org), http://www.indotravelin

the meaning of the short functional texts and the simple essays in the form of descriptive and procedure related to the nearest environment	meaning and rhetorical steps with accurate, fluent in simple essays related to the nearest environment in the form of <i>descriptive</i> and <i>procedure</i>	s are be able to find some information from the descriptive text accurately and acceptably.	Knowledge of the Field (BKOF) - The teacher asking the students about the materials which be taught in the previous meeting. - The teacher resending about the materials will be learned by the students through pictures related to descriptive text. - The teacher asking the students to to describe and compare the pictures. Modeling of the Text (MOT) - The teacher gives the tasks to students to	a descriptive text. - Identify language feature of descriptive text. - Use the text again to understand the text.	text with a purpose to give information. The context of this kind text is description of particular thing, animal, person, or others. - The purpose of descriptive text is: to describe a particular thing, animal, person, or others. - Generic structure of descriptive text : a) Identification: identifies phenomenon to be described.	Arrange the paragraphs into a good descriptive text based on the sequence following pictures. 2. Activity 6: Find the main idea and supporting details of each paragraph. 3. Activity 7: Fill in the gap to find Noun, adjective, verb, and adverb. 4. Activity 8: Complete the information. Write T if the statement true and F if the	fo.blogspot.com, http://www.meritnation.com/ask-answer/question/describe-the-features-of-modern-city-singapore/work-life-and-leisure/2235999/ .www.asiarooms.com , www.flickrriver.com , chazpoetri.blogspot.com , www.membersvirtuals.com
---	---	---	---	---	--	--	---

			arrange the jumbled text to decide which is introduction, descriptions and conclusion. • The students find the simple present tense, noun, and adjective in each paragraph. • The students discuss main idea, detain information and comprehension based on the text. • The students discuss generic structure of descriptive text. • The students discuss		b) Description: describes parts, qualities, characteristics, etc. c) Conclusion • Language features : a. Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past Tense if the thing to be described does not exist anymore.	statement is false. Work in pairs. 5. Task 9: Find the adjectives in the following word search. Then lists your findings.	
--	--	--	--	--	---	--	--

			language features of descriptive text. • The students discuss tense dominantly used in descriptive text. Joint Construction of the Text (JCOT) • The students are divided into eight groups. • The students arrange the paragraphs into a good descriptive text. • The students find the main idea and supporting details of each paragraphs.				
--	--	--	--	--	--	--	--

			• The teacher gives the chance to the students to asks some questions. • The teacher answer the questions. • The teacher asks the students to exchange their work with their partner to do the correction. Independent Construction of the Text (ICOT) • The teacher reviews about the descriptive text to the students. • The students fill in the gap to find noun, adjective, verb				
--	--	--	--	--	--	--	--

			and adverb. • The students complete the information on Keukenhof Flower Park. Choose T if true and F if false. • The students find the adjectives in the following word search based on the text • The teacher explains how to revise the work. • The students correct the work. • The teacher give feedback after their finished their work.				
--	--	--	--	--	--	--	--

COURSE GRID

School : SMP Muhammadiyah 10 Yogyakarta
 Subject : Bahasa Inggris
 Class : VII
 Semester : 2
 Meeting : 4

STANDARD COMPETENCE	BASED COMPETENCE	GOAL	LEARNING ACTIVITIES	INDICATORS	LEARNING MATERIALS	ASSESMENTS	SOURCES, MEDIA, AND EQUIPMENTS
Understanding the meaning of the short functional texts and the simple essays in the form of descriptive and procedure related to the nearest environment	11.2 Responding the meaning and rhetorical steps with accurate, fluent in simple essays related to the nearest environment in the form of <i>descriptive</i> and <i>procedure</i>	Students are able to find some information from the descriptive text accurately	Main Activities Building Knowledge of the Field (BKOF) - The teacher does warming up by giving the picture of a squirrel and a cat and some questions. - The students pay attention to the picture and answer the questions. - The teacher asks the students to	Identify parts of a descriptive text. Identify language features of descriptive text. Identify the main idea and supporting details from the text.	Characteristics of Procedural Text <i>Procedural text</i> is a text that gives some clues of how to do something through a series of actions. - Goal / purpose: to give information what we need. - Material: things that you need to make an object. - Method / steps:	1. Activity 5: The following paragraphs are not in good order. Arrange the paragraphs into a good descriptive text based on the sequence of the following pictures. 2. Activity 6: Find the main idea and supporting details of each paragraph.	http://gambargambar.com/binatang/tupai.html , http://www.fanpop.com/clubs/animals/images/5370280/title/cat-photo http://lenyerlinda.blogspot.com https://sites.google.com/site/tamanbahasaku/Home http://myblogpelanginanie.blogspot.com

		ely and acceptably.	describe and compare the pictures. Modeling of the Text (MOT) - Teacher gives the tasks to students to arrange jumble text to decide which is introduction, descriptions and conclusion. - The students identify the sentences of simple present tense, noun and adjectives in each paragraph. Joint Construction of the Text (JCOT) - The students are divided into eight groups.		the information about making an object. Language feature: - Using imperative sentence: cut, don't, mix, stir, etc. - Using connectives like then, while, after that etc. - Adverbials to explain place and time accurately ex: for five minutes, 2 centimeters from the top, etc.	3. Activity 7: Fill in the gap to find Noun, adjectives, verb and adverb. 4. Activity 8: Complete the information. Write T if true and F if the statement is false. Work in pairs 5. Activity 9: Find the adjectives in the following word search. Then lists your findings	
--	--	---------------------	--	--	---	--	--

			• The students are given a jumbled text and are asked to arrange the paragraphs into a good descriptive text. • The students find the main idea and supporting details of each paragraph. • The teacher gives the chance to the students to ask some questions. • The teacher answers the questions. • The teacher the students to exchange their work with their				
--	--	--	---	--	--	--	--

			partner to do correction. Independent Construction of the Text (ICOT) • The teacher reviews about the descriptive text to the students. • The students fill in the gap to find noun, adjective, verb, and adverb. • The students complete the information based on the text. Choose T if true and F if false. • The students find the adjectives in the following search based on Kangaroo text.				
--	--	--	--	--	--	--	--

			• The teacher asks them to exchange their work with their friends. • The teacher explains how to revise the work. • The students correct the work. • The teacher give feedback after their finished their work.				
--	--	--	--	--	--	--	--

Appendix D

Lesson Plan

LESSON PLAN
SMP MUHAMMADIYAH 10 Yogyakarta

Subject	:	English
Education Level	:	junior High School
Grade	:	VII/2
Material Meeting	:	Procedure text
Language Skill	:	Reading
Theme	:	Cooking
Meeting	:	1
Time Allocation	:	2 x 45 minutes

I. COMPETENCE STANDARD

Understanding the meaning of the short functional texts and the simple essays in the form of descriptive and procedure related to the nearest environment

II. BASIC COMPETENCE

11.2 Responding the meaning and rhetorical steps with accurate, fluent in simple essays related to the nearest environment in the form of procedure text.

III. INDICATORS

- Students are able to identify parts of a procedure text.
- Students are able to identify language features of procedure text.
- Students are able to identify main idea and supporting detail each paragraph from the procedure text.

IV. GOAL

Students are able to understand and identify some information from the procedure text accurately and acceptably.

V. LEARNING MATERIALS

Characteristics of Procedural Text

- *Procedural text* is a text that gives some clues of how to do something through a series of actions.
- Goal / purpose: to give information what we need.
- Material: things that you need to make an object.
- Method / steps: the information about making an object.

Language feature:

Using imperative sentence: cut, don't, mix, stir, etc.

Using connectives like then, while, after that etc.

Adverbials to explain place and time accurately ex: for five minutes, 2 centimeters from the top, etc.

VI. METHOD

Text –Based Language Teaching 4 stages (Susan Feez)

VII. TEACHING AND LEARNING PROCESS

No.	Steps	Duration
1.	Introduction • The teacher greets the students. • The teacher asks the students to lead a prayer. • The teacher checks students' attendance.	
2	Main Activities Building Knowledge of the Field (BKOF) • The teacher does warming up by giving the picture of pancakes and red velvet cupcakes and some questions. (Activity 1 and 2) • The students pay attention to the picture and answer the questions. • Modeling of the Text (MOT) • The students rearrange jumbled text and write A, B, and C in of each paragraph to decide which is goal/purpose, materials and methods. Work in groups. (Activity 3) • The students find the use connectives, the used of imperative sentence and adverb of time in each paragraph. (Activity 4) • The students discuss main idea, detail information and comprehension questions in procedure text Joint Construction of the Text (JCOT) • The students are divided into eight groups. • The students are given a jumbled text and are asked to arrange the paragraphs into a good procedural text based on the sequence of the following pictures. (Activity 5) • The students find the main idea and supporting details of each paragraph. (Activity 6) • The teacher gives the chance to the students to ask some questions. • The teacher answers the questions. • The teacher asks the students to exchange their work with their partner to do the correction. Independent Construction of the Text (ICOT) • The teacher reviews about the procedure text to the students • The students are given an incomplete procedural text and asked to complete it.(Activity 7) • The students complete the information on Easy Cheesy Bread Rolls. Choose T if the statement is true and F if the statement false.	

	(Activity 8) • The students identify the verbs in the following word search based on the Easy Cheesy Bread Rolls. (Activity 9) • The teacher asks them to exchange their work with their friends. • The teacher give feedback after they finished their work.	
3	Closing • The teacher asks the students' problem. • The teacher reviews what the students have learned. • The teacher asks the students to submit their work. • The teacher ends the lesson.	

VIII. MEDIA, EQUIPMENT, AND SOURCE OF MATERIALS

<http://myblogpelanginanie.blogspot.com>, <http://sifaa-angel.blogspot.com>,
<http://family.go.com/food/recipe-ak-800442-red-velvet-cupcakes.t/>,
<http://family.go.com/food/recipe-ak-800440-easy-cheesy-bread-rolls-t/>,
<http://syifaisme.blogspot.com>.

IX. ASSESMENT

1. Activity 5: Arrange the paragraphs into a good procedural text based on the sequence following pictures.
2. Activity 6: Find the main idea and supporting details of each paragraph.
3. Activity 7: Complete the following sentence with the words in the box
4. Activity 8: Complete the information. Write T if the statement true and F if the statement is false. Work in pairs.
5. Activity 9: Find the verbs in the following word search. Then lists your findings.

Key Answer:

Scoring guide:

Score = every correct answer gets 10 points.

Total score: the correct answer x 10 = 200 points

Yogyakarta, 2 April 2013

Acknowledged by:

Teacher

Researcher

Tumaryanto, S.Pd.

Sri Wahyuni

Topic: procedure

BKOF

Activity 1

- Do you like cooking?
- What kind of food do you cook?
- Let me show you some pictures of delicious food.
- Look at the picture. Then answer the questions.



Source: <http://syifaisme.blogspot.com>

1. What is in the picture?
2. What kind of food is in this picture?
3. Do you like cooking or preparing dishes like in the picture?
4. Can you prepare your favorite food/drink yourself?

Activity 2



<http://family.go.com/food/recipe-ak-800442-red-velvet-cupcakes.t/>

1. What is food in the picture?
2. What kinds of food are in this picture?
3. Do you like cooking or preparing dishes like in the picture?
4. Can you prepare your favorite food/drink yourself?

MOT

Activity 3

Read the following jumbled text below and write A, B, and C in of each paragraph to decide which is goal/purpose, materials, and methods.

Goal/purpose A
Directions

Preheat the oven to 400 F. Line the cups of a muffin pan with 12 paper liners. Melt the chocolate in a bowl over a pan of just simmering water, stirring occasionally. Put the remaining ingredients into the bowl of an electric mixer and mix together until just combined, then add the melted chocolate.

Spoon the batter into the prepared muffin pan. Bake for 20 minutes until well risen and firm to the touch. Let cool in the pan for a few minutes then transfer to a wire rack to cool completely.

To make the frosting, scrape the vanilla seeds from the beans into a bowl, then add the butter and cream cheese. Beat well, and then gradually add the confectioners' sugar 1/4 cup at a time until the icing is smooth.

Once the cakes are cool, pipe the frosting on top of the cakes using a large star tip.

Materials B
Red Velvet Cupcakes

By Annabel Karmel

Methods
Ingredients

cupcakes

1/2- 4 ounce bar good quality semi-sweet chocolate, 1/4 cup chips

1/2 stick softened butter, 1/4 cup

1/3 cup packed dark brown sugar

2 large eggs

1/4 cup sour cream

3/4 cup self-rising flour

1 teaspoon baking powder

pinch salt

2 heaping tablespoons dried cranberries, tossed in a little self-rising flour to coat

2 teaspoons red food coloring

Frosting

2 vanilla beans

2 sticks (1 cup) softened butter

8 ounces cream cheese, in brick form, not whipped

4 cups sieved confectioners' sugar

Activity 4

Find the verb of connectives, of imperative, and adverb of time.

Red Velvet Cupcakes

By [Annabel Karmel](#)

Ingredients

Cupcakes

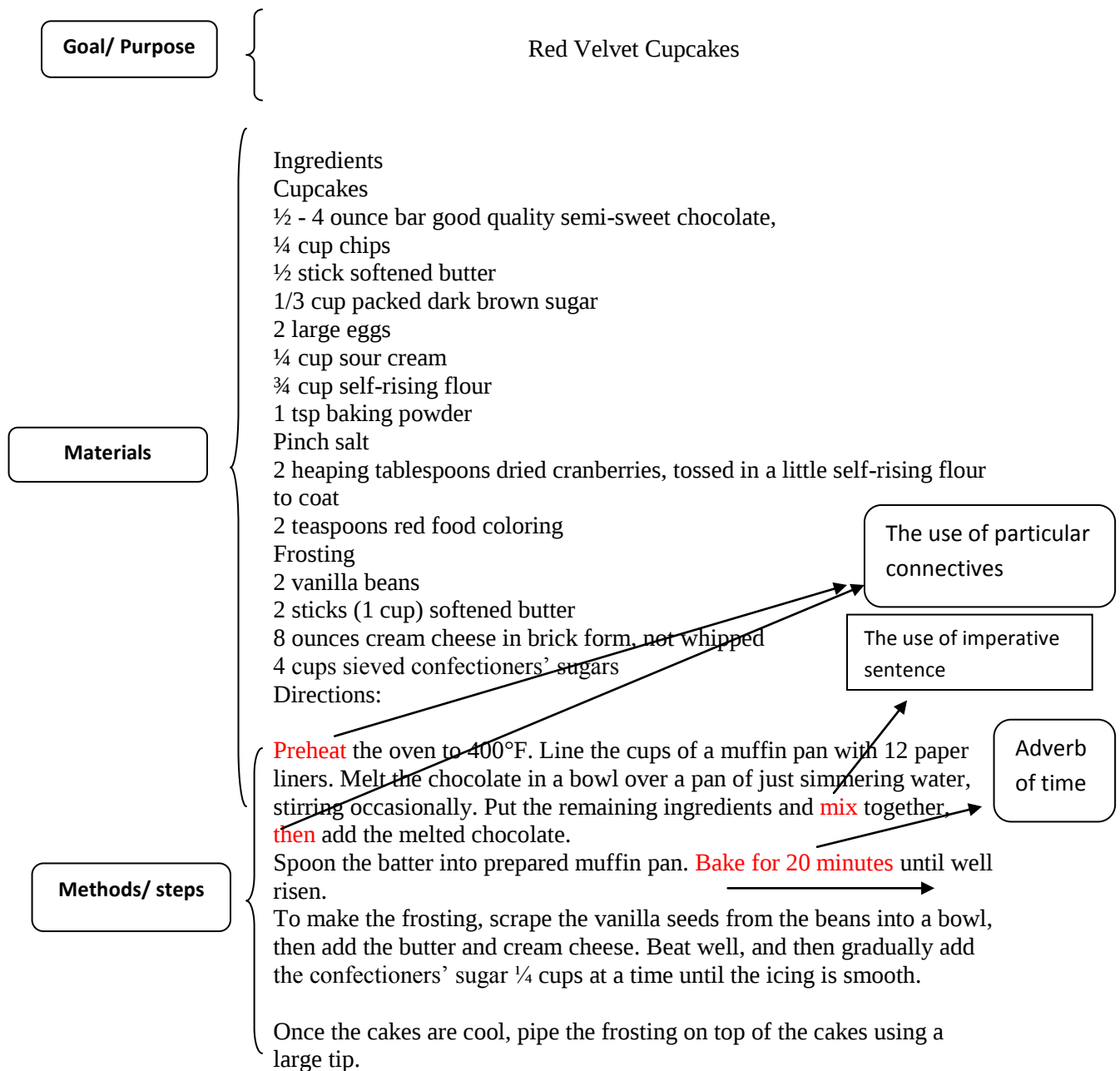
1/2- 4 ounce bar good quality semi-sweet chocolate, 1/4 cup chips
 1/2 stick softened butter, 1/4 cup
 1/3 cup packed dark brown sugar
 2 large eggs
 1/4 cup sour cream
 3/4 cup self-rising flour
 1 teaspoon baking powder
 pinch salt
 2 heaping tablespoons dried cranberries, tossed in a little self-rising flour to coat
 2 teaspoons red food coloring

Frosting

2 vanilla beans
 2 sticks (1 cup) softened butter
 8 ounces cream cheese, in brick form, not whipped
 4 cups sieved confectioners' sugar

Directions

- Preheat the oven to 400 F. Line the cups of a muffin pan with 12 paper liners. Melt the chocolate in a bowl over a pan of just simmering water, stirring occasionally. Put the remaining ingredients into the bowl of an electric mixer and mix together until just combined, then add the melted chocolate.
- Spoon the batter into the prepared muffin pan. Bake for 20 minutes until well risen and firm to the touch. Let cool in the pan for a few minutes then transfer to a wire rack to cool completely.
- Make the frosting, scrape the vanilla seeds from the beans into a bowl, then add the butter and cream cheese. Beat well, and then gradually add the confectioners' sugar 1/4 cup at a time until the icings is smooth.
- Once the cakes are cool, pipe the frosting on top of the cakes using a large star tip.



Procedure Text

Procedure text is a text that gives some clues of how to do something through a series of actions.

- Goal / purpose: to give information what we need.
- Material: things that you need to make an object.
- Method / steps: the information about making an object.

Language feature:

Using imperative sentence: cut, don't, mix, stir, etc.

Using connectives like then, while, after that etc.

Adverbials to explain place and time accurately ex: for five.

Table of imperative sentence

Imperative verbs	Nouns	Adverbs
Cut up	A banana	Into small slices
Put	Them	On one of the pieces of the bread
Pour	Some honey	Over the bananas
Put	The other piece of bread	On top
Wash	The vegetables	Gently
Boil	Two cups of water	In a pan
Stir	The mixture	Well
put	The cake	On a plate
mix	The eggs, the sugar, and the flour	In a bowl

JCOT

Activity 5

The following paragraphs are not in a good order. Arrange the paragraphs into a good procedural text based on the sequence of the following pictures.

Easy Cheesy Bread Rolls

Makes 8 rolls (or 16 mini rolls). Bake at 400°

To make: 1 hour

To rise: 45 minutes

To bake: 12-14 minutes

You Will Need:

1 envelope fast-acting yeast

1 tsp sugar

2/3 cup warm water

1/2 cup aged cheddar cheese

1/2 cup parmesan cheese

1 2/3 cups white bread flour, plus extra for dusting

1/4 tsp salt

1 tbsp sunflower or olive oil

1 egg

Sesame seeds, sunflower seeds, pumpkin seeds, and poppy seeds

Picture A



Make the balls. Divide the dough into 8 pieces (or 16 for mini rolls) and form each one into a ball. Put on a lightly oiled cookie sheet, about 2 inches apart, and press down slightly.

Picture B



Brush with egg. Beat the egg with a pinch of salt. Uncover the rolls and brush the tops with a little of the beaten egg. Sprinkle them with seeds, then put them in the oven.

Bake the rolls for 12-14 minutes.

Picture C



Remove from oven, and enjoy!

Picture D



Pat dough in circle. Pat the dough out into a circle about 8 inches across. Spread the grated cheeses over it, then fold the dough in half.

Picture E



Fold in the cheese. Fold in half again, so that the cheese is enclosed. Knead for 1-2 minutes more to work in the cheese.

Picture F



Knead until smooth. Turn onto a floured surface and knead until smooth -- this will take about 10 minutes. Use the heel of your hand to work the dough.

Picture G



Mix flour and yeast. Put the flour in large bowl and stir in the salt. Make a dip in the center and add the oil and the yeast liquid (this should be frothy).

Picture H



Make the dough. Add the rest of the water and mix to a soft dough. Add a teaspoon of extra water if the dough is dry.

Picture I



Start with yeast. Put the yeast in a small bowl with the sugar. Add 3 tbsp of water and stir to dissolve the yeast. Leave to stand for 5 minutes.

Picture J



Grate the cheese (ask an adult to help). Meanwhile, grate the cheddar cheese on the large holes of a box grater, and grate the parmesan using the fine holes. Be careful!

Source: <http://family.go.com/food/recipe-ak-800440-easy-cheesy-bread-rolls->

Activity 6

Then find the main idea and supporting details of each paragraph

Main idea paragraph A

Start with yeast.

Supporting details

Put the yeast in small bowl with the sugar, add 3 tbsp of water, and leave for 5 minutes

Main idea paragraph B

Supporting details

Main idea paragraph C

Supporting details

Main idea paragraph D

Supporting details

Main idea paragraph E

Supporting details

Main idea paragraph F

Supporting details

Main idea paragraph G

Supporting details

Main idea paragraph H

Supporting details

Main idea paragraph I

Supporting details

Main idea paragraph J

Supporting details

(Source:<http://family.go.com/food/recipe-ak-800440-easy-cheesy-bread-rolls->)

Comprehension questions:

1. How long is to make this food?
2. What are the ingredients of making Easy Cheesy Bread Rolls?
3. What is the first step to make easy cheesy bread rolls?
4. How to make a dough?
5. What are the next steps after making the balls?

ICOT

Activity 7

Complete the sentences with the suitable words in the box.

Fry	grind	garnish
Chop	heat	grill
Cut	peel	cook
Bake		

1. Father ... beef and fish in the yard.
2. Don't forget to ... the fried rice with cucumber, lettuce and tomato.
3. Be careful when you ... onions, the knife is very sharp.
4. ... up garlic into a very thin pieces.
5. ... up vegetables into small pieces.
6. ... the oil in a frying pan.
7. Mrs Woro is very famous for her delicious...d brownies.
8. ... the spices until aromatic.
9. At twelve o'clock, you must ... rice for lunch.
10. ... together onion, chilies and terasi.

Activity 8

Read the following statements based on the Easy Cheesy Bread Rolls text. Write T if the statement is true and F if the statement is false. Correct the false statements. Look the example.

No.	Statement	T/F	correction
1.	To make easy cheesy bread roll you need 2 hours	F	To make cheesy bread rolls is 1 hour
2.	To make 8 rolls (or 16 mini rolls). Bake at 400°F		
3.	Put the flour in a small bowl with the sugar		
4.	Divide the dough into 9 pieces.		
5.	Beat the egg with a pinch of salt. Uncover the rolls and brush the tops with a little of the beaten egg.		

Activity 9

Find the verbs in the following word search based on the Easy Cheesy Bread Rolls text, and list your findings.

P	A	R	B	P	P	R	E	S	S
W	U	Q	E	H	S	S	G	P	P
F	E	T	A	Y	T	K	F	R	R
G	R	A	T	E	I	N	O	E	I
H	Z	D	L	U	R	E	L	A	N
B	C	D	X	L	D	A	D	D	K
N	D	S	M	I	X	D	O	S	L
B	R	U	S	H	K	A	P	M	E

- | | |
|--------|---------|
| 1. Mix | 7. ... |
| 2. ... | 8. ... |
| 3. ... | 9. ... |
| 4. ... | 10. ... |
| 5. ... | 11. ... |
| 6. ... | 12. ... |

LESSON PLAN
SMP MUHAMADIYAH 10 Yogyakarta

Subject	:	English
Education Level	:	junior High School
Grade	:	VII/2
Material Meeting	:	Procedure text
Language Skill	:	Reading
Theme	:	Manual
Meeting	:	2
Time Allocation	:	2 X 45 minutes

I. COMPETENCE STANDARD

Understanding the meaning of the short functional texts and the simple essays in the form of descriptive and procedure related to the nearest environment

II BASIC COMPETENCE

11.2 Responding the meaning and rhetorical steps with accurate, fluent in simple essays related to the nearest environment in the form of procedure text.

III. INDICATORS

- Students are able to identify parts of a procedure text.
- Students are able to identify language features of procedure text.
- Students are able to find the verb in the context of procedure text.

IV. GOAL

Students are able to understand and find some information from the procedure text accurately and acceptably.

V. LEARNING MATERIALS

Characteristics of Procedural Text

Procedural text is a text that gives some clues of how to do something through a series of actions.

- Goal / purpose: to give information what we need.
- Material: things that you need to make an object.
- Method / steps: the information about making an object.

Language feature:

Using imperative sentence: cut, don't, mix, stir, etc.

Using connectives like then, while, after that etc.

Adverbials to explain place and time accurately ex: for five minutes, 2 centimeters from the top, etc.

VI. METHOD

Text –Based Language Teaching 4 stages (Susan Feez)

VII. TEACHING AND LEARNING PROCESS

No.	Steps	Duration
1.	Introduction • The teacher greets the students. • The teacher asks the students to lead a prayer. • The teacher checks students' attendance.	
2	Main Activities Building Knowledge of the Field (BKOF) • The teacher does warming up by giving the picture of I phone and Apple tablet and some questions. (Activity 1 and 2) • The students pay attention to the picture and answer the questions. • Modeling of the Text (MOT) • The students rearrange jumbled text and write A, and B, in of each paragraph to decide which is goal/purpose, materials and methods. Work in groups (Activity 3) • The students find the use of connectives, the used of imperative sentence and adverb of time in each paragraph. (Activity 4) • The students discuss main idea, detail information and comprehension questions in procedure text Joint Construction of the Text (JCOT) • The students are divided into eight groups. • The students are given a jumbled text and are asked to arrange the paragraphs into a good procedural text based on the sequence of the following pictures. (Activity 5) • The students read the following information, and then find the answer to the following questions. (Activity 6) • The teacher gives the chance to the students to ask some questions. • The teacher answers the questions. • The teacher asks the students to exchange their work with their partner to do the correction. Independent Construction of the Text (ICOT) • The teacher reviews about the procedural text to the students • The students are given an incomplete procedural text and asked to complete it.(Activity 7) • The students complete the information on withdrawing cash with an ATM card text. Choose T if the statement is true and F if the statement false. (Activity 8) • The teacher asks them to exchange their work	

	with their friends. • The students correct the work. • The teacher give feedback after their finished their work.	
3	Closing • The teacher asks the students' problem. • The teacher reviews what the students have learned. • The teacher ends the lesson.	

VIII. MEDIA, EQUIPMENT, AND SOURCE OF MATERIALS

Violasagita.blogspot.com,
 Apple tab Gadgetsduania.com,
<http://globalunlock.com/phones/public/cart/buynow/3054>
<http://www.wikihow.com/Make-an-Email>,
<http://www.wikihow.com/Use-an-ATM>,

IX. ASSESMENT

1. Activity 5: Arrange the paragraphs into a good procedural text based on the sequence following pictures.
2. Activity 6: read the following information, and then find the answer to the following questions.
3. Activity 7: Complete the procedure text below with appropriate words.
4. Activity 8: Complete the information. Write T if the statement true and F if the statement is false. Work in pairs.

Key Answer:

Scoring guide:

Score = every correct answer gets 10 points.

Total score: the correct answer x 10 = 200 points

Yogyakarta, 3 April 2013

Acknowledged by:

Teacher

Researcher

Tumaryanto, S.Pd.

Sri Wahyuni

Topic: procedure

BKOF

- Do you have a cell phone?
- Do you know how to operate it?
- Do you know how to change SIM card?
- Let me show you some pictures of how to operating something.

Activity 1



Violasagita.blogspot.com

1. What is in the picture?
2. What should we do first to operate an Apple4?
3. How to take pictures from this Apple4?
4. How do we first to change SIM card?

Activity 2

Look at the picture. Then answer the questions.



Apple tab Gadgetsduania.com

1. What is in the picture?
2. What should we do first to operate a Tablet?
3. What should we do to take picture using this Tablet?

MOT

Activity 3

Read the following jumbled text below and write A and B in of each paragraph to decide which one is goal/ purpose, materials, and methods. Then answer the comprehension questions.

Goal/purpose A

- Here are step by step Instructions for a Vodafone Italy Blackberry 9000
- Insert ANY SIM card (can be active or inactive)
 - Go to Setting Menu
 - Go to Options
 - Go to Advanced Options
 - Go to SIM card
 - Type MEPD using your blackberry keyboard (NOTE: you will not see any text appear on the screen while typing MEPD)
 - TYPE MEP(Alt + 2) (M E P, Then type Alt key, then 2)
 - You should be presented with a prompt "Enter Network MEP Code". Type in the 16 or 8 digit unlock you can get from the link below.
 - Your phone is now unlocked

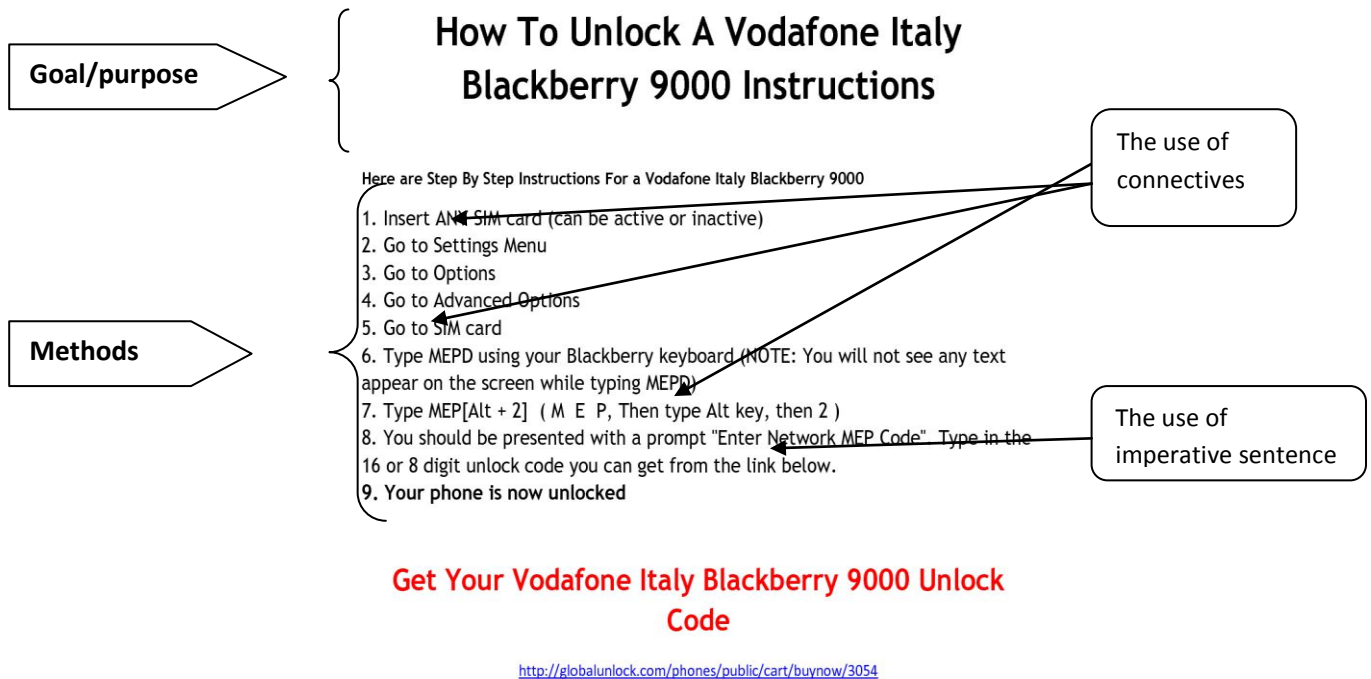
Methods B

How to Unlock A Vodafone Italy Blackberry 9000 instructions

Comprehension questions

1. How many steps instructions for unlock a Vodafone Blackberry 9000?
2. Is the SIM card only one provider?
3. What is the note when using your Blackberry keyboard?
4. What is the step to presented with a prompt?
5. Find the verb of connectives, and imperative based from the text.

Activity 4



This is the safest and easiest method for unlocking a Vodafone Italy Blackberry 9000 Phone



www.docstoc.com

Procedural text

Procedural texts are part of our daily life. They tell us how something is done through steps or actions. The examples are when we follow the instructions of a recipe on television, read manual on, how to turn on computer, etc.

The structure of procedure text:

- Goal/ purpose
- How to Unlock A Vodafone Italy Blackberry 9000 instructions
- Materials (precise information, how long, how many, what type).
- Methods : what to do
 - Here are step by step Instructions for a Vodafone Italy Blackberry 9000
 - Insert ANY SIM card (can be active or inactive)
 - Go to Setting Menu
 - Go to Options
 - Go to Advanced Options
 - Go to SIM card
 - Type MEPD using your blackberry keyboard (NOTE: you will not see any text appear on the screen while typing MEPD)
 - TYPE MEP(Alt + 2) (M E P, Then type Alt key, then 2)
 - You should be presented with a prompt "Enter Network MEP Code". Type in the 16 or 8 digit unlock you can get from the link below.
 - Your phone is now unlocked
 - The frame (Commands, details how, with what)
 - You should be presented with a prompt "Enter Network MEP Code". Type in the 16 or 8 digit unlock you can get from the link below.
- The covering (where, action verbs)
 - Your phone is now unlocked

JCOT

Activity 5

The following paragraphs are not in a good order. Arrange the paragraphs into a good procedural text based on the sequence of the following pictures.

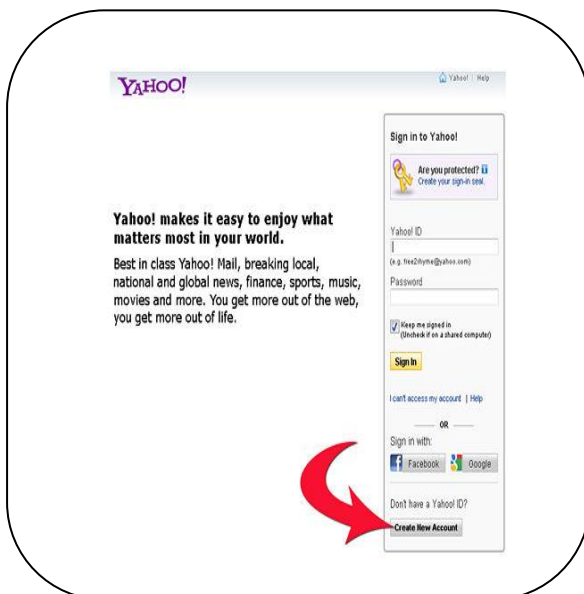
How to make an Email

Picture A



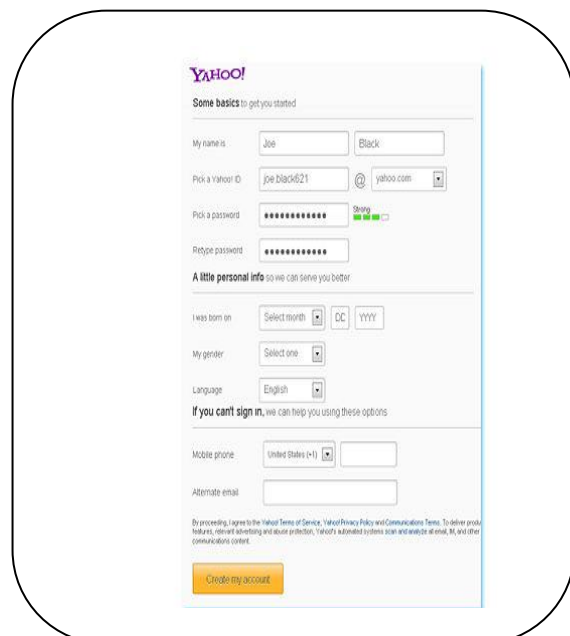
Congratulations! You have now created an email address!

Picture B



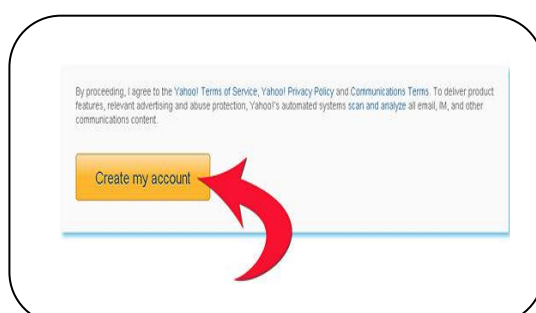
After filling out the required information, you should read over the service agreement and click the box saying that you agree to abide by the email system's rules. And then you should click the Submit or Enter button at the bottom of the screen.

Picture C



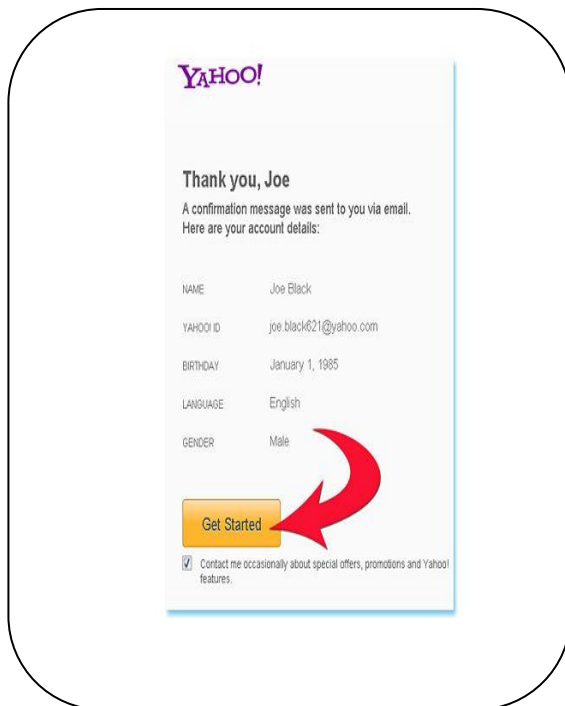
Tell your friends and family about your new email, start chatting with friends and family.

Picture D



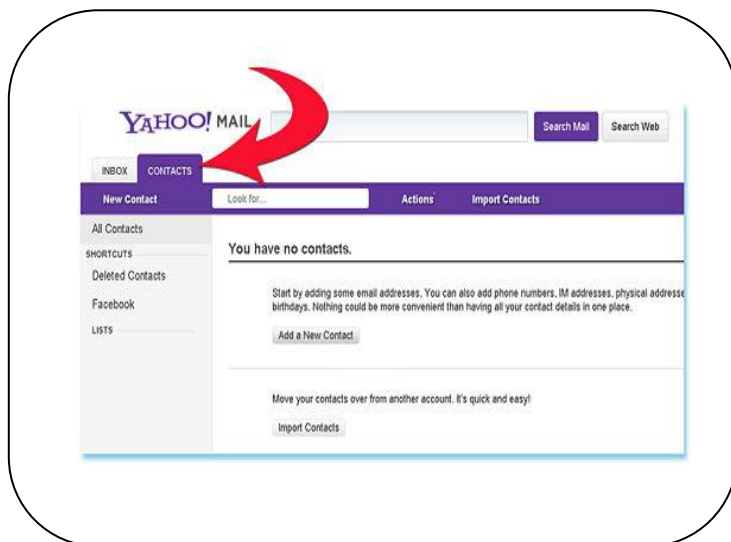
Find where to sign up. Usually, there is a small link image or text that says "register" or "sign up", although you may have to go to the login page to find this.

Picture E



Follow all the instructions on the page, filling out all the needed details. In some cases, you may feel uncomfortable letting out certain information.

Picture F



Visit a website that offers an email service. Notable ones are yahoo.com, google.com, and hotmail.com, all of which are free forever.

<http://www.wikihow.com/Make-an-Email>

Activity 6

Read the following information, and then find the answer to the following questions.

Withdrawing cash with an ATM card.Steps:

1. Read the directions.
2. Put your card into the slot.
3. Punch in your personal Identification number (PIN).
4. When the choices appear, select “withdrawal from checking.”
5. Enter the amount that you want to withdraw.
6. When your money appears, remove it.
7. When the machine asks if you are finished, press “yes”
8. Take out the receipt.
9. Take your card.

<http://www.wikihow.com/Use-an-ATM>

- Main idea of the text

What does this text tell us about?

Answer the question based on the text above.

1. What do you do after you put the card into slot when you want to withdraw money with ATM?

- | | |
|-------------------------------------|---|
| a. Read the direction | b.punch in the pin |
| c. put the card again into the slot | d. select the “withdrawal from the checking”. |

2. “When your money appears, remove it”. The word “it” here refers to....

- a. The machine we use to withdraw money.
- b.The amount of money we withdraw from the ATM.
- c. The receipt we get from the machine.
- d. The card we get after we insert into the slot.

3. When we have got the money we want to withdraw, What do we get?

- | | |
|---------------------------------|--------------|
| a. Our ATM card. | b. A new pin |
| c. “yes” code from the machine. | d. A receipt |

4. What is the goal of the text above?

- | | |
|---|----------------------------|
| a. How to save money with ATM | b. How to operate an ATM |
| c. How to withdraw money with an ATM card | d. How to use the ATM card |

4. “Take your card” From this sentences, we know that the card will....

- a. come out automatically
- b. fall down from the machine
- c. be in the machine all the time
- d. pop out after long time.

ICOT

Activity 7

Complete the procedure text below with appropriate words.

First, ... (1) ... the menu

- | | | | |
|----------|---------|---------|---------|
| a. close | b. send | c. open | d. type |
|----------|---------|---------|---------|

Then click messaging icon and open it.

Click new message

After that click “Type message” three choices will ... (2) ...; choose “short message”.

- a. show b. click c. appear d. write
- Then type the recipient or phone number.
- ...(3)... click "select" and choose send
- a. then b. after c. and d. whiles

Activity 8

Read the following statements based on Withdrawing cash with an ATM card text. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No.	statements	T/F	correction
1.	You cannot put the card into the slot	F	You put the card into the slot
2.	Punch in your friends identification number		
3.	Enter the money that you want		
4.	Press yes if the machine asks you're finished		
5.	Take out the receipt and your card		

Activity 9

Find the verbs in the following word search in previous text.

A	K	R	E	A	D	N	P	D
W	S	Y	E	H	O	G	R	C
E	E	T	P	M	P	D	E	L
S	L	E	U	J	O	G	S	I
D	E	N	T	E	R	V	S	C
C	C	F	L	K	U	L	E	K
X	T	A	K	E	Y	K	R	D
Z	V	G	P	U	N	C	H	F

- | | |
|--------|--------|
| 1. Put | 6. ... |
| 2. ... | 7. ... |
| 3. ... | 8. ... |
| 4. ... | |
| 5. ... | |

LESSON PLAN
SMP MUHAMADIYAH 10 Yogyakarta

Subject	:	English
Education Level	:	junior High School
Grade	:	VII/2
Material Meeting	:	Descriptive text
Language Skill	:	Reading
Theme	:	Places
Meeting	:	3
Time Allocation	:	2 x 45 minutes

I. COMPETENCE STANDARD

Understanding the meaning of the short functional texts and the simple essays in the form of descriptive and procedure related to the nearest environment.

II. BASIC COMPETENCE

11.2 Responding the meaning and rhetorical steps with accurate, fluent in simple essays related to the nearest environment in the form of descriptive text.

III. INDICATORS

- Students are able to identify parts of a descriptive text.
- Students are able to identify language features of descriptive text.
- Students are able to use the text again to understand the text.

IV. GOAL

Students are able to understand and find some information from the descriptive text accurately and acceptably.

V. LERNING MATERIALS

The descriptive text is a kind of text with a purpose to give information. The context of this kind text is description of particular thing, animal, person, or others.

- The purpose of descriptive text is: to describe a particular thing, animal, person, or others.
- Generic structure of descriptive text :
 - Identification: identifies phenomenon to be described.
 - Description: describes parts, qualities, characteristics, etc.
 - Conclusion
 - Language features :
- Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past Tense if the thing to be described does not exist anymore.

Significant Grammatical Features :

- Nouns for example: teacher, house, my
- Simple Present Tense
- Adjectives have the characteristics of describing, numbering, classifying, for example: two strong legs, two white fangs, etc.

The simple present tense is used to describe things that are generally true.

For third person singular (he/she/it verb), add –s/es to the base form of most verbs.

Examples:

Add –es to the base form if the verb ends in –s, -sh, -ch, or –x and for the verbs go and do.

do→does

miss→misses

fix→fixes

go→goes

watch→watches

Change –y into –I and then add –ess if the base form ends in consonant –y.

study→studies

try → tries

singular	plural	description
One bird	Two birds	To make most noun plural, add-s
One street	Two streets	
One dish	Two dishes	Add-es to noun en in -sh, -ch, -ss, and –x
One match	Two matches	
One box	Two boxes	If a noun end in a consonant –y, change the y to I and add –es
One city	Two cities	
One shelf	Two shelves	If a noun ends in –fe or f, change the ending to ves. Excp :beliefs, chiefs, roofs.
One zoo	Two zoos	
One woman	Two women	Some nouns have irregular plural form
One bacterium	Two bacteria	
One phenomenon	Two phenomena	Some nouns that English has borrowed from other language have foreign language

VI. METHOD

Text-based language teaching, 4 stages (Susan Feez).

VII. TEACHING AND LEARNING PROCESS

No.	Steps	Duration
1	Introduction - The teacher greets the students. - The teacher asks the students to lead a prayer. - The teacher checks students' attendance.	
2	Main Activities Building Knowledge of the Field (BKOF) The teacher does warming up by giving the picture of Merlion and Universal Studio and some questions. (Activity 1 and 2)	

	• The students pay attention to the picture and answer the questions. • The teacher asks the students to describe and compare the pictures Modeling of the Text (MOT) • The students rearrange jumbled text and write A, B, C and D in of each paragraph to decide which is introduction, descriptions, and conclusion. (Activity 3) • The students find the Simple Present Tense, Noun and adjectives in each paragraph. (Activity 4) • The students discuss main idea, detail information and comprehension questions in descriptive text • The students discuss generic structure of descriptive text. • The students discuss language features of descriptive text. • The students discuss tenses dominantly used in descriptive text. Joint Construction of the Text (JCOT) • The students are divided into eight groups. • The students arrange the paragraphs into a good descriptive text based on the sequence of the following pictures. (Activity 5) • The students find the main idea and supporting details of each paragraph. (Activity 6) • The teacher gives the chance to the students to ask some questions. • The teacher answers the questions. • The teacher asks the students to exchange their work with their partner to do the correction. Independent Construction of the Text (ICOT) • The teacher reviews about the descriptive text to the students • The students fill in the gap to find noun, adjective, verb, and adverb.(Activity 7) • The students complete the information on Keukenhof Flower Park. Choose T if the statement is true and F if the statement false. (Activity 8) • The students find the adjectives in the following word search based on the Losari Beach text. (Activity 9) • The teacher asks them to exchange their work with their friends. • The teacher explains how to revise the work. • The students correct the work. • The teacher give feedback after their finished their work.	
3	Closing • The teacher asks the students' problem. • The teacher reviews what the students have learned. • The teacher asks the students to submit their work. • The teacher ends the lesson.	

VIII. MEDIA, EQUIPMENT, AND SOURCE OF MATERIALS

<http://en.wikipedia.org>), <http://www.indotravelinfo.blogspot.com>,
<http://www.meritnation.com/ask-answer/question/describe-the-features-of-modern-city-singapore/work-life-and-leisure/2235999/>, www.asiarooms.com,
www.flickrriver.com, chaz-poetri.blogspot.com, www.membervirtuals.com

IX. ASSESMENT

1. Activity 5: Arrange the paragraphs into a good descriptive text based on the sequence following pictures.
2. Activity 6: Find the main idea and supporting details of each paragraph.
3. Activity 7: Fill in the gap to find Noun, adjective, verb, and adverb.
4. Activity 8: Complete the information. Write T if the statement true and F if the statement is false. Work in pairs.
5. Task 9: Find the adjectives in the following word search. Then lists your findings.

Key Answer:

Scoring guide:

Score = every correct answer gets 10 points.

Total score: the correct answer x 10 = 200 points

Yogyakarta, 5 April 2013

Acknowledged by:

Teacher

Researcher

Tumaryanto, S.Pd.

Sri Wahyuni

Topic: descriptive text

BKOF

- Have you been overseas?
- Which country do you want to visit?
- Let me show you some pictures of beautiful places in other country.

Activity 1

Look at the picture. Then answer the questions.



Source :jalanjalanterus.wordpress.com

1. What is in the picture?
2. Where is it located?
3. Have you ever been there?
4. Can you describe it?

Activity 2

Look at the picture. Then answer the questions.



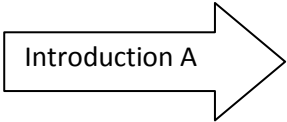
Source: www.1000lonelyplaces.com

1. What is in the picture?
2. Where is it located?
3. Have you ever been there?
4. Can you describe it?

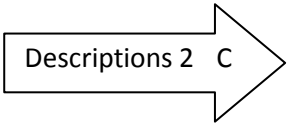
MOT

Activity 3

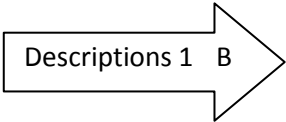
Read the following jumbled text below, and write A, B, C or D in of each paragraph to decide which is introduction, descriptions, and conclusion. Then answer the following comprehension questions.


Introduction A

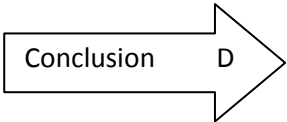
Well, since Singapore lies near the equatorial line, of course, it has a tropical climate, with a nice weather in both dry and rainy season.


Descriptions 2 C

Now, let me tell you about the old section of the city. In Chinatown, there are rows of old shop houses. The government buildings in Singapore are also very unique and antique. They date from the British colonial days. Shopping! Wow, this is the part that I like very much!


Descriptions 1 B

Singapore is famous for its many good shopping centers. Most of the goods are duty free. It's a heaven for shoppers! What about food? Ummm ..yummy..yummy. It's delicious. Singapore's restaurants provide Chinese, Indian, Malay, and European food, and the prices are quite reasonable. I bet you'll like it.


Conclusion D

Singapore is an island city. Its population is about three millions people. Most Singaporeans live in high-rise apartments. Singapore is a beautiful city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of tall and new buildings.

Activity 4

Analysis each paragraph. Find the Simple Present Tense, Noun and adjectives.

Singapore city

Introduction	<u>Singapore is an island city.</u> Its population is about three millions people. Most <u>Singaporeans live in high-rise apartments.</u> Singapore is a <u>beautiful</u> city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of tall and new buildings.
Descriptions a	Now, let me tell you about the old section of the city. In Chinatown, there are rows of old shop houses. <u>The government buildings</u> in Singapore are also very <u>unique</u> and <u>antique</u>. They date from the British colonial days. Shopping! Wow, this is the part that I like very much!
Descriptions b	<u>Singapore is famous for its many good shopping centers.</u> Most of the goods are duty free. It's a heaven for shoppers! What about food? Uhhh ..yummy..yummy. It's delicious. Singapore's restaurants provide Chinese, Indian, Malay, and European food, and the prices are quite <u>reasonable</u>. I bet you'll like it.
Conclusion	Well, since Singapore lies near the equatorial line, of course, it has a tropical <u>climate</u>, with a nice weather in both dry and rainy season.

<http://www.meritnation.com/ask-answer/question/describe-the-features-of-modern-city-singapore/work-life-and-leisure/2235999/>

Form plural of noun

Singular	Plural	Description
One bird	Two birds	To make most nouns plural, add –s
One street	Two streets	
One dish	Two dishes	
One match	Two matches	Add –es to nouns end in –sh,ch, -ss, and-x
One box	Two boxes	
One city	Two cities	
One shelf	Two shelves	If a noun end in a consonant –y, change the y to I and add –es
One zoo	Two zoos	
One woman	Two women	
One bacterium	Two bacteria	If a noun ends in –fe or –f, change the ending to –ves.excp:beliefs, chiefs,roofs,cuffs.
One phenomenon	Two phenomena	
		The plural form of nouns ends in –o sometimes –oes and sometimes –os.
		Some nouns have irregular plural forms.
		Some nouns that English has borrowed from other languages have foreign language.

Descriptive texts

The descriptive text is a kind of text with a purpose to give information. The context of this kind text is description of particular thing, animal, person, or others.

- The purpose of descriptive text is to describe a particular thing, animal, person, or others.
- Generic structure of descriptive text :
- Identification: identifies phenomenon to be described.
- Description: describes parts, qualities, characteristics, etc.
- Conclusion
- Language features :
- The use of particular noun :
- The government buildings
- The use of Simple Present Tense :
- Singapore is an island city
- Singaporeans live in high-rise apartments
- Singapore is famous for its many good shopping centers.
- The use of adjectives : beautiful
Unique
Antique
Reasonable

The simple present tense is used to describe things that are generally true. For third person singular (he/she/it verb), add -s/es to the base form of most verbs. Examples:
Add -es to the base form if the verb ends in -s, -sh, -ch, or -x and for the verbs go and do.
do→does miss→misses fix→fixes
go→goes watch→watches
Change -y into -I and then add -ess if the base form ends in consonant -y.
study→studies try → tries

JCOT

Activity

Picture A

The following paragraphs are not in a good order. Arrange the paragraphs into a good descriptive text based on the sequence of the following pictures.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze.



Picture B



In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel. and Pantai Gabura Hotel.

Picture C



Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Picture D



The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

(Adapted from indotravelinfo.blogspot.com)

Activity 6

Then find the main idea and supporting details of each paragraph.

Main idea paragraph 1

Losari beach is a beautiful beach and located on the edge city of Makassar.

Supporting details

Located only 3 kilometers from the center of Makassar

Sunset

Scenery is absolutely perfect

Main idea paragraph 2

Supporting details

Main idea paragraph 3

Supporting details

Main idea paragraph 4

Supporting details

Comprehension questions:

1. What is the main idea of the text?
2. Where is Losari beach located?
3. What attraction does Losari beach offer?
4. Based on the text, how long is Losari beach?
5. What the place is often used as a resource jet ski, boat races and traditional boat jolloro katinting?
6. What is the name of that place where the children can play and run?
7. How many hotels does the writer mention?
8. According to the text, we may conclude that Losari beach is suitable for whom?

ICOT

Activity 7

Fill in the gap to find Noun, Adjective, Verb, and Adverb.

Known: Noun

largest; adj

approximately:

adv

depend: verb

view: noun

Beautiful; adj

Keukenhof Flower Park

Keukenhof Flower Park is also 1) known as the Garden of Europe. It is situated near Lisse., Netherlands. It is the world's 2) _____ flower garden. Keukenhof is more than 150 years old. Its first grounds were founded around 1840.

Everyone who loves flowers knows keukenhof Flower Park. There are so many kinds of 3) _____ flowers. There are 4) _____ 54,520 acres of parkland planted with tulips and other bulbs. Keukenhof is open from the last week of March to mid- may. The best time to 5) _____ the tulips is around mid-April. However, it 6) _____ on the weather. In seven weeks keukenhof has about 800,000 visitors.

<http://www.rearviewmirror.tv/holland-tulip-festival/>

Activity 8

Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Look the example.

No.	Statement	T/F	Correction
1.	Keukenhof Flower park known as the Garden of Singapore.	F	Keukenhof Flower Park is known as the Garden of Europe.
2.	It is more than 150 years old.		
3.	Many kinds of beautiful flowers in keukenhof Flower Park.		
4.	Open from the last month of march.		
5.	In seven weeks it has 800.000 visitors.		

Activity 9

Find the adjectives in the following word search based on the Losari Beach text, and list your findings.

C	L	E	A	N	F	P
H	S	Q	U	M	O	E
A	B	M	G	T	L	R
R	W	E	A	D	P	F
M	R	T	L	L	K	E
Q	U	I	E	T	L	C
B	E	A	U	T	Y	T

1. Clean
2. ...
3. ...
4. ...
5. ...
6. ...

LESSON PLAN
SMP MUHAMADIYAH 10 Yogyakarta

Subject	:	English
Education Level	:	junior High School
Grade	:	VII/2
Material Meeting	:	Descriptive text
Language Skill	:	Reading
Theme	:	Animals
Meeting	:	4
Time Allocation	:	2 x 45 minutes

I. COMPETENCE STANDARD

Understanding the meaning of the short functional texts and the simple essays in the form of descriptive and procedure related to the nearest environment.

II. BASIC COMPETENCE

11.2 Responding the meaning and rhetorical steps with accurate, fluent in simple essays related to the nearest environment in the form of descriptive text.

III. INDICATORS

- Students are able to identify parts of a descriptive text.
- Students are able to identify language features of descriptive text.
- Students are able to identify the main idea and supporting details from the text.

IV. GOAL

Students are able to understand and find some information from the descriptive text accurately and acceptably.

V. LEARNING MATERIALS

- The descriptive text is a kind of text with a purpose to give information. The context of this kind of text is description of particular thing, animal, person, or others.
- The purpose of descriptive text is: to describe a particular thing, animal, person, or others.
- Generic structure of descriptive text :
 - Identification: identifies phenomenon to be described.
 - Description: describes parts, qualities, characteristics, etc.
 - Conclusion
- Language features :
 - Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past Tense if the thing to be described does not exist anymore.
- Significant Grammatical Features :
 - Nouns for example: teacher, house, my
 - Simple Present Tense
 - Adjectives have the characteristics of describing, numbering, classifying, for example: two strong legs, two white fangs, etc.

The simple present tense is used to describe things that are generally true.

For third person singular (he/she/it verb), add –s/es to the base form of most verbs.

Examples:

Add –es to the base form if the verb ends in –s, –sh, –ch, or –x and for the verbs go and do.

do→does miss→misses fix→fixes

go→goes watch→watches

Change –y into –I and then add –ess if the base form ends in consonant –y.

study→studies try → tries

singular	plural	description
One bird	Two birds	To make most noun plural, add-s
One street	Two streets	
One dish	Two dishes	Add-es to noun ending in -sh, -ch, -ss, and -x
One match	Two matches	
One box	Two boxes	If a noun ends in a consonant –y, change the y to I and add –es
One city	Two cities	
One shelf	Two shelves	If a noun ends in –fe or f, change the ending to ves. Excp :beliefs,chiefs, roofs.
One zoo	Two zoos	
One woman	Two women	Some nouns have irregular plural form Some nouns that English has borrowed from other language have foreign language
One bacterium	Two bacteria	
One phenomenon	Two phenomena	

VI. METHOD

Text –Based Language Teaching 4 stages (Susan Feez)

VII. TEACHING AND LEARNING PROCESS

No.	Steps	Duration
	Introduction - The teacher greets the students. - The teacher asks the students to lead a prayer. - The teacher checks students' attendance.	
2	Main Activities Building Knowledge of the field (BKOF) - The teacher does warming up by giving the picture of squirrel and cat and some questions. (Activity 1 and 2) - The students pay attention to the picture and answer the questions. - The teacher asks the students to describe and compare the pictures. Modeling of the Text (MOT) - The students rearrange jumbled text and write A, B, and C in of each paragraph to decide which is introduction, descriptions and conclusion. Work in groups. (Activity 3)	

	• The students identify the sentences of Simple Present Tense, Noun and adjectives in each paragraph. (Activity 4) Joint Construction of the Text (JCOT) • The students are divided into eight groups. • The students are given a jumbled text and are asked to arrange the paragraphs into a good descriptive text based on the sequence of the following pictures. (Activity 5) • The students find the main idea and supporting details of each paragraph. (Activity 6) • The teacher gives the chance to the students to ask some questions. • The teacher answers the questions. • The teacher asks the students to exchange their work with their partner to do correction. Independent Construction of the Text (ICOT) • The teacher reviews about the descriptive text to the students. • The students fill in the gap to find noun, adjective, verb and adverb. (Activity 7) • The students complete the information on my unique pets text. Choose T if the statement is true and F if the statement false. (Activity 8) • The students find the adjectives in the following word search based on kangaroo text. (Activity 9) • The teacher asks them to exchange their work with their friends. • The teacher explains how to revise the work. • The students correct the work. • The teacher give feedback after their finished their work.	
3.	Closing • The teacher and the students conclude the materials. • The teacher ends the lesson.	

VIII. MEDIA, EQUIPMENT, AND SOURCE OF MATERIALS

<http://gambargambar.com/binatang/tupai.html>,

<http://www.fanpop.com/clubs/animals/images/5370280/title/cat-photo>

<http://lenyerlinda.blogspot.com>

<https://sites.google.com/site/tamanbahasaku/Home>)

<http://myblogpelanginanie.blogspot.com>

X. ASSESMENT

1. Activity 5: The following paragraphs are not in good order. Arrange the paragraphs into a good descriptive text based on the sequence of the following pictures.
2. Activity 6: Find the main idea and supporting details of each paragraph.
3. Activity 7: Fill in the gap to find Noun, adjectives, verb and adverb.
4. Activity 8: Complete the information. Write T if true and F if the statement is false. Work in pairs
5. Activity 9: Find the adjectives in the following word search. Then lists your findings

Key Answer:

Scoring guide:

Score = every correct answer gets 10 points.

Total score: the correct answer x 10 = 200 points

Yogyakarta, 9 April 2013

Acknowledged by:

Teacher

Researcher

Tumaryanto, S.Pd.

Sri Wahyuni

Topic: describing animal

BKOF

- Have you ever been taken care of pet?
- What kinds of a pet do you have?
- Let me show you two pictures of pets.

Activity 1

Look at the picture. Then answer the questions.



<http://gambargambar.com/binatang/tupai.html>

1. What is in the picture?
2. What is the kind of pet in this picture?
3. Have you ever been taking care of this pet?
4. Can you describe it?

Activity 2

Look at the picture. Then answer the questions.



<http://www.fanpop.com/clubs/animals/images/5370280/title/cat-photo>

1. What is in the picture?
2. What is the kind of pet in this picture?
3. Have you ever been taking care of this pet?
4. Can you describe it?

MOT

Activity 3

Read the following jumbled text below, and write A, B, and C in of each paragraph to decide which is introduction, descriptions, and conclusion.

My Persian cat

Introduction A

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

Descriptions B

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

Conclusion C

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Comprehension questions

1. What is the kind of cat Gregory is?
2. How is the manner when he walks?
3. How is he spending the time?
4. How is Gregory attitude if visitors come?
5. Why he humiliate the writer?

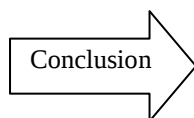
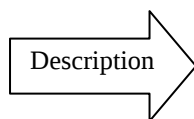
Activity 4

Find the sentence of Simple Present Tense, Noun and Adjectives based on the text.

Introduction

My Persian Cat

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat. He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat



food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

<http://lenyerlinda.blogspot.com>

Descriptive texts

The descriptive text is a kind of text with a purpose to give information. The context of this kind text is description of particular thing, animal, person, or others. The purpose of descriptive text is to describe a particular thing, animal, person, or others.

- Generic structure of descriptive text :
- Identification: identifies phenomenon to be described.
- Description: describes parts, qualities, characteristics, etc.
- Conclusion

Language features :

The use of particular noun : Grace
Familiarity
Skunk
stain

The use of Simple Present Tense :

Gregory is my beautiful gray Persian cat.

He spends most of his time indoors watching television and growing fat.

Gregory is as finicky about visitors

He is jealous of my friends.

I have to forgive him for his obnoxious, but endearing, habits.

The use of adjectives : Jealous
Expensive
obnoxious

The use of verb : snuggle up

The use of adverb :

The simple present tense is used to describe things that are generally true.

For third person singular (he/she/it verb), add -s/es to the base form of most verbs.

Examples:

Add -es to the base form if the verb ends in -s, -sh, -ch, or -x and for the verbs go and do.

do→does miss→misses fix→fixes

go→goes watch→watches

Change -y into -I and then add -ess if the base form ends in consonant -y.

study→studies try → tries

Form plural of noun

Singular	Plural	Description
One bird	Two birds	<u>To make</u> most nouns plural, add –s
One street	Two streets	<u>Add –es</u> to nouns end in –sh,ch, –ss, and–x
One dish	Two dishes	
One match	Two matches	
One box	Two boxes	If a noun end in a consonant –y, change the y to i and add –es
One city	Two cities	
One shelf	Two shelves	If a noun ends in –fe or –f, change the ending to –ves.excp:beliefs, chiefs,roofs,cuffs.
One zoo	Two zoos	<u>The plural</u> form of nouns ends in –o sometimes –oes and sometimes –os.
One woman	Two women	Some nouns have irregular plural forms.
One bacterium	Two bacteria	
One phenomenon	Two phenomena	Some nouns that English has borrowed from other languages have foreign language.

JCOT

Activity 5

The following paragraphs are not in a good order. Arrange the paragraphs into a good descriptive text based on the sequence of the following pictures. Then answer the comprehension questions.



Picture A

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.



Picture B

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives in the Australian island of Tasmania and also in New Guinea.



Picture C

Kangaroos eat grass and plants. They have short front legs, but very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.



Picture D

The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adult grow to a length of 1.60 meters and weight over 90 kilos.

(Adapted from: <https://sites.google.com/site/tamanbahasaku/Home>)

Activity 6

Then find the main idea and supporting details of each paragraph.

Main idea paragraph 1

Supporting details

Main idea paragraph 2

Supporting details

Main idea paragraph 3**Supporting details****Main idea paragraph 4****Supporting details**

Comprehension questions:

1. Where is the kangaroo can be found?
2. What is the name of kangaroo's relative?
3. What food does kangaroo like?
4. How fast can kangaroo run?
5. What is the color of the largest kangaroos?
6. What kind of animals the kangaroos?

ICOT

Activity 7

Fill in the gap to find Noun, Adjectives, and Verb.

Lovers: N

Worst: N

comfortable: adj

Survive: V

inadequate: adj put: n

My Unique Pets

I'm used to having pets at home because my family is pet 1) lovers. I have kept two turtles since February 2003. I 2) _____ them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael it is quite easy to keep them. They can 3) _____ without food for about two months. However, they need a 4) _____ place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. 5) _____ conditions can cause not only stress but also affect their growth. The 6) _____ thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

<http://myblogpelanginanie.blogspot.com>

Activity 8

Read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Look the example.

No.	Statement	T/F	Correction
1.	My family is pet haters.	F	My family is pet lovers

2.	My pets can survive without food for about two months.		
3.	They don't need a comfortable place to live.		
4.	Inadequate conditions can make them end in their death.		
5.	The adult turtle will use the weapon when he is disturbed while he is taking a nap.		

Activity 9

Find the adjectives in the following word search based on the Kangaroo text, and list your findings.

Z	R	E	L	A	T	I	V	E	B
A	Q	W	S	H	O	R	T	R	O
L	D	D	R	A	K	N	V	H	R
A	G	U	S	M	A	L	L	S	N
R	G	Y	L	A	E	O	P	G	M
G	U	L	X	T	W	N	L	D	O
E	R	M	C	S	I	T	I	N	Y

1. Small
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...

Appendix E

Photographs

	The researcher explains the materials with pictures in power point slide.
	The students pay attention to the teacher's explanation.
	The students ask the researcher about the materials.

 A group of students in white uniforms and hijabs are gathered around a wooden table, focused on their work. They appear to be in a classroom setting, with papers and books visible on the table.	Most of students are actively involved in the class.
 A group of students in white uniforms and hijabs are gathered around a wooden table, focused on their work. They appear to be in a classroom setting, with papers and books visible on the table.	The students work in group seriously.
 A group of students in white uniforms and hijabs are seated at wooden desks in a classroom. They are looking towards the front of the room, where a teacher is standing and speaking. The students appear to be listening attentively.	The students are enthusiastic listening to the teacher's explanation.

 A photograph showing a group of female students in a classroom. They are wearing white hijabs and are seated at wooden desks, focused on their work. The room has green curtains in the background.	The students looked at their tasks seriously.
 A photograph of a student in a white hijab standing and writing on a whiteboard. Another student in a dark hijab is standing next to her, looking at the board. The whiteboard has some faint writing on it.	The students are enthusiastic to answer the task.
 A photograph showing several students in a classroom. One student in a pink shirt is handing papers to others. They are all looking at the papers with interest. The desks are cluttered with papers and books.	The students ask the researcher about the materials.

Appendices F

Pre-test/post-test

READING COMPREHENSION TEST

Name :

Class :

A. Instruction

Answers the question based on the text

B. Questions

Text 1

The ants are very interesting. They have been running about everywhere. They seem very busy. They have been looking for food. When an ant finds something, it takes it to the nest. If one ant cannot carry it, it calls its friends to help.

Ants are social insect. They are like a people. They live in family and build their own houses or nest. But a family of ants may consist of tens of thousands. Each, ant has its own work to do. There are hunters, workers, and soldiers. The hunters hunt for food for all the ants in the nest. The workers build the nest. Most ants make their nest in the ground. The workers dig holes in the ground and make rooms. The soldiers guard the nests against the strangers and enemies. The workers and soldiers get their food from the hunters. The queen is a special ant. It gets special food from the hunters. It does not have to work. Its only job is to lay eggs.

Sources : <http://www.denverzoo.org/animals/ants.asp>

Choose the best answer a, b, c, or d.

1. The queen is a special ant. **It** gets special food from the hunters

The word "it" in the statement above refers to...

A. queen

C. ants

B. hunter

D. food

C.

2. What is the first paragraph about?

A. life of the ants

C. busyness of the ants

- B. ants can run everywhere D. ants always help each other
3. What kinds of insects are the ants?
- A. lazy C. social
- B. tame D. wild
4. The soldiers guard the nest to...it from stranger and enemies.
- A. look for C. hunt
- B. defend D. keep

Text 2

My Blewuk

I have some pets. However, my favorite pet is Blewuk. Blewuk is a male cat. I call it Blewuk because his fur is grey. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable with his giant body. When I come home, he usually gives me a kiss. Blewuk is a nice playmate. I'm happy to spend my time with him. Most of the time he's a good boy. It's almost impossible for me to be angry at him. In the morning, he always wakes me up early. When he wakes up earlier, he waits quietly by my bedside until I wake up.

Choose the best answer based on the text above.

5. What is the purpose of the text?
- A. telling animal's habit C. sharing the writer's hobby
- B. describing a male cat D. informing someone's like
6. Why the pet is called Blewuk?
- A. because it has grey fur C. because it is very adorable
- B. because it is a male cat. D. because it has innocent round eyes.
7. What does the word 'feeble' in the text mean?
- A. weak C. strong
- B. loud D. coarse
8. What is the main idea of paragraph 3?
- A. The writer is happy to have a pet. C. The cat is very patient.

- B. Blewuk always wakes up early. D. Blewuk is a good playmate.
9. 'It's almost impossible for me to be angry at him.' The word 'him' refers to
- A. pets C. the writer
B. Blewuk D. playmate

Text 3

Joan Chen is a beautiful and famous young actress in her country, China. She is not only interested in music but she also interested in film. She is a talented singer, violinist and guitarist, and as well as a good pianist. Her most popular film is "Wo Ai Ni". It is known by many people in her home town, China. Now she lives in the United States with her loved family. On June 2010 she will celebrate her twenty-third birthday in her home town.

Taken from Ready to Write, 2003

10. What is the type of the text above?
- A. Descriptive. C. Procedure.
B. Narrative. D. Recount.
11. What is the text about?
- A. a good pianist C. a talented singer
B. a famous actress D. a popular film star
12. What is the purpose of the text above?
- A. to tell about Joan Chens' experience
B. to describe about Joan Chen
C. to give information about Joan Chen
D. to retell about Joan Chen's life
13. "... famous young actress in her country"

What does the similar meaning of the underlined word?

- A. talented C. well known
B. beautiful D. interesting

14. When was Joan Chen born?

- A. in 2010 C. in 1997
B. in 2007 D. in 1987

Text 4

How to use blender

Make sure the switch is off.

Place ingredients into the blender container. Add some water if needed.

Put the lid on.

Place the container on the motor housing.

Plug in the cable.

Select one of two speed buttons as required. Use PULSE switch for precision blending. Then adding ingredients or seasonings, remove the small lid for adding things in the middle of the

After grinding, press the switch off.

Unplug the cab

Source: Science through the Ages

15. What is the topic of the text above?

- A. The steps how to operate the blender
B. The steps how to make the blender
C. The steps how to grid
D. The steps how to operate the motor housing

16. The purpose of the text is...

- A. to describe something C. to narrate the story
B. to instruct something D. to argue on something

17. How many speed buttons are there?

- | | |
|--------|----------|
| A. one | C. three |
| B. two | D. four |

18. Use pulse switch for precision blending.

The word which is not the synonym of the underlined word, except

- | | |
|---------|--------------|
| A. fine | C. chunks |
| B. well | D. excellent |
| C. | |

Text 5

How to cook rice using magic com

- Weight the exact amount of rice that will be poured. It should not be more that 4 measure cup;
- Wash the rice. Put it the inner pot, and adjust the quantity of water
- At the same time, you can cook another meal like vegetables. Put them in the steam poy;
- Plug in cable into the electricity socket and push the cooking button. A light red will turn on;
- After cooking, open the cover and mingled the cooked for a while.

Source: Lots Talk Grade VII 2007

19. What is the purpose of the text above?

- A. to tell how to cook rice using a magic com
- B. to narrate how to cook rice using amagic com
- C. to desribe how to cook rice using a magic com
- D. to report how to cook rice using magic com

20. How many step are there?

- | | |
|------------|------------|
| A. 6 steps | C. 8 steps |
| B. 7 steps | D. 9 steps |

21. "Put them in the steam pot." (line 3). The underlined word referes to...

- | | |
|--------------------|---------------|
| A. amount the rice | C. vegetables |
| B. 4 measure | D. cable |

22. "Weight the exact amount of rice that will be poured." (Line 1) the synonym of the bold word is...

A. average

C. minimally

B. sum

D. balance

Text 6**TIKKA KEBAB****Ingredients :**

1. Cubes of lamb
2. Squares of green pepper
3. Onions
4. Salad
5. Tikka seasoning mixture

Step :

1. Cut Onions into quarters
2. Out cubes of lamb, squares of green pepper and onions squares on bamboo skewers then marinate them in Tikka seasoning
3. Grill them
4. Serve them with a salad (curry like seasoning from India)

www.rachelray.com/tikka-kebabrecipe

23. What does the write the text for?
- A. to inform how to make a salad C. to tell how to make Tikka Kebab
- B. to explained how to make a salad D. to discuss how to make cubes of lamb
24. How many ingredients are needed to make Tikka Kebab?
- A. Three C. Five
- B. Four D. Six
25. What does the word “ **them**” in step 2 refers to?
- A.Cubes of lamb and onions
- B. Onion,bamboo skewers and salad
- C. Square of green paper and onion
- D. Cuber of lamb, Onions, and square of green pepper.

Text 7.

How to Make Cheese Omelette

Ingredients:

1 egg, 50 g of cheese, 1 cup of milk, 3 tbs of cooking oil, a pinch of salt and pepper

Utensils you need:

Frying pan, fork, spatula, cheese grater, bowl, plate.

How to make it:

1. Crack an egg into a bowl.
2. Whisk the egg with a fork until it is smooth.
3. Add milk and whisk well.
4. Grate the cheese into the bowl and stir.
5. Heat the oil in a frying pan.
6. Pour the mixture into the frying pan.
7. Turn the omelette with a spatula when it browns.
8. Cook both sides.
9. Place on a plate, spread salt and pepper.
10. Eat while warm.

**Source: English in Focus for Grade VII Junior High School
(SMP/MTs)**

26. What is the purpose of the text?

- | | |
|--------------------------------------|-----------------------------|
| A. to describe something. | C. to entertain the reader |
| B. to tell us how to make something. | D. To tell past experience. |

27. Below are the ingredients you need to make cheese omelette, **except...**

- | | |
|-----------|----------------|
| A. cheese | C. spatula |
| B. pepper | D. cooking oil |

28. When should you add milk?

- | | |
|---------------------------------------|---------------------------------|
| A. After we crack an egg into a bowl. | C. After we add the cheese. |
| B. After we whisk the egg. | D. After we heat the oil in the |

frying pan.

29. "Pour the **mixture** into the frying pan" (Step 6).

What does the bold-typed word refer to?

- | | |
|--------------------------|-----------------------|
| A. Egg, milk, salt. | C. Egg, oil, cheese. |
| B. Pepper, milk, cheese. | D. Egg, milk, cheese. |

30. When should you spread the salt?

- | | |
|-----------------------------|----------------------------------|
| A. Before we whisk the egg. | C. After the omelette is cooked. |
|-----------------------------|----------------------------------|

B. After the egg and cheese are mixed. D. Before the omelette browns.

GOOD LUCK

Appendix G

Hasil

no.	Siswa	pre test	meeting 1				meeting 2			
			task 1	task 2	task 3	task 4	task 1	task 2	task 3	task 4
1	s1	56	60	60	70	80	100	80	80	100
2		67	60	60	70	80	100	80	60	100
3		53	40	40	70	80	100	80	80	80
4		70	80	60	70	80	100	80	60	80
5		76	60	50	70	80	100	80	100	60
6		43	40	40	80	60	80	60	40	80
7										
8		73	70	70	80	60	80	60	80	80
9		53	70	60	80	60	80	60	60	60
10										
11		53	70	60	70	80	80	80	60	80
12		73	80	70	70	80	80	80	80	60
13		57	40	40	70	80	80	80	60	40
14		50	50	40	70	80	80	80	80	60
15		60	60	50	70	80	80	80	60	80
16		66	70	60	50	80	40	60	40	80
17		50	40	40	50	80	40	60	40	60
18		57	50	50	50	80	40	60	60	60
19		50	70	60	50	80	40	60	40	80
20		50	50	40	50	80	40	60	60	80
		53	50	40	80	80	80	40	40	60

		67	70	70	80	80	80	40	80	80
		53	50	50	80	80	80	40	40	60
		73	80	70	70	80	60	40	100	100
		66	70	60	70	80	60	40	80	100
		50	50	40	70	80	60	40	60	80
		50	60	60	70	80	60	40	40	80
		53	50	50	70	80	80	60	60	80
		67	70	60	50	40	80	60	60	80
		57	70	60	50	40	80	60	80	60
		73	80	70	50	40	80	60	100	80
		57	70	70	50	40	80	60	40	60
		73	60	50	50	40	80	60	80	60
total		1849	1890	1700	2030	2220	2300	1920	2000	2300
average		59.6451613	60.96774	54.83871	65.48387	71.6129	74.19355	61.93548	64.51613	74.19355
		59.6	60	54	65	71	74	61	64	74

total hasil rata2 meeting 2=
68.25

total hasil rata2= 62.5

meeting 1	meeting 2
67.5	90
57.5	85

52.5	85
72.5	80
65	85
55	65
70	75
67.5	65
70	75
75	75
50	65
60	75
65	75
65	55
52.5	50
57.5	55
57.5	55
55	60
62.5	55
75	70
65	55
75	75

70	67.5
60	60
67.5	55
62.5	70
55	70
55	70
60	80
57.5	60
50	70

1930	2127.5
62.25806452	68.62903226
62	68

no.	siswa	meeting 3				meeting 4				post test
		task 1	task 2	task 3	task 4	task 1	task 2	task 3	task 4	
1	s1	80	87.5	100	80	100	100	80	60	50
2	s2	80	87.5	60	80	100	100	80	100	66
3	s3	80	87.5	100	100	100	100	80	80	70
4	s4	80	87.5	80	100	100	100	80	80	66
5	s5	80	87.5	100	80	100	100	80	100	80
6	s6	60	87.5	100	100	80	100	80	100	86
7	s7	60	87.5	80	80	100	100	80	100	83
8	s8	60	87.5	80	100	100	80	80	100	83

9	s9	60	87.5	60	100	60	100	80	80	66
10	s10	60	87.5	100	80	80	100	80	100	70
11	s11	100	87.5	80	80	80	100	100	100	63
12	s12	100	87.5	100	100	100	100	100	80	80
13	s13	100	87.5	80	100	100	80	100	80	80
14	s14	100	87.5	80	100	100	80	100	80	83
15	s15	100	87.5	40	60	60	60	100	100	60
16	s16	100	87.5	80	60	80	40	80	60	66
17	s17	100	87.5	60	80	100	100	80	100	83
18	s18	100	87.5	60	60	80	80	80	80	66
19	s19	100	87.5	60	60	60	60	80	60	63
20	s20	100	87.5	100	100	100	100	80	100	86
21	s21	80	75	40	80	60	40	60	60	50
22	s22	80	75	60	80	80	60	60	80	56
23	s23	80	75	40	80	100	100	60	100	70
24	s24									
25	s25	80	75	80	80	60	80	60	80	60
26	s26	100	87.5	80	60	80	60	80	80	63
27	s27	100	87.5	100	100	100	80	80	100	73
28	s28	100	87.5	80	80	80	100	80	100	66
29	s29	100	87.5	80	60	60	100	80	60	63
30	s30	100	87.5	60	100	80	80	80	80	60
31	s31	80	87.5	60	100	80	60	80	100	66
32	s32	80	87.5	80	80	60	60	100	80	66
33	s33	80	87.5	100	100	100	100	100	100	86

34	s34	80	87.5	100	80	100	80	100	80	70
35	s35									
36	s36	80	87.5	100	100	100	80	100	80	84
		2920	2925	2660	2880	2920	2860	2820	2920	2383
		85.88235	86.02941	78.23529	84.70588	85.88235	84.11765	82.94118	85.88235	70.08824
		85	86	78	84	85	84	82	85	70

total hasil rata2x meeting 3 = 83.25

total hasil rata2 meeting 4= 84

meeting 3	meeting 4
86	85
76	95
91	90
86	90
86	95
86	90
76	95
81	90
76	80
81	90
86	95
96	95

91	90
91	90
71	80
81	65
81	90
76	75
76	65
96	95
68	55
73	70
81	90
78	70
81	75
81	90
86	90
81	75
86	80
81	80
81	75
91	100
86	90
91	90
2815	2870

82.79411765
82

84.41176471
84

APPENDIX H

OBSERVATION SHEET

Format Observasi Pengelolaan Pembelajaran

Hari/Tanggal : 30 Maret 2013

Pertemuan ke : 1

Berikan tanda centang (v) pada kolom yang sesuai dengan pengamatan Saudara.

No	IndikatorPengamatan	SkorPengamatan				
I	PELAKSANAAN KBM	1	2	3	4	5
A	KegiatanAwal					
	1. Peserta memberisalamkepadapengajarsebelum pelajaran			√		
	2. Peserta memulaipelajaran dengan tertib		√			
	3. Pengajar memberisalam/sapa				√	
	4. Pengajar memperhatikan kehadiran peserta			√		
	5. Pengajar mengarahkan peserta pada fokus pelajaran			√		
B	KegiatanInti					
	1. Peserta telah membacamaterisebelum pelajaran dimulai			√		
	2. Guru menyampaikan materi secara runtut, jelas dan singkat			√		
	3. Pengajar memberikan kesempatan untuk bertanya			√		
	4. Peserta mengemukakan pertanyaan		√			
	5. Peserta bertanya pada peserta lain			√		
	6. Pengajar bertanya untuk mengecek pemahaman			√		
	7. Peserta menggunakan Bahasa Inggris		√			
	8. Peserta menggunakan sumber-sumber belajar yang tersedia			√		
C	KegiatanAkhir					
	1. Pengajar menyimpulkan pembelajaran			√		
	2. Peserta merefleksikan pembelajaran			√		
	3. Siswa mengungkapkan apa yang dipikirkan dan dirasakan		√			
	4. Pengajar memberikan motivasi/reward untuk partisipasi siswa		√			
	5. Pengajar menyampaikan agenda belajar selanjutnya			√		
D	Suasana Kelas					
	1. Antusias peserta		√			
	2. Antusias pengajar			√		
	4. Alokasi waktu			√		
	5. Penggunaan media pembelajaran		√			

Keterangan

1= Sangat kurang (SK)

2= Kurang (KR)

3= Cukup (CK)

4= Baik (BA)

5= Sangat Baik (SB)

Yogyakarta, 30 Maret 2013

Pengamat

Sri Wahyuni