

**IMPROVING THE READING COMPREHENSION SKILL
BY USING JIGSAW TECHNIQUE IN THE EIGHT GRADE OF
JUNIOR HIGH SCHOOL AT SMP N 3 GODEAN
IN THE ACADEMIC YEAR OF 2012/2013**



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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE NIVERSITY**

2013

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JIGSAW TECHNIQUE IN THE EIGHT GRADE OF JUNIOR HIGH SCHOOL
AT SMP N 3 GODEAN IN THE ACADEMIC YEAR OF 2012 / 2013

A THESIS

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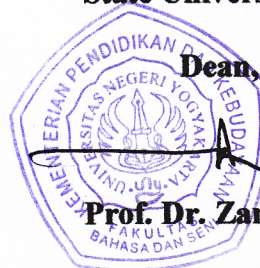
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Menyatakan bahwa karya ilmiah yang berjudul Improving The Reading Comprehension Skill By using Jigsaw Technique In The Eight Grade Of Junior High School At SMP N 3 Godean In The Academic Year Of 2012/2013 ini adalah pekerjaan saya sendiri.

Sepengetahuan 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 hal ini menjadi tanggung jawab saya.

Yogyakarta, 25 Juli 2013

Penulis,



Titik Marwati

DEDICATIONS

I fully dedicate this thesis to
my beloved husband ,
my dauhgter,
my son and
my best friends.

MOTTO

*“ Try not to become a man of success
but rather to try to become a man of value”
(Albert Einstein)*

“ Your time is limited, so don’t waste it living someone else’s life.
Don’t be trapped by dogma which is living with the results
of other people’s thinking.
Don’t let the noise of others opinions drown your inner voice.
And most important. Have the courage to follow your heart and intuition.
They somehow already know what you truly want to become.
Everything else is secondary.”

Steve Jobs

ACKNOWLEDGEMENTS

In the name of Allah SWT, The most merciful and the most gracious, Alhamdulillah, this thesis could have been completed without the mercy and the grace of Allah. Moreover, there are some people who helped and supported the researcher in carrying out the research. The researcher would like to express the deepest gratitude and appreciation to:

1. Drs.Samsul Maarif,M.A., the first consultant, who has given advice, guidance, ideas and valuable time in correcting every part of this thesis.
2. Nunik Sugesti,M.Hum., the second consultant, for her encouragement, ideas, guidance, correction, and motivation.
3. Thomas Heru Santosa,M.Pd., the headmaster of SMP N 3 Godean, who has given the permission to conduct the research.
4. Muji Rahayu,M.Pd., the headmister of SMP N 1 Kalasan, who has given the researcher motivation.
5. Susan Angelina,S.Pd., the English teacher of SMP N 3 Godean who has given advice, opportunities to collect the datta and her valuable time.
6. Dear my husband and my children, for their support and motivation.
7. The grade eight A students of SMP N 3 Godean in the academic year of 2012 / 2013 , who have been the subjects of the researh.
8. Many people who cannot be mentioned one by one.

Yogyakarta, 25 Juli 2013



Titik Marwati

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ABSTRACT

This research was aimed to improve the reading comprehension skill by using Jigsaw in the eight grade of Junior High School at SMP N 3 Godean in academic year of 2012 /2013.

This study was an action research study consisting of three cycles. In conducting the study, the researcher worked collaboratively with the English teacher, the collaborator, and the students of 8A .The subject of the research is 32 students of eight grade of SMP N 3 Godean. The data of this study was 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, the collaborator, and the English teacher about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assesing the students' reading comprehension through the pre-test and post-test.

The result of cycle 1 showed that the implementation of jigsaw was successful in improving the students' reading comprehension and their involvement. However, the researcher lacked the time to finish the lesson using jigsaw. Moreover, there were some students who were make noise while they were doing exercises. Therefore, the researcher improves that action by conducting having two meeting to finish a lesson using jigsaw. It was shown in Cycle 2 that the implementation of jigsaw was not successful in improving students' reading comprehension and involvement because of some problems. The problems were the material of this cycle which was difficult enough and there were too many questions of the exercises. At Cycle 3 that the implementation of jigsaw was very succesful in improving the students' reading comprehension and involvement in the English teaching and learning process. The students were enthusiastic in learning English, especially in reading using jigsaw. The finding was supported by the mean of the students' reading scores which improved from 5.15 in the pre-test to 78.00 in the post-test. In conclusion, this study was suggested that several stages in using jigsaw should be carried out systematically in order to maximize the learning out puts.

Keywords: Reading, jigsaw,involvement, reading comprehension.

CHAPTER 1

INTRODUCTION

A. BACKGROUND OF THE PROBLEM

Reading is very important to update our knowledge of the world. Mostly learning activities involve reading. Reading is a kind of activity to comprehend the writer's ideas or the writer's way in communication with the readers through printed words. Reading can give a lot of information about any subject matter. Besides, reading is important for everybody in order to cope with new knowledge. In the changing world of technological era. Generally, people from certain social status have a big enthusiasm in reading.

Nowdays, reading has become a crucial activity since a lot of information which are provided in literature media such as books magazines, and newspaper are written in English. People read in order to get information as much as possible. People must get the latest information by reading various sources. People will be left behind if they do not get new information. Therefore, people could get information by reading and they must master the language to understand the text.

Suwandono.Samsu:says that Reading is an interactive activity for understanding the meaning from the printed text. Reading is getting meaning from printed materials. This means that the students read something to know the meaning of the printed text. Some students may read fluently but this does not mean that understanding the message is similar to know how to read a text

correctly. Reading in a proper way is the key to success in reading, especially in the English subject.

Comprehending a reading text does not start from zero. It means that the students who start the new educational level already have knowledge and skills previously gained. Their previous English knowledge and skills are the internal psychological factors that guide the students to have rich background experiences and to have chances to develop understanding on the vocabularies and concepts they encounter and to read much.

After they have high English cognitive they will have positive predisposition or response for reading. Then, of course, they will exert or make more efforts in the reading process. After they exert more efforts, they can develop and build their reading comprehension ability. Then, they can achieve the reading comprehension of English as shown by the scores got in the examination or test about their ability to comprehend English texts.

English is very important in this globalization era. So many people have to learn English. English as an international language and as compulsory subject to be learnt in Indonesia. It is included the national exam as a reflection of student's English mastery. Thus the teaching and learning activity must achieve the target of educational.

English has been taught in Indonesia for a long time. Nowadays, English is formally taught as a foreign languages in Indonesia from Elementary Schools to University levels, even in kindergarden as an introductory English subject.

It is expected that students will be more familiar to learn the English language itself. Students can learn English by reading English textbooks, for example, magazines, newspapers, novels, and so on. Even though learning textbooks has a specific difficulty to get the meaning of the text, it does not mean that there is no way to comprehend the text. So learning English is very important for all. The teaching and learning process in reading comprehension at schools need more attention to achieve the educational goal.

English is important in junior high schools because English is an international language and a subject to be learnt in Indonesia. English is included in national test ,thus, the teaching learning of English must achieve the target of educational goal.

The goal in teaching English in different levels of education have the different materials too. In Junior high schools, the main goal of teaching English is used to introduce English as a foreign Language. The students are expected to have skill of the second Languages at least in simple communication. The students are generally beginners in learning English, but some of them have been learning English since they are kids. So the beginners need firstly in learning English is to know vocabulary and to understand the meaning of the words.

English is a subject matter in school that covers four basic languages skills: Listening, speaking, reading and writing. Nearly, all the subjects of the student's learning activities involve "reading". Reading is the complex ways in learning English. It is a kind of activity to make comprehend the writer's ideas or the writer's way communicating with the readers. Students can learn English by

reading English textbooks, for example, magazines, newspapers, novels, and so on. Besides, reading is important for everybody to enrich new knowledge in the modern era. By reading people can get some experiences, broaden the knowledge and get pleasure.

Teaching reading as one of the aspects in English language skill must be taught properly so that students will be interested in the English subject. The teaching process must be clear and materials must be understood by the students. To avoid the uncomfortable condition, the teacher does not only use conventional ways of teaching but also has to use the various methods, because usually most of taught in conventional way only hang up on the information transfered by the teacher. The students will be bored and have no chances to improve their skills, so, the teacher should be profesional in choosing some model of the teaching and learning techniques.

The conventional method of English language teaching still gives an emphasion transferring knowledge from the teacher to the students. It is called teacher centrered and it is not effective. Moreover, there is a phenomenon that makes students uninterested in the reading subject. Reading texts usually given by the teacher is not attractive as they only consists of paragraphs. Teachers seldom give pictures or any kinds of objects to help learning.. The teacher only reads the materials and never uses any media during the teaching learning process. It makes the students feel bored and have no chance to improve their skills. It is difficult for the students to understand the vocabularies. Most of junior high school students in second grade are lazy to read because they do not understand it.

They are lazy to check the meaning in the dictionary. Based on the fact, the experts begin to look for a model of teaching learning process to make the teaching and learning process meaningful and also dig the students' ability to master the knowledge. So, a teacher has to be a profesional model in the teaching and learning process.

Based on the National Education System No.20, 2003 "The teaher should be a profesional. The teacher has a duty to plan and act the teaching and learning process ,score, guide, and give the training to the students. KTSP [curriculum 2006] empasizes that the teacher's creativision in teaching and learning process is for students centre. Teacher has to make the teaching and learning process active, innovative, effective, and enjoyable.

The teacher has to design and create the syllabus and uses suitable methods. Both of the components are important. Syllaby and methods are really two corelation on this process of course design. *Syllabus* is an explicit and coherent plan for a course of study. The syllabus is as a guide or map for the teacher or the learners which may need to be altered once the course commences. *Methodology* is how the teacher makes the sylllabus real in the classroom.Feez and Joice (2002:2)

The syllabus is developed by the school, based on the content standard,(as the mentioned in Regulation of Education No.22, 2000). In practice, syllabus can be developed by an individual teacher or group of teachers in one school working together, or teacher forums in every district. As explained previously, the process standards recomends that a syllabus should consist of the identity of the subject,

competency standards, basic competences, achievements indicators, learning objectives, allocations time, learning materials, methods, learning activities, and learning resources. (PLPG UNY, 2011:7)

The problems faced by the teachers of SMP N 3 Godean in teaching reading comprehension to the second year students is that they feel bored in learning English. They have problems in vocabulary, thus students get difficulties in English learning process and they are still pasive in the class. Based on the observation, the teacher always uses the conventional method. The teacher only teaches the material and never use any media during the teaching and learning process. To solve the problem, the teacher should plan as accurates as possible to get an effective way in the teaching and learning process. The teacher should create various teaching activities to increase students's motivation. There are some methods of teaching and learning which are interesting and can improve students' ability.

Based on the problems above, the researcher observes in the class to know the situation. The researcher prepares a model that can solve the problems. Moreover, the researcher suggests a model namely "jigsaw". Jigsaw as a model in cooperative learning was developed by Elliot Aronson at the University of Texas and the University of California.

Cooperative learning method is believed as being able to give chance to students to be involved in discussions. It can encourage critical thinking to take responsibility of her/his own learning. In this model, there is no participation of

the teacher in the classroom. In the learning process, the teacher has roles as a designer, a facilitator and guide in the learning process.

A cooperative learning method has several types, namely Write-pairshare, Group Investigation, Student Teams Achievement Division (STAD), Teams-Games-Tournament (TGT), Team Assisted individualized (TAI) and Jigsaw. One of its interesting types is Jigsaw. Jigsaw is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. The jigsaw classroom is very simple to be applied. Jigsaw is a strategy of the learning method which demands the students to learn in group of 4-6 members and meet in expert groups to study the material assigned to each group member. After discussing, they go back into their group member and explain their discussion to his/her group member. If each student's part is essential, then student is essential, and that is precisely what makes this strategy so effective.

The jigsaw was chosen because it is more interesting technique as a cooperative learning technique that reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience. It is the way to give stimulus for the students in order to motivate to learn so that they will be active learners and get better achievement. Compared with traditional teaching method, jigsaw classroom has several advantages. Most teachers find jigsaw, it is very easy to be used. They enjoy working with Jigsaw and can be used with other teaching strategies.

The implementation of jigsaw will not only give the students an academic content but also build the student's social relationship. They will work together in a group with different capabilities that can help each other.

We can see on the fact that the student still have low mastery in reading comprehension. Moreover, the managing the class using jigsaw has influenced teaching reading comprehension. The researcher is interested in taking this topic for her research.

B. IDENTIFICATION OF THE PROBLEM

A lot of students have low of motivation in reading English texts. They are not interested in reading English texts. Related to the topic above there are some problems that can be identified. There are many students who still have difficulties in comprehending English texts. The students still have a low ability in reading comprehension and they have difficulties in understanding English texts. Many students get difficulties in translating a text. They often translate word by word. This practice may lead to understand the meaning. The students believe that if they know every word, they know the meaning of the text automatically. The reader derives meaning by applying prior knowledge to the printed text. The student will not necessarily understand a text because they have translated every single word.

It is clear that the problem in teaching reading comprehension should be solved and stated in the background of the problem that managing the class has influenced the teaching of reading comprehension. As previously stated before,

Jigsaw is succesfull for reducing conflict and it can increase positive educational outcomes.

The researcher thinks that jigsaw has its strong effect introduced in junior high schools. Experience have shown that although it generally takes a bit longer, most of high school students participate in jigsaw activities for the first time display to improve the abilities to get the benefit from the cooperative learning. The students do the tasks in group. In this research, the writer tries to identify whether jigsaw is effective in teaching reading comprehension.

C. LIMITATION OF THE PROBLEM

This research was conducted at SMP N 3 Godean. The researcher choose SMP N 3 Godean beacause most of students who active learners in that school but they were still taught by the teacher who still uses the monotonous methods.

The following are more details of reasons for choosing the SMP N 3 Godean as a setting in her study. Firstly, the school has never been used for research on student's reading comprehension. The students still have low motivation in reading English. Secondly, The English teacher at SMP N 3 Godean still face some difficulties to teach reading comprehension in the classroom. Thirdly, the result of the English learning is still low. The sttudents can not reach KKM yet. Therefore the use of jigsaw can motivate the students in their reading comprehension related to read English through media to enhance students' abilities, especially in reading.

D. FORMULATION OF THE PROBLEM

The problem formulated in this research is:

“How can jigsaw technique improve the teaching of reading at Grade Eight of Junior High School At SMP N 3 Godean?”

E. OBJECTIVES OF THE STUDY

The aim of the research is to improve the reading comprehension skill by using jigsaw method at grade eight of junior high school at SMP N Godean.

F. SIGNIFICANCE OF THE STUDY

This research is expected to give some significances as follow:

1. This study is supposed to inspire other researches to replicate research study with similar theme.
2. For students of SMP N 3 Godean. The result of the research study can improve their reading comprehension.
3. For the English teacher of SMP N 3 Godean, the result of the research study can be used as a reference to improve reading comprehension.
4. For the researcher herself, this research can develop her writing ability, open her mind about English teaching- learning process, and be important experience related to the experimental research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

1. THE DEFINITION OF READING

Reading is one of the four language **skill**. It is a **receptive skill**, like listening. This means it involves responding a text, rather than producing it. Very simply we can say that reading involves making sense of the text. To do this we need to understand the language of the text at word level. We also need to connect the message of the text to our knowledge of the world.(Spratt, 2007: 21).

Reading is a bridge to understand the scientific books or other written media because by reading we will get information we need. Reading is the key to learn everything from the past, present, or future. More reading we do, we will get more knowledge we will get. Reading is the activity of changing the written text into sounds, and understand the message of the text, and to make the communication forms. In this case the writer will share and give definition about reading. Bellow are the definition of readings:

- a. Reading is process of expressing written language.
- b. Reading is an application of a set of cognitive skills for getting a comprehension of text.
- c. Reading is a process of thinking or a process of language processing .
- d. Reading also has a meaning as a process of giving meaning for the visual symbols.

Reading should be learnt systematically in order to get and catch the message from the printed materials easily, considering the purpose of reading is to get information. Besides it is a combination of word recognizing, intellect, an emotion, reading can be defined as a tool for communication. While reading, we communicate with the meaning of the text we get, and probably inform it to someone else. Here, accuracy reading is needed to avoid misunderstanding. This depends on the reader 's ability in comprehending the hidden meaning of the text.

Anderson in Somadayo (1972,12) Reading is very in complex process. It requires a high level of muscular coordination , sustained effort, and concentration. But reading is more than just a visual task. Not only does the reader see and identify the symbols in front of him but also he must interpret what he reads in the light of his own background, associate it with the past experience and project it beyond this in terms of ideas, judgement, applications and conclusions.

Feez and Joice (2002 , 28) reading will be introduced on text – based approach. Reading process consists of :

1. Building the context.
2. Modelling and Deconstructing the tex.
3. Joint construction of the text.
4. Independent Construction of the text

The explanations :

1. Building the contecxt. In this stage students:
 - a. Are introduced to the social context of an authentic model of the text – type being studied.

- b. Explore feature of the general cultural context in which the text-type is used and the social purposes the text-type achieves.
 - c. Explore the immediate context of situation by investigating the register of the model text which has been selected on the basis of the course objectives and learner need
- 2. Modeling and Deconstructing text. In this stage students:
 - a. Investigate the structural pattern and language features of the model.
 - b. Compare the model with other example of the text-type.
- 3. Joint Construction of the text. In this stage students:
 - a. Students begin to contribute to the construction of whole examples of the text-type.
 - b. The teacher gradually reduces the contribution to the text construction, as the students move closer to being able to control the text-type independently.
- 4. Independent Construction of the text. In this stage students:
 - a. Students work independently.
 - b. Learners performances are used for achievement assessment.

Sumadoyo,(2011:4) Reading is an interactive activity to get, to pick and to understand the meaning from the written passage. Besides that reading is a process to get the messages from the writer to the reader.

Davies (1997 : 1) reading is a mental process or a cognitive process in the written passage, A reader is expected to able to respond and follow the writer's message. Here we can see that reading is an active and interactive activity. With

his knowledge, the reader has to know to understand the writer's ideas and to be able to agree or disagree with the writer's ideas.

Rivers and Temperly (1978) reading comprehension is an activity to comprehend the passage. They say that there are 7 purposes in reading comprehension :

1. To get the main information or guess the topic.
2. To get the detailed information about the direction of how to do or steps to make something related the daily life. Example : How to operate the household.
3. To be able to act in a play, games, and able to answer the puzzle.
4. To be able to connect other friends by private letters or business letters.
5. To know when and where will be happened.
6. To know what happens this time or what happened in the past.
7. To get a pleasure or enjoyment.

Reinking and Scheiner (1988) state that reading is an active process of interacting with print and monitoring comprehension to establish meaning. As an active process, reading is instantaneous recognition of various written symbols, simultaneous association of the symbols with existing knowledge and comprehension of the information and ideas communicated. From his definition, it can be concluded when a person is doing his reading , there will be a combination between his prior knowledge and the written communication to produce a comprehension of the message. It is believed that reading is such a kind of conversation between a writer and a reader.

From all the explanations and definition above, the researcher can conclude, reading is an attempt to understand and comprehend the message set down by the writer to bring meaning and to get meaning from printed or written materials. There are four kinds of reading:

1. Silent reading:

Silent reading can be taken into consideration as the reading for comprehension, because the type of reading needs a deep thought to understand the contents of reading passage silently in order to be able to concentrate on it and keeps some important ideas in our minds. Because the action of reading must be done, this reading is called silent reading.

2. Reading aloud:

This type of reading is also called oral reading. The teacher asks the students to read a reading text loudly. Reading aloud does not need much thought in language teaching. Reading aloud is very important for the teacher to apply in order to know and check their pronunciation, stress, intonation, pause, rhythm, and their ability in various sorts of punctuation marks. Reading aloud is much used for teaching poetry, poem, dialogue, play and drama because these kinds of arts require sounds to be produced.

3. Intensive reading:

Intensive reading is reading shorter texts to extract specific information. This is a more accuracy activity involving reading for detail. It is a careful reading. When we are in the intensive reading, we must be careful of some new or unfamiliar words, which are sometimes found in it. So, a

dictionary is very important to know or to look up the meaning of the difficult words. Intensive reading needs a concentration until we understand what we have read. The intensive reading is also called "reading comprehension".

4. Extensive reading:

Extensive reading is reading text, usually for one's own pleasure. This is a fluency activity. Extensive reading is to read for pleasure. It is outside classroom reading. It can be done by the students anywhere. The material is taken from magazines, a newspaper, a bulletin, novel, etc in order to increase students' knowledge and motivate the students to read many kinds of outside-classroom scientific textbooks.

2. READING SKILL

Reading skills are very important to learn. By learning the skills, students will have a good in reading competence. They will get fewer difficulties when they are reading. The micro skills of reading according to Brown (1987:307) are as follows:

1. Discriminate among the distinctive pattern in English.
2. Retain chunks of language of different lengths in short term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of word order patterns and their significance.
5. Recognize grammatical word classes [verb, noun, system [e.g. tense, agreement, patterns, rules, and elliptical forms].

6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their significance for interpretation.
8. Recognize for communicative functions of written texts, according to form and purpose.
9. Infer context that is not explicit by using background knowledge.
10. Infer links and connection between events, ideas, etc., deduce causes and effects and detect such relation as main ideas, new information, given information, generalization.
11. Distinguish between literal and implied meaning.
12. Detect culturally specific references and interpret them in a context of the appropriate cultural and schemata.
13. Develop and use a battery reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the texts.

In understanding what to teach to the reading class, some micro skills in reading are identified. The micro skills are as follows according to Munby, (1981):

1. Understanding explicitly stated information.
2. Understanding information when not explicitly stated.
3. Understanding the communicative value [function] of sentences and utterances.
4. Distinguishing the main ideas from supporting details.

5. Skimming.
6. Scanning to locate specifically required information.

In this case, reading is not merely comprehending or understanding the text, but it also gives detailed information of the text, especially among the students who learn at the specific school, such as SMP N 3 GODEAN . They need skills to get detailed information of the text they read time to time.

3. TEACHING OF READING

Teaching is the complex system in transferring knowledge to the learner. It is not only transferring knowledge but also making the learners understand the knowledge. Teaching gives big effect to the learning process, The learners can not be success teaching in language teaching and learning process, of course, the teacher plays important roles. The teacher is the key to facilitate and promote the materials, methods, activities,ect.

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

Brown (2001, 306) adds that most second language learners who are already literate in a previous think that reading comprehension is a primarily a

matter of improving appropriate, efficient comprehension strategies. There are four views about reading process: bottom –up, top – down, schemata theory, and interactive reading process. The understanding about view is very important in the teaching process because it will guide the teachers in performing. These processes reveal the capacity the learners have in their brain for understanding certain texts.

The bottom-up model of foreign language reading is characterized by the process of reading which involves exact, detail, sequenced and identification of letters, words, and larger language units.(Eske ,1986).

Another sub- sequence set of reading is top- down.It suggests that reading is a top-down process, and it is called "psycholinguistic guessing game" (Goodman, 1971). According to the approach of reading , it involves a risk because the reader infers meaning to the puzzle- solving process. Reading is not merely picking up information from the page letter and word by word, but it is selective processes during with the reader will at the units of the text which they think important to obtain information they need. They bring knowledge to understand the text that they read by predicting what is coming based on their knowledge .

Another phenomenon in foreign language reading is schemata, which is vital in the top- down view of the foreign language teaching. Its highlights to prior knowledge is included in memory. This is useful explanation of how a reader comprehends the text. The use of schemata in the text comprehension suggests that once someone has to comprehend the text. He is said to have a mental home for information of the text, or else, he has modified an existing home in order to

acommodate the new information, (Anderson and Person, 1984). Comprehension takes places because something about the information in the text corresponds to the memory storage. The significance of schemata in the reading process that helps the readers deal with larger unit than these process in slow, literal decoding. This implies that schemata is to make reading activities faster because they did direction to the teacher to anticipate if text is heading.

The interactive reading approach combines both bottom-up and top-down strategies, which operate interactively (Carel,1988). The term “interactive” generally refers to the two different conceptions. Firstly, it refers to the general interaction that exists between the reader and the text, which is based partly in the prior knowledge drawn from the text, and partly from the prior knowledge available to the reader. Secondly, the term refers to the interaction of many potensial component skills in concurrent operation. The operation of this cognitive skills leads to a fluent reading comprehension.

4. COOPERATIVE LEARNING

Cooperative learning emphasizes in working together to get one purpose. Slavin (2006) .Consideration about the differences between individual and others, cooperative learning is suitable in working in the groups. Every students has the responsibility and express their ideas in their group.

a. Definition of cooperative learning.

Cooperative means working together to achieve the goals. Cooperative learning means work together in groups to develop and to interact with other.

This strategy is made to reduce the competition who is the winner and who is the loser found in the class. Cooperative learning strategy hopes that students are brave to speak their ideas and help each other to achieve the goals or purposes, so that students are successful and develop in groups.

b. The principals of cooperative learning.

1. Clear purposes.
2. Open interaction.
3. Responsibility [individual responsibility].
4. Satisfaction in learning.

c. Kinds of cooperative learning

Slavin (2005) in his book says that , cooperative learning method has several types, namely :

- Students Teams Achievement Divisions [STAD] .STAD is one of the simplest cooperative learning methods , and this method is very easy to do for the teacher in firstly for using cooperative learning method. STAD consists of five steps : presentation class, team, quiz, development of individual score, recognising team.
- TGT[Team Game- Tournament].
- TAI [Team Assisted Individualized and
- JIGSAW.

In this case the researcher takes one of the types of cooperative learning that is mentioned above,namely “JIGSAW”.

d. Jigsaw Classroom

Tips on Implementation.

Compared with traditional teaching methods, the jigsaw classroom has several advantages:

- Most teachers find jigsaw easy to learn.
- Most teachers enjoy working with it.
- It can be used with other teaching strategies.
- It works even if only used for an hour per day.
- It is free for the taking.

Too good to be true? Well, yes or no. It would be misleading to suggest that the jigsaw sessions always go smoothly. Occasionally, a dominant student will talk too much or try to control the group. How can we prevent that? Some students are poor readers or slow thinkers and have trouble creating a good report for the group. How can we help them? At the other end of the talent continuum, some students are so gifted that they get bored working with slower students. Is the jigsaw technique effective for them? In some cases, students may never have experienced cooperative learning before. Will the jigsaw technique work with older students who have been trained to compete with one another? All of the problems are real but not fatal.

The Problem of the Dominant student

Many jigsaw teachers find it useful to appoint one of the students to be the discussion leader for each session, on a rotating basis. It is the leader's job to call on students in fair manner and try to spread participation evenly. In addition,

students quickly realize that the group runs more effectively if each student is allowed to present her or his material before question and comments are taken. Thus, the self interest of the group eventually reduces the problem of dominance.

The Problem of the Slow Student

Teachers must make sure that students with poor skills do not present an inferior report to the jigsaw group. If this were to happen, the jigsaw experience might backfire (the situation would be akin to the untalented baseball player dropping a routine fly ball with the bases loaded, earning the wrath of teammates). To deal with this problem, the jigsaw technique relies on “expert” groups. Before presenting the report to their jigsaw groups, each student enters an expert group consisting of other students who have prepared a report on the same topic. In the expert group, students have a chance to discuss their report and modify it based on the suggestions of other members of their expert group. This system works very well. In the early stages, teachers may want to monitor the expert groups carefully, just to make sure that each student ends with an accurate report to bring to her or his jigsaw group. Most teachers find that once the expert groups get the hang of it, close monitoring becomes unnecessary.

The Problem of Bright Students Becoming Bored

Boredom can be a problem in any classroom, regardless of the learning technique being used. Research suggests, however, that there is less boredom in jigsaw classroom than in traditional classrooms. Youngsters in jigsaw classes report liking school better, and this is true for the bright students as well as the

slows students. After all, being in the position of teacher can be an exciting change of pace for all students. If bright students are encouraged to develop the mind set of “teacher,” the learning experience can be transformed from a boring task into an exciting challenge. Not only does such a challenge produce psychological benefits, but the learning is frequently more thorough.

The Problem of students Who have been Trained to Compete

Research suggests that jigsaw has its strongest effect if introduced in elementary school. When children have been exposed in their early years, little more than a “booster shot” (one hour per day) of jigsaw in the middle school and high schools is required to maintain the benefits of cooperative learning. But what if jigsaw has not been used in elementary school? Admittedly, it is an uphill battle to introduce cooperative learning to 16-year olds who have never experienced it. Old habits are not easy to break. But they can be broken, and it is never too late to begin. Experience has shown that although it generally takes a bit longer, most high school students participating in jigsaw for the first time display for remarkable ability to benefit from the cooperative learning.

Some researchers may feel that they have already tried to cooperative learning approach because they have occasionally placed students in small groups, instructing them to cooperative, yet cooperative.

e. Jigsaw Technique

According to Aronson [in <http://www.jigsaw.org/step.htm>]

The jigsaw classroom is very simple to use. Follow the steps:

1. Divide students into 5-6 persons jigsaw group. The groups should be diverse in terms of gender, ethnicity, race and ability.
2. Appoint one student from each group as the leader. Initially ,this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments.
4. Assign each student to learn one segment, making sure that students have direct access only to their own segment
5. Give students time to read over the segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert group" by having one student from each group jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main point of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw group.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g.,a member is dominating or disruptive), make an appropriate intervention. Eventually, It is best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games, but really count.

5. SMP STUDENT'S CHARACTERISTIC

The students in this time are teenagers or adolescence. They are more sensitive and reactive. They usually cannot reduce or divert their emotion. They look for a friend and chooses a friend who has the same character as his / hers. The success of learning will be influenced by friends, environment, and teacher,so the strategy in the teaching and learning process is needed in terms of SMP students' characteristic to not differences of gender. (Kartono: Patologi II. Kenakalan Remaja. 2006: 6).

6. CONCEPTUAL FRAMEWORK

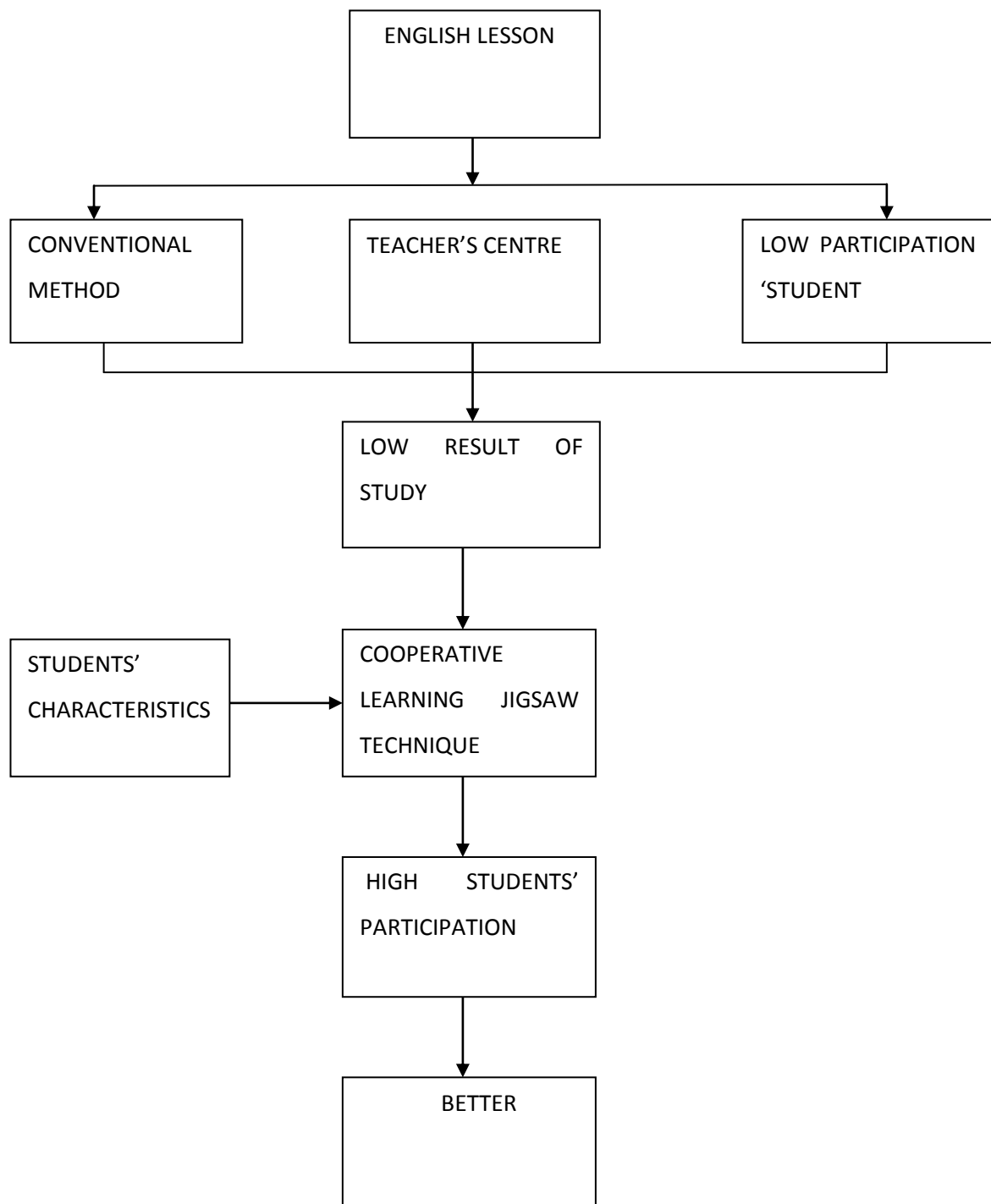
The teacher has to choose the suitable method in the teaching and learning process. If the teacher still uses the conventional method , the teacher is more active than students [teacher center].The students are low to take part in the teaching and learning process.At the end of the lesson, when the teacher gives the task, they cannot do the task well so they have low result of the study.

Based on the situation , the teacher has to change the strategy.The students in this time are teenagers. They cannot divert their emotional. They ussualy look for a best friend to do and solve their problems. Cooperative jigsaw technique is suitable to apply in the teaching and learning process.

This technique is needed work together. The students can discuss in pairs /groups to do the task. At the end of the lesson, they can achieve the highest result.

Look at the frame below.

Analytical construct:



CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

Language teachers all around the world want to be effective teachers who provide the best learning opportunities for the students. Action Research [AR] can be a valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students.

Burns [2010] says that Action Research [AR] is something that many language teachers seem to have heard about, but often they have only a hozy idea of what is actually is and what doing it involves. So, one of the first questions teachers usually ask is what is action research?

Action Research is part of a broad movement that has been going on in education generally for sometime. It is related to the ideas of “reflective practice “ and the teacher as” researches”. Action research involves taking a self-reflective , critical, and systematic approach to explore our own teaching contexts. Critically, the writer does not mean being negative and derogatory about the way you teach, but taking a questioning and “problematisimg.” Problematising does not imply looking at your teaching as if it is ineffective and full of problems. Rather, it means taking an area you feel could be done better, subjecting it for questioning , and developing new ideas and alternative. So, teacher becomes an ‘ insvetigator’ or ‘ explorer’.

According to Kemmis and Mc. Taggart [1988], who are major authors in the fields. Action Research involves four broad phases in a cycle of research. The first cycle may become a continuing, or interactive , spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

1. Planning

In this phase , identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward- looking phase where considered:

- what kind of investigation is possible within the realities and constraints, of teacher on teaching situation.
- what potential improvements teaching are possible.

2. Action

The plan is a carefully considered one which involves some deliberate intervention into your teaching situation that you put into action over an agreed period of time. The interventions are critically informed as you question your assumption about the current situation and plan new and alternative ways of doing things.

3. Observation

This plan involves you in observing systematically the effects of the action and documenting the context, action and opinions of the involved. It is data collection phase where you use” open-eyed” and “ open minded” tools to collect information about what is happening.

4. Reflection

At this point, you reflect on, evaluate and describe the affects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of action research (AR) to improve the situation even more, or to share the “story” of the research with others as part of your on going profesional development.

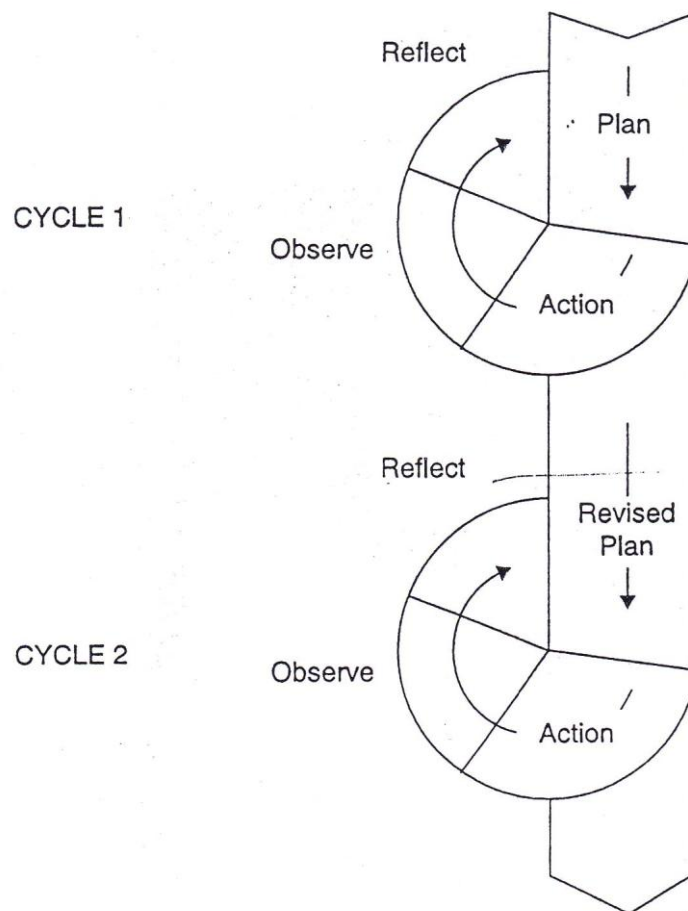


Figure 1.1 Cyclical AR based on Kemmis and Mc Tagart [1988].

B.The Setting and Subject of the Research

a. Location of the research

The research was held in SMP N 3 Godean. It is located in Krapyak, Sidoarum. Godean, Sleman, DIY. It covers 9921 m², and about 700 m² far from the main road. It is in the middle of the village, so the situation is very quite and comfortable to study. The researcher took class 8A for conducting action research. It consists of 13 male students and 19 female students.

b.Learning facilities

The learning facilities of SMPN 3 Godean are quite good. There are a library, a computer laboratory, a language laboratory, a science laboratory, AVA room, a Art room, guidance and counselling room, PKK room, teachers' room, staff room, mosque, basketball and football field, health centre room[UKS] and canteen.

SMP N 3 Godean has 18 class, consisting of 6 classes for the 7th grade, 8th grade, and 9th grade each. All the 9th grade class have an LCD but the first year classes and the second year classes do not have LCD. The school has a program to provide LCDs in every classroom.

The school begins at 07.00 o'clock and ends at 13.05. Extracurricular are held after school. They start at 14.00 – 16.00. On Friday, activities start at 13.00 and end 15.30. The map of SMP N 3 Godean. Can be seen in Appendix 1.

c. English Teachers of SMPN 3 Godean

There are 4 English teachers in SMPN 3 Godean. They are MM.Dwiyanti, S.Pd. as the teacher of class VII A B C and class IX F, Irmina Sri Susanti, S.Pd. as the teacher of class VII D E F and IX C D, Susan Angelina, S.Pd. as the teacher of class VIII A B C and class IX E, Titik Marwati as a teacher of class VIII D E F and IX A B. Each class gets English lesson three times a week. It is about 2x40 minutes for each meeting.

In general the English teachers of SMP N 3 Godean have good performance. They have the ability to make the English teaching learning process interesting for their students. They sometimes make a joke while teaching English to motivate the students to get involved in their teaching and learning activities. They also always ask one of the students, to lead the class to pray in English before the class begin. It makes the students practice English and brave to stand in front of the class to speak English.

The teachers are also active in the classroom. They seldom sit on the chair during the teaching and learning process. They always walk around the class to monitor the students' activities. They always try to make the lesson alive by asking or telling a joke or just suddenly greet to the students who are daydreaming or sleepy in the classroom.

d. Achievements

From the observation that the collaborator did during the research, it was found that the students get difficulties to answer the teacher's questions and do the tasks

given to them. They cannot comprehend texts and find it hard for to answer the questions about the text given to them

C. PLACE AND TIME FOR ACTION RESEARCH

The research took place at SMPN 3 GODEAN , Krapyak, sidoarum Godean Sleman. The centre of the research is class VIII A. It is held on November to May 2013.

D. RESEARCH DESIGN

1. Pre Planing

Pre planing of action research is started with some activities. They are

- a. Survey: to look for information about the school which is used to take action research and to know about the condition and situation of the school.
- b. Asking permission to the headmaster of the school and submitting a permission letter from UNY about the action research.
- c. Observation in the classroom to know the background knowledge and the characteristics of the students.

2. Action Research

Classroom action research is based on the steps of action research procedure. The steps consists of four steps. They are planning, action, observation and reflection. To make action research perfect , the researcher implemented.

CYCLE 1

a. Planning

- b. The researcher discussed with collaborators about the student's problems. Some students were passive in the teaching and learning process. They did not participate more, so some students got low scores. The teacher had to find the method that students attract and attention to the lesson. Teacher had to motivate the students to participate in learning. After that the teacher prepared the "lesson plan" based on the syllabus and wrote the basic competence. Cycle 1 was discuss about "Narrative Text".

c. Activities

The teacher did the activities based on the lesson plan:

1. The teacher explained about what "jigsaw method" was and informed the basic competence that would be achieved in the end of the lesson.
2. The teacher asked students to make 5 groups, and each group consisted of 5 or 6 students. The groups are called the jigsaw group or family group. The teacher named every groups were For example the first group was named "Smart' Family". The second group was named "Briliant's Family". The third group was named "Clever's Family". The fourth group was named "dilligent's Family", and the fifth group was named "better's Family". The members in that family group had a numbers or codes(1,2,3,4,5,6.)
3. Teacher gave the materials to each student in the jigsaw group. Each student had different topics. Each student was asked to read.

4. The students who had the same number put into one group, and every group was called “ expert group”. Now, we have 5 expert groups in this classroom action research. Then the teacher asked to each student to discuss in the expert group.
5. The teacher asked students to discuss and answer the questions in expert group. Every group had different materials from others.
6. After finishing the discussing in the expert group, they came back in their jigsaw or family group and then confirmed the result when they were discussing in the expert group .
7. The teacher monitored and guided the students in the discussion in groups, and then asked one of the students in the family group to present in front of the class.
8. The teacher gave confirmation and made sure about the students’ opinions.
9. The teacher and students concluded and reflected the activities in the teaching and learning process.

d. Observation

Observation was held by the collaborators . Observation is focussed on:

1. The teacher’s activities in the teaching and learning process:
 - How the teacher opened the lesson. (greeting)
 - What the teacher’s did in whilst reading.
 - How the teacher manageg the time. (time allocation)
 - How the teacher closed the lesson.(clossing)

2. Students' activities :

- Participation of the students in the teaching and learning process.
- How the students gave an opinions ?
- Whether the students could answer the questions from their friends
- Whether the students made questions correctly?

d. Reflection

The teacher and collaborator discussed, analysed, and interpreted the result of observation activities and also discussed what happened and to know how far the students participated in the teaching and learning process.

CYCLE 2

Activities in Cycle 2 is about the revision of what was implemented Cycle 1.

a. Planning [Revision of the plan in cycle 1].

The researcher discussed with collaborators how to develop students to participate in learning, (especially encourage students to work in group), and how to develop the result based on the reflection in Cycle 1. The teacher had to prepare the lesson plan based on the syllabus, inform the basic competence that would be achieved in the end of the lessons, as well as prepare the material and suitable method used in the learning process.

b. Actions in Cycle 2

The teacher had to do the activities based on the lesson plan. Firstly, the teacher informed about the basic competence that would be achieved in the end of the lesson. Then the teacher asked the students to make groups. The groups

were like those in Cycle 1. After that the teacher gave the material and task to be discussed in the expert group. The teacher guided and monitored the students in the discussion. The teacher asked one of the students in the family group to present in front of the class. The teacher confirmed the students' opinion. At the end of the lesson the teacher and the students concluded and reflected the activities in the teaching and learning process.

c. Observation 2

Observation was conducted by collaborators. It was focused on the teacher's activities and students' activities. In this case, the teacher's activities in the teaching and learning process were how teacher opened the lesson (greeting), what the teacher's did in whilst reading, how the teacher managed the time and how teacher closed the lesson.

Some activities in the teaching and learning process had to be done by the students. Participation of the students in the teaching and learning process, how the students gave an opinion, could the student answer the question from their friend, can the students make questions correctly and the students can do the tasks.

d. Reflection

The teacher and collaborator discussed, analysed, and interpreted the result of observation activities and also discussed what happened and to know how far the students participated in the teaching and learning process.

E. DATA COLLECTION TECHNIQUES

Soeharto [2003:112] says that writes that generally in some research, the method of collecting data could be done in many ways. There are some techniques in the collecting the data, they are questionnaire, interview, observation, test, survey, experiment, and collecting and combination technique.

The researcher uses three kinds of instruments for this research. There are observation, interview and test.

a. Observation

The observation conducted in this research was to investigate directly the teaching and learning process of reading.

Nasution (1988:54) Teknik pengamatan menghasilkan data berupa deskripsi yang factual, cermat dan terinci mengenai keadaan lingkungan, kegiatan manusia, dan situasi sosial serta konteks dimana kegiatan berlangsung.

It means that an observation will give a factual description of a situation and activities from the place of the research.

b. Interview.

The interview is in a sense, an oral questions. Instead the writing of response, the subject of interview gives the needed informations verbally in face-to face meeting.

The interview in this research was done to collect the data from SMP N 3 GODEAN by asking questions to the teacher and students. The teacher was expected to give some descriptions of the teaching and learning process especially

in teaching reading by using “jigsaw”. The interview from the students was expected to know the background knowledge of them.

The instruments for interview, (see in appendix).

c. Test.

The researcher used test instruments to measure the students’ reading ability. The test was taken from the exercises of the English text book, and the test was relevant with their study. Two kinds of test were used in this research:

- a. Pre-test: it was given to the students before the research was actined. The pre- test was used to find out the students’ ability in reading before treatment or at the begining of the research.
- b. Post-test: it wass given after the action carried out. This test was given to the students to measure their ability in reading after the action.

F. THE RESULT OF CLASIFICATION

The researher took cooperative learning jigsaw technique in this research. It could improve the participations of the students in doing the the task. It could increase the result of the English subject.

- a. Based on the observation by colaborators, the teacher observed the participation of the students in teaching and learning process, the researcher would give illustrations:
 1. Participation of the students under 5 % is the lowest.
 2. Participation of the students between 6 %– 20% is lower.
 3. Participation of the students between 21% – 35 % is enough / medium.
 4. Participation of the students between 36% – 50% is high.

5. Participation of the students more than 50 % is the highest.

b. The result of students' test were classified into :

1. Students who get score more KKM [> 75]
2. Students who get score the same as KKM [$=75$]
3. Students who get score under KKM [< 75]

The teaching and learning by using jigsaw is successful if :

- a. Students who get more 7.5 are about 80 percent
- b. The participation of students for discussing in the expert group and in the family group in every cycle achieved 50 percent.

CHAPTER IV

RESEARCH PROCESS, FINDINGS, AND DISCUSSION

A. Resesrch Process and Findings

The research was conducted throught some steps. The first step was reconaissance. In the reconaissance step, the researcher observed and identified the problems in terms of teacher, students, materials, and media. The second steps was planning. After that, researcher designed a syllabus and actions that were feasible to be implemented in the field. The action designed was using jigsaw method in teaching reading. The third step was action and observation. Then, the researcher observed and evaluated the data. In the reflections step, the English teacher served as the collaborator.

1. Reconnaissance

The research process began with the formulation of the problems identified in the field. To identify the problems, the researcher did some activities. The first, the researcher conducted the observations. Next, more data and input about their opinions concerning the weakness, obstacles, and suggestions related to the English teaching and learning process were obtained. She interviewed the teacher, the principal, and some students.

2. Identification of field problems

Based on the interviews and observations, the researcher found some problems. The researcher presented the problems in the following table:

Table 1. The field Problems in Grade VIII B.

No	Problems found	Indicators
1	The students had low motivation to learn and to read English.	1. The students did not answer the questions from the teacher. 2. Some students did not do the tasks.
2	The students had difficulties in joining the lesson.	1. The teacher explained the material more than one. 2. The students gave wrong answers when they did the tasks.
3	The students were shy and afraid of reading English text.	1. The students were afraid and shy when they made mistakes in pronouciation and had wrong answers in doing the tasks.
4.	The students' vocabularies were still low.	1.The students always asked the teacher to translate some English words
5.	The teacher rarely used Classroom English.	1.The students were not familiar with the classroom English in the teaching and learning process.
6.	The English teaching and learning activities were monotonous.	1.The teacher only asked the students to read the text, answer the questions, translate some words in the LKS or the course book.
7	The teacher used limited techniques in teaching reading.	1. The teacher did not have various and interestings techniques in the teaching and learning process. 2.The teacher only taught following to the course book.
8	The classroom management was not good.	1. There were too students in the classroom. 2. The teachet let the students make some mistakes.
9	There were limited media in the teaching and learning process.	1. The teacher only used the course book or LKS.
10	The English teaching and learning process was teacher-centred	1. The teacher only gave presentations and explanations in front of the class without giving an opportunity to the students to do some activities
11	The tasks were not well-organized and not interesting enough.	1. The students did the tasks in LKS.
12	Some students made noise in the teaching and learning process.	1. Some students chatted with their friends, and walked around their friends' desk.

3. Research Problems

After finding problems, the researcher and the English teacher had further discussions to solve the problems. The problems were related to the students' reading skill and how to answer the questions in group (using jigsaw technique) correctly.

On the other hand, the teaching and learning process done by the English teacher was not communicative and tended to be too teacher-centred.

From the questionnaires the researcher found that some students suggested her not to speak in English much when teaching because they were not familiar with that. They also asked her to teach more slowly and use interesting activities in teaching, so the lesson would be more enjoyable. They suggested the researcher to read loudly and to apply the various activities to avoid the boredom in learning. Knowing their expectations from the English teaching and learning process helped the researcher design interesting activities.

Talking about the problems that found in the field, the researcher and the teacher were concerned with the problems on the students' reading skills. The problems include the following points:

- a. Classroom English was rarely used.
- b. The students lacked confidence in reading (in terms of the vocabulary mastery).
- c. The students had low motivation in learning.
- d. The English teaching and learning was monotonous.

Based on problems mentioned above, the plans of the actions were expected to be able to improve the situations in order that:

- a. Classroom English was used.

- b. The students had self-confidence in reading.
- c. The students had high motivation in reading.
- d. The English teaching and learning process would become interesting.

Regarding the interesting teaching and learning in reading the research team used jigsaw technique to improve students' reading skills. Pair work and group work were also employed by the researcher to solve the problems related to the students. They could discuss and communicate with others. The researcher would also create the teaching media to solve the problems. The interesting teaching media would be able to attract the students' attention and encouraged them to participate actively in the learning process.

4. Action Plans

The researcher tried to solve the field problems by using some steps. The first step was writing a course grid. The course grid consists of the standard competence, basic competence, indicators, language focus, media, and description of communicative activities. Here, the researcher used cooperative learning technique, more specifically jigsaw in improving the students' reading skill. There are three lesson plans. Each lessons plan was designed for two meetings. The genre based approach is used in the learning activities. The course grid and the lesson plans could be seen in the appendix.(See Appendix 2)

B. Discussions

The researcher started this research by preparing all the documents needed. It started on November 2012. Firsrtly, the researcher planned the schedule shown below:

Table 2. The timetable of the research

Cycle	Meeting	Date	Time of the Research
1st cycle	1st meeting	Friday, January 25, 2013	07.00.a.m
	2nd meeting	Saturday, January 26, 2013	09.45.a.m
2nd cycle	1st meeting	Friday. february 1, 2013	07.00.a.m
	2nd meeting	Saturday, February 2, 2013	09.45.a.m
3rd cycle	1st meeting	Friday, February 15, 2013	07.00 a.m
	2nd meeting	Saturday, February 16, 2013	09.45.a.m

After designing the timetable of the researh, the researcher then prepared the instruments to collect data. They are

a. Observations sheets

The researcher used the observation sheets to see the students activities during the teaching learning process. The observation was done by the partner of the researcher who was called collaborator.

b. Question for the Interview

The interview in this research was done to collect the data by asking questions to the English teacher. The teacher was expected to give some descriptions of their experiences in the teaching and learning process especially in teaching reading. The questions for the interview can be seen in the appendix 3.

c. Questionnaires

The researcher gave questionnaires for students to find out the willingness of the students in English teaching learning process. The questionnaires can be seen in Appendix 4.

d. Pre-test

To know the grade eight students' reading comprehension, the researcher conducted pre-test on Wednesday, January 2nd, 2013 at 08.00 a.m, the topic of the test was Narrative text.

The test was conducted in the form of written test. The researcher gave a pretest and asked the students to answer the questions by choosing the correct answer. The pre-test took 40 minutes. Based on the discussion before, the material was taken from students' worksheets. The researcher and the teacher carried out the observation. The researcher also observed the students' activities while they were doing it. She observed the pre-test process by monitoring the students' activity in doing it. The students answered the questions calmly. The class was silent during the process. There were some students who got confused. They were not ready to have a pre-test. After the students finished to do the pre-test, the researcher collected the students' work. Then the researcher checked and scored the students' task. The result of the pre-test was used to find out the students' achievement in reading comprehension. The result was presented in the following table.

Table 3. The pre-test result

Score	Frequency	Percentage	Total Score
< 55	11	35.5	605
65	9	29.0	585
70	3	9.7	210
75	3	9.7	225
80	1	3.2	80
85	3	9.7	255
90	1	3.2	90
Total	31	100	2050
Mean		6.6	

Based on the table above, it was found that the mean of the students' reading comprehension was 6.6. All of the students did not pass the minimum passing criteria.

C. Action Research

After the questionnaire and pre-test were given and the researcher had known the result, the researcher began to have an action research. The researcher arranged the time table for the acting session. She would teach in the class for three cycles. Each meeting lasted for 40 minutes. The cycle discussed the topics of narrative text. The first cycle was held on January 25 and 26, 2013 while the second cycle was held on February 1 and 2, 2013. The third cycle was held on February 15 and 16, 2013. The timetable of the research is presented in the table below:

Table 4. The timetable of the Research

Cycle	Meeting	Date	Time of the Research
1 st cycle	1 st meeting	Friday, January 25, 2013	07.00 .a.m
	2 nd meeting	Saturday, January 26, 2013	09.45 .a.m
2 nd cycle	1 st meeting	Friday, February 1, 2013	07.00 .a.m
	2 nd meeting	Saturday, February 2, 2013	09.45 .a.m
3 rd cycle	1 st meeting	Friday, February 15, 2013	07.00 .a.m
	2 nd meeting	Saturday, February 16, 2013	09.45. a.m

The result of daily evaluation and observation were collected in every step of action. The interview was taken in the beginning of the research from research subjects.

1. The Report of 1st Cycle

a. Planning

Based on the result of the discussion with the collaborator, the actions in the first cycle that would be performed are

1]. Applying Jigsaw

Divide students into groups of 5-6. Each member of the groups should be different in terms of gender, ethnicity, race and ability. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group. Devide the day's lesson into 5-6 segments. Assign each student to learn one segment, making sure that the students have direct access only to their own segment. Give students time to read over the segment at least twice and become familiar with it. There is no need for them to memorize it. From temporary "expert group" by having one student from each jigsaw group join other students assign to the same segment. Give students in these expert groups

time to discuss the main point of their segment and to rehearse the presentations they will make to their jigsaw group. Bring the students back into their jigsaw group. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification. Float from group to group, observing the process. If any group is having troubles (e.g. member is dominating or disruptive), make an appropriate intervention. Eventually, It is best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games, but really count.

2]. Using Classroom English

The classroom English was used to familiarize students with English in the classroom. They had opportunities to improve their speaking. The students were expected to speak English during the lesson. The classroom English was used in opening the lesson, delivering the material, giving instructions, and closing the lesson.

3]. Giving Reward to the Students

To motivate the students, rewards were given in the form of good score. The reward could be given to the groups or individuals, so that other students who got bad score would be motivated to increase their ability to get a good score like their friend.

b. Acting

1]. The first meeting

At the beginning the researcher gave the students' apperception about the material to be studied about narrative text and reading tasks using jigsaw. The researcher also explained the jigsaw method and how to apply it in the learning process. The jigsaw method was a new method for them. The researcher explained that the students should make a group and every group consisted of 5 – 6 students. This group was called "a family group". From a family group each member had different materials. The researcher gave them times to read the materials. Next, the students who got the same material had to make a new group. After that, they could discuss their tasks in their new group. This group was named "jigsaw group" or "expert group". Since, the students were not accustomed to make groups in the learning process before, the researcher felt confused. The students used to listen and did the tasks individually.

Then, the researcher asked them to discuss the material in groups. They discussed the tasks in the jigsaw group. After they finished discussing in the jigsaw group, they came back to their family group. Every member shared the result of the discussion in the expert group. The researcher monitored to the students. The researcher asked one of the students in the family group to present the result of their group discussion. The researcher and the students checked the answers. The researcher gave the feedback. The researcher and the students concluded the material. The material did not finish yet and would be continued in the second meeting.

2]. The second meeting

The researcher reminded the students of the previous lesson and asked one of them to explain what “jigsaw method” was. Then, the teacher made groups like those in the first meeting. First, the students made a family group consisting of 5 persons. Then, the students who had the same material had to gather. In this occasion, the class’ condition was better than proper. They did not use long time to make a group, they still crowded like people in the market. The teacher asked them not to talk more. When the situation was quiet, the teacher gave the task and asked the students to do the task in the jigsaw group. The teacher monitored them in doing the task. When they finished doing the task, they came back to the family group and informed the result in their group. After discussing, the teacher asked one of the student in the family group to present the discussion’s result in front of the class. The teacher gave feedback and underlined the students’ opinions. The teacher and the students concluded and reflected the teaching and learning activities. In the last meeting, the teacher gave a post test.

c. Observing first cycle

The activities of the teacher in this cycle could be concluded that the teacher taught based on the lesson plan and tried to do the teaching and learning processes. The teacher informed the basic competence. The teacher explained about the material would be discussed. The teacher explained about the jigsaw technique. The students felt confused and strange about the jigsaw technique. They never did before. When the teacher asked them to make a group suddenly the situation of the class so crowded like the market. The teacher was confused to see the class

and try to stop them to keep silent. The teacher explained how to make groups effectively. Each group consists of 5 -6 students. Then the teacher counted them one, two, three, four, five. This was group one. The teacher counted again one, two, three, four, five, this was group two, etc. All the group called family group. Then the teacher give the different material to each member, and asked them who has the same material to submit to make one group. This group called expert group. To make groups in this cycle needed long time, so the material in the first cycle was not finished and to be continued to the second cycle. Some students still confused on what they must do.

Based on the observation in the first cycle, the participation of the students in discussing in the expert group could be seen in table below:

Table 5. The participation of the students' discussing in the expert group.

No	Item of observation	Meeting 1		Meeting2	
		The number of the students		The number of the students	
		F	%	F	%
1	Actively asking the teacher	3	9.38	5	15.62
2	Actively doing the tasks given	20	62.50	24	75.00
3	Actively expressing/giving ideas	5	15.62	7	21.88
4	Actively writing the questions/tasks	18	56.25	22	68.75

The participation of students in the family group in Cycle 1 can be seen in the table below:

Table 6. The students' participation in the family group.

No	Item of observation	Meeting 1		Meeting 2	
		The number of the students		The number of the students	
		F	%	F	%
1	Actively asking the teacher	7	21.88	9	28.12
2	Actively doing the tasks	6	18.75	10	31.25
3	Actively expressing/giving ideas	14	43.75	18	56.25
4	Actively writting the questions/tasks	31	100.00	31	100.00

d. Reflection

Based on the observation of the first cycle, it could be concluded that the participation of the students in the discussion was still low. The researcher had to motivate them to take part in the group.

2. The report of the second cycle

a. Revision planning the 1st cycle

- 1) The researcher discussed the result of the observation in the 1st cycle with colaborator, then prepared the next plan based on the the finding found in the first cycle.
- 2) The researcher selected and wrote the basic competence.
- 3) The Teacher prepared the material.

b. Acting cycle 2

1]. The first meeting of cycle 2

- 1) Teacher reminded the students about the last lessons and asked the students to explain what jigsaw technique was.
- 2) The teacher asked the students to make groups like in the first cycle. Each group consisted of 5-6 persons. That group was called family group. Then, the teacher gave the different material to each student. The teacher asked the students to read the material. The students who had the same number gathered to make one group. It was called expert group or jigsaw group.
- 3) The teacher asked them to discuss in the expert group.
- 4) The teacher did monitoring. After the discussion in the expert group finished, the teacher asked them to come back to their family group. They had to share the result from the expert group to the family group.
- 5) The teacher asked one of the family groups to present in front of the class. Then, the teacher and the students gave responses and feedback.
- 6) The teacher and the students concluded and reflected the teaching and learning process.

2]. The second meeting

- 1) Teacher asked the students to remember the previous lessons and asked the students to explain what jigsaw technique is.
- 2) The teacher asked the students to make groups like those in the first cycle. Each group consisted of 5-6 persons. That group was called

family group. Then, the teacher gave the material and asked the students who had the same number to gather and make one group. It was called expert group or jigsaw group.

- 3) The teacher asked them to discuss in the expert group.
- 4) The teacher monitored the student. After the discussion in the expert group finished, the teacher asked them to come back to their family group. They had to share the result of the expert group's discussion to the family group.
- 5) The teacher asked one of the family group to present in front of the class. Then the teacher and the students gave responses and feedback .
- 6) The teacher summarized the topic discussed in the teaching and learning process.

At the end of the meeting, the teacher gave exercises to all of the students to know how far their understanding.

c. Observation cycle 2

The activities in the 2nd cycle, the teacher had tried to do perfectly. Based on the observation, the situation was still crowded when the teacher asked them to make groups. Some of the students just moved from one place to another place. When the teacher asked them to discuss in groups, some of the students just played. The participation of the students in discussing in the expert group can be seen at the table below:

Table 7. The students' participation in the expert group cycle 2.

No	Items of observation	Meeting 1		Meeting 2	
		The number of the students		The number of the students	
		F	%	F	%
1	Actively asking the teacher	5	15.62	7	21.88
2	Actively doing the tasks	22	68.75	26	81.35
3	Actively expressing /giving ideas	6	18.78	10	31.25
4	Actively writing the question /tasks	20	62.50	24	75.00

Table 8. The participation of the students in family group

No	Items of observation	Meeting 1		Meeting 2	
		The number of the students		The number of the students	
		F	%	F	%
1	Actively asking the teacher	5	15.62	7	21.88
2	Actively doing the tasks	22	68.75	26	81.35
3	Actively expressing/giving opinions	6	18.78	10	31.25
4	Actively writing the questions/tasks	20	62.50	24	75.00

d. Reflection 2

Based on the result of the observation in the 2nd cycle, the researcher analyzed the participation of the students in discussing in the expert group, the data can be seen in the table below:

Table 9. The participation of the students in the expert group.

No	Items of observations	The numbers of students		Score				
		F	%	The highest	higher	high	low	Lower
1	Actively asking the teacher	6	18.75				V	
2	Actively doing the tasks	24	75	V				
3	Actively expressing /giving opinions	8	25			V		
4	Actively writting the question /the tasks	22	65.75	V				
	Mean		46.75		V			

From the table above, it can be concluded that the mean of the participation of the students in the expert group is 46,88%. If we compare the result in the 1st and 2nd cycle, the result of the 2nd cycle is higher than the 1st. The students in the second cycle had received the jigsaw technique to be used in teaching and learning process.

3. The Report of The Third Cycle

a. Revision the second plan

- 1) The researcher and the collaborator discussed the result of the second cycle. Then, the researcher prepared the lesson plan for the next meeting in the third cycle, based on the syllabus and finding found in the second grade.
- 2) The teacher informed the basic competence to the students.

3) The teacher prepared the material, students' worksheet and other equipments that had to be used in teaching and learning process.

b. Acting the third cycle.

First, the teacher asked the students to remember the previous lesson. The teacher asked one or two students to explain or retelled about the last material in front of the class. Then, the teacher asked them to make groups. In this cycle, the students did not use much time to make group. The situation is more convenient and more quite. First, they made a family group then they made an expert group. After that the teacher gave the material and asked them to discuss in the expert group. They did the task calmly and enjoyed the lesson. When they finished discussing, the teacher asked them to come back to their family group. They informed and shared the result of the discussion in their group. The teacher asked one of the students in the family group to present in front of the class. Then teacher and students gave responses and checked the answers. The teacher and the students summarized together, and the teacher gave feedback. The end of the lesson the teacher gave a post-test.

c. Observation 3

Based on the observation in cycle 3, the teacher and collaborator concluded the result according to the following:

1. The result of the discussion in expert group.
2. the result of the discussion in family group.
- 3 The result of the students the end of the meeting in cycle 3

Table 10. Participation of the students in expert group.

No	Items of observation	The number of the students	
		F	%
1	Actively asking the teacher	8	25,00
2	Actively doing the taska	26	81.25
3	Actively expressing/giving opinions	9	28.12
4	Actively writting the questions/tasks	24	75.50
	Mean		52.50

Table 11. Participation of the students in Family group

No	Items of observation	The number of the students	
		F	%
1	Actively asking the teacher	9	28.13
2	Actively doing the tasks	10	31.25
3	Actively giving opinions	22	68.78
4	Actively writting the questions/tasks	31	100
	Mean		57.30

Table 12. The result of the students

No	Score criterion	The number of the students	
		F	%
1	<75	4	12.5
2	75	15	46.87
3	76-85	9	28.12
4	86- 100	4	12.5

The teacher had tried to teach perfectly, and tried to teach based on the syllabus and lessson plan. In the pre teaching, the teacher gave motivation and aperseption then the teacher explained new materials. During the teaching and learning process the teacher and collaborator observed the activities of the students in discussing in groups. At the end of the lesson,

the teacher and the students concluded the material and the teacher gave the test.

d. Reflection 3

Based on the activities cycle 1 until cycle 3 , It can be concluded that the activities were enriched. The students could join the lesson happily. The students enjoyed the jigsaw technique in the teaching and learning process. When the teacher asked the students to do the task, they answered quickly and correctly.

C. Post test

The post test was conducted on Wednesday, February 13. 2013. In the previous meeting, the researcher had to give information that the students would like to do in the post test. So, for this meeting, they had to prepare it and studied at home. After the researcher gave a paper, the students did it seriously. The questions in the same with the ones in the post test. there are 20 and all of them were multiple choice. They did the test seriously. It can be seen that the condition of the class was silent. After conducting the post test,the researcher and the teacher scored the students' answer. The result was presented in the table as follows:

Table 13. The Post - Test Result

Score	Frequency	Precentage	Total Score
55	1	3.2	55
65	3	9.6	195
70	3	9.6	210
75	3	9.6	225
80	11	35.4	880
85	9	29	165
90	1	3.2	90
Total	31	100	2420
Mean		78	

Based on table, it was found that the mean of the students' reading comprehension reached 7,8. All of the students passed the minimum passing criteria [KKM]. It could be concluded that the students' reading comprehension had improved compared to the mean of the students' reading comprehension score in the pre-test.

D. Students' Responses

Not only interviewing some students, the researcher also gave questionnaire to the students in the end of the actions. The questionnaire was given to know the students' responses about the jigsaw technique . This questionnaire was given to all of the students, so the researcher could find out the responses of all the students about the use of jigsaw as a teaching technique. The questionnaire was in Indonesian so that the students could understand the questions well. There were five questions in this questionnaire. Question number 1 was related to the effectiveness of using media. Question number 2 was related to the effectiveness of team work. Question number 3 was related the effectiveness of using communication and interaction in team work. Question number 4 was related to

the effectiveness of taking score in groups. Question number 5 was related to the effectiveness of using jigsaw method in improving reading comprehension. The questions of the questionnaire could be seen in the Appendix 5.

Here, the researcher presented the result of the questionnaire in the table below:

Table 14. The Result of the Questionnaire

Item Number	Yes	Doubt	No
1	61.2%	25.8%	12.9%
2	90.3%	9.6%	0%
3	90.3%	9.6%	0%
4	90.3%	9.6%	0%
5	58.06%	41.93%	0%

Based on the table above, it can be said that the used of jigsaw was effective in improving students' achievements in reading comprehension and the quality English teaching and learning process.

E. The Improvement of Students' Reading Comprehension using jigsaw

The purpose of the action research was to improve the students' reading comprehension of the second grade of SMP N 3 Godean by using jigsaw method. After the implementation of Jigsaw for, the students' reading comprehension had improved. It can be seen in the mean of the students' reading score in the pre – test and post- test:

Table 15. The mean of students' reading score in pre – test and post – test

	Pre Test	Post Test
Mean	66.00	78.00

The description of the comparison between the mean of students' reading comprehension score in the pre - test and post- test can be seen in the figure

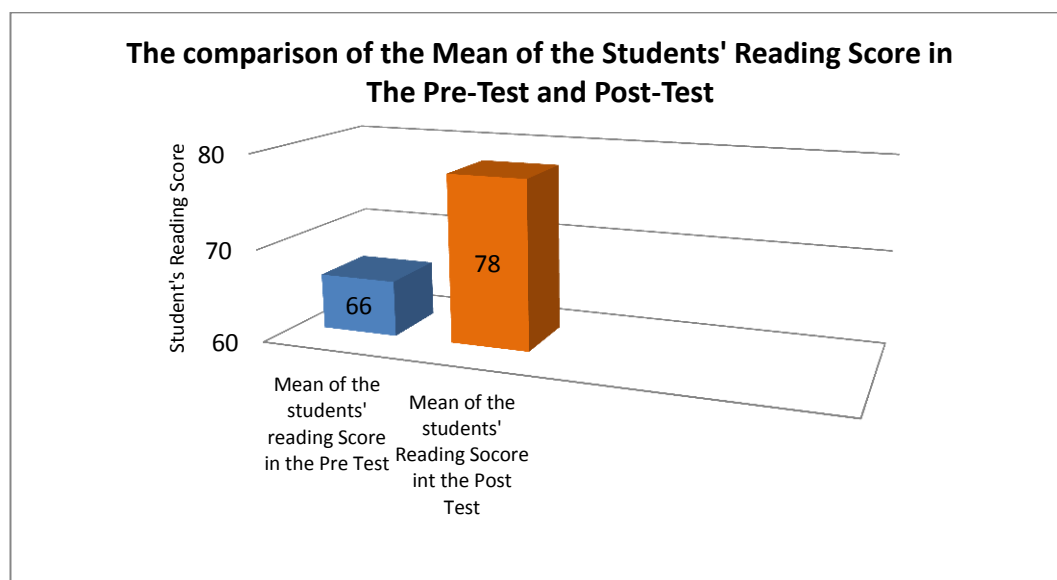


Figure 1.2. The comparison of the mean of the students' reading score in the pre-test and post-test

From the table can be concluded that jigsaw can improve the students' reading comprehension of second grade of SMP N 3 Godean.

F. Final Discussion

This research was conducted based on the procedure of classroom action research that consisted of three cycles. Each cycle was done by applying jigsaw. Based on the identification of the problem in second grade in SMP N 3 Godean, it can be seen that the students' reading comprehension and the students' involvement in teaching and learning process were low. Therefore, the researcher

tried to use the jigsaw in solving the problems. The research can be concluded into the following points:

1. By using jigsaw, the students' participation had improved. The students were enthusiastic in answering the researcher questions. They also paid attention when the teacher explained the material using some media such as pictures and list of some vocabularies. Moreover, the students were happy to do discussion in each group. They tried to understand the meaning of the text which given by the researcher

2. The implementation of jigsaw was started by giving a presentation. In this session, the researcher explained the material first. Then, the students worked in group. The researcher gave worksheet to every team to practice the reading comprehension with their team. After that, they had to present what they got. Finally, the researcher and the students had to check the answer together.

3. Based on the mean of the students' reading score in the pre-test and post – test, there was a significant improvement of the students's reading comprehension. From the assesment in pre-test, it was found that the mean of the students; reading comprehension reached 51.12. Meanwhile, from the assesment in the post-test, it was found that the mean of the students, reading comprehension was 78.00.

4. Based on the result of questionnaire, the students, responses toward the used of jigsaw in learning reading were very good. It means that the students enjoyed the English teaching and learning process using jigsaw in improving their reading comprehension.

Based on the result of the research, it is showed that jigsaw can be applied to improve the students' reading comprehension. The implementation of jigsaw was effective in teaching reading in SMP N 3 Godean. The jigsaw group made the students motivated to try to do the best performance in each group.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher tries to present some conclusion which is based on the research finding. Some suggestions are included in this chapter.

A .Conclusion

This research was an action research which was conducted among the eight grade students of SMP N 3 Godean. The researcher worked collaboratively with the collaborator. The researcher acted as the teacher, and the fellow/the partner teacher acted as the observer. Related to the discussion and analysis in the previous chapter, it can be concluded that:

1. In general the implementation of teaching reading by using jigsaw ran well. Jigsaw was very helpful on the teacher. It helped the teacher to motivate the students to learn reading. The teacher could handle the class better. By using jigsaw, the teacher did not only explain the materials but also made all the students more active and creative in the teaching and learning process. In this case, using the group work was more interesting because the previous teacher just read and explained the material and asked the students to do the tasks individually. She never asked the students to do the tasks in group.
2. Based on the result of the research, the researcher can conclude that teaching reading by using jigsaw in SMP N 3 Godean has good result. In the pre-test, the high score is 90, the lowest score is 25 and the mean score is 51.12 %. In the post-test, the high score is 90, the lowest score is 55 and the mean score is 78%. It

indicated that teaching reading using jigsaw increased the students' reading achievement. There were 27 students [87%] who had increased their reading achievement. Most of them were active in responding to the teacher's questions. There were 4 students [12.9%] who had decreased their reading achievement. There were 8 students [25.8%] who had shown static achievement. In generally, the researcher concluded that teaching reading using jigsaw is successful. The use of jigsaw is very suitable or appropriate and helpful in the teaching and learning process among the grade eight students of SMP N 3 Godean.

B. Suggestion

Based on the conclusions, the researcher proposes the following suggestions to help the English teachers in the teaching learning process:

1. As the English teachers, we should learn how to change their ability in teaching English and to establish a good atmosphere in the classroom, so the students enjoy their English class. The teacher must be creative to use various techniques in teaching reading in order that the students are interested in the teaching learning process. It is better for the teacher to use jigsaw as one of the techniques which can be used in teaching English in order to increase the students' reading competence.
2. For the students, it is important for the students to pay attention to the lesson and obey the teacher's instruction. They should study English carefully, Then the students should become more active and creative in learning English. Besides, the

students should not make a noise in the classroom so that the teaching and learning process runs successfully

3. For other researchs, The researcher realizes that this research is far from being perfect. Therefore, the researcher suggests to other researchers who conduct the similar research to develop and try media used to improve the students' reading comprehension.

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FIELD NOTES

Field Notes 1

8 November 2012

Ruang Kepala Sekolah

Peneliti [P] menghadap Kepala Sekolah dan mengutarakan maksudnya untuk melakukan penelitian tindakan kelas di SMP N 3 Godean kelas 8A. Kepala Sekolah mengizinkan peneliti untuk mengadakan penelitian. Selanjutnya Kepala Sekolah menyuruh peneliti untuk menemui ibu Susan Angelina sebagai guru kelas 8A. Setelah mendapat izin dari Kepala Sekolah, peneliti kemudian mencari ibu Susan Angelina sebagai guru kelas 8A, tetapi hari itu ibu Susan Angelina tidak masuk sekolah karena sakit. P memutuskan untuk kembali lagi esok harinya.

Field Notes 2.

9 November 2012

Ruang Guru

P menemui ibu Susan Angelina, dan mengutarakan maksudnya bahwa P akan mengadakan penelitian di kelas yang beliau ampu dan diijinkan. Kemudian P minta jadwal pelajaran kelas 8a sehingga P bisa menyesuaikan waktu untuk mengadakan penelitian.

Field Notes 3.

16 November 2012

Ruang kelas 8A

Observasi 1,

1. Pukul 07.00 bel berbunyi, Peneliti [P] dan Guru Bahas Inggris[GBI] masuk ruang kelas 8B, GBI menyapa para siswa dan meminta ketua kelas untuk memimpin berdoa. Dalam memimpin berdoa ketua kelas masih menggunakan Bahasa Indonesia meskipun saat itu pelajaran Bahasa Inggris.
2. GBI memperkenalkan P kepada para siswa dan maksud dari P yang sekarang masuk di kelas 8A. Suasana saat itu mulai agak ramai karena mereka pada membicarakan P.
3. GBI meminta P untuk memperkenalkan diri kepada para siswa, setelah itu meminta kepada P untuk duduk di kursi kosong paling belakang,
4. GBI meminta para siswa untuk mempersiapkan peralatan karena pelajaran akan segera dimulai. Beberapa murid masih belum konsentrasi dan masih kasak-kusuk membicarakan P yang duduk di belakang.
5. GBI mengatakan pada siswa bahwa hari ini akan membahas tentang teks narative.
6. Di ruang kelas ada 17 meja dan 34 kursi. Jumlah siswa ada 32 anak sehingga masih ada meja dan bangku kosong. 19 perempuan dan 13 laki-laki.

7. Suasana tenang hanya berlangsung sebentar. Ada beberapa siswa mengobrol dengan teman sebangku, dan ada siswa yang jalan – jalan dan siswa ini adalah siswa yang paling ngeyel di kelas gak bisa duduk tenang seperti orang yang sedang sakitambeien.
8. Pada saat GBI sudah mulai mengajar, hanya sebagian siswa yang konsentrasi ke pelajaran dan BGI tidak peduli pada mereka yang kurang memperhatikan pelajaran.
9. Tiba – tiba Kepala Sekolah masuk, GBI dan P agak kaget, tetapi membuat suasana berubah menjadi tenang, para siswa diam seperti mereka takut karena kehadiran Kepala Sekolah.
10. GBI menyuruh siswa membuka buku paket EOS, dan menyuruh siswa membaca teks yang ada kemudian GBI menyuruh siswa untuk menjawab pertanyaan tanpa diterangkan terlebih dahulu sehingga anak gak dong dan suasana jadi ramai.
11. Tiba – tiba datang bu Widi staf TU memanggil Kepala Sekolah, karena ada tamu dan spontan perhatian murid berpindah ke bu Widi.
12. GBI meminta beberapa siswa menulis jawaban di papan tulis, lalu di koreksi bersama – sama.
13. Ketika kegiatan berlangsung, ada bermacam – macam aktivitas siswa. Ada yang mengobrol, mencari jawaban yang masih kurang, bahkan ada anak yang sudah minta istirahat dan bilang “korting bu wis kesel” tapi GBI cuek aja tidak mau mengakhiri pelajaran. Dan akhirnya terdengar bel berbunyi, sontak para siswa berteriak “Ya... “. Pelajaran hari itupun berakhir.

Field Notes 4.

17 November 2012

Di ruang guru.

Peneliti datang ke sekolah jam 09.30 kebetulan pas jam istirahat. Peneliti menemui Guru Bahasa Inggris untuk melakukan interview. P menanyakan seputar bagaimana situasi pembelajaran di kelas 8A. Apakah para siswa tertarik dan merasa senang dengan pelajaran Bahasa Inggris. Apakah yang harus dipersiapkan sebelum mengajar, sehingga P juga akan mempersiapkan segala sesuatunya. Interview selesai karena bel berbunyi pertanda jam istirahat sudah selesai, karena bu Susan juga akan mengajar pada jam berikutnya maka P mohon maaf karena telah mengganggu dan mengucapkan terimakasih.

Field Notes 5.

Tanggal

Ruang kelas 8B

Observasi 2

1. GBI masuk kelas dan menyapa siswa dengan mengucapkan “good morning”[siswa membalasnya].
2. GBI menanyakan PR dan mengeceknya bersama – sama. Saat mencocokkan PR, GBI kurang memberikan penjelasan dalam Bahasa Inggris dan kebanyakan menerangkan dengan Bahasa Indonesia.
3. Siswa juga kurang banyak dalam berbicara Bahasa Inggris. Bila ada siswa menjawab dan bertanya menggunakan Bahasa Inggris banyak temannya

yang mentertawakan dan dianggap “sok /gaya”. Hal ini membuat suasana menjadi tidak nyaman dan siswa enggan untuk latihan berbicara menggunakan Bahasa Inggris karena takut diejek oleh temannya.

4. Saat berlangsung kegiatan “mencocokkan” beberapa siswa [laki-laki] ramai dan banyak yang bermain-main sehingga membuat guru marah.
5. Setelah selesai mencocokkan PR, kelas melanjutkan materi tentang “Narrative”. Guru mulai menerangkan materi baru tetapi banyak anak yang kurang memperhatikan dan dibiarkan saja oleh guru sehingga suasana kurang kondusif.
6. Setelah jam pelajaran usai guru langsung memberi PR, tanpa memberi summary tentang materi yang baru diajarkan padahal banyak anak yang belum paham.

Field Notes 6

24 November 2012

Ruang Kelas

Hari ini P berencana akan mengadakan interview dan sekaligus meminta siswa untuk menjawab “questionare”. Saat menjawab pertanyaan, suasana tenang dan siswa konsentrasi untuk menjawab pertanyaan. Bulan Desember peneliti harus berhenti mengadakan penelitian karena akan ada kegiatan tes standarisasi dari Kabupaten Sleman [tes kenaikan kelas], penelitian dilanjutkan bulan Januari 2013.

Field Notes 7

25 Januari 2012

Ruang kelas VIII B. Pelaksanaan Tindakan Kelas

Hari ini adalah hari pertama pelaksanaan tindakan kelas. P dan GBI masuk ke ruang kelas pada pukul 07.00 WIB. Suasana kelas tampak tenang begitu mengetahui GBI dan P masuk kelas. Masih ada beberapa siswa yang belum masuk kelas. GBI kemudian memberitahukan kepada para murid bahwa untuk beberapa minggu kedepan yang mengajar Bahasa Inggris adalah P. Ada beberapa siswa yang berbisik dan mengucapkan “horray”. P kemudian segera mengambil alih komando. P mengucapkan salam dan menanyakan kabar para siswa. Then she asked the leader of the classroom. Bagas, Please lead to pray, He was confused and then her friend told her the meaning.

“Lead a prayer.” The teacher asked the leader of the class to lead the prayer while showing the gesture.

“Apa mam?” he asked to the teacher.

“Repeat after me...let’s pray together”.

“Let’s... pray... together.” He tried to repeat the expression.

OK. Good. Nanti kalau sudah selesai bilang “Amien”. Nah ,sekarang pimpin berdo’a. Kemudian P memanggil nama siswa sambil menghafalkan masing-masing siswa, supaya P bisa dekat dengan siswa dan mereka akan tertarik dengan pelajaran. Pada pertemuan pertama P akan mengadakan pre-test kepada para siswa. Setelah selesai mengerjakan pre-test, P langsung mengajarkan materi tentang “Narratives”. Then the researcher showed the novel and asked them. What is it?

Some students answered “a book”, others said “Novel”. Good. Have you ever read the novel? They answered “Yes”..

“What do you feel after reading? The students answer “seneng mam”.Menangis mam, dan sebagainya. Mengapa kok menangis? Siswa menjawab ngeri dan kasihan mam pelakunya meninggal. Then P showed the picture and asked them to answer the questions based on the picture. The situation is interesting because the students are interesrtd in the lessons though there are some students look bored and sleepy.

Field Notes 8

26 Januari 2013

Ruang Kelas. Pelaksanaan tindakan.

Hari kedua pelaksanaan tindakan. P dan GBI masuk kelas pukul 07.00 WIB. Suasana menjadi lengang begitu tahu GBI and P masuk. Dan masih ada beberapa siswa yang terlambat masuk kelas. Setelah semua masuk GBI bahwa pelajaran akan disampaikan oleh P. GBI memberikan waktu sepenuhnya kepada P, dan GBI menuju ke belakang duduk di kursi kosong yang ada di belakang. P kemudian mengambil alih komando, P mengucapkan salam dan menanyakan kabar siswa {dijawab oleh siswa}. She asked the leader of the classroom to lead to say a prayer. Then P explained about the narrative text. P showed some pictures, the students guessed. P asked the students to answer the questions orrally based on the picture. P explained the definitions of the narrative text, the language featutres, The charactetistics of the narrative tetx, and the generic structure of the narrative

text. They listened and pay attention though some students talked each other with his friends (Yohanes, Arbi, Wahyu). P gives examples of the narrative text. P asked the sudents to underlined the verb in pairs. They do not know “in pairs”. P explained, Bagas and Kevin do together. Dian and Ratna. Then P explained how to do the tasks. They have to read every sentence and underlined “the Verb” in that sentence. P asked some students to write the verb on the whiteboard.P and students discussed the answered. Suddenly the bell rang and the lesson lasted. P closed the lessons.

Field Notes 9

1 Februari 2013

Ruang Kelas.

P came into the classroom, She greeted the students.”Good morning”. “How are you”. Who is absence today? Are you ready? And the students answer antusiasly. P asked about the last topic, and gave some questions. Then P showed the example of the text. P explained how to do the task. They have to do the tasks in group, so they have to make groups. They do not usually to do the tasks in group so when P asks them to make groups, the class became very crowded. P help them how to make the group. First, P counted “one,two, three, four, five,six, they gathered in one group. P counted again until all students have group. P gave the tasks and asked the students to read the questions. P said who has the same parragraph gathered to make one group and discussed in group to answers the questions. Today P applied the “jigsaw technique”. The class needed long time to

make groups and the class is very noisy. After that P discussed the answers together. Before the time was up P and the students concluded the material. When the bell rang P closed the lesson.

Field notes 10

2 Februari 2013

Di ruang kelas.

Pelaksanaan tindakan.

P came into the class and greets the students.

P : "Good morning, students". "how are you?"

S : "Good morning, Mam". "I am very well, thank you."

P : "who is absent today?"

S : Nobody is

P : Good. You are diligent students. Then P reviewed the last lesson. They asked what is jigsaw technique and how to make the groups.

After that P showed the pictures and asked the students to answer the question orally. They answered enthusiastically they looked interested in English. P asked them to make groups because they have to do the tasks in group. They do not use long time to make groups. They moved fastly. P gives the tasks, they did it fastly too. They enjoy to do the tasks in group because they can discuss the answer in group. The last activity P gave the tasks and asked the students to do the task individually. Then P discussed the answers with the students. Before the lesson ended P and the

students made the summary about the lesson . P interviewed some students about the lessons and teaching and learning process.

Field Notes 11

15 Februari 2013

Ruang kelas

The researcher came into the class at seven o'clock. The researcher greeted the students.

R: Good morning ,students.

S: Good morning mam.

R: How is life?

S: I'm very well thank you, and you?

R: I'm very well,thanks. Who is absent today?

S: No body is.

Then the researcher showed the picture and asked the students to answer the questions. They can answer correctly and antusiasly, thought some students comment about the picture. Then the researcher explained about the narrative text. The students listened her explanation. The researcher gave the tasks and asked them to do the tasks in pairs.When they done it ,the situation was rather busy because they discussed with their friends. After they finished in doing the tasks then checked the answers together. Some students wrote the answer on the board. The researcher gave the tasks again and asked them to make the group. They had to do the tasks in group. The researcher monitored. After that the class were busy

in discussing to check the answers. The last activities the researcher gave the tasks again but they had to do the tasks individually. The situation was quiet because the researcher said that ,they would collect the tasks. Before the time was up the researcher and the students made the conclusions about the narrative text. The researcher announced that the next meeting would give a post-test and asked them to study .When the bell rang the researcher closed the lesson ,and said “see you next time”.

Field Notes 12

16 Februari 2013

Ruang kelas

P masuk kelas tapi sebelumnya P sudah mengatakan kepada GBI bahwa hari ini adalah “post-test” . P memberitahukan kepada siswa bahwa hari ini adalah “post-test” segera P membagikan lembar soal . Suasana berubah menjadi ribut karena banyak siswa yang tidak siap dan takut kalau mendengar kata test. P memberitahu soalnya sama dengan waktu “Pre-test” jadi gampang gak usah takut dan cemas. Suasana kembali normal dan anak-anak mulai mengerjakan soal dengan tenang. Setelah selesai pelaksanaan “post -test”, P menarik lembar test dan mengumpulkannya. P kemudian mengatakan bahwa saat ini adalah pertemuan terakhir bagi P mengajar di kelas VIII B untuk itu P minta maaf kepada para siswa apabila banyak kesalahan selama mengajar menggantikan GBI (Ibu Susan Angelina).

Field Notes 13

Tanggal 25 Februari 2013

P datang ke ruang guru untuk menemui GBI. GBI menanyakan hasil kerja siswa selama P mengadakan penelitian, P memberikan hasilnya kepada GBI sekaligus nilai “pre-test” and “Post-test”. P kemudian mengatakan mohon maaf apabila saat penelitian banyak kesalahan dan terimakasih atas bimbingannya selama melakukan penelitian.

P menuju ke ruang Kepala Sekolah. P bertemu Kepala Sekolah mengucapkan terima kasih atas ijin yang telah diberikan kepada P untuk melakukan penelitian, P juga mohon maaf apabila selama mengadakan penelitian di SMP N3 Godean banyak kesalahan. P berterima kasih kepada KS,GBI dan semua guru atas bantuan yang diberikan selama P mengadakan penelitian. P mohon pamit kepada semuanya dan mohon do’a restu.

INTERVIEW

TRANSCRIPTS

Interview 1

16 November 2012

Ruang Kelas VIII A saat istirahat.

P: Peneliti S: Siswa

P	:	Hallo, Mbak namanya siapa?
S	:	Dian. Ada apa bu?
P	:	Mau tanya bisa gak , mbak Dian ada waktu gak?
S	:	Iya.
P	:	Tadi kan baru saja pelajaran Bahasa Inggris, menurut kamu Bahasa Inggris itu menyenangkan atau bagaimana?
S	:	Ya ,sebenarnya saya senang tapi.. sulit bu.
P	:	Sulit pada bagian apa?
S	:	Ya ngomongnya, ya membacanya.
P	:	Kalau cara mengajarnya ,maksud saya ibu gurumu gimana kalau ngajar?
S	:	Ya.. gitulah ,kadang menyenangkan kadang membosankan. Soalnya hanya gitu-gitu terus sih. Apalagi bu Susan kan orangnya kalem, gak bisa ngomong keras, jadi banyak anak yang ngomong sendiri.
P	:	Trus kegiatannya apa?
S	:	Suruh baca, terus ngerjakan soal dari LKS, gitu bu.
P	:	Sering pakai media gak? Gambar , misalnya atau benda nyata begitu.
S	:	Gak
P	:	Trus kalau mengerjakan soal apakah sendiri- sendiri atau kelompok.
S	:	Ya gak mesti. Tapi seringnya ya sendiri, gak kelompok bahkan kalau ngomong sama temen semeja kadang dimarahin karena berisik, padahal kan kadang diskusi ,ya walau kadang memang rame beneran.
P	:	Kalau gitu jarang ya ngerjakan tugas berkelompok?
S	:	Iya...
P	:	Ohh.. gitu. Makasih ya mbak Dian, maaf ya mengganggu jam istirahat , bel masuk dah berbunyi. Sekali lagi terima kasih.
S	:	Sama-sama buk.

Interview 2

21 November 2012

Ruang Kelas VIII A

P: Peneliti

S: Siswa

P	:	Hi , Students. Good morning
S1&S2 S3	:	Good morning ,mam.
P	:	Bagaimana menurut kalian pelajaran Bahasa Inggris itu?
S	:	Sulit ,mam [menjawab secara serentak]
P	:	Sulit? Apanya yang sulit,bagian apa?
S1	:	Membacanya dan ngomongnya pokoknya ...semua kan asing.
P	:	Kalau kamu? O.. iya, siapa namamu? Ibu perhatikan dari tadi kamu diam saja, sakit ya?
S2	:	Gak ,Bu. Kalau saya kesulitan menjawab pertanyaan bacaan, masih bingung bu.
P	:	Bingung... biasanya kalian kalau menjawab pertanyaan /tugas mengerjakannya secara individu atau kelompok?
S2	:	Kerjakan sendiri bu. Jarang kelompokan. Kalau tanya teman trus kelas jadi ramai ,gurunya marah.
P	:	Memangnya gurunya galak ,kelihatannya bu gurumu kalem ,bicaranya saja kalem ,lemah lembut.
S1& S2	:	Ya ..memang. Bu Susan itu kalau ngomong pelan bahkan gak jelas samapi di belakang.Tapi, kalau marah ...wow...
P	:	Trus ...kalau membahas soal gimana?
S2	:	Kami disuruh membaca soal terus jawabannya ,kadang nulis jawaban di papan tulis, kalau dah betul ya sudah.
P	:	Dalam membaca teks ,dibetulkan gak pronunciation nya.
S1& S3	:	Kadang-kadang
P	:	Trus apanya yang sulit dan tidak menyenangkan dalam pembelajaran Bahasa Inggris
S1& S3	:	Gitu-gitu aja mam , kurang variasi
P	:	Kalau sekali waktu diberi lagu-lagu atau gambar-gambar ,kalian suka ya?
S	:	Betul.....[serentak]

Interview 3

24 November 2012

Ruang Kelas VIII A

P: Peneliti

S: Siswa

P	:	Good morning, students.
S	:	Good morning. [serentak]
P	:	How are you today?
S	:	I am very well, thankyou, and you? [serentak]
P	:	OK, hari ini ibu ingin kalian menjawab questionare atau semacam pertanyaan yang ada hubungannya dengan pembelajaran Bahasa Inggris , ada yang bertanya ?
S1	:	Sulit gak bu, and dimasukkan nilainya gak bu?
P	:	Tidak .
S	:	Pakai Bahasa Inggris atau pakai Bahasa Indonesia?
P	:	Pakai Bahasa Inggris dong. Tapi jangan khawatir ,ntar tak pandu cara menjawabnya. Ok. Are you ready?
S	:	Yes, Bu. [serentak]

Interview 4

25 Januari 2013

Ruang Guru

P: Peneliti

GBI: Guru Bahasa Inggris

P	:	Selamat pagi bu! Bagaimana khabarnya Bu?
GBI	:	Selamat pagi! Baik-baik saja. Gimana ada yang bisa saya bantu?
P	:	Gimana bu dalam saya mengajar tadi. Menurut ibu implementasinya bagaimana?
GBI	:	Saya rasa siswanya lebih aktif dari biasanya, mereka mau perhatian sama ibu. Apalagi diawali dengan gambar-gambar yang jarang saya lakukan karena terus terang saya kurang persiapan. Alias monoton buku, Lks.
P	:	Tapi menurut saya media gambar sangat bagus untuk menarik perhatian siswa ,yah...gambar yang disesuaikan dengan materi.
GBI	:	Betul. Tapi anak –anak dari awal sudah menyepelekan saya jadi males tuk bikin persiapan,tapi ibu bagus kok.
P	:	Materi saat ini kan Narrative bu, jadi kita cari gambar-gambar yang ada hubungannya dengan cerita, ya biar anak termotivasi
GBI	:	Ya , cukup termotivasi. Tapi ada yang perlu diperhatikan ibu, tadi hanya fokus di depan jadi anak yang duduk di belakang masih ngobrol saja, ya... mungkin masih awal-awal jadi perhatian kurang menyeluruh.
P	:	Jadi manajemen kelas ya bu, yang kurang dari saya.
GBI	:	Ya. Tapi over all lumayan bagus.
P	:	Alhamdulillah, makasih banyak bu atas waktunya. Assalamualaikum...
GBI	:	Waalaikumsalam...

Interview 5

26 January 2013

Ruang kelas VIII A

P: Peneliti

S: Siswa

P	:	Hi! Gimana pelajaran kita tadi, menyenangkan gak? By the way, What your name?
S	:	Rita, Bu. Menurut saya menyenangkan, kan ada variasi harus buat kelompok ,dua kali malah. Tadi tuh...yang pertama Family group dan yang kedua apa tadi ..bu.
P	:	Expert group maksudnya.
S	:	Betul...betul...expert group.Biasanya kan gak pernah bikin group kaya gitu,bu.
P	:	Pantas, saat disuruh bikin group susana kelas langsung ramai dan sulit dihentikan ,sampai pusing deh.
S	:	Yah begitulah bu, kan da kesempatan buat teriak- teriak nyari temen se group.
P	:	Sebelumnya gak pernah ya bikin group dan kerjain soal di group itu?
S	:	Gak, paling in pairs, itu saja ramai. Tapi tadi mungkin karena baru pertama kali lho bu, nanti kalau sudah biasa ya gak kayak seperti tadi.
P	:	Mudah –mudahan saja sikon akan terkendali. Dan mereka bisa kerja kelompok dengan nyaman, kalau ada kesuliatan bisa diatasi.
S	:	Kan kita saling sharing ya bu.Gayanya sok tahu maaf lho bu.
P	:	Ya memang tujuannya begitu. Kalau dalam kelompok itu ada yang pinter kan bisa saling bertanya.
S	:	Bu...., lain kali di kasih lagu- lagu ya! Biar kami senang.
P	:	OK, Suka lagu juga to. Tapi ibu gak bisa nyanyi, tapi bolehlah ntar tak cariin lagu- lagu yang saya bisa.
S	:	Makasih ya, bu.
P	:	OK., trims ya mbak Rita, lain kali disambung lagi.

Interview 6

1 Februari 2013

Di ruang perpustakaan

P: Peneliti

S: Siswa

P	:	Hi... Selamat siang. Kalau gak salah siswa klas VIII A ya... namamu siapa?
P	:	Nama saya” Ayu”
P	:	Tadi habis pelajaran Bahasa Inggris kan, gimana menurut kamu menyenangkan gak?
S	:	Menyenangkan, bu.
P	:	Jadi kamu suka dengan cara mengajar ibu. Gimana suara ibu dah keras belum, atau gimana...?
S	:	Keras dan jelas kok,bu. Cuma tadi banyak siswa yang ramai, waktu sedang bikin group....rame, udah ngerjain latihan , rame lagi.
P	:	Iya... tadi rame ya kelasnya. Mereka ngomongnya keras banget padahal hanya dengan teman sampingnya, tapi mereka aktif kok.
S	:	Iya...karena mereka punya kesempatan teriak-triak.
P	:	Gitu ya... Makasih ya mbak Ayu, gak jadi baca ya.
S	:	Ya,bu. Gak pa-pa, bu.

Interview 7

2 Februari 2013

Ruang Guru

P: Peneliti

GBI: Guru Bahasa Inggris

P	:	Permisi bu, mengganggu lagi .
GBI	:	Gak pa-pa, gimana ada yang bisa saya bantu
P	:	Gimana menurut ibu, tehnik yang saya pakai?
GBI	:	Kemarin menurut saya situasi kelas sudah terkondisi dan anak-anak antusias untuk melakukan perintah penjenengan, yah meski saat bikin kelompok mereka gak bisa kalau tidak ramai,tapi bagus kok.
P	:	Jadi teknik kerja kelompok menurut ibu cocok ya bu.
GBI	:	Menurut saya kok...cocok juga untuk menjawab soal “reading” mereka bisa saling tukar pikiran, dah ,, terusin aja.
P	:	Ya. Saat mereka tak suruh maju, merekapun berebut, walau suasana kembali rame...karena rebutan sambil teriak-teriak.
GBI	:	Gak pa-pa. Ramenya mereka karena antusias, biarkan saja.
P	:	Begitu ya bu, saya tambah semangat nih bu.
GBI	:	Yaaah. Lanjutkan saja semoga lebih baik kedepannya.

Interview 8

!5 Februari 2013

Ruang KelasVIII A, Saat jam terakhir sebagian anak belum pulang karena ada Ekstra. [Ada 4 siswa]

P:Peneliti

S: Siswa

P	:	Hallo...., Kok belum pulang, nunggu jemputan ya...
S	:	Kan ada ekstra KIR.
P	:	Oh... gitu. By the way, gimana tadi pelajaran Bahasa inggris nya tadi?
S1	:	Wah seru ...bu. saya suka lho bu, sayangnya aku tadi gak disuruh baca, padahal aku pingin jadi “Narrator”.
S2	:	Aku tadi mau maju nulis, eeee.. gak komanan soal.
S3& S\$:	Kalau saya bu, pingin bisa baca,dan mau latihan kayak jadi presenter gitu,...loh. Besok masih nglanjutin cerita yang kemarin kan ,bu.
P	:	Yahh..., Kalau gitu besok kalian siap ya ,kalau suruh maju.
S	:	OK...,bu.[hampir serentak].
P	:	Dah mau masuk kelas kan kalian, terimakasih ya.
S	:	Sama-sama,bu.[serempak]

Interview 9

16 Februari 2013

Ruang guru

P	: Permissi ibu.....,selamat siang. Maaf ibu bisa mengganggu sebentar.
GBI	: Selamat siang. Gimana da masalah , sepertinya all are fine.
P	: Pelaksanaan proses belajar mengajar kami yang hari ini gimana,bu. Adakah peningkatan?
GBI	: Ya. Menurut saya jauh lebih baik dari sebelumnya. Anak-anak enjoy mengikuti semua aktivitas. Dan saat kerja kelompok anak juga banyak yang aktif,walaupun masih ada beberapa yang pasif, yah ...biasa.
P	: Bu, saya kan tinggal 2 kali lagi masuk kelas, rencana saya nanti yang pertemuan terakhir mo tak pakai buat post-test,boleh ga bu.
GBI	: Boleh saja. Jangan lupa ya nanti hasil post-test saya dikasih.nilainya.
P	: Tentu bu. Ntar saya nggak dikasih nilai kalau gak laporan,he he....
GBI	: Bisa aja kau ini. Memangnya mau gak tak kasih nilai? Pa gak sia-sia, yang ada malah nangis ,gara-gara saya gak lulus.
P	: Maaf bu ,just a joke. OK ,bu. Saya permissi dan akan mempersiapkan diri tuk pertemuan yang akan datang. Selamat siang
GBI	: Please! Good luck.

Interview 10

16 Februari 2013

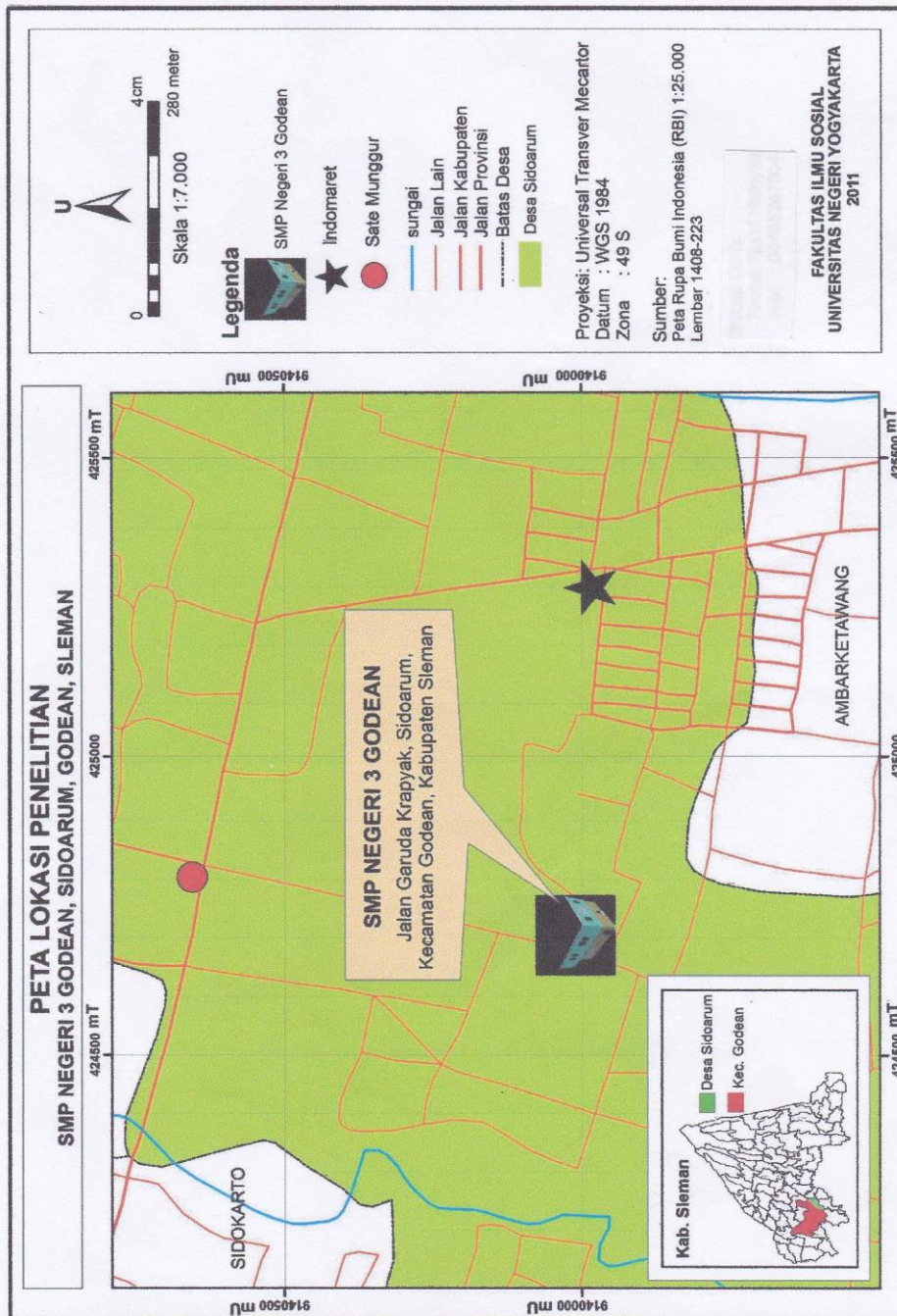
Ruang kelas

P: Peneliti

S: Siswa


P	: Hai, semua.
S1	: Halo....Bu.
S2	
S3	
P	: Kita ngobrol boleh gak nih, kan kalian harusnya istirahat.
S	: Gak pa-pa ,bu. Kok serius banget, da yang bisa kami bantu.
P	: Menurut kalian gimana setelah kita belajar bareng,Bahasa Inggris itu...?
S1	: Wah ... saya sudah bisa merasakan ternyata bisa bicara, membaca dan tahu artinya tu menyenangkan lho bu. Dulunya saya benci karena ra dong blas, now I can say, I love English hi..hi.. sombongnya.
S2	: Ternyata English is comfortable. Tadinya kalau pas pelajaran, tak cuekin. Tapi ketoke...tergantung gurunya . sorry bukan berarti membandingkan
P	: Kalau gitu pelajaran Bahasa Inggris itu mudah ya. Menurut kalian cara saya ngajar menarik ya...buktinya ,sebelumnya kalian bilang kalau Bahasa Inggris tu momok, menjemukan ,dll. Idih jadi gede kepala saya he he he....
S	: Ya... lumayan bagus. Apalagi pakai metode pengelompokan jadi kami disa kerja bareng dong, sebelumnya kan gak pernah, duh maaf lho bu jangan dibilangin ke bu Susan lho.
p	; Gak. Oh iya makasih ya buat kalian semua atas infonya

APPENDIX




Gambar 4.1 Peta Lokasi SMP Negeri 3 Godean

COURSE GRID

T h e m e	Standard competence	Based competence	Indicators	Language focus	Media	c y cl e	Learning activity	T I M E	Description of communicativ e activities
N A R R A T I V E	Understandi ng the meaning of written functional texts and very short essays in the form of narrative text which are relevant to surrounding	Responding the meaning of ideas through the functional texts usingb the simple written expresion with accuracy, fluency, appropriatness to interact with surrounding.	1. Students can underlined the past verb from the text. 2.The students can find out the main idea of the paragraph correctly. 3.The students can identify the specific information of the narrative text	-The definition of narrative is a story. -The social function of the narrative text is for amusing or to entertaint to the reader. -Kinds of narrative texts : legend, mythe, fabel.	Pictures, Text book , LKS,LC D,	1	<p>Opening</p> <ul style="list-style-type: none"> - <i>Greeting</i> - <i>Praying</i> - <i>Checking attendance list</i> <p>Main Activities</p> <p>BKOF:</p>  <p>1. Questions and answers based on the pictures to know</p>	2 X 40 mi nu tes	<p>Activities 1:</p> <p>1. Answer the questions based on the pictures.</p> <p>2. Read the text and underlined the verb that used in the text.</p> <p>3. Aswer the</p>

			<p>correctly.</p> <p>4. The students can find the reference of the narrative text correctly.</p> <p>5. Students can find out the moral value from the text.</p>	<p>-The generic structure of the narrative text: Orientation, complication, and resolution.</p> <p>-Kinds of text: using “Simple Past Tense”.</p> <p>Kinds of The verb is “VERB 2 “</p> <p>-At the beginning of the text uses the specific of adverb of time: Once upon a time, long long ago, far a way, long time</p>		<p>the background knowledge about the story (the narrative)</p> <p>2, Teacher gives an example of narrative text to the students.</p> <p>3. Teacher asks the students to read the text.</p> <p>4. Teacher and the students have a discussion dealing with narrative text.</p> <p>5. Practice grammatical patterns relevant to the topic or text type.</p> <p>6. Build up and extend vocabulary relevant to the topic.</p>	<p>questions based on the text. Do in pairs.</p> <p>4. Check the answers.</p> <p>Activities 2:</p> <p>1. Answer the questions based on the text. Do in pairs / group.</p> <p>2. check the answers</p> <p>Activities 3:</p> <p>1. Answer the questions</p>
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			<p>ago,ect.</p> <p>- Example: The Nightingale's Voice</p> <p>Orientation: One day all birds gathered in the forest to choose the bird with the best voice, the one which could sing most beautifully. Each bird was to write on a piece of paper the name of the bird she though</p>		<p>7. Teacher asks the students to answer the questions.</p> <p>MOT:</p>  <p>1. Teacher gives another narrative text.</p> <p>2. Teacher asks one or two students to read the text.</p> <p>3. Teacher and students have a discussions dealing the narrative text. Teacher explaines about the definition of the narratives text, the</p>	<p>based on the text. Do individually.</p> <p>2. Read the text and retell the story with their own word.]Individually]</p>
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			<p>had the best voice.</p> <p>Complication:</p> <p>Except for the nightingale, each bird wrote her own name on the ballot. The nightingale was to kindhearted too considered, to make a choice among her friends, so she did not write any name at all. All the other birds scorned her and said of</p>		<p>purpose of the narrative text, kind of tenses that is used in the text, explain the generic structure of the narrative text.ect.</p> <p>4. Teacher asks the students to discuss the narrative text and doing the text in pairs.</p> <p>5. Teacher and the students discuss the answers of the questions or checks the tasks together and teacher gives a feedback.</p> <p>JCOT:</p> <p>1. Teacher asks the students to make a group, each group consists of 5 or 6 students {family group}.</p>		
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			<p>course she would not write anything because she had the worst voice and she was jelouse of the others.</p> <p>Resolution:</p> <p>That night after everybody else had gone to sleep and the forest of silent, the nightingale felt very lovely, and she began to sing sadly with her touching voice.</p>			<p>2. Teacher gives a text. Every members have different paragraph. Teacher asks them to read the paragraph.</p> <p>3. Teacher asks the students who have the same paragraph to make a group (Expert group).</p> <p>4. Teacher asks the students to discuss and to do tha task in expert group.</p> <p>5. Teacher monitors the activities of the students.</p> <p>6. Teacher asks the students to come to the their family group.</p>		
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				<p>From then on, nightingale have sung every night, and they are known as the sweetest voiced singer.</p>		<p>7. Teacher and students discuss the tasks in the family group.</p> <p>8. Teacher and ths students make a conclusions of the narrative text.</p> <p>ICOT:</p> <p>1.The teacher gives the tasks .</p> <p>2. The teacher asks the students to do the tasks individually.</p> <p>3. The teacher monitors the students ‘s activities.</p> <p>4. The teacher and the students ceck the answers.</p> <p>POST ACTIVITIES</p>		
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						<p>1. The teacher and the students make a summary.</p> <p>2. The teacher reflects of the activities.</p> <p>3.The teacher gives a follow up.</p>		
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These are the instruments for interview for the teacher:

1. How do you open your class activity?
2. Do you usually use English when teaching?
3. Who designs the plan syllabus?
4. Do you usually make a lesson plan before teaching?
5. What kinds of methods or strategies do you usually used in teaching of reading?
6. Do you know about jigsaw method?
7. How many books do you have for reference in your teaching process?
8. From those books above, what is your favourite book?
9. Who is the writer from the book?
10. Do the students have their own module or own text book?
11. How is the result of your students' daily test?
12. What will you do after knowing some of your students fail in the daily test?
13. How is the result of midterm test and final test?
14. Do you usually analysa the result of the test?
15. Are you satisfy with the result of the midterm test and the final test?
16. If no what is your major problem?

Then researcher give questionnaires for students and asked them to answer “ yes” or

“ No “ by giving a tick . Instrument of questionnaires:

Answer the questions by giving a tick in the right column.

No	Statements	Yes	No
1.	Do you like English?		
2.	Do you like reading?		
3.	Do you like reading especially English Text?		
4.	Can you understand the text given easily?		
5.	Does your teacher usually teach using some medias?		
6.	Does your teacher explain the lesson clearly?		
7.	Does your teacher explain how to answer the questions correctly?		
8.	Does your teacher usually ask the students to do the tasks individually?		
9.	Does your teacher usually ask the students to do in pairs or groups?		
10.	Does your teacher explain how to do the tasks in group?		

These are the instruments for interview for teacher:

R: Researcher

T: Teacher

- R: How do you open your class activity?
- T: Before I start the class activities, I usually greet the students . I say “good morning students” , then I ask the chairman to lead to pray together using English.
- R: Do you usually use English when teaching?
- T: Sometimes. I use English and Indonesian language in my teaching. I am not sure my students understand about my explanation if I speak English.
- R: Who designs the plan syllabus?
- T: MGMP at my school.
- R: Do you usually make a lesson plan before teaching?
- T: Yes, I do.
- R: What kinds of methods or strategies do you usually used in teaching of reading?
 - T: Some methods. [Explanation, discussion,etc].
- R: Do you know cooperative learning method?
- T: Yes.
- R: Do you usually ask the students to do the tasks individually?
 - T: Yes.
- R: Do you know about jigsaw method?
 - T: not yet.
- R: How many books do you have for reference in your teaching process?

- T: Some books.
- R: From those books above, what is your favourite book?
- T: I borrow the books from library. Let's Talk.
- R: Who is the writer from the book?
- T: Bachtiar Bima M., Cicik Kurniawati
- R: Do the students have their own module or own text book?
- T: Yes.
- R: How is the result of your students' daily test?
- T: Sometimes the result is good but sometimes the result is bad.
- R: What will you do after knowing some of your students fail in the daily test?
- T: I give them remedial.
- R: How is the result of midterm test and final test?
- T: It is not sure.
- R: Do you usually analyse the result of the test?
- T: Sometimes.
- R: Are you satisfy with the result of the midterm test and the final test?
- T: Not yet.
- R: If no what is your major problem?
- T: My students still low in vocabularies but I do not know what is the suitable method or technique used in my teaching.

Questionnaires for students

The researcher gave questionnaires for students and asked them to answer “yes” or “no” by giving a tick. This is the instrument of questionnaires:

Answer the questions by giving a tick in the right column.

No	Statements	Yes	No
1.	Do you like English?		
2.	Do you like reading?		
3.	Do you like reading especially English Text?		
4.	Can you understand the text given easily?		
5.	Does your teacher usually teach using some medias?		
6.	Does your teacher explain the lesson clearly?		
7.	Does your teacher explain how to answer the questions correctly?		
8.	Does your teacher usually ask the students to do the tasks individually?		
9.	Does your teacher usually ask the students to do in pairs or groups?		
10.	Does your teacher explain how to do the tasks in group?		

OBSERVATION CHECKLIST

Teaching and learning activities

Date:

Class:

Time:

Observer:

No	TEACHER'S ACTIVITIES	YES	NO	DESCRIPTION
	A.Pre-teaching [BKOF]			
1	The researcher greets the students			
2	The researcher checks the students attendance			
3	The researcher gives some questions to know the background knowledge about the lesson			
4	The researcher explains the goal of the lesson			
	B. Whilst-teaching			
	Modeling of The Text [MOT]			
5	The reseacher introduce the topic			
6	The reseacher introduce the language function and the context			
7	The researcher gives the model of the language fucntions			
8	The reseacher uses the media and presentation			
	Joint Construction of The Text [JCOT]			
9	The reseacher gives the reading text activities			
10	The researcher provides context for the students practice in pairs			
11	The researcher gives enough time to do the task			
12	The researcher monitors the activities			
13	The reseacher check and correct the students mistake			

	Independent Construction of The text [ICOT]			
14	The researcher gives the task to do individually			
15	The researcher monitors the activities			
16	The reseacher check the students' answer			
	C. Post Reading			
17	The researche summarizes the lesson with the students			
18	The researcher gives reward and motivation			
18	The researcher gives the homework /			
	The task to the students			
19	The researcher says goodbye			

No	STUDENTS' ACTIVITIES	YES	NO	DESCRIPTION
	A. Pre-teaching [BKOF]			
1	The students respond to the greeting			
2	The students pay attention on the explanation and answer the teacher's question			
	B. Whilst-teaching			
	MOT			
3	The students are ready to learn the lesson			
4	The students pay attention to the presentation			
5	The students are interested on the media used in the presentation			
6	The students understand the teacher's presentation			
	JCOT			
7	The student read the text			
8	The students practice the language function in pairs / group			
9	The students ask the questions when they do not understand			
	ICOT			
10	The student do the task individually			
	Post teaching			
11	The students reflect the learning			

LESSON PLAN

LESSON PLAN

School : SMP N 3 Godean

Subject : English

Grade / Semester : VIII /2

Text type : Narrative

Skill : Reading

Time allocation : 2x 40'

1. Standard of competence:

1.1 Understanding the meaning of written functional texts and very short essays in the form of narrative text which are relevant to surrounding.

2. Basic competence:

2.1. Responding the meaning of idea through the functional texts using the simple written expression with accuracy, fluency appropriateness to interact with surrounding.

3. Indicators:

1. The students can underlined the verb two from the text correctly.
2. Students can find out the main idea of the paragraph correctly.
3. Students can identify the specific information of the narrative text correctly.
4. Student can find the reference of the narrative text correctly
5. Students can find out the moral value.

4. Learning Objective:

At the end of the lesson, students are able to find out the main idea, identify the specific information, find the reference and moral value of the narrative text correctly.

5. Material:

1. The definition of narrative is a story.
2. The social function of the narrative text is for amusing or to entertain the reader
3. Kinds of narrative texts : legend, myth, fable.
4. The generic structure of the narrative text: Orientation, complication, and resolution.
5. Kinds of text: using "Simple Past". Kinds of The verb is "VERB 2"
6. The beginning of the text uses the specific of adverb of time: Once upon a time, long long ago, far a way, long time ago, etc.

Example:

Putri Bunga was a kind girl. She lived with her uncle and aunt. Her parents died when she was a baby. She was an orphan.

"Aunt I have done the chores, sweeping and mopping. Now I want to go to the river to clean the dirty plates, spoons, forks and the cooking pot," said Putri Bunga to her aunt.

"Yes, Dear. But please be careful. And don't spend too much time there. After you have finished, go home immediately," said the aunt.

"I will, Aunt," said Putri Bunga.

Putri Bunga then rushed to the river. Her aunt watched her go.

On the way to the river, Putri Bunga sang a song. She was a truly polite girl. She greeted people she met nicely. In return, people greeted her back warmly.

Everybody in the village knew her. Putri Bunga was a beautiful girl. When arrived at the riverside, she immediately clean all the dirty kitchen utensils. She put them on the riverside. One by one she cleaned the plates, spoons, forks, and the last one was the cooking pot. When she was cleaning the forks, a golden fish was rushed by the water and went into the cooking pot. Putri Bunga did not see the fish; she was too busy cleaning the forks.

Suddenly, she heard someone called her name and asked for help.

“Putri Bunga, please help me!”

Putri Bunga looked around. She did not anyone at the riverside. She then continued cleaning the forks.

“Putri Bunga, please help me. I’m inside the cooking pot.”

Putri Bunga did not believe what she heard. But she was so curious. She then looked inside the cooking pot.

“ A golden fish? Why is it inside the cooking pot?’ She then took the fish up. She wanted to throw the fish back to the river.

Before she did that, the fish turned into a handsome man.

“Don’t be afraid, Putri Bunga. I’m the golden fish you helped. I’m the prince of fish. I was rushed by the water and accidentally went inside your cooking pot.”

The man then continued, "Putri Bunga, I have known you for a long time. Everytime you go to the riverside, I always watch you. Putri Bunga, you are very beautiful. I'm in love with you. Will you marry me?"

Putri Bunga was surprised. She never thought that a prince of fish would propose her. She then said, " I will marry you. But you have to live with me and my uncle and aunt on the land. You also have to make us happy," said Putri Bunga.

The prince of fish agreed. Then they got married and lived happily ever after.

6. Method / technique: "Genre Based".

7, Media: White board, handout, LCD, text book , notebook,ect.

8.Teaching Learning Activity:

Meeting 1

Indicator:

1. The students can underlined the verb two from the text correctly.
2. Students can find out the main idea of the paragraph correctly.
3. Students can identify the specific information of the narrative text correctly.
4. Student can find the reference of the narrative text corectly

Pre Activity:

- ❖ Teacher and students pray together.
- ❖ Teacher greets students and check the presence.
- ❖ Teacher tells students about the topic they are going to learn its purposes.

Main activity:

1. BKOF [Building Knowledge of the field]



- Teacher explores the background knowledge of the students by giving some questions related the topic which will be discussed.
- Teacher shows the pictures and asks the students to answer his / her questions orally.
- Teacher gives an example of narrative texts to the students.
- Teacher asks the students to read the text by themselves.
- Teacher and students have a discussion dealing with narrative text.

- Practice grammatical patterns relevant to the topic or text type.
- Build up and extend vocabulary relevant to the topic .
- Teacher asks students to answer the questions.

2. MOT [Modeling of the text]

- Teacher gives another narrative text.
- Teacher asks one or two students to read the text.
- Teacher and students have a discussion dealing the narrative text. Teacher explains about the definition of the narrative text, the purpose of the narrative text, kind of the tenses that is used in the text, generic structure of the narrative text, ect.
- Teacher asks students to discuss the narrative text and doing the tasks in pairs .
- Teacher and students discuss the answers of the questions or checks the tasks together, and teacher gives a feedback.

3. JCOT [Joint Constructions of the Text]

- Teacher asks students to make a group , each group consists of 5/6 students.[Family group].
- Teacher gives a text. Every members have different paragraph. Teacher ask them to read the paragraph.
- Teacher asks the students who have the same paragraph to make a group.[Expert group].
- Teacher asks students to discuss and to do the tasks in expert group.
- Teacher monitoring the activities of students.

- Teacher asks te students to come back to their familly group.
- Teacher and students discuss the tasks in family group.
- Teacher and students make a conclussion of the narrative text.

4. ICOT [independent Construstion]

In this activities might include: building and developing knowledge of the field through activities such as reading, information gathering, and not-taking.

- Teacher gives the text.
- Teacher asks students to do the tasks individually.
- Teacher monitors the students's activities.
- Teacher checks the students's answer.

Post Activities

- ❖ Teacher and students make a sumarry
- ❖ Teacher reflects of the activities.
- ❖ Teacher gives a follow up.

Meeting 2

Indicator:

1. The students can underlined the verb two from the text correctly.
2. Students can find out the main idea of the paragraph correctly.
3. Students can identify the specific information of the narrative text correctly.
4. Student can find the reference of the narrative text corectly

5. Students can find out the moral value.

Pre Activity:

- ❖ Teacher and students pray together.
- ❖ Teacher greets students and check the presence.
- ❖ Teacher tells students about the topic they are going to learn its purposes.

Main activity:

1. BKOF [Building Knowledge of the field]



- Teacher explores the background knowledge of the students by giving some questions related the topic which will be discussed.
- Teacher shows the pictures and asks the students to answers his / her questions orally.
- Teacher gives an example of narrative texts to the students.
- Teacher asks the students to read the text by themselves.

- Teacher and students have a discussion dealing with narrative text.
- Practice grammatical patterns relevant to the topic or text type.
- Build up and extend vocabulary relevant to the topic.
- Teacher asks students to answer the questions.

2. MOT [Modeling of the text]

- Teacher gives another narrative text.
- Teacher asks one or two students to read the text.
- Teacher and students have a discussion dealing the narrative text. Teacher explains about the definition of the narrative text, the purpose of the narrative text, kind of the tenses that is used in the text, generic structure of the the narrative text, ect.
- Teacher asks students to discuss the narrative text and doing the tasks in pairs .
- Teacher and students discuss the answers of the questions or checks the tasks together, and teacher gives a feedback.

3. JCOT [Joint Constructions of the Text]

- Teacher asks students to make a group , each group consists of 5/6 students.[family group]
- Teacher gives a text. Every members have different paragraph, and asks them to read the text.
- Teacher asks students to make groups based on the same paragraph which the students have.[expert group]
- Teacher asks students to discuss and to do the tasks in group.

- Teacher monitoring the activities of students.
- Teacher asks them to come back in their family group.
- Teacher and students discuss the tasks.
- Teacher and students make a conclusion of the narrative text.

4. ICOT [independent Construction]

In this activities might include: building and developing knowledge of the field through activities such as reading, information gathering, and not-taking individually.

- Teacher gives the text.
- Teacher asks students to do the tasks individually.
- Teacher monitors the students's activities.
- Teacher checks the students's answer.

Post Activities

- ❖ Teacher makes a summary
- ❖ Teacher reflects of the activities.
- ❖ Teacher gives a follow up.

9. Sources:

- Let's Talk Grade VIII by Bachtiar Bima and Cicik Kurniawati.
- Lks Pioneer.
- Other Texts books and Dictionary.

10. Assesment :
- Technique : Written texts
 - Form : a. Essay b. check point
 - Grading System: 1. each item score : 2

2. Maximum score : $5 \times 2 = 10$

3. Maximum value : 10

b. Check point

1. each item score : 1

2. Score maximum : 10

Acknowledgement:

School Principal

Teacher

.....

Titik Marwati

Nip.

Nim:1020247003

Transcript of the material.

BKOF

Teacher shows the picture and gives some questions related to the picture.

Look at the picture!



1. What picture is it?
2. Where do you usually find this picture?
3. Have you ever read this story?
4. What do you feel after reading this story?
5. What can you learn from the story after you read?

MOT

Teacher explains detail informations about the narrative text and give examples of the text.

1. The definition of narrative is a story.

2. The social function of the narrative text is for amusing or to entertain to the reader
3. Kinds of narrative texts : legend, mythe, fabel.
4. The generic stucture of the narrative text: Orientation, complication, and resolution.
5. Kinds of text: using “Simpler Past”. Kinds of The verb is “VERB 2 “
6. The begining of the text uses the specific of adverb of time: Once upon a time, long long ago, far a way, long time ago,ect.

Text:

A Folktale from Central Java

There was a small kingdom called Mergosono. Although Mergosono was small, it was famous because the king was a very good and wise man.

One day, the gods heard about the king’s goodness and wisdom. So, they decided to test him. The king of the gods sent four of his gods to Mergosono to test the king. At that time, the king’s son, Pangeran Sembara was studying abroad. One of the gods disguised as Pangeran Sembara and two others as villagers while one disguise as a villager who was killed by Pangeran Sembara. The two villagers then went to see the king to tell him about the death of their friend. They said that they saw the prince killed their friend.

“I accept your report. But my son hasn’t returned from his study. I will hold my judgment until his return. If my son indeed killed your friend then I will give him the punishment he deserves. But if you lie then I will punish you for ruining my family’s good name,” said the king.

When the two villagers left, the king called his trusted advisors. He asked for their opinion about this matter. They all agreed that if the report was true then the prince should be punished. The king was sad to hear that but he knew he had to uphold the law.

The next morning the false prince came to see his father. He admitted killing the villager. So the king decided to execute the prince for his wrong doing.

The next day the prince was going to be hung as his punishment. When the executioner hanged the prince, suddenly his body disappeared and a voice was heard across the field. “King of Mergosono, you really are a wise and justified king. You pass my test. So I will give you and your people prosperity as long as you and your descendant stay true and wise. Don’t be sad. Your son is well and on his way home to see you.”

When the sound was gone, the people of Mergosono yelled with joy. Their prince was safe and they knew that their king was a wise man. When the prince finally arrived home, they held a party to celebrate the event.

Adapted from

<http://indonesianfolklore.blogspot.com/search/label/Central%20Java>

Ask the students to underlined the verb / the past participle.

JCOT

Teacher asks the students to make group and answer the questions in group.

ICOT

Teacher asks the students to do the tasks individually.

Students' worksheet

Meeting 1.

Task 1. Answer the questions based on the text.

Once, there was a king of mice. He lived inside a banyan tree in a forest. He loved the tree as his home. He lived there happily.

One day, a poor man wanted to cut down the banyan tree. The king of the mice was frightened so he asked the woodcutter to leave the tree standing. In result, he would give the woodcutter a gold every day. The woodcutter agreed.

Every evening, the king of the mice gave a piece of gold to the woodcutter. The gold was taken out from the roots of the banyan tree. The woodcutter was happy and took the gold home.

After a few days, the woodcutter's wife asked him, "Where does the gold come from?" So he replied, "The king of the mice gives me the golds from under the roots of the tree." "Oh, you are stupid!" his wife said and suggested. "Why don't you cut down the tree and take the golds all away?" The woodcutter would do as his wife said.

The following day, the woodcutter cut down the banyan tree. Unfortunately, he did not find any gold there instead the king of the mice had run away and crept up to the woodcutter's house. The king of the mice took back all the golds.

Part 1.

Underlined the verb 2 of the text.

Part 2. Answer the questions.

1. What is the best title of the text above?
2. Where did a king of mice live?
3. Why did the Woodcutter cut down the Banyan tree?
4. What is the purpose of the text above?
5. “After a few days, the woodcutter's wife asked him,...” (Par. 4)

The underlined word refers to

Tasks 2. Answer the questions in pairs.

A Folktale from Central Java

There was a small kingdom called Mergosono. Although Mergosono was small, it was famous because the king was a very good and wise man.

One day, the gods heard about the king's goodness and wisdom. So, they decided to test him. The king of the gods sent four of his gods to Mergosono to test the king. At that time, the king's son, Pangeran Sembara was studying abroad. One of the gods disguised as Pangeran Sembara and two others as villagers while one disguise as a villager who was killed by Pangeran Sembara. The two villagers then went to see the king to tell him about the death of their friend. They said that they saw the prince killed their friend.

“I accept your report. But my son hasn't returned from his study. I will

hold my judgment until his return. If my son indeed killed your friend then I will give him the punishment he deserves. But if you lie then I will punish you for ruining my family's good name," said the king.

When the two villagers left, the king called his trusted advisors. He asked for their opinion about this matter. They all agreed that if the report was true then the prince should be punished. The king was sad to hear that but he knew he had to uphold the law.

The next morning the false prince came to see his father. He admitted killing the villager. So the king decided to execute the prince for his wrong doing.

The next day the prince was going to be hung as his punishment. When the executioner hanged the prince, suddenly his body disappeared and a voice was heard across the field. "King of Mergosono, you really are a wise and justified king. You pass my test. So I will give you and your people prosperity as long as you and your descendant stay true and wise. Don't be sad. Your son is well and on his way home to see you."

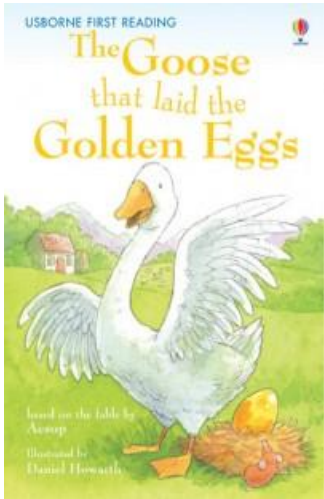
When the sound was gone, the people of Mergosono yelled with joy. Their prince was safe and they knew that their king was a wise man. When the prince finally arrived home, they held a party to celebrate the event.

Adapted from

<http://indonesianfolklore.blogspot.com/search/label/Central%20Java>

1. What does the story tell us about?
2. How was Mergosono looks like?
3. Who is Pangeran Sembara?
4. But if you lie then I will punish....[Par.3]. What is the opposite meaning of the underlined word
5. Who will give a test to King Mergosono?
6. They saw that the prince was killed their friend...[par..2]. What is they refer to?
7. From the story we know that . . .
8. What do we learn from the story

Tasks 3. Answer the questions individually..

<p style="text-align: center;">GOLDEN EGGS</p> 	<p>Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.</p> <p>Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.”</p> <p>A week later to almost surprise the farmer found and egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.</p> <p>Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.</p> <p>Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted for his foolishness, it’s already too late.</p>
---	--

1. The purpose of the text above is ...
2. Where did the story happened?
3. Who gave the goose to the poor farmer?
4. What did the farmer find in the yard?
5. How was the farmer after got the golden egg?
6. How many golden egg laid every six month?
7. He prayed hard to God for help or his family would die of starvation.

What is the synonym of the underlined word.

8. The poor farmer is impatient. It is found in paragraph...
9. What can we learn from the story above?
10. “ Thereafter, his livelihood had **rapidly** improved.... “

The antonym of the bold word is

Students's worksheet 2.

Task 1. Underlined the verb 2 / the past participle from the text.



He is a doctor and whose name was Gold Smith. Dr. Smith had a Once upon a time there was a man who was a good heart. He was always ready to help others, and gave away so much to the poor that he was always poor himself. One day a woman came and asked DR. Smith to see her husband who was ill at home. Dr. Smith did so. He found that the man was not ill but poor. He had not eaten anything for many days.

“Come to my house this evening,” said the doctor to the woman. “I will give you some medicine which may make your husband better.”

In the evening the woman came. Dr. Smith gave her a little box which was very heavy.

“This is the medicine which may do good to your husband.” Said the doctor. “But don’t open the box until you reach home.”

When she reached home, she showed the box to her husband and opened it. What do you think they found in it? It was full of money. Dr. Smith took pity to the man and the woman who he gave all the money which he had.

Task 2

1. Dr. Smith gave her a little box which was very heavy. What is the content of the box?

A. Food	C. Money
B. Medicine	D. Meal
2. Dr Smith was a kindhearted man. It was discussed in paragraph

A. One	C. Two
B. Three	D. Four
3. He found that the man was not ill but poor. The word “ He” refers to

A. The poor man	C. Dr. Smith
B. The patient	D. The husband
4. When she reached home, she showed the box to her husband and opened it.
What is “it” refer to...

A. The poorman	c. The box
B. The patient	D. The money
5. It was full of money. What is the antonym of the underlined word....

Task 3. Do the task in pairs.

Sze Ma-Kwong

A long time ago in China, there lived a boy named Sze Ma-Kwong. He was a very clever and hardworking boy. He lived in a little village with his parents. Every night, he studied very hard. He always wanted to be a great scholar.

One afternoon, Sze Ma- Kwong finished his homework and went out to play with his friends. They agreed to play “hide and seek”. He was to be the seeker. He shut his eyes and started counting. ‘One, two, three ...’ Meanwhile, the rest of the children ran as fast as they could to hide. Some hid behind the bushes, some covered themselves with hay and some climbed up a tree. The place was completely silent. One could only hear the noise made by the birds. ‘... Eight, nine, ten,’ said Sze Ma-Kwong, and turned round to look for the children who were hiding.

Suddenly he heard someone crying out for help. ‘Help ... help...!’ All the other children immediately dashed out from their hiding places. Sze Ma-Kwong immediately went to look for the place where the crying voice came. Finally he found that the voice came from a tall barrel under a tree. A girl was crying inside the barrel. Nobody knew how she could be in the barrel. Everybody started to panic and didn’t know how to rescue the little girl. Sze Ma-Kwong thought for a little moment, then he looked round and found a stone. He picked it up and hit the barrel hard with it. The barrel broke into pieces and water gushed out from the barrel. The little girl was rescued by Sze Ma-Kwong’s clever idea. The little girl

told that she was hiding up in the tree and she had slipped and fallen into the barrel.

When Sze Ma-Kwong grew up, he became a famous minister in the Royal Court in China.

1. From the text we know that ...
 - A. The place where they was very crowded
 - B. Sze Ma-Kwong was a great prime minister
 - C. the girls and boys gathered to study together
 - D. Sze Ma-Kwong had a clever idea to rescue the little girl
2. What is the major character of the text?
 - A. The little girl
 - B. The Barrel
 - C. Sze Ma-Kwong
 - D. The Royal Court
3. What did the Sze Ma-Kwong want to be?
 - A. A great Scholar
 - B. A Famous Minister
 - C. The sheeker
 - D. The Specialist
4. he became a famous minister in the Royal Court in China. What is the close meaning of the underlined word...?
 - A. Unfamous
 - B. Wellknown
 - C. Unpopular
 - D. Beautiful
5. He was a very clever and hardworking boy. [Paragraph 1]. What is he refer to?
 - A. The little girl
 - B. The Barrel
 - C. Sze Ma-Kwong
 - D. The Royal Court

Task 3 Do the task individually.

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

1. Which of the following is NOT TRUE according to the text?

- A. Cinderella lived with her stepsister
- B. Cinderella felt happy with her husband
- C. Cinderella was helped by a fairy to get to the ball
- D. Cinderella was helped by her stepsister to do all the housework

2. What is the text tell us about?

- A. Cinderella
- B. The fairy gogmuther
- C. The stepsister
- D. The bossy

3. The stepsister went to the ball without her. What is the close meaning of tte ball?

- A. The Palace
- B. The Kingdom
- C. The party
- D. The dance

4. The communicative purpose of the text is to

- A. entertain the readers with a fairy tale
- B. describe how Cinderella went to the ball
- C. persuade the readers to read the story
- D. inform the readers about Cinderella's marriage

Once upon a time, there was a prince named Raden Bandung Bondowoso, son of Pengging King named Prabu Damar Moyo. Raden Bandung Bondowoso was strength and powerful.

There was another kingdom named Keraton Boko, the king of Keraton Boko named Prabu Boko and his minister named Patih Gupolo, both of them were giants who ate the men. But Prabu Boko had a very beautiful daughter named Rorojonggrang.

One day Keraton Boko wanted to attack the Pengging Kingdom. Prabu Boko and his soldiers attacked Pengging Kingdom, but he lost because of the strength and powerful of Raden Bandung Bondowoso. And Prabu Boko was killed.

Raden Bandung Bondowoso ran to the Keraton Boko to catch Patih Gupalo. But in there, Raden Bandung Bondowoso met a beautiful lady. She is Rorojonggrang.

Raden Bandung Bondowoso was fallen in love with her. And he asked to marry her. But Rorojonggrang rejected it, because she knew that Raden Bandung Bondowoso who had killed her father. To reject Raden Bandung

Bondowoso proposal, Rorojonggrang asked him something. Rorojonggrang said “if you want to marry me, you have to make a well and one thousand temples in one night” Raden Bandung Bondowoso said Ok, and started to make a well known as Jalatunda and make 1000 temples helped by genies.

Worried that raden bandung Bondowoso would finish them. Rorojonggrang ordered the girls to pound rice and burn stubbles in the east as sign that the morning had came. Raden Bandung Bondowoso stopped his job. But he felt that it was not morning yet. And he asked Rorojonggrang to count the temples. But the total was only 999 temples.

Raden Bandung Bondowoso was getting mad, because Rorojonggrang, didn’t appreciate his effort. “You.... You Rorojonggrang, there is only one temple left, let you be the one who complete it. And for the girls here, there would be no men who marry you” cursed Raden bandung Bondowoso angrily.

Then princess Rorojonggrang was transformed to be a stone statue. And now the statue of Rorojonggrang is still in Candi Prambanan. (Taken from Belajar bahasa Inggris di internet)

5. Who was Bandung Bondowoso?

- A. The king of Boko’s kingdom
- B. The King of Pengging’s Kingdom
- C. The son of Pengging’s king
- D. The minister of Boko’s kingdom

6. Who was Rorojonggrang?

- A. The queen
- C. Patih Gupalo's daughter
- B. The beautiful lady
- D. Prabu Boko's daughter

7. What did Raden Bandung Bondowoso do after he killed Prabu Boko?

- A. He ran to the Keraton Boko to catch Patih Gupalo
- B. He met a beautiful lady, Rorojonggrang
- C. He started to make 1000 temples
- D. He attacked Pengging kingdom

8. Who was transformed to be a stone statue?

- A. Prabu Boko
- C. Patih Gupalo
- B. Bandung Bondowoso
- D. Rorojonggrang

9. To reject Raden Bandung Bondowoso proposal, Rorojonggrang asked him something... What is the antonym of the underlined word?

- A. Refused
- C. Receive
- B. Ignored
- D. follow

10. What can you learn from the text ?

- A. It is fair to cheat someone
- B. It is good to ask for genies' help
- C. It is good to be honest to everyone.
- D. It is important to be proud to everyone

lesson plan

School : SMP N 3 Godean

Subject : English

Grade / Semester : VIII /2

Text type : Narrative

Skill : Reading

Time allocation : 2x 40'

1. Standard of competence:

1.1 Understanding the meaning of written functional texts and very short essays in the form of narrative text which are relevant to surrounding.

2. Basic competence:

2.1. Responding the meaning of idea through the functional texts using the simple written expression with accuracy, fluency appropriate to interact with surrounding.

3. Indicators:

1. The students can underlined the verb two from the text correctly.
2. Students can find out the main idea of the paragraph correctly.
3. Students can identify the specific information of the narrative text correctly.
4. Student can find the reference of the narrative text correctly
5. Students can find out the moral value.

4. Learning Objective:

At the end of the lesson, students are able to find out the main idea, identify the specific information, find the reference of the narrative text correctly.

5. Material:

1. The definition of narrative is a story.
2. The social function of the narrative text is for amusing or to entertain to the reader.
3. Kinds of narrative texts : legend, mythe, fabel.
4. The generic stucture of the narrative text: Orientation, complication, and resolution.
5. Kinds of text: using “Simpler Past”. Kinds of The verb is “VERB 2 “

Example:	verb1	verb 2
----------	-------	--------

ii. Go	went
--------	------

iii. Walk	walked
-----------	--------

iv. Play	played ,
----------	----------

6. At the begining of the text uses the specific of adverb of time:

Once upon a time, long long ago, far a way, long time ago,ect.

Example:

The Nightingale's Voice

Orientation:

One day all birds gathered in the forest to choose the bird with the best voice, the one which could sing most beautifully. Each bird was to write on a piece of paper the name of the bird she thought had the best voice.

Complication:

Except for the nightingale, each bird wrote her own name on the ballot. The nightingale was too kindhearted to consider, to make a choice among her friends, so she did not write any name at all. All the other birds scorned her and said of course she would not write anything because she had the worst voice and she was jealous of the others.

Resolution:

That night after everybody else had gone to sleep and the forest was silent, the nightingale felt very lonely, and she began to sing sadly with her touching voice. From then on, nightingales have sung every night, and they are known as the sweetest voiced singer.

6. Method / technique: "Genre Based".

7. Media: White board, handout, LCD, text book, notebook, etc.

8. Teaching Learning Activity:

Meeting 1

Pre Activity:

- ❖ Teacher and students pray together.
- ❖ Teacher greets students and check the presence.
- ❖ Teacher tells students about the topic they are going to learn its purposes.

Main activity:

1. BKOF [Building Knowledge of the field]



- Teacher explores the background knowledge of the students by giving some questions related the topic which will be discussed.
- Teacher shows the pictures and asks the students to answer his / her questions orally.
- Teacher gives an example of narrative texts to the students.
- Teacher asks the students to read the text by themselves.
- Teacher and students have a discussion dealing with narrative text.
- Practice grammatical patterns relevant to the topic or text type.
- Build up and extend vocabulary relevant to the topic .
- Teacher asks students to answer the questions.

2. MOT [Modeling of the text]

- Teacher gives another narrative text.
- Teacher asks one or two students to read the text.
- Teacher and students have a discussion dealing the narrative text. Teacher explains about the definition of the narrative text, the purpose of the narrative text, kind of the tenses that is used in the text, generic structure of the narrative text, ect.
- Teacher asks students to discuss the narrative text and doing the tasks in pairs .
- Teacher and students discuss the answers of the questions or checks the tasks together, and teacher gives a feedback.

3. JCOT [Joint Constructions of the Text]

- Teacher asks students to make a group , each group consists of 5/6 students.[Family group].
- Teacher gives a text. Every members have different paragraph. Teacher ask them to read the paragraph.
- Teacher asks the students who have the same paragraph to make a group.[Expert group].
- Teacher asks students to discuss and to do the tasks in expert group.
- Teacher monitoring the activities of students.
- Teacher asks the students to come back to their family group.
- Teacher and students discuss the tasks in family group.
- Teacher and students make a conclusion of the narrative text.

4. ICOT [independent Construstion]

- Teacher gives the text.
- Teacher asks students to do the tasks individually.
- Teacher monitors the students's activities.
- Teacher checks the students's answer.

Post Activities

- ❖ Teacher and students make a sumarry
- ❖ Teacher reflects of the activities.
- ❖ Teacher gives a follow up.

Meeting 2

Pre Activity:

- ❖ Teacher and students pray together.
- ❖ Teacher greets students and checks the presence.
- ❖ Teacher tells students about the topic they are going to learn its purposes.

Main acrivity:

1. BKOF [Building Knowledge of the field]



- Teacher explores the background knowledge of the students by giving some questions related the topic which wil be discussed.
- Teacher shows the pictures and asks the students to answers his / her questions orrally.
- Teacher gives an example of narrative texts to the students.
- Teacher asks the students to read the text by themselves.
- Teacher and students have a discussion dealing with narrative text.
- Practice grammatical patterns relevant to the topic or text type.
- Build up and extend vocabulary relevant to the topic.
- Teacher asks students to answer the questions.

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- Teacher asks students to make a group , each group consists of 5/6 students.[family group]
- Teacher gives a text. Every members have different paragraph, and asks them to read the text.
- Teacher asks students to make groups based on the same paragraph which the students have.[expert group]
- Teacher asks students to discuss and to do the tasks in group.
- Teacher monitoring the activites of students.
- Teacher asks them to come back in their familyb group.
- Teacher and students discuss the tasks.
- Teacher and students make a conclusion of the narrative text.

4. ICOT [independent Construstion]

In this activities might include: building and develeoping knowledge of the field through activities such as reading, information gathering, and not-taking individually.

- Teacher gives the text.
- Teacher asks students to do the tasks individually.
- Teacher monitors the students's activities.
- Teacher checks the students's answer.

Post Activities

- ❖ Teacher makes a sumarry
- ❖ Teacher reflects of the activities.

❖ Teacher gives a follow up.

9. Sources:

- Let's Talk Grade VIII by Bachtiar Bima and Cicik Kurniawati.
- Lks Pioneer.
- Other Texts books and Dictionary.

10. Assesment : - Technique : Written texts

- Form : Essay

- Grading System:
- | | |
|--------------------|---------------------|
| 1. each item score | : 2 |
| 2. Maximum score | : $5 \times 2 = 10$ |
| 3. Maximum value | : 10 |

Acknowledgement:

School Principal

Teacher

.....

Titik Marwati

NIP.

Nim: 1020247003

Worksheet

Meeting 1

TASK 1

a. Read the following text carefully. Underlined the verb that used in the text.

The Lion and the Mouse

Mr. Lion was lying asleep, but awakened by a mouse running over his face. "How dare you" he roared, and raised his paw to kill the mouse.

"Please, sir," begged miss mouse, "Let me go, and one day I may do something for you in return."

"You help me! Ha ...ha..." laughed mr. Lion, but he let her go.

One day, Mr. Lion was caught in a net spread by hunters.

"I can't get out!" he roared angrily.

"But I can help you," said a tiny voice, and up ran miss. Mouse, who nibbled and gnawed at the ropes until the lion was free.

"There," she said proudly, "If you had not let me go, I would have found a way to help you."

TASK 2

b. Answer the questions based on the text above. Do it in pairs.

1. What is the main idea of paragraph one?

2. Mr. Lion laughed at the mouse because the mouse...

3. But I can help you," said a tiny voice, and up ran Miss. Mouse, who nibbled and gwaned at the ropes until the Lion was free." The underlined word has the same meaning as

4. Then, "She said proudly.

The underlined word refers to...

5. If you had not let me go, I would not have found a way to help you,"It means ...

TASK 3

a. Read the following text!

The Fox and the Crow

A fox saw a crow fly off with a piece of cheese on its beak and settle on a branch of a tree. "That's for me, as I 'm a fox,"thought Master Reynard, and he walked up to the foot of the tree. The fox wanted the cheese and started to flatter,"Good day Mistress Crow," he cried."How well you are looking today: How glossy your feathers: How bright your eyes.I feel sure your voice must surpass that of other birds, just as your figure does. Let me hear but one song you that I may greet you as the Queen of birds. The crow felt proud lifted up her head to begin cawing her best.But, the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped by Master Fox."That will do,"said he,"That was all I wanted."

b. Answer the questions based on the text above individually.

- 1.What did the crow's feathers look like?
2. What is the main idea of the second paragraph
3. "I feel sure your voice must surpass that of other birds." What does the underlined word refer to?
- 4.The crow felt proud lifted up her head to begin cawing her best.What is the synonym of the underlined word?
5. What can we learn from the story above?

Students's worksheet.

Meeting 2

Task 1. Read the following text carefully. Find out the past verb!

Long time ago in West Java, lived a woman, named Dayag Sumbi. She lived alone in the forest.

One day Dayang Sumbi was quilting when suddenly, her quilt felt from his house. Then he prayed to God's, if a man pick it up, he will be my husband. If a woman, she will be my sister." Then a mail dog pick it up. For keeping her words, Dayang Sumbi married the dog and called him Tumang. Dayang Sumbi gave birth to a baby, named him Sangkuriang, but never told him who his father was.

One day Sangkuriang was hunting with Tumang, in the forest and found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big stone and him to go.

Many years later, the wandering's Sangkuriang found a house in the forest and an old beautiful woman was in the house. The woman, Dayang Sumbi, recognized the adventure as Sangkuriang forced her to marry him and Dayang Sumbi asked him to make a vast boat in one night.

At night, Sangkuriang called his friends, ghost and forest fairies to help him. Dayang Sumbi feared the boat could be finished on time, so she asked some women nearby to help her.

The women hit the grain puncher to make noise which disturbed the ghost and the fairies. They ran away before completing the boat. Sangkuriang was very angry. He kicked away the boat upside down, it turned into a mountain called

Tangkuban Prahua . It means the down side boat,which stood in the north of Bandung.

Task 2. Answer the questions based on the text.Do the task in pairs.

1. What is the main idea of the second paragraph?
2. Dayang Sumbi asked the woman to punch the grain because....
3. Why did Sangkuriang kick away the boat upside down?
4. "...that Sangkuriang had to build a vast boat for their honeymoon..." What does the underlined word mean?
5. What is the moral value of the story?

Tasks 3.

a. Read the text carefully

Long ago a terrible dragon came to the Kingdom of Tarania. It carried away the princess."Oh ,oh, oh,save my princess!"The King of Tarania shouted,"who can save Tara?"

"I can save Princess Tara. I'm the bravest knight in your Kingdom."Thomas said humbly.

"You? Ha,ha,..."Prince Gregor laughed loudly.

"How can you save the princess,beggar boy."

Ready! Get set,charge,the temble dragon roared. Prince Gregor and his soldier ran away.But,Thomas did not ran away.He opened his basket and took out the ladder, a flute,a rope, and a piece of meat, a spear, and a blanket.Then ,Thomas ran into the cave and saved Princess Tara.

b. Do the task individually. Answer the question based on the text.

1. What happened to the king of Taranian?
2. Thomas ran into the cave and saved Princess Tara". [last paragraph] The underlined word is similar in meaning with....
3. Who finally saved the Princess?
4. Who is Thomas?
5. What can we learn from the story?

RENCANA PELAKSANAAN PEMBELAJARAN

MATA PELAJARAN BAHASA INGGRIS

Nama sekolah : SMPN 3 GODEAN

Mata Pelajaran : Bahasa Inggris

Waktu : 2 X 40 Menit

Kelas / semester : VIII / 2

Skill

: **Membaca**

Jenis teks : NARRATIVE

Standar Kompetensi

11. **Memahami makna teks** tulis fungsional pendek sederhana berbentuk recount dan narrative yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar

11.3.. Membaca

Merespon makna dalam teks tulis berbentuk narrartive dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

Sub Kompetensi Dasar

11.3.1. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, Lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk Narrative.

Indikator

11.3.1.1 Menentukan gambaran umum teks tulis berbentuk narrative

11.3.1.2. Mengidentifikasi informasi rinci tersurat dari teks narrative

11.3.1.3. Mengidentifikasi informasi tersirat dari teks narrative

11.3.1.4. Menentukan rujukan kata dari teks narrative

11.3.1.5. Menentukan makna kata dari teks narrative

11.3.1.6. Menentukan moral value dari teks dengan tepat

11.3.1.7. Menentukan struktur teks narrative

Tujuan Pembelajaran

Diberikan teks narrative siswa dapat :

11.3.1.1.1 Mengidentifikasi gambaran umum teks tulis berbentuk narrative

dengan benar setelah melalui kegiatan **tanya jawab dengan aktif**

11.3.1.2.1 Mengidentifikasi informasi rinci tersurat dalam teks berbentuk narrative **dengan benar** setelah melalui kegiatan tanya jawab **dengan aktif**

11.3.1.3.1 Mengidentifikasi informasi tersirat dalam teks berbentuk narrative **dengan benar** setelah melalui kegiatan tanya jawab **dengan aktif**

11.3.1.4.1 Menentukan rujukan kata kata tertentu dalam teks tulis berbentuk narrative **dengan benar secara berpasangan**

11.3.1.5.1.Menentukan makna kata kata tertentu dalam teks tulis berbentuk narrative **dengan benar dengan bantuan kamus**

11.3.1.6.1 Mengidentifikasi struktur penyusunan teks tulis berbentuk narrative dengan benar **secara berkelompok**

Materi Pembelajaran:

A. The purpose of the text: to amuse or to entertain the reader or listeners through telling the story.

B. Generic structure /the organization of the text

1. Orientation : This paragraph introduces the subject or the main character of the story and where the story take place,and when the story happened.
2. Complication: This paragraph talk about the problem of the story.
3. Reorientation: This paragraph talk about the conclusion of the story or the end of the story.

C. Kinds of narrative: Myths,legends,folktales,fable,

a. Myths (cerita keramat/ cerita tradisional)

A traditional story which may describe the origin of the world, a place,or people. It is considered a true sacred story in the remote past.

b. Legend (cerita nyata)

A true story primarily about human heroes in the recent past and may feature some religious references.

c. A folktale (cerita fiksi)

A story which is regarded as a fiction.

d. A Fable (cerita binatang)

D. Language Features : Using “ Simlpe Past” . Kinds of verb is “Verb 2”

Example:Verb1	Verb2
Go	went
Buy	Bought
Walk	Walked

E. At the begining of the text uses the specific adverb of time: Once upon a time, long long ago, far away, long time ago, ect.

F. Using “conjunction”.(Then, after that, before)

Narrative text

<p>The Nightingale's voice</p> <p>One day all birds gathered in the forest to choose the bird with the best voice, the one which could sing most beautifully.</p> <p>Each bird was to write in a piece of paper the name of the bird she thought had the best voice. Except for nightingale, each bird wrote her own name on the ballot. The nightingale was too kindhearted to make a choice among her friends, so she did not write any name at all. All the other birds scorned her and said of course she would not write anything because she had the worst voice and she was jealous of the others.</p> <p>That night after everybody else had gone to sleep and the forest was silent, the nightingale felt very lovely, and she began to sing sadly with her touching voice. From then on, nightingale has sung every night, and they are known as the sweetest voiced singer.</p>	<p>➤ Title</p> <p>Orientation</p> <p>Complication</p> <p>Resolution</p>
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MODEL PEMBELAJARAN

A. Teacher Directed

1. Memperkenalkan ciri- ciri lexicogrammatical
2. Memperkenalkan struktur teks
3. Memperkenalkan fungsi sosial teks
4. Memberikan contoh/model model teks narative

B. Guided Construction

- a. Mengidentifikasi berbagai macam informasi dalam teks narative
- b. Mengidentifikasi ciri ciri kebahasaan teks narative

C. Teaching Strategies

- Three – phase technique (pre reading, whilst reading, post reading)
- Teknik CTL

D. Media : Picturesi

KEGIATAN PEMBELAJARAN

1. Langkah – langkah pembelajaran

I. Kegiatan pendahuluan (5 menit)

- Greeting
- Calling the roll
- Menyiapkan fisik dan psikis siswa
- Tanya jawab seputar kegiatan siswa yang akan dilakukan
- Menghubungkan benda, tempat atau orang dengan benda yang akan dilakuk
- Menyampaikan tujuan pembelajaran dan cakupan materi

II. Kegiatan inti

EKSPLORASI (15 MENIT)

Teacher Directed

1. Guru membimbing siswa mengamati gambar tempat, binatang, orang atau benda yang ada di lingkungan sekitar dan gambar gambar yang ditunjukkan didepan kelas.
2. Guru memberikan pertanyaan tuntunan sebagai berikut:
 - What picture is it?
 - Have you ever read the novel?
 - What kind of story do you like to read?
 - What do you feel after reading?
 - Do you feel happy or sad after reading?

3. Guru membimbing siswa untuk menyebutkan kata kerja yang digunakan pada teks

Guided Construction

4. Guru memberikan teks bacaan
5. Guru membimbing siswa mengidentifikasi dengan cara menggarisbawahi kata kerja yang digunakan pada teks narrative.
6. Guru membimbing siswa mencari kata sulit dan menerka padanan katanya [misal: ballot, choice]
7. Siswa memperhatikan kata yang dicetak tebal dalam worksheet dengan cermat dan benar dan berdasarkan konteks yang ada mereka didorong untuk membuat “intelligent guessing”

ELABORASI (45 MENIT)

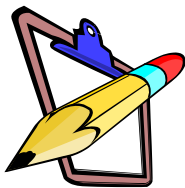
8. Siswa menulis kata –kata kerja yang didapatkan dan merubah kata kerja tersebut dalam bentuk yang lain.
9. Siswa dan guru mendiskusikan **dengan aktif** kata-kata sulit yang ditemukan dari teks.
10. Guru memberikan comprehension question. Guru menggunakan think-pair share dengan cara setiap pasangan memberikan pendapat atau ide kelompoknya masing masing.

KONFIRMASI (15 MENIT)

11. Siswa **secara aktif** mendiskusikan hasil jawaban secara berpasangan dengan teman sebangku
12. Guru bersama **siswa secara aktif** mendiskusikan hasil jawaban yang benar

III Kegiatan penutup

- Siswa dibantu guru membuat kesimpulan pelajaran
- Siswa dibantu guru melakukan refleksi sederhana terhadap kegiatan yang telah dilaksanakan
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru memberikan rencana pembelajaran pada pertemuan berikutnya
- Guru memberikan tugas menyusun kembali paragraf acak dan menjawab pertanyaan di rumah.



Catatan: _____

SUMBER BELAJAR

1. Buku Teks Let's talk, EOS
2. Gambar-gambar yang relevan
3. Modul IHT
4. SI dan SKL

PENILAIAN

Indikator penilaian

Indikator pencapaian Kompetensi	Teknik	bentuk	Contoh instrumen
<ul style="list-style-type: none"> • Gambaran umum • Informasi rinci tersurat / tersirat • Makna kata • Rujukan kata • Tujuan teks • Moral value • Struktur generik teks 	Tes	Tes tertulis Dalam bentuk essay	<p>Snow white</p> <p>Long ago in the Neverland, there lived a beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.</p> <p>Snow White knew about her evil plan. She escaped into the forest. There she made friends with seven dwarfs.</p> <p>The Queen turned into a</p>

			<p>witch. Snow white did not realize it.</p> <p>The witch gave a poisoned apple.</p> <p>As a result , Snow White was put into steepfor years.</p> <p>Fortunately ,in the end , Prince Charming revived her- with a kiss. They lived together happily ever after.</p> <p>Answer this questions</p> <ol style="list-style-type: none"> 1. When and where did the story happen? 2. What problems did Snow White have? 3. What happenned to her then? 4. She escaped to the forest.What is she refer to? 5. Who came to help her? 6. What did he do to Snow White? 7. What happened to them? 8. What can we learn from the story?
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1. Complete the table to identify the generic structure of the text.

<p style="text-align: center;">The Ant and the Dove</p> <p>One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.</p> <p>To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.</p> <p>She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved toward the leaf and climbed up there. Soon, it carried her safely to dry ground.</p> <p>Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.</p> <p>Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away to save.</p>	<p>➤</p> <p>➤</p> <p>➤</p> <p>➤</p> <p>➤</p> <p>➤</p>
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B Pedoman Penilaian

1. Reading Scores (setiap jawaban benar mendapat skor 20 : skor maksimum 100)

NO	NAMA SISWA	ASPEK DAN SKOR ENILAIAN			
		<i>Excellent</i> (90-100)	<i>Very Good</i> (81-90)	<i>Good</i> (71-80)	<i>Fair</i> (61-70)
1					
2					
3					
4					
5					
6					
7					
9					
10					

$$\text{Nilai} = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor maksimal}} \times 100$$

1. Rubrik penilaian siswa untuk pengembangan karakter

Nama Siswa	Kecerdasan				Kepedulian				Kerjasama			
	BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK

Keterangan :

Kecerdasan:

(Dilihat dari kecermatan, kecepatan, dan ketepatan dalam menjawab pertanyaan)

BT=Belum Terlihat (belum menunjukkan tanda tanda kemampuan berpikir logis).

MT= Mulai Terlihat (menunjukkan tanda tanda kemampuan berpikir logis).

MB=Mulai Berkembang (mulai konsisten menunjukkan kemampuan berpikir logis).

MK=Membudaya Konsisten (konsisten menunjukkan kemampuan berpikir logis).

Kepedulian:

(Dilihat dari atensi selama mengikuti pelajaran dan membantu teman)

BT=Belum Terlihat (belum menunjukkan tanda tanda peduli terhadap perintah dan aturan dalam PBM)

MT= Mulai Terlihat (menunjukkan tanda tanda peduli terhadap perintah dan aturan dalam PBM)

MB=Mulai Berkembang (mulai konsisten menunjukkan kepedulian terhadap perintah dan aturan dalam PBM)

MK=Membudaya Konsisten (konsisten menunjukkan kepedulian terhadap perintah dan aturan dalam PBM)

Kerjasama:

(Dilihat dari partisipasi dalam bekerjasama baik dalam berpasangan maupun kelompok)

BT=Belum Terlihat (belum menunjukkan tanda tanda mampu aktif bekerjasama)

MT= Mulai Terlihat (menunjukkan tanda tanda aktif bekerjasama dengan teman)

MB=Mulai Berkembang (mulai konsisten menunjukkan kemampuan bekerjasama)

MK=Membudaya Konsisten (konsisten menunjukkan kemampuan bekerjasama)

Mengetahui

Kalasan,

Kepala Sekolah

Guru Mata Pelajaran

Titik Marwati

[.....]

NIM:1020247003

Lampiran 1

STUDENT'S WORKSHEET

Task I. Underlined the verb that stated in the text.

Cinderella

Once upon a time, there was a beautiful girl called cinderella. She lived with her stepsister and stepmother. They were very boossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her to go, so Cinderella was so sad. The stepsister went to the ball without her.

Fortunataly, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who felt in love with her. Then later, he married her. They lived happily ever after.

Task II. Answer the following questions

Golden Eggs

Long time ago a remote village, in central China was inhabited mainly with famers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed to Got for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity of him. He gave him a goose and said” I don’t have any expensive thing to give you and hope this goose will help you to easy your hardship.”

A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness, it's already too late.

1. What does the text tell us about
2. What did the old man give to the farmer?
3. Why did the farmer lose his patient?
4."I don't have any expensive thing to give you and hope ..." (paragraph three). What is I refer to?
5. From the text we know that the farmer was not...
6. What is the main idea of paragraph 4?
7. He prayed to God for help or his family would die of starvation". The underlined word means....
8. What can we learn from the text.

Task III

Once upon a time there lived a little girl named Snow White. She lived with her aunt and her uncle because her parents was dead.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they both wanted to go to Amerika and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away from home when her uncle and Aunt were having breakfast, she ran away into the woods. She was very tired and hungry.

Then she saw the little cottage. She knocked the door but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from the work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My named is Snow White."

Dwarfs said, "If you wish you may live here with us. Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and seven dwarfs lived happily everafter.

Answer the following questions based on the text

1. What is the text about ?
2. Why did her Aunt and Uncle would leave Snow White in the castle?
3. "She ran away into the woods. The underlined word has the same meaning as....

4. Then She saw a little cottage. The underlined word refers to ...
5. What is the purpose of the text?
6. Identify the generic structure of the text!
7. What can you learn from the text?
8. Read the text again, then retell the story with your own words.

Instruments for pre-test and post-test

doctor and whose name was Gold Smith. Dr. Smith had a Once upon a time there was a man who was a good heart. He was always ready to help others, and gave away so much to the poor that he was always poor himself. One day a woman came and asked DR. Smith to see her husband who was ill at home. Dr. Smith did so. He found that the man was not ill but poor. He had not eaten anything for many days.

“Come to my house this evening,” said the doctor to the woman. “I will give you some medicine which may make your husband better.”

In the evening the woman came. Dr. Smith gave her a little box which was very heavy.

“This is the medicine which may do good to your husband.” Said the doctor. “But don’t open the box until you reach home.”

When she reached home, she showed the box to her husband and opened it. What do you think they found in it? It was full of money. Dr. Smith took pity to the man and the woman who he gave all the money which he had.

1. Dr. Smith gave her a little box which was very heavy. What is the content of the box?

C. Food	C. Money
D. Medicine	D. Meal
2. Dr Smith was a kindhearted man.It was discussed in paragraph

C. One	C. Two
D. Three	D. Four
3. He found that the man was not ill but poor. The word “ He” refers to

B. The poor man	C. Dr. Smith
C. The patient	D. The husband

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then,

Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

5. Snow White ran from house ...

- | | |
|----------------|-------------------|
| A. At night | C. At midday |
| B. At midnight | D. In the morning |

6. The third paragraph describes in detail ...
- A. Where Snow White's aunt and uncle had breakfast
 - B. What Snow White did after hearing her uncle's plan
 - C. How Snow White went into the cottage
 - D. With whom Snow White ran away into the woods
7. The dwarf said, "If you wish, you may live here with us." What did the dwarf mean with the words underlined?
- A. He asked Snow White for a permission to stay with her
 - B. He offered Snow White to stay with them
 - C. He showed his interest in Snow White
 - D. He agreed to stay with Snow White
8. What is the type used by the writer?
- A. Report C. Recount
 - B. Descriptive D. Narrative

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

9. Which of the following is NOT TRUE according to the text?
- A. Cinderella lived with her stepsister
 - B. Cinderella felt happy with her husband
 - C. Cinderella was helped by a fairy to get to the ball
 - D. Cinderella was helped by her stepsister to do all the housework
10. The communicative purpose of the text is to
- A. entertain the readers with a fairy tale
 - B. describe how Cinderella went to the ball
 - C. persuade the readers to read the story
 - D. inform the readers about Cinderella's marriage

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

11. The story mainly tells us about.....

- A.the boss of the crocodile
- B.a rabbit and twenty crocodiles
- C.a rabbit and the boss of crocodile
- D.the boss of the crocodile and all his friends

12. We know from the first paragraph that the rabbit actually wanted

- A.to cross the river
- B.to swim across the river
- C.to meet the boss of crocodile
- D.to know the number of crocodiles there

Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away.

They talked about it for a long time and at last they set off to the city.

It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, "we must be nearly there, can you see the city?"

"No," said the other frog, "but if I climb on your back I might be able to see it."

So he climbed up on the back of the other frog to see the city.

Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left.

"Can you see the city?" asked the frog who was below.

"Yes," answered the frog who had climbed up. "I can see it. It looks just like our village."

Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.

13. What did they feel on their way to find a big city?

- A. Happy. C. Glad.
- B. Sad. D. Tired.

14. Why did one of the frogs climb on the other's back?

- A. It was a hot day. C. It thought it was worthwhile.
- B. It felt tired. D. It could not see the city.

15. " ...at last they set off to see the city." (Paragraph 2)

The underlined word means

- A. left C. gave up
- B. decided D. stopped

16. before leaving their village.....

- A. one of the frogs got sick
- B. the two frogs argued about the idea
- C. the two frogs discussed for a long time
- D. the frogs reported the idea to their leader

17. What did the frogs actually see ?

- A. their own village. C. Another city
- B. another village D. A big city

Once, a fisherman named Batara Guru Sahala lived in the Batak Land. One day, he caught a fish. He was surprised to find that the fish could talk. It begged Sahala to set it free. He did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that Sahala fell in love at once. He asked her to marry him. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised that he would not tell anyone about it.

They were happily married and had two daughters. Every morning Sahala went out fishing. One day, his daughters brought him his lunch. However, instead of bringing the food to their father, the two girls ate it. When Sahala knew what they had done with the meal, he got very angry. He shouted at them saying, "You behaved exactly like the daughters of the fish!"

They did not know what their father meant. They went home and asked their mother about it. Their mother was very upset. Although Sahala apologized to her, she would not forgive him for breaking his promise.

Then the earth began to shake, and the volcano started to erupt. The earth cracked and formed a big hole. It is said that the hole became the Toba Lake.

18. What was Batara Guru Sahala?

- A. A sailor. C. A tailor.
- B. A farmer. D. A fisherman.

19. What is the story about?

- A. How the volcano erupted.
- B. How a fisherman caught a fish.

C. How the lake Toba was created.

D. How the fish changed into a beautiful girl

20. the text above is.....

A. Report

C. Recount

B. Descriptive

D. Narrative

***** *GOOD LUCK* *****

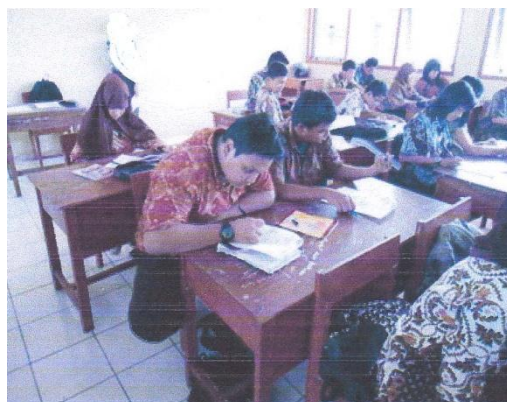
Figure 3. The Activities in teaching and learning process



The researcher consulted to the collaborator. The students were reading the text



The students were trying to do in pairs. The students were trying to do in the group



The students were trying to do individually. The students presented the task.