

**IMPROVING READING ABILITY IN THE ENGLISH LANGUAGE
LEARNING PROCESS BY USING COOPERATIVE INTEGRATED
READING AND COMPOSITION (CIRC) FOR THE EIGHTH GRADE
STUDENTS OF MTs MUHAMMADIYAH KASIHAN IN THE ACADEMIC
YEAR 2012/2013**

A THESIS

Presented as Partial Fulfillment of the Requirements
to Attain the Degree of *Sarjana Pendidikan* in English Education Department



By:

Intan Fajari Resa Riski

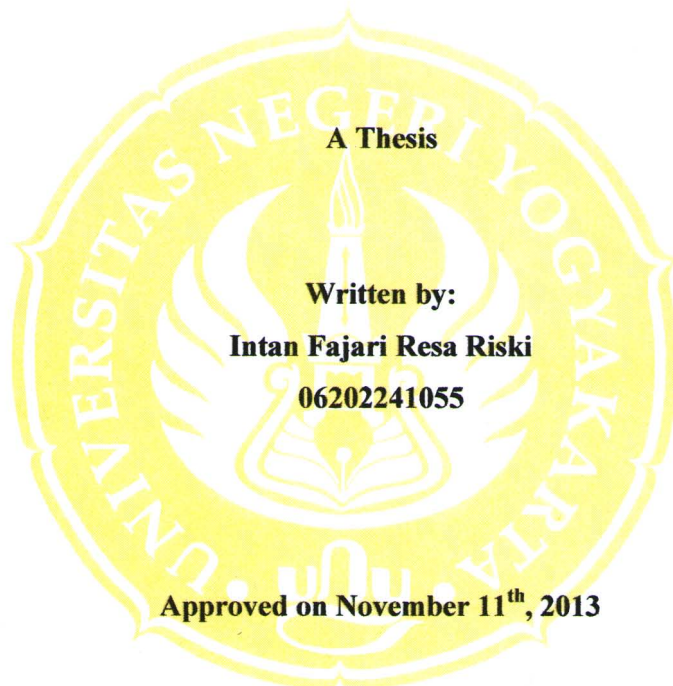
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ENGLISH LANGUAGE EDUCATION PROGRAM
ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA

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APPROVAL SHEET

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A Thesis

Written by:

Intan Fajari Resa Riski

06202241055

Approved on November 11th, 2013

By

Consultant,



Dr. Drs. Agus Widyanoro, M.Pd
NIP. 19600308 198502 1 001

RATIFICATION

**IMPROVING READING ABILITY IN THE ENGLISH LANGUAGE
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A THESIS


By:

Intan Fajari Resa Riski
06202241055

Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, State University of Yogyakarta on November 13th, 2013 and declared to have fulfilled the requirements to attain the *Sarjana Pendidikan* Degree in English Language Education

Board of Examiners

Chairperson : Siti Sudartini, M. A.
Secretary : B Yuniar Diyanti, M. Hum
First Examiner : Dr. Margana, M. Hum, M. A
Second Examiner : Dr. Agus Widyanoro, M. Pd



Yogyakarta, November 13th, 2013
Faculty of Languages and Arts
Yogyakarta State University



Dean,

Prof. Dr. Zamzani
NIP. 19550505 198011 2 001

PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : **Intan Fajari Resa Riski**
NIM : 06202241055
Jurusan : Pendidikan Bahasa Inggris – S1 Reguler
Fakultas : Fakultas Bahasa dan Seni
Judul Karya Ilmiah : **Improving Reading Ability In The English Language Learning Poces by Using Cooperative Integrated Reading and Composition for The Eighth Grade Students of MTs Muhammadiyah Kasihan In The Academic Year 2012/2013**

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

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

Yogyakarta, 13 November 2013

Penulis,



Intan Fajari Resa Riski

DEDICATIONS

This thesis is dedicated to:

*My beloved father and mother for their love, care, supports, and
prayers which will never be paid although I must spend my whole life*

My beloved husband and daughter...

“More than words can say”

Mottos

“Sometimes the only thing you’re looking for is the one thing you can’t see”

“In three words, I can sum up everything I’ve learned about life: it goes on”

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel”

“There will always be ease behind the difficulties”

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Alhamdulillahirobbil'alamin is the first word I said when I realized that this thesis had been finished. I felt like getting a miracle when I wrote the last page of this thesis. My praise and thanks are to Allah SWT, the most Merciful and Almighty who always blesses me and guides me to be more patient and enthusiastic in finishing my thesis.

I would like to express my deepest gratitude and appreciation to my consultant, *Bapak* Dr. Drs. Agus Widyanoro, M.Pd., for his patience, guidance, valuable time, and support during the process of writing this thesis.

I devote the deepest gratitude to my mother, *Ibu* Sri Sumaryani and my father *Bapak* Sudardiyono for countless prayer for my success, understanding, working hard, and support.

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At last, I do realize that this thesis is still far from being perfect. However, I hope that this thesis is useful and gives a positive contribution to the English teaching learning process.

Yogyakarta, 13 November 2013

The Writer

A handwritten signature in blue ink, appearing to read 'Intan Fajari Resa Riski', with a stylized flourish at the end.

Intan Fajari Resa Riski

TABLE OF CONTENTS

TITLE	i
APPROVAL.....	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i>	iv
DEDICATION	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
ABSTRACT.....	xv
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Objective of the Study	7
F. Significances of the Study	7
CHAPTER II	
LITERATURE REVIEW, RELEVANT STUDIES, AND	
CONCEPTUAL FRAMEWORK	8
A. Literature Review	8
1. Reading	8
a. Definition of Reading	8
b. Reading Comprehension	10
c. Factor Affecting Reading Comprehension	12
d. Characteristics of Effective Reading Method and Technique	14
2. Teaching Junior High Shcoll Students	16

3. CIRC Method	21
a. Definition of CIRC	21
b. The Major Component of CIRC	23
B. Conceptual Framework	26
CHAPTER III RESEARCH METHOD	28
A. Type of the Research	28
B. Research Setting	29
C. Subject of the Study	30
D. Research Instruments	30
E. Data Collection Techniques	30
F. Validity.....	31
G. Procedure of Research.....	33
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	39
A. Research Process and Findings	39
1. Reconnaissance	40
B. Report of Cycle I.....	41
1. Planning	41
2. Actions and Observation	43
3. Reflection	45
4. Summary I.....	47
C. Report of Cycle II.....	47
1. Planning	47
2. Actions and Observation	49
3. Reflection	50
4. Summary II	51
5. Students Score.....	52
CHAPTER V	
CONCLUSION AND SUGGESTION	54
A. Conclusion	54
B. Implication	55
C. Suggestion.....	57

REFERENCES	59
APPENDICES	60

LIST OF TABLES

Table 1	: Blooms Taxonomy of the Cognitive Level.	12
Table 2	: Students Score	52

LIST OF FIGURES

Figure 1	: A Model Reading Comprehension	11
Figure 2	: The Action Research Cycle	52

LIST OF APPENDICES

Appendix A : LESSON PLAN

Appendix B : OBSERVATION AND INTERVIEW GUIDES

Appendix C : FIELD NOTES

Appendix D : INTERVIEW TRANSCRIPTS

Appendix E : PRE-TEST, POST-TEST, AND STUDENTS' SCORE

Appendix F : PHOTOGRAPH

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ABSTRACT

The objective of the research was to improve the students' reading comprehension skill in the English teaching and learning process through Cooperative Reading and Composition (CIRC) method. It was expected that this method would improve the quality of English teaching and learning process at the school.

The research was Action Research. Based on the preliminary observation, the problems came not only from the students but also from the teacher. The problems were students found the difficulty to comprehend the English reading text and there was no reading method used in the English teaching and learning process of reading. The research consisted of two cycles. The data were obtained by interviewing the students of class VIIIB of MTs Muhammadiyah Kasihan, Bantul, holding the discussion with English teacher, the headmater, and doing observation in the English teaching learning process. The instruments used for collecting data were pretest and posttest, observation guidelines, and interview guidelines. The data collected were quantitative and qualitative data. The source of the data were from the field notes, interview transcript and the result of pretest and posttest.

The result of the study showed that the students' reading comprehension skill in the English teaching and learning process improved through CIRC method. This research showed that the mean score of posttest was higher than the mean of pretest. The mean score of pretest was 58.93; the mean score of posttest was 81.3. Thus, there was an increasing point of 22.5. In conclusion, the students' reading comprehension skill in the English teaching and learning process improved.

CHAPTER I

INTRODUCTION

A. Background of the Problems

English is an International language in the globe, so mostly the text books and journals are written in English. Nowadays, mastering the reading skill is a must. In Indonesia, English has been a compulsory subject for students in various levels of education, from elementary schools up to universities. All the students therefore, should understand English. In order to do that, they need to learn/master the four skills, namely reading, writing, listening, and speaking.

As one of the macro skills, reading has an important role in the daily life. It is based on the evidence in this information era. Many people feel the benefits of reading. Even reading has become an important need for people around the world. It is because people always do reading activities every day, for example reading newspapers, reading posters, reading the ads on billboards, and reading traffic signs.

Referring to the importance of the reading skill, the teacher has to think what should be done to improve the teaching of reading which would finally influence the students' reading skills. Unfortunately, teaching the reading skills especially in the high school level still cannot be implemented optimally. Some English teachers are still using the traditional teaching methods which just focus on teaching vocabulary, grammar, and translation. Moreover, teachers usually ask students to read aloud the selected text in the course book and answer reading comprehension questions.

Teaching reading requires some important factors to support the classroom activities. One of the factors is the reading activity in the classroom. The reading activity becomes the major factor because it influences the students in the teaching and learning process. The students can learn well if the various and interesting reading activities are implemented in the classroom. It means that if the students are interested in the reading activities, they may learn the subject well.

There are some factors influencing the students' low reading skills, one of them is that the teachers still keep practicing the traditional methods in the teaching and learning process. In this method, the teacher still relies on the students' reading speed. There are some students who can read and understand the text quickly, but some of them need extra time to read and understand the same text. The students who can understand the text, they can find the information in the text easily. Otherwise, students who need extra time to understand the text, they get confused. This condition makes the good readers bored and the low readers difficult to catch the lesson. The low readers also need another student's help to understand the text.

Based on the observations, discussions, and interviews that had been done on January 30th, 2012 and February 2nd, 2012 it was stated that this condition also happened to English teaching and learning process in VIII grade students of MTs Muhammadiyah Kasihan. The teacher still practiced the traditional teaching method. The teaching and learning process only focused on the teacher (*teacher centered*). This condition made a learning process in the class monotonous and made the students bored.

Concerning to the fact above, the teacher needs to develop the effective teaching and learning process. One of the methods that can be used is *Cooperative Learning*. *Cooperative learning* is the individual learning method which the students of the same age in a different ability work together to get the same purpose. Every member in every group is responsible to understand about the material and get the purpose. In the cooperative learning method, the learning activity will be more controlled and the teacher will be easier to explain the material, in this case teacher as the moderator.

B. Identification of the Problem

The researcher conducted the observation two times. The first observation was conducted on January 30th, 2012, the second on February 2nd, 2012. In this case, the researcher found some sources of weaknesses such as the teacher, the students, the media and the materials, the teaching process, and the classroom management that might have resulted in an unsatisfactory English teaching learning process. The general descriptions of the problems are as follows.

The first weakness was related to the teacher. The teacher did the same activities from time to time when she taught. The teacher focused her teaching on the course book and the activity was only reading and answering the questions from the course book, without trying to apply an interesting activity and media. Therefore, the teaching and learning process seemed to be monotonous. Sometimes, the teacher tended to point the students to answer the questions and the teacher had to repeat her questions many times to get the answers. She tended

to teach in front of the class so that the students on the back row sometimes did not pay attention to her. As a result, some students got bored and did nothing.

The second weakness was concerned with the students. Some students were good at English but they preferred to keep silent when the English teaching learning process was going on. They had difficulties in pronouncing words or sentences in English so they were not fluent in reading English and felt shy in speaking English in the class. Besides, the students tended to laugh at other students who were called on by the teacher and gave wrong answers to the teacher's questions. It made them shy and afraid of answering the teacher's questions and even they did not understand the teacher's questions. Moreover, they were sometimes not able to grasp the teacher's explanation.

The students were not ready yet to study. They were reluctant to open their dictionaries though they did not master English vocabulary well. Therefore, they had difficulties in understanding the meaning of English words and sentences in English reading texts. On the other hand, in almost every meeting, the teacher gave homework to the students but most students were not eager to do because it was too much and too difficult for them. Sometimes they cheated by copying other students' works.

Generally, the students could not find their own learning strategies. They always got bored to learn English. They were not creative enough to make their own opportunities to practice using English. In addition, they had no motivation to learn and had low curiosity to know something new. They tended to be unenthusiastic to do learning activities and they seemed to be uninterested in the

teachers' explanation during the teaching process, except in the situation when the teacher gave amusing activities and media.

The third problem dealt with the media and materials. There were only minimum media to facilitate and to support the English teaching-learning process. The school had limited teaching media. The school did not provide English media like pictures, cards, and posters. Therefore, the teacher rarely used the teaching media. In addition, the teacher did not develop the materials in the course book to make interesting tasks. It was because she was busy with teaching. Hence, the students showed low motivation to learn and they felt bored in attending the teaching learning process.

The fourth aspect of weakness concerned the teaching process. The teacher applied the same teaching approach, method, and technique for different topics and language skills. The teacher used the traditional approach, so that the teaching learning process was monotonous and lack of intermezzo. As the consequence, it lowered the students' motivation. They were sleepy and then slept on the table.

The fifth aspect was related to the classroom management. The seats arrangement was static. The activities in the English teaching process lacked variation. While the teacher was explaining the material, the students sat in silence. There was a very formal atmosphere in the classroom. The teacher asked students to answer questions by calling their names from the first row till the back so they seemed to be careful to answer the teacher's questions. Students' voices were very soft and slow. The students were not brave and lack of confidence in

answering the questions spontaneously. Students rarely did the task in pairs or groups.

C. Limitation of the problem

Based on the identification of the problems above, the researcher has discussed with the English teacher and all the research team members that the main problem was in the teaching learning process. In the teaching and learning process the teacher used the same teaching approach, method, and technique for different topics and skills. So, it make the teaching and lerning process monotonous and the students get borred easily. Moreover, the students were sleepy and slept on the table. For that reason, the researcher focused on one manageable related to the teaching learning method, that is, the use *Cooperative Integrated Reading and Composition* (CIRC) to teach reading at the eighth grade students of MTs Muhammadiyah Kasihan Bantul.

D. Formulation of the Problem

From the identification and focus of the problems, the problem was formulated as follows: How to improve the teaching of reading by using *Cooperative Integrated Reading and Composition* (CIRC) method of the eighth grade students of MTs Muhammadiyah Kasihan in the academic year of 2012/2013?

E. Objective of the research

The objective of the research which was related to the formulation of the problem that is to improve the teaching of reading by using *Cooperative Integrated Reading and Composition* (CIRC) of eighth grade students of MTs Muhammadiyah Kasihan Yogyakarta in the academic year of 2012/2013.

F. Significance of the research

This research aims to give some contribution to:

1. The English teacher of MTs Muhammadiyah Kasihan. The result of the research can be useful information about how to improve students' reading skill by using *Cooperative Integrated Reading and Composition* (CIRC) in the teaching and learning English.
2. The school principal and teachers in MTs Muhammadiyah Kasihan. The result of this research can be used as useful information especially in improving the students' reading ability.
3. The English teacher in other MTs. The result of this research could be applied as the solution to similar problems.
4. University State of Yogyakarta especially the English Language Education Department. The result of this research will enrich and enlarge the knowledge of English study in the English Language Department.
5. Other researchers. The results of the study can be used as information for further research.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Reading

1. Reading Comprehension

a. Definition of Reading

Based on Moreillon (2007: 10), reading can be simply defined as making meaning from print and from visual information. However it is not as simple as what imagine. Reading is an active process that requires a great deal of practice and skill. It is a complex task which seems to go on inside people's heads. In order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something.

Reading is one of the language skills, besides writing, listening and speaking. It is often considered as a kind of information transfer from the books as the sources to the readers. There are many definitions of reading according to many language experts. According to Nunan (1989: 72), reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. On the other hand, Johnshon in Mikulecky and Jeffries (1990: 2) defines reading as a complex behavior, which involves conscious and unconscious use of various strategies, including problem solving strategies, and to build a model of the meaning.

Reading is a complex process. To make a more apparent discussion of the reading process, explanations of the various reading process are required. Gipe

(1991: 104) identified four dimensions of the reading process: reading as a language process, reading as a cognitive process, reading as a psychological or affective process, and reading as a physiological process. First, reading as a language process suggests that mastering the language becomes the crucial point in reading since language enables individuals to communicate. Reading is basically an act of communication between a writer and a reader using language that represents the message. So, to become a successful reader, one must be a successful language user.

Second, reading as a cognitive process which proposes that the nature of knowing and intellectual development, known as cognition, is important in the reading process cognition which enables readers' concepts to develop. The development of concepts is needed for literacy development.

Third, reading as a psychological or affective process shows that psychological factors (i.e. the students' self-concepts, attitudes in general, attitudes toward reading, interest and motivation for reading) affect the reading process. The last, reading as a physiological process indicates that good health, visual, auditory, and neurotocal functioning are vital for the reading process. These physiological factors carry on the printed and oral stimuli through a visual or tactile or auditory process.

Another theory is proposed by Alderson (2006: 25) who states that reading involves social context. Reading is not an isolated activity that takes place in some vacuum. Reading is usually undertaken for some purpose, in a social context, and

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

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

b. Reading Comprehension

To know further about comprehension, it is important to know the definition first. There are many definitions suggested by the experts. Lenz (2005: 1) says, "Reading comprehension is the process of constructing meaning from text". In his theory, Lenz explains that the aim of all reading instruction is ultimately targeted at helping a reader in comprehending the text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

In line with Lenz, Mikulecky and Jeffries (1990: 3) state that comprehension happens when the readers construct the meaning of the text by interpreting textual information in the light of prior knowledge and experience. The meaning of the text is constructed by the reader who makes a connection between the text and what is known about the world, based on the individual values, beliefs, native language discourse processes, and consciousness of language.

Meanwhile, Davies (2002: 90-91) proposes a model of reading comprehension presented as follows.

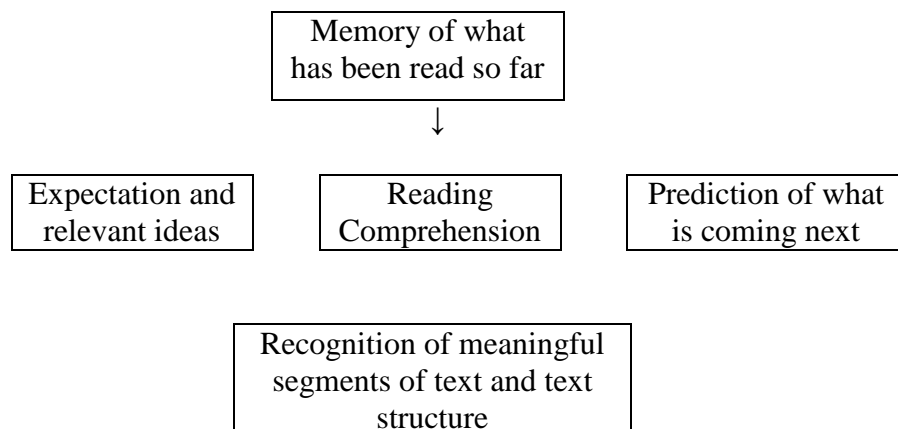


Figure 1: A model of Reading Comprehension

Figure 1 displays the process for someone in getting reading comprehension. In that figure, it shows that before the reader reads, he has some expectations and relevant ideas about the text which he is going to read. When he reads, he recognizes the meaning of the text and the text structure to comprehend the text. Besides, he also uses his background knowledge about the same or similar theme of the text to help him comprehend the text. After he can get the

meaning and comprehend the text, he can make prediction of what will come next in the text.

Furthermore, Bloom as quoted by Krathwohl (2002: 212) has developed six cognitive levels which can be applied to the reading comprehension level which is presented as follows.

Table 1: Bloom's Taxonomy of the Cognitive Levels.

Category name	Expected cognitive activity	Key concepts
Remembering (knowledge)	Recalling or recognizing information, ideas and principles in the approximate form	Memory, knowledge, repetition, description
Understanding (comprehension)	Translating, comprehending, or interpreting information based on prior learning	Explanation, comparison, illustration
Solving (application)	Selecting, transferring, and using data and principles to complete a problem task with a minimum of directions	Solution, application, and converge
Analyzing (analysis)	Distinguishing, classifying, and relating the assumptions, hypotheses, evidence, conclusions, and structure of a statement or question with an awareness of the thought process	Logic, induction and deduction, formal reasoning
Creating (synthesis)	Originating, integrating, and combining ideas into a product, plan as proposal	Divergence, productive thinking, and novelty
Judging (evaluation)	Appraising, assessing, or criticizing on a basis of specific standards and criteria	Judgment, selection

c. Factors Affecting Reading Comprehension

In comprehending a text, the readers' background knowledge has a great role. Based on Smith (2004: 14) comprehension may be regarded as relating

aspects of the world around us— including what we read—to the knowledge, intentions, and expectations we already have in our head.

Another theory was proposed by Celce-Murcia (2001: 56) saying that reading comprehension is affected by internal and external factors. Internal factors consist of linguistics and non linguistics factors. The linguistics factors include semantic abilities, and miscue analysis (the analysis of errors or unexpected responses which readers make in reading, as part of the study of the nature of the reading process in children learning to read their mother tongue) of reading errors. Semantic abilities relate to the knowledge of word meaning. Syntactic abilities relate to the knowledge of sentence structure. A miscue analysis is an unexpected response to language that causes the reader's pronunciation to be at variance with the writer's words. In miscue of oral reading, accuracy is analyzed to the reader's use of syntactic and semantic information. Meanwhile, the non-linguistic factors include intellectual, educational background, prior experiences with the literacy, reader's motivation and schemata (their knowledge of and beliefs about situations and actions based on their experiences).

Beside internal factors, there are also external factors influencing reading comprehension. According Catherine and Shattuck (2005: 117), reading instruction, social interactions in homes, classrooms, and the community that motivates students to read, opportunities to practice reading for various purposes, a lot of exposure to many different kinds of reading materials, features of the texts being read, the match of the topic to individual reader's interests, and socio-cultural context in which reading takes place.

d. Characteristics of Effective Reading Method and Technique

In order to create an effective reading class, the effective reading method and technique is badly required. There are many characteristics of effective reading methods and techniques which are represented below. (Brown, 2001: 313-316)

1) Using techniques that is intrinsically motivating

The use of techniques which is intrinsically motivating can make the students enjoy in reading, so it will influence students' reading comprehension and performance.

2) Balancing authenticity and readability in choosing texts.

Nuttal (1996) in Brown (2001: 314) offered three criteria for choosing reading texts for students. They are presented as follows.

a) Suitability of contents

Material that students will find is interesting, enjoyable, challenging, and appropriate for their goals in learning English.

b) Exploitability

A text that facilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, and that is integratable with other skills (listening, speaking, and writing)

c) Readability

A text that easy to read, interesting and appealing which enable the students to enjoy to read it.

3) Encouraging the development of reading strategies

The reading methods and techniques should encourage the students to find out and develop their own reading strategies based on their characteristic and interest.

4) Including both bottom-up and top-down techniques

The teacher should give enough classroom time to focus on the building blocks of written language, geared appropriately for each level.

5) Following the “SQ3R” sequence

- a. Survey: Skim the text for an overview of main ideas.
- b. Question: The reader asks questions about what he or she wishes to get out of the texts.
- c. Read: Read the text while looking for answers to the previously formulated questions.
- d. Recite: reprocess the salient points of the text through oral or written language.
- e. Review: Assess the importance of what one has just read and incorporate it into long term associations.

6) Subdividing into pre-Reading, during-Reading, and after Reading Phases.

- a. Before students read, the teacher spends some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata.
- b. While students read, the teacher gives students a sense of purpose for reading rather than just reading because the teacher ordered it.

- c. After students read, besides the comprehension questions, the teacher also should consider vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures or steering students toward a follow up writing exercise

7) Building in Some Evaluative Aspect to the reading Techniques

- a. Doing- the reader responds physically to a command.
- b. Choosing- the reader selects from alternatives posed orally or in writing,
- c. Transferring- the reader summarizes orally what is read,
- d. Answering- the reader answer question about the passage,
- e. Condensing- the reader outlines or taking notes on a passage,
- f. Extending- the reader provides an ending to a story,
- g. Duplicating- the reader translates the message into the native language or copies it. (beginning level, for very short passage only)
- h. Modeling- the reader puts together a toy, for example : after reading directions for assembly
- i. Conversing- the reader engages in a conversation that indicates appropriate processing of information.

B. Teaching Junior High School Students

Piaget in Marsh (1996: 18) proposed a theory on stages of intellectual development. Based on the age, human's intellectual develops through the following stages:

1. Sensory-motor stage; in range 0 – 2 years old

2. Preoperational stage; in range 2 – 7 years old
3. Concrete Operational stage; in range 7 – 11 years old
4. Formal Operational stage; in 11 years old and above

According to the taxonomy above, junior high school students are in the formal operational stage. They are popularly called teenagers or teens. Brown (2001:92) states that “terrible teens” are age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in apposition between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. Here are some possible considerations:

1. Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing possibly increases.
2. Attention spans are lengthening as a result of intellectual maturation, but once again, within many diversions present in a teenager’s life, that potential attention span can easily be shortened.
3. Varieties of sensory input are still important, but again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
4. Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultra-sensitive to how others perceive their changing physical and emotional selves within their mental capabilities. One of the most important concerns of the secondary school teachers is to keep their self-esteem high by:
 - a. avoiding embarrassment of students at all costs,
 - b. affirming each person’s talents and strength,

- c. de-emphasizing competition between classmates, and
 - d. encouraging small group work where risks can be taken more easily by a teen.
5. Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from the “here and now” nature of immediate communicative contexts to dwell on a grammar point or vocabulary item.

On the other hand, Finocchiaro and Brumfit (1983: 56) claim that young learners may not be highly motivated in learning a foreign language because they are forced by parents and teachers and they also lack practice of the foreign language in their daily lives. They also add that the learners’ attitude toward the target language and its speaker will influence their motivation.

Harmer (2001) supports this statement by claiming that teenagers tend to be unmotivated, surely, and uncooperative and that therefore they are poor language learners. However, he clarifies that all of the comment about young children, teenagers, and adults can only be generalizations. It depends upon individual learner differences and motivation. He claims that the crucial thing of this age is that they search for individual identity, and this search provides the key challenge for this group. Teenagers sometimes are disruptive in the class because apart from the needs of self-esteem and peer approval and boredom may be provoked. Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment.

However, as in teaching adults, care must be taken not to insult them with stilted language or to bore them with over analysis. Alderson (2006) gives some tips in teaching teenagers as follows:

- a. It seems that all teenagers are interested in pop songs. So exploit that interest by bringing music and the feeling that can be expressed through songs into the classroom.
- b. Teenagers like to be seen as cool and up-to-date, so bring in topics of current interest from it such as, sport, entertainment and media and English speaking cultures that are personally relevant to the learners.
- c. Teenagers are discovering a different relationship with others and group work allows individual to interact with different classmates.
- d. Teenagers are starting to define their proper personalities and role play activities can allow them to try to express different feelings behind on threatening, face-saving masks.
- e. Part of growing up is taking responsibility for one's acts and in school for one's learning, so a measure of learner autonomy and individual choice can be helpful for teenagers.
- f. It is amazing how some teenagers will have an almost encyclopedic knowledge of a particular field, so let individual students bring their outside interest and knowledge into the classroom through cross-cultural work.
- g. Variety, including surprise and humor, is the spice of the classroom life (particular with teenagers and their infamous short attention span), so try

out different warmers, starters, and change the pace and enliven the organization of the lessons.

- h. Teenagers are discovering their (often awkward) bodies so use movement by giving students an opportunity to move around during class.

In conclusion, teaching cannot be defined apart of learning. The process of teaching and learning is always interesting. In a real situation, the teaching process cannot be carried out well without the process of learning. To satisfy the practical demands of education, theories of learning must be 'stood on their head' so as to yield theories of teaching. Therefore, the teaching process will hopefully be the medium facilitating learning which is actually a highly individualistic experience of acquiring or getting knowledge or skills of a subject through studying, experiencing, and being instructed which takes place through the active behavior of the student, causing a relatively permanent change in a behavioral tendency, as well as the result of reinforced practice which takes place between two participants, namely a teacher and the learner.

In the teaching of English as a foreign language, there are several aims. They are; first, for appreciation of a foreign language, second, for reasons of higher education, third, for scientific and technological advancement, fourth, for international commerce, trade, and communication. Meanwhile, Harmer (1992:1-2) states in learning English (as a foreign language) people have several aims such as; first, English is on the school curriculum whether the students like it or not. Second, people think that English will offer a chance for the better life. Third, people need to survive in the community where English is the most dominant

language. Fourth, the people are attracted to the culture of the target community. Fifth, people like the activity of going to class. Sixth, people want to be tourist in a country where the language is the dominant language.

Those cases above are caused by the different uses and functions of English in many countries. The first is English as a mother tongue. It means that English is used in all life fields, formal and informal. The second is as a second language. In the country where English functions as a second language, it has a privileged position, for example it becomes the medium of instruction in the schools and colleges. The third is English as a foreign language. It means it used for science, technology, international communication, or similar purposes, but only in small frequency and in a short duration.

In teaching English for the junior high school students, the teacher must pay attention to many factors of their characteristics including; intellectual capacity, attention spans, intellectual maturation, varieties of sensory input, factors surrounding ego, self-image, self-esteem, their changing physical, emotional selves and mental capabilities.

C. CIRC (Cooperative Integrated Reading and Composition)

1. Definition of CIRC

CIRC (*Cooperative Integrated Reading and Composition*) is one of the types of a cooperative learning method. It is a comprehensive program for teaching reading and writing. There are some principal issues in the development process of CIRC (Slavin, 1995: 104 – 106) presented as follows.

a. Follow-up

One major focus of the CIRC activities is on making more effective use of follow-up time: students work within cooperative teams which are coordinated with reading – group instruction in order to meet objectives in such areas as reading comprehension, vocabulary, decoding, and spelling. Students are motivated to work with one another on these activities by the use of reward.

b. Oral reading

Reading aloud is a standard part of most reading programs. Oral reading has positive effects on students' decoding and comprehension skill (Dahlan and Samuels in Slavin, 1995: 105). One objective of the CIRC program is to greatly increase students' opportunities to read aloud and receive feedback on their reading by having students read to team mates and by training them in how to respond to one another's reading.

c. Reading comprehension skill

Reading comprehension strategies and meta-cognitive monitoring processes can increase students' comprehension skills, or at least those skills especially taught in the intervention. For example, comprehension can be improved by teaching students summarizing, questioning, clarifying, and predicting skills (Rice, 2009)

A major objective of CIRC is to use cooperative teams to help students learn broadly applicable reading comprehension skills. For example, during follow-up, students work in pairs to identify the critical features of each

narrative story: characters, setting, problems, attempted solution, and final solutions.

d. Writing and language art

A major objective of CIRC is to design, implement, and evaluate writing-process approach to writing and language arts that would make extensive use of peers. In the CIRC program, students plan, revise, and edit their composition in collaboration with teammates. Language arts instruction is integrated with writing, and writing is integrated with reading comprehension instruction both by the incorporation of the writing process in the reading program and by the use of newly learned reading comprehension skills in writing instructions.

2. The Major Components of CIRC

The major components of CIRC are presented as follows (Slavin, 1995: 106 – 108)

a. Reading Groups

If reading groups are used, students are divided into two or three groups according to their reading level as determined by the teacher.

b. Teams

Students are assigned to pairs or triads within their reading groups, and then the pairs make a team composed of other pairs from different levels. For example, a team might be composed from two students from high level group and two low level groups. Team members receive

points based on their individual performances on all quizzes, compositions, and book reports, and these points form teams score.

c. Story – related activities

Students use novels or basal readers. Stories are introduced and discussed in teacher-led reading groups. In these groups, the teacher sets a purpose of reading, introduces new vocabulary, reviews old vocabulary, and discusses the story after students have read it.

After the stories are introduced, students are given a story pocket which contains a series of activities for them to do in their teams. The sequence of activities is as follows.

a. Partner Reading

Students read the story silently, and take turns with other to read aloud, alternating each paragraph. The listeners correct any errors the readers make the teacher assesses the students' reading by going around from one group to another and listening to them.

b. Story Grammar and Story – Related Writing

Students are given questions related to the story that emphasize story grammar. In the middle of the story, the students are asked to stop the reading and to identify the characters, the setting, the problems in the story, and to predict how the end of the story as a whole and write a few paragraphs on a topic related to it.

c. Word Out Loud

Students are given a list of new or difficult words, and asked to read the words correctly. They practice with their partner or teammates until they can read the words correctly.

d. Word Meaning

Students are given a list of new words, and asked them to look for the definition in the dictionary, paraphrase, and make sentences by using those words.

e. Story Retell

After reading the story and discussing it in their groups, students summarize the main points of the story to their partner.

f. Spelling

Students prefer one another on a list of spelling words each week, and then over the course of the week help one another master the list.

g. Test

At the end of the class period, students are given a comprehension test on the story, asked to read aloud the list of difficult words, and write meaningful sentences for those words.

h. Independent Reading and Book reports

Students are asked to read a book of their choice and make book reports. They contribute bonus points for their teams if they complete book report regularly.

B. Conceptual Framework

As discussed above, a method is one of the elements affecting the English teaching and learning process, including reading. The selection of the appropriate methods is very essential in determining the success of its process. The appropriate method can influence the students' performance in reading ability.

Cooperative learning, especially CIRC (*Cooperative Integrated Reading and Composition*) is designed to be implemented in the reading class. The CIRC provides a large chance for students to work together and help one another to achieve the common goal.

As stated above, the choice of the appropriate method is essential in determining the success of reading teaching and learning process. There are many characteristics of the effective method in doing the reading, and post reading which encourage the development of reading strategies.

In this case, the CIRC can arouse students' motivation in learning. The atmosphere of the class is created with full of encouragement and positive group relation. The students help each other in their group in order to make their group successful. Besides, they also encourage and motivate each other to make a maximum effort in performing their tasks, so it makes other students motivated in doing their best. The high motivation from the students can influence the students' reading performance in the reading class, so it can improve the students' reading comprehension. Besides, the CIRC method also has many phases in the reading teaching and learning process. Before reading, the teacher introduces the topic and encourages the students to have schemata about the text. While reading, the

students are grouped, have reading aloud, and then correct any errors the others make. After reading, the students summarize the text; identify many elements of the text, such as characters and topic, and make word definitions. Those activities are structurally designed and really help the students in achieving good reading comprehension as it needs a long process and many steps to be achieved.

On the other hand, the students get less motivation as there is no support and help from others. They also have a limited chance to interact and cooperate with others. Besides, as the control class get focus more on grammar, not all aspects of the text, it unable the students to develop their reading strategies.

With regard to the consideration above, a conceptual framework is constructed on the relation between students' reading comprehension, students' reading ability, and the effect of the use of CIRC (*Cooperative Integrated Reading and Composition*) this conceptual framework is aimed at focusing the research study on the problem concerned. The implementation of the technique involves the researcher, the English teachers, and the students of eight year students of Mts Muhammadiyah Kasihan in the academic year of 2012/2013

CHAPTER III

RESEARCH METHOD

A. Type of Research

The type of this study is classroom action research. it is an action to improve students' reading comprehension through the CIRC method. The steps of the study are reconnaissance, planning, actions and observations, reflections. The action was conducted through the process below:

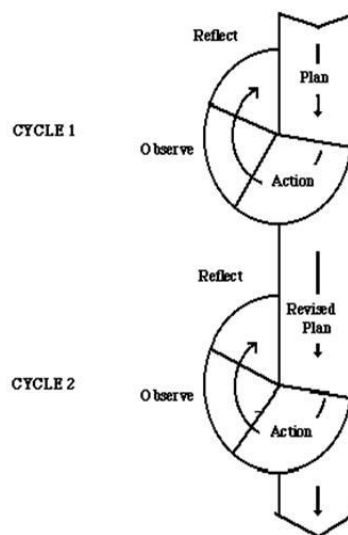


Figure 2. The Action research Cycle

According to Kemmis and Taggart in Burns (2010) model, the steps of action research are:

- a. Reconnaissance: Reconnaissance also has the same meaning as defining in the form of observation. There was a whole discussion about the action

research plan, the problems, what the researcher and collaborator should do during the action research.

- b. Planning: The research was planned in details especially about the actions of the Cycle I. It depended on the result of observation and discussion before about the urgent problem that should be solved in the English teaching and learning process.
- c. Actions and observation: It was about the implementation of the method that had been decided in the planning of the research. There also was observation of the activities to know the improvement of the problem solving.
- d. Reflection: There will be reflection of the first cycle and about the problems during the method implementation. Then, it becomes reference to make the method implementation better in the next cycle.

B. Research Setting

The study took place in MTs Muhammmadiyah Kasihan Bantul, Yogyakarta, in the second term of 2012/2013 Academic Year. The school is located at Paleman, Bangunjiwo, Kasihan, Bantul, Yogyakarta. MTs Muhammadiyah Kasihan has 7 classrooms, a headmaster's room, teacher's room, a school yard, a guest room, a mosque, canteen, UKS, 3 toilets, a library and a laboratory. There were about 20 students.

Grade VIII has 14 students. The class has 4 boys and 10 girls. The class is small and dark. There is not enough light because there is no window. There are

11 desks and 21 chairs including the teacher's desk and chair. There is a big blackboard in front of the class.

In grade VIIIB of MTs Kasihan Bantul the English class was held three times a week, every Monday, Wednesday, and Thursday. The English class was held for about 2 x 40 minutes in every meeting.

C. Subjects of the Study

The subjects of the study was the eighth grade students of MTs Muhammadiyah Kasihan Bantul in the academic year 2012/2013. There were 14 students in the class which consisted of 10 females and 4 males. There was an English teacher involved in this research.

D. Research Instruments

The research instruments of the research were a reading pretest and a posttest, field notes, observation sheets, interview guide line.

E. Data Collection Techniques

The data were collected through class observations, interview, a pretest and a posttest. The researcher did observations to get the data from the English teaching learning process. In order to complete the data, the researcher interviewed the students and the English teacher and then the students did the pretest and the posttest. The data from the interviews were made in the form of interview transcripts

G. Validity

To make the data valid, five types of data validity. The researcher used.

1. Democratic validity

Democratic validity refers to the extent to which research is done in collaboration with all parties who have a stake in the problem under investigation. To fulfill the democratic validity, every participant was given an opportunity to give their opinions, thoughts, feelings, concerns, and expectations during the research. The process was through some discussions involving the headmaster, the English teacher/collaborator, and the researcher. The first discussion was held on February 6th, 2012 to plan the actions. During the research, some discussions were held to discuss the progress of the research. In the end of every meeting, the English teacher/the collaborator, and the researcher had a discussion to reflect the action of that day. Meanwhile, in the end of the cycle, the discussion was held to evaluate the actions that had been conducted and to formulate the actions in the next cycle. It was held on February 15th, 2012.

2. Outcome validity

Outcome validity is about how far action needs to do to solve problems and how urgent the problems to be solved. The focus of the process was not only on the solving problem but also on how to make modification in further actions. This criterion is related to cycles of action research i.e. planning, actions, observation, and reflection.

To fulfill the outcome validity, some indicators that showed the improving of the students' reading comprehension were formulated together.

The indicators are as follows:

- a. The students were willing to respond the teacher's greeting.
- b. The students were willing to do the tasks without any force.
- c. The students were willing to have and to do the tasks in the worksheets.
- d. The students were active during the discussion.
- e. The students were not sleepy in the classroom.
- f. The students brought the dictionary.

3. Process validity

Process validity asks to what extent problems are framed and solved in a manner that permits ongoing learning of individual or system. In this sense, outcome validity is dependent on process validity in that, if the process is superficial or flawed, the outcome will reflect it.

To establish the process validity, some modifications that necessary were made. There is a modification on the actions. It was related to the use of worksheet. In planning, the worksheet would be used together with the LKS. Since not all students have LKS, all the written activities in the research used worksheets as the media.

4. Catalytic validity

Catalytic validity is how research reorients, focuses, energizes participants to open their view of reality as well as their view of their role in teaching and learning process. To establish the catalytic validity, the

understanding about the social realities of the context was deepened. During the process, the members of the research found a new problem that need to be solved. The problem was students found difficulties to understand the meaning of the words in the text. To solve this problem, the teacher asked the students to bring the dictionaries and discuss with their group.

5. Dialogic validity

Dialogic validity is related to dialogue or peer review of researcher and collaborator reporting the research and reviewing the research result. To establish the dialogic validity, the thesis report was presented in a discussion. The discussion involved the English teacher/collaborator, the headmaster and the researcher. In the discussion, the researcher presented the report of the research and then the discussion members gave their opinions and their criticism about the research report.

H. Procedure of the research

1. Reconnaissance

Reconnaissance was the first step in this research; the researcher interviewed the classroom teacher and the school principal to identify the existing problems in the field. The researcher collected the information by observing the teaching learning process, interviewing some students and the teacher and then the result were discussed with the English teacher. The researcher and the teacher shared their opinions, ideas, and the problems in the teaching and learning process of the eighth grade students of MTs Muhammadiyah Kasihan Bantul. Then the

information collected was classified based on the level of the problem. Based on the interviews and field observations, the researcher together with the classroom teacher classified the existing problems. The main focus of this research was at improving students' reading ability by using *Cooperative Integrated Reading and Composition* (CIRC) method in the teaching learning process of the eighth grade students of MTs Muhammadiyah Kasihan.

The Implementation of this research was described as follows.

2. First cycle

The activity in the first cycle would be held in two meetings in the class.

The activities included:

a. Planning

In the planning section, the researcher arranged the plan that was appropriate for *Cooperative Integrated Reading and Composition* (CIRC) method, those are:

1. The researcher and the teacher looked for the first data about the characteristic of the students to know the ability of the students. To know the ability of the students is the result of the quizzes that had been done before. After getting the result of the quizzes, the researcher and the teacher ranked the students based on the scores. Then the researcher and the teacher divided the students' into 4-5 students for each group. The instruments prepared in this section were: lesson plan by using *Cooperative Integrated Reading and Composition* (CIRC) method,

students' work sheet, quiz, observation sheet and students' observation sheet.

2. The data collecting instruments included:
 - a. The criteria of how the student could be said to be successful in improving their reading ability during the research by which the students who reached the minimum score were 70%,
 - b. The observation sheets of the student's participation in the class discussion including the students' focus and concentration, the students' role and contribution in the groups' discussion,
 - c. The observation sheets of the students' interaction with others in the cooperative groups including accepting and giving appreciation and feedback to each other and giving opportunity to the others to have the same role,
 - d. The student's ability assessment sheets which was used to see whether the students understood about the material taught by the teacher,
 - e. The group's ability evaluation sheets which was used to know whether the students worked together in solving the problems and in doing the tasks given by the teacher or not,
 - f. The student's ability evaluation sheets which was used to do the individual quizzes conducted in the last cycle to know the students' improvement after the implementation of CIRC method in the teaching and learning process.

b. Action

In this step, the teacher implemented *Cooperative Integrated Reading and Composition* (CIRC) method. The steps were:

- 1) The teacher explained about the purpose of the lesson and the material that would be taught, the teacher involved students in the discussion in the class.
- 2) The teacher divided students into heterogeneous groups; there were four or five students in each group. Then the teacher gave work sheet for each group. Each student in every group did the worksheet, while the researcher went around observing the activities.
- 3) The teacher and the students discussed and corrected the result of the group work.
- 4) The teacher gave the quiz (by oral or written) and the students do individually.

c. Observation

Observation was done together with the action. In this step, the researcher observes the action that was including: student's participation in the class and student's interaction in a cooperative group. The observation is done by using an observation instrument and video camcorder.

d. Reflection

In this step, the researcher did the analyses, and made a conclusion based on the data collected. There were two kinds reflection done.

1. The first reflection was done at the end of the meeting, to identify the lack of the study and how to solve to do the better in the next meeting (it depended on the lesson plan or the instrument which needed some reflection).
2. The second reflection was done at the end of the Cycle I; it was used to know whether the action implemented was successful in improving the students' reading ability or not. Together with the collaborator, the researcher did the discussion and the reflection based on the data collected to decide what action should be changed and implemented to get the better result.

3. Second cycle

If the first cycle had unsatisfied result or didn't make significant good change, the researcher could continue the second cycle. The activities in the second cycle would be held in third meeting including post-test. The activities included:

a. Planning

In this section, the researcher prepared the observation sheets and the field notes to record the students' activities.

b. Action

In this step, the researcher repaired the unsuccessful action, that is, the class management. In the first cycle, the researcher still got difficult to manage the students. It was because they still didn't familiar with working in groups.

Therefore, they still needed and spent much time to know and to get the group members.

c. Observation

The observation was done to observe the teaching and learning activities, especially the students' participation in the groups.

d. Reflection

The reflection was done two times. The first reflection was done after the first action which aimed to identify the problems and weaknesses that would be solved in the second cycle. The second reflection was done after the second cycle finished. This aimed to know the benefits of the implementation of CIRC.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings of the research; they are the process of the research, the result of the research, and the interpretation of the finding. Each cycle in this research consisted of planning, action and observation, and reflection.

A. Research Process and Findings

The researcher did some steps in conducting the research. The first step was reconnaissance. In the reconnaissance step, the researcher observed and identified the problems that occurred in the teaching and learning process. The researcher identified the problems from four factors (teacher, students, technique, and material). The second step was planning. After the problems had been identified, the researcher designed an action that was feasible to be implemented in the field. The action designed in this research used one of the cooperative teaching methods, that is, CIRC (*Cooperative Integrated Reading and Composition*) in the learning of reading. The third step was action and observation. In this step, the researcher implemented the action that had been made. After that, the researcher observed and evaluated the data, whether the CIRC method was effective to improve the students' reading comprehension skill. The last step was reflection. In the reflection step, the English teacher, students and the researcher herself identified the effective and ineffective actions so that the researcher could design better plan for the next cycle.

1. Reconnaissance

The researcher had a discussion with the English teacher of the eighth grade students of MTs Muhammadiyah Kasihan Bantul to identify the problems. Besides, the researcher also observed the English teaching and learning process in the class.

a. Identification of the field program

To identify the problems occurring in the English teaching and learning process of the eighth grade at MTs Muhammadiyah Kasihan Bantul, the researcher did some observations. There were some problems in the English teaching learning process related to the teacher, students, technique, and material. Some problems related to the teacher were the teacher use the traditional method to teach the students and they were teach using the same technique and method to teach every topics and skills. So, it make the students felt bored easily and sleepy in the classroom. There were no reading technique that applied by the teacher to teach English especially reading. Then, there were no interesting materials in teaching and earning process.

b. Determining the actions to solve the field problem

After identifying the problems occurring in the English teaching and leraning process, the researcher and english teacher discussed the most important problems that neede to solve. The problems were as follows:

1. The students easily got bored in the class.
2. The students were sleepy in the classroom.

3. The students found the difficulties in comprehending the English sentences and English text.
4. There was no reading technique used in the teaching learning process.
5. The students lack of attention.

After the researcher and the English Teacher identified the most important problems that needed to solve, they agreed that those problems related to the reading comprehension skill. Then the researcher had an idea as the alternative way to teach reading. The researcher idea to solve the problem was using CIRC method to teach the students in reading. The English teacher agreed with the researcher idea to improve the students reading comprehension skill using CIRC method.

B. The Report of Cycle I

1. Planning

a. First meeting

In the first meeting the researcher and the English teacher planned to give a pre-test to the students in order to know their basic skill in reading comprehension.

b. Second meeting

1. The researcher planned to deliver the example of the narrative text.

2. The researcher planned to teach students about the characteristics of the narrative text.
 3. The researcher planned to divide the students into small groups based on their knowledge in English and their gender.
 4. The researcher planned to give a task to the students in a group to discuss the purpose, generic structure, moral value, and implicit and explicit meaning of the text entitled "*Mantu's Little Elephant*".
 5. The researcher planned to ask some students to present the text in front of the class.
 6. The researcher planned to ask the students to answer some questions related to the text individually.
 7. The researcher planned to discuss the answer to the questions based on the text.
 8. The researcher planned to give the reward in the form of additional score for the students who participated actively in the teaching and learning process.
 9. The researcher prepared observation sheets to observe and record the teaching learning process.
- c. Third meeting
- 1) The researcher planned to review about the materials about the characteristics of narrative text.

- 2) The researcher planned to give jumbled paragraph to the students and they should discuss the best arrangement of the paragraphs in groups.
- 3) The researcher planned to ask some students to present their result of discussion in front of class.
- 4) The researcher planned to ask the students to answer the questions about the text individually.
- 5) The researcher planned to discuss the answer to the questions.
- 6) The researcher planned to give the reward in the form of additional scores for the students who participated actively in the teaching and learning process.
- 7) The researcher prepared observation sheets to observe and record the teaching and learning process and documented it in the field notes.

2. Actions and observation

There were three meetings in Cycle I on February 8th, 9th, and 13th, 2012. The first meeting was for a pretest and the two meetings after the pretest were the actions.

In the pre-test students had to do 20 questions of reading comprehension for 40 minutes. At the end of the pretest, the researcher gave information that the next meeting they would learn English with new method.

The second meeting was conducted by the researcher and the English teacher was help the researcher to observe and made a field note based on the

observation guide that made by the researcher. The researcher gave the example of the narrative text, after that the researcher gave the brief explanation about the characteristic of the narrative text such as the social function, generic structure, moral value, implicit and explicit meaning of narrative text. The students paid attention to the researcher explanation. After that the researcher asked the students to work in a group. They were very happy and the class became noisy. The researcher asked the students in a group to discuss about the characteristics of the narrative text and find the difficult words then find the meaning in the dictionary. Many students still confused what they had to do in discussion, then the researcher explain again about the task. Some students understand about the teacher's explanation but some others seemed confuse.

To know more about the characteristics of narrative text, the researcher guided the students in a small group. Some students discussed actively in a group, but some others seemed busy with another job. After the students finished to discuss the text entitled "*Mantu's Little Elephant*", the teacher asked one of the group members to present their result of the discussion in front of the class. After all of the group presented the result of the discussion, the researcher asked the students to answer the questions based on the text individually. Then, the teacher discussed the answer together. At the end of the meeting the researcher gave the reward for the students who were participated actively in the teaching and learning process.

In the third meeting, the researcher asked the students whether they still remembered about the narrative text. Some of the students still remembered about

it, but some students seemed confuse. After that, the researcher gave the explanation again about the characteristics of narrative text. Then, the researcher asked the students to join with their group again. After that, the researcher gave an envelope in each group. The envelope contained the jumbled paragraph entitled "*Queen Aji Bidara Putih*" After they got the envelope the researcher asked them to open the envelope then arrange the jumbled paragraph into a good paragraph. After all of the group finished in arranging the paragraph, the researcher asked one of the group members to write their result in the white board. Then, the researcher discussed the good arrangement. After the entire group understood the task, the researcher asked them to discuss the characteristics of narrative text liked previous meeting. Then, the researcher asked the students to present their result in front of the class. After that the researcher asked the students to answer the questions individually before the researcher discussed the answer together. There were some students still made mistakes in answering the questions. At the end of the meeting the researcher gave the reward in the form of additional score for the students who were participated actively in the teaching learning process.

3. Reflection

Based on the observation done in Cycle I, the researcher did not get the difficulties in delivering the materials about the characteristics of narrative text. In the first meeting, the students did the pre-test. In the second meeting the students enthusiastic to work in a small group, they felt happy because they felt have a friend to discuss.

- R : *Anis suka dengan sistem belajar kelompok seperti tadi?*
(Anis, do you like with work in a group method?)
- Anis : *Suka banget Miss, saya bisa tanya temen kalau belum mudeng, soale kalau Tanya sama guru kadang-kadang canggung Miss, tapi kalau sama teman kan lebih enak Miss.*
(Yes, I like it very much, Miss. I could ask my friend if I didn't understand something, if I asked the teacher, I felt insufficient, but if I asked my friend I felt enjoy)

Interview 5

In the term of discussion in a small group, some of the students in a group did not participate actively. They were busy with their selves.

- P : *Menurut ibu pembelajaran tadi bagaimana?*
(What do you think about the teaching learning process this day?)
- GBI : *Sudah bagus sekali mbak, banyak siswa sudah bisa aktif berdiskusi. Meskipun tadi masih ada yang asyik dengan kegiatan lain.*
(I think it is very good, some students were participated actively in discussion although some of them busy with other job)

Interview 7

In the third meeting, the students were familiar with work in a group. They felt more comfortable with their partner in their group.

- P : *Menurut wulan pembelajaran tadi bagaimana?*
(What do you think about the teaching learning process that we done?)
- Wulan : *Menyenangkan Miss, karena sekarang sudah merasa nyaman dengan belajar kelompok. Pas awal-awal belajar kelompok saya kurang nyaman e Miss, soale belum terbiasa.*
(Great, Miss, because in this meeting, I felt comfortable with learning in a group. In the previous meeting, I felt not comfortable with it, because I never work in a group before).

Interview 8

There were many students who make mistakes in answering the comprehend questions about the text. During the discussion in a small group some students confused what should they do in their group.

4. Summary I

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

a. The successful actions

1. The students looked enthusiastic in work in a small group.
2. Students were not sleepy in the classroom.
3. The students participated actively in teaching learning process.

b. The unsuccessful actions

1. Some students still busy with another job when they discussed.
2. Some students got difficulties in understanding the meaning of the word in reading text.
3. Some students got difficulties in answering the questions based on the text.

C. The report of Cycle II

1. Planning

a. First meeting

1. The researcher planned to review the materials about the characteristics of narrative text.

2. The researcher planned to change the group member.
 3. The researcher planned to give a task to the students and to discuss it in a small group.
 4. The researcher planned to ask some students to present the result of the discussion.
 5. The researcher planned to ask the students to answer the questions based on the text individually.
 6. The researcher planned to discuss the answer of the question.
 7. The researcher planned to give reward in the form of additional score for the students who were participated actively in the teaching learning process.
 8. The researcher planned to prepared observation sheets and field notes to observe and record the teaching and learning process.
- b. Second meeting
1. The researcher planned to return how to understand the characteristic of narrative text.
 2. The researcher planned to give a task to the students then they discuss the text.
 3. The researcher planned to ask some of the students to present the discussion result in front of class.
 4. The researcher planned to ask the students to answer the questions individually.
 5. The researcher planned to discuss the answer together.

6. The researcher planned to give reward in the form of additional score for the students who were participated actively in the teaching learning process.
7. The researcher planned to prepared observation sheets and field notes to observe and record the teaching and learning process.

2. Action and observation

There were three meetings for Cycle II on February, 20th, 22th and 23th, 2012. The first two meetings were actions and the last was for the post-test. In the first meeting, the researcher reviewed the material about the characteristics of narrative text. The students paid attention to the researcher. After that the researcher gave a task then the researcher asked the students to discuss and analyse the text. The text was entitled "*Roro Anteng and Jaka Seger*" after that the researcher asked one of the group member to present the result of the discussion. After they perented the discussion result, the researcher asked the students to answer the questions about the text individually. After that, the researcher with the students discussed the answer of the questions. The students participated actively in discussion and answering the question. The researcher gave the reward in the form of additional score for the students who were participated actively in teaching learning process.

In the second meeting, the researcher gave the text again to the students. They should work in a group to discuss the characteristics of the text entitled "*Abu Nawas a very Respectable Message Man*". After that, one of the students member should present their result of the discussion in front of class. After the

presentation finished, they should answered the questions individually. After that, the researcher and the students discussed the answer of the questions. In this meetings, almost of the students answered the question correctly. The teacher gave the reward in the form of additional score who were participated actively in teaching learning process.

In the tird meeting of Cycle II was posttest. Posttest is one of the instrument to reveal whether the students reading comprehension improved or not. The students did the posttest seriously.

3. Reflection

In Cycle II, thr students were more interested in learning narrative text in a group. They work in a group seriously. The teacher guided them to active in discussion. They could share their knowledge in their group. The students felt that their knowledge was increasing.

P : *Menurut Valih pembelajaran dengan metode kelompok bagaimana?*

(What do you think about the CIRC method?)

Valih : *Menyenangkan Miss. Dengan belajar kelompok saya bisa lebih memahami pelajaran, karena bisa sharing dengan teman Miss.*

(Great, Miss. I tought with this method I could undestand the material easily, because I could share my knowledge with others)

P : *Valih merasa ga kalau kemampuan valih meningkat dalam membaca?*

(Do you fell that your reading ability was incease?)

Valih : *Iya miss, kayaknya sekarang saya lebih mudah dalam memahami bacaan.*

(Yes, Miss. I could understand the text easily, now)

Interview 9

Most of students could answer the questions correctly. It could make them easier to comprehend the text.

P : *Wulan, tadi bisa ga menjawab soal-soalnya?*
(Wulan, could you answer all the questions?)

Wulan : *Bisa Miss, tadi benar semua.*
(Yes, I could. All my answer were true)

Interview 8

P : *Tadi bagaimana ada kesulitan dalam menjawab pertanyaan?*
(Did you get the difficulties in answering the questions?)

Valih : *Ga Miss, soale sudah tahu cara memahami teks.*
(No, because I could how to comprehend the text)

P : *Apakah kamu bisa menjawab soal dengan benar?*
(Could you answer all the questions correctly?)

Valih : *Iya Miss, kemarin cuma salah 1 saja.*
(yes, Miss. There were a mistake in my questions)

Interview 9

There was an improvement in teaching learning process. The students enjoyed the activity, so that they could pay attention to the lesson seriously without feeling sleepy. The use CIRC method gave good impacts to the teaching process.

4. Summary II

Based on the reflections, it could be concluded that CIRC Method in Cycle II was successful to improve students reading comprehension. It was shown the activity in discussion in a group for answering questions based on the text. Most of the students could answer the questions correctly. It was be a tool to measure whether there was an improvement on students reading comprehension skill or not. Besides, the reseracher found that the students were more enthusiastic in learning English text.

The researcher and the English teacher agreed that the activities implemented were successful to improve students' reading comprehension skill. Since the objective of the research was achieved, the researcher and the English teacher agreed to end the research in this cycle.

D. Students score

To support the qualitative data, the researcher also conducted pre test and post test to measure the improvement of students' reading comprehension. The pre test was conducted on April 8th 2012. Meanwhile, the post test was conducted on April 23th 2012 and the. In conducting the tests, the students were presented some multiple choices questions and they were asked to accomplish it individually. The summary of the results of the pretest and posttest could be seen in Table 2.

Table 2. Students' score

	Report	
	PRETEST	POSTTEST
Mean	59,29	81,43
Std. Deviation	8,52	10,00
Median	57,50	80,00
Minimum	45,00	70,00
Maximum	75,00	100,00

Based on the table above, it could be seen that the students' reading score of posttest was higher than the score of pretest. Moreover, the standard deviation in the pretest was lower than the standard deviation in the posttest. Therefore, it meant that the students' reading scores increased.

Based on the table above, the mean of pretest was 59.29 while the mean of posttest was 81.43. Thus, there was an increasing point of 22.5. The lowest score of the pretest was 45.00 and the highest one was 75.00. Meanwhile, in the posttest, the lowest score was 70.00 and the highest score was 100.00.

Based on these, it could be concluded that there was significant improvement in students' reading comprehension scores during the pretest and the posttest.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

There were changes as the result of the action. The changes were both in the way of thinking and in the behavior of the involved members. The changes were related to following.

1. The changes in the English teaching and learning process.

During the implementation of the research, the English teaching and learning process had become more enjoyable. It was different from its former condition which had been monotonous and in which there was very little attention from the students to teaching and learning activities. The students more actively got involved in the teaching and learning activities by the application CIRC in teaching reading.

2. The changes happening to students.

In fact, by the end of action research, some students still have difficulties in comprehending the text. Nevertheless, presented with discussion, the students became more active and enthusiastic in learning English. They actively got involved in the process of teaching and learning. By applying CIRC method in the reading comprehension task, the students could enjoy the teaching and learning process. In addition, most students seemed to be enthusiastically and happily involved in the activities. In the term of quantitative data, the improvement of students' reading ability is supported by students' pretest and posttest scores. The results of this research

show that the mean score of posttest was higher than the mean score of the pretest.

3. The changes happening to the English teacher.

By being involved in the research directly, the English teacher got more knowledge about teaching English in the classroom especially how to improve students' reading comprehension through CIRC method. Furthermore, the English teacher got improvement in his knowledge about the reading method. He hoped that what he got from the research could be implemented in her teaching and learning process in the future.

4. The changes happening to the researcher herself.

From the research, the researcher got knowledge that basically every student is an active learner. As a teacher to be, she should be creative to create interesting activities so that the students can enjoy and be enthusiastic with the teaching and learning process. Moreover, she got knowledge that every student has different characteristic and needs different treatments. She learns how to understand every student and how to create method to make reading activities being more fun. In addition, she realized that the planning could not always totally be implemented in the real condition because the unpredictable changes of files might happen.

B. Implications

The research finding showed that the students' reading comprehension in the English teaching and learning process improved. Compared with the students'

reading comprehension in the previous condition, the present students' reading comprehension skill of class VIIIB students of MTs Muhammadiyah Kasihan, Bantul has improved. It was related to the actions given in the classroom using CIRC Method and using classroom English effectively. Both the successful and unsuccessful actions have some implications. They are described below:

1. In reference to the data analysis in this research, the use of CIRC method is believed to be effective to improve students' reading comprehension skill. The use of CIRC could improve the students' reading comprehension in the English teaching and learning process. It implies that teacher should know about kinds of reading techniques that are interesting for students. By using reading method or techniques, students would be easier to understand the meaning of the text then they could comprehend the content of the text easier. The students find it easier to comprehend English sentences and reading texts when they discuss in a group.
2. The use of classroom English in giving instructions and explanation supported by gestures and repetitions and familiarizing the students with the spoken language while mixing with or switching to Indonesian language could help the students comprehend some English expressions. That was done with the intention of keeping their involvement. It implies that though speaking in English, the teacher is able to make sure that students understand what they have to do in the activities. Most of the students also bring dictionaries to help them understand the difficult words they face in the teaching and learning process.

3. The students are not sleepy in the classroom and they have good attention to the teaching and learning process because CIRC methods they work in a group and they could share knowledge with their friend. Implementing some actions such as giving an oral warning and asking the students to do the task seriously would make the students keep their attention to the teaching learning process so that they would not be sleepy in the classroom. Those techniques could help the teacher to handle the students so that the teaching and learning process could run well. It implies that teachers should not regard this problem as a simple one and then neglect it. In fact, it is a serious problem that can affect the teaching and learning process.

C. Suggestions

The research had limitations related to the time, facilities and academic schedules. In addition, the research realizes that her knowledge in doing the research and conducting the teaching and learning process is still limited. Hence, there are so many incorrect easy of doing the research, analyzing the result of the research and presenting the result of this study. In other case, timing was very influential to the research. The schedule of holidays and examinations took place simultaneously when the research was on progress.

Based on the conclusions and implications that have been explained above, some suggestions will be directed toward the English teacher, headmaster, class teacher and other researcher. After conducting this research, the researcher offers

several recommendations for English teachers and other researchers as presented below:

1. To the English teacher

It is essential for the teacher to improve the quality of English teaching and learning process. She should be more creative in producing and using interesting media. In the addition, it is recommended that she uses classroom English, implements various interesting activities and pays attention to all of the students. In doing so, the students will be able to engage themselves in the teaching and learning activities. It is necessary for the teacher especially English teacher in MTs Muhammadiyah Kalasan to improve students' reading comprehension skill. The teacher needs to use a technique in teaching reading.

2. To the headmaster

It is better for headmaster to provide the required facilities to support the equipments. Therefore, various processes of the teaching and learning would be more easily to be done.

3. To other researcher

The researcher hopes the researchers who will conduct similar researches can prepare the planning of their research well and accurately before conducting the research. In addition, they must have enough knowledge related to their research study. It is necessary to follow up this study in order to find more actions to improve students' reading comprehension. It is also possible for other researchers to conduct this research in other schools.

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APPENDICES

APPENDIX A

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTs Muhammadiyah Kasihan
Mata pelajaran	: Bahasa Inggris
Kelas / semester	: VIII / 2
Alokasi waktu	: 4 X 40 menit (2 x pertemuan)
Aspek/Skill	: <i>Reading</i> (Membaca)
SK	: 11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar.
KD	: 11. 3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>
Sub KD	: Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> .

A. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi berbagai makna teks *narrative*
- Mengidentifikasi tujuan komunikatif teks *narrative*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative*

B. MATERI PEMBELAJARAN

- Teks esai berbentuk *narrative*
- Kosa kata yang ada di teks esai *narrative*.
- Pertanyaan-pertanyaan berhubungan dengan teks esai *narrative*

C. METODE/TEKNIK : *CIRC*

D. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan pendahuluan

1. Mengucapkan salam
2. Absensi

b. Kegiatan inti

Pertemuan 1

1. Siswa dibagi menjadi 3 kelompok (@4-5 orang)
2. Siswa diberikan 1 bacaan yang berjudul “Mantu’s Lille Elephant”
3. Guru menjelaskan fungsi teks narrative dan langkah-langkah retorika dan ciri kebahasaan teks narrative.
4. Siswa mendiskusikan isi bacaan tersebut bersama kelompoknya
5. Secara berkelompok mereka mencari kata-kata yang mereka anggap sulit dan membahasnya bersama kelompok dengan bantuan kamus.
6. Siswa mendiskusikan fungsi dan langkah retorika serta ciri kebahasaan dari teks yang telah diberikan oleh guru.
7. Salah satu dari kelompok menceritakan kembali cerita tersebut di depan kelas.
8. Siswa secara individu menjawab pertanyaan-pertanyaan yang diberikan oleh guru.

Pertemuan 2

1. Siswa dibagi menjadi 3 kelompok (@4-5 orang) sesuai dengan kelompok pertemuan sebelumnya.
2. Guru mereview tentang fungsi dan langkah retorika serta ciri kebahasaan teks narrative.
3. Satu kelompok diberikan 1 buah cerita yang telah dibagi menjadi 5 bagian (paragraf), masing-masing siswa mendapatkan 1 paragraf.
4. Siswa membaca dan memahami isi bacaan masing-masing.
5. Selanjutnya siswa menggabungkan paragraf yang mereka pegang menjadi satu kesatuan bacaan.
6. Siswa mendiskusikan isi bacaan tersebut bersama kelompoknya.
7. Setelah itu mencari kata-kata yang sulit dan menuliskannya di papan tulis.
8. Siswa mendiskusikan fungsi dan langkah retorika serta ciri kebahasaan dari teks yang telah diberikan oleh guru.
9. Siswa menjawab pertanyaan bagian I untuk secara berkelompok.
10. Masing-masing siswa diberi pertanyaan yang II dan dikerjakan secara individu

c. Penutup

1. Menanyakan hambatan-hambatan / kesulitan-kesulitan belajar siswa.
2. Menyimpulkan materi.

E. SUMBER BELAJAR

Buku Paket bahasa Inggris English in Fokus halaman 97-98

LKS Cerah

F. PENILAIAN

- a. Teknik : Tes tulis
- b. Bentuk instrument : Jawaban singkat
- c. Pedoman Penilaian:
Untuk tiap nomor, tiap jawaban benar skor 3
Jumlah skor maksimal x 3 = 15
Nilai maksimal = 10

d. Nilai Siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 10$

e. Rubrik pebilaiian

Uraian	Skor
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Mengetahui,
Kepala Sekolah,

Bantul,
Guru Mata Pelajaran,

Lampiran:
Pertemuan I

Mantu's Little Elephant

... (a) { Little Mantu lived in a village deep in the jungle where the elephant helped the men with their work. These elephant were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

... (b) { Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephant hear this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all". Said one of the big elephant.

{ Mantu looked the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what happening down here in the jungle. In fact, we could be the first to see any slithering snakes that may be a danger." After the word snakes, the elephant screeched and off the gwents thundering in fright.

... (c) { "Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon with his little friend's back and went home to the village to tell everyone about the foolish elephant.

Answer the Following questions.

1. Where did Little mantu live?
2. Who was his best friend?
3. What did Mantu whisper in Oppie's ear?
4. What made the huge elephant run away?

Answer Key:

- a. Orientation
- b. Complication
- c. Resolution

1. Little mantu lived in a village deep in the jungle where the elephants help the men with their work.
2. Opie.
3. He whispered that someday Opie would become the biggest, strongest and bravest elephant in the jungle.
4. Mantu's word about snakes.

Pertemuan II

Queen Aji Bidara Putih

Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of myths: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.

One day, a Chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen didn't refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the Chinese boat to gather information on the prince.

When night fell the officer sneaked onto the boat, got by all the guards, and finally found the prince's room. The large door would not open and he couldn't find a peek hole, so the officer put his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a boar that he had once heard when he was hunting.

He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

Adapted from:

I. Find the words in the text which have the following definitions.

1. Short surprise attack on an enemy position
2. Not give, accept, or do something
3. Person who buys and sells goods in large quantities
4. Member of an army
5. Fight between army forces
6. Legal union of a man and woman as husband and wife
7. Arrive at or reach a place
8. Tell somebody to do something
9. Damage a boat or ship so that it goes below the surface of the sea
10. Large splendid house, especially the official home of a king, queen, or a president

II. Answer the following questions based on the text above.

1. What is the text about?
2. Where did the story take place?
3. What are the main characters in the story?
4. How was Queen Aji Bidara Putih like?
5. Why did the envoys bring gold and porcelain?
6. How did Queen Aji Bidara Putih respond to the proposal?
7. Why did the prince raid Muara Kaman
8. "He heard that the prince was..." (Paragraph 3)
The word "he" in the text above refers to ...
9. What is the synonym of angry in the "The queen was so surprised and got angry" (Paragraph 4)?
10. How does the story end?

ANSWER

I.

1. **Raid** = short surprise attack on an enemy position
2. **Refuse** = not give, accept, or do something
3. **Merchant** = person who buys and sells goods in large quantities
4. **Soldier** = member of an army
5. **Battle** = fight between army forces
6. **Marriage** = legal union of a man and woman as husband and wife
7. **Came** = arrive at or reach a place
8. **Ordered** = tell somebody to do something
9. **Sank** = damage a boat or ship so that it goes below the surface of the sea
10. **Palace** = large splendid house, especially the official home of a king, queen, or a president

II

1. **What is the text about?**
The text is about Queen Aji Bidara Putih
2. **Where did the story take place?**
The story took place in Muara Kaman, along Mahakam river
3. **What are the main characters in the story?**
Queen Aji Bidara Putih and Prince of China
4. **How was Queen Aji Bidara Putih like?**
She was beautiful, wise, and sensitive
5. **Why did the envoys bring gold and porcelain?**
The envoys brought gold and porcelain to announce the marriage proposal from a prince of China
6. **How did Queen Aji Bidara Putih respond to the proposal?**
The queen didn't refuse instantly
7. **Why did the prince raid Muara Kaman**
Because the Queen refused his proposal
8. **"He heard that the prince was..." (Paragraph 3)**
The word "he" in the text above refers to ...
the officer
9. **What is the synonym of angry in the "The queen was so surprised and got angry" (Paragraph 4)?**
Angry = furious
10. **How does the story end?**
Queen Aji Bidara Putih won the battle and the Prince's boat finally sank

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MTs Muhammadiyah Kasihan
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KD	: 11. 3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>
Sub KD	: Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> .

A. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

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- Mengidentifikasi tujuan komunikatif teks *narrative*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative*

B. MATERI PEMBELAJARAN

- Teks esai berbentuk *narrative*
- Kosakata yang ada di teks esai *narrative*.
- Pertanyaan-pertanyaan berhubungan dengan teks esai *narrative*

C. METODE/TEKNIK : CIRC

D. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan pendahuluan

1. Mengucapkan salam
2. Absensi

b. Kegiatan inti

Pertemuan 1

1. Siswa dibagi menjadi 3 kelompok (@4-5 orang)
2. Siswa diberikan 1 bacaan yang berjudul "Roro Anteng and Joko Seger"

3. Guru menjelaskan kembali fungsi teks narrative dan langkah-langkah retorika dan ciri kebahasaan teks narrative.
4. Siswa mendiskusikan isi bacaan tersebut bersama kelompoknya
5. Secara berkelompok mereka mencari kata-kata yang mereka anggap sulit dan membahasnya bersama kelompok dengan bantuan kamus.
6. Siswa mendiskusikan fungsi dan langkah retorika serta ciri kebahasaan dari teks yang telah diberikan oleh guru.
7. Salah satu dari kelompok menceritakan kembali cerita tersebut di depan kelas.
8. Siswa secara individu menjawab pertanyaan-pertanyaan yang diberikan oleh guru.

Pertemuan 2

1. Siswa dibagi menjadi 3 kelompok (@4-5 orang) sesuai dengan kelompok pertemuan sebelumnya.
2. Guru mereview tentang fungsi dan langkah retorika serta ciri kebahasaan teks narrative.
3. Satu kelompok diberikan 1 buah cerita berjudul The Legend Of Sangkuriang.
4. Siswa membaca dan memahami isi bacaan masing-masing.
5. Siswa mendiskusikan isi bacaan tersebut bersama kelompoknya.
6. Setelah itu mencari kata-kata yang sulit dan menuliskannya di papan tulis.
7. Siswa mendiskusikan fungsi dan langkah retorika serta ciri kebahasaan dari teks yang telah diberikan oleh guru.
8. Siswa menjawab pertanyaan bagian I untuk secara berkelompok.
9. Masing-masing siswa diberi pertanyaan yang II dan dikerjakan secara individu

c. Penutup

1. Menanyakan hambatan-hambatan / kesulitan-kesulitan belajar siswa.
2. Menyimpulkan materi.

E. SUMBER BELAJAR

Buku Paket bahasa Inggris English in Fokus halaman 97-98

LKS Cerah

F. PENILAIAN

- a. Teknik : Tes tulis
- b. Bentuk instrument : Jawaban singkat
- c. Pedoman Penilaian:
Untuk tiap nomor, tiap jawaban benar skor 3
Jumlah skor maksimal x 3 = 15
Nilai maksimal = 10
- d. Nilai Siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 10$

e. Rubrik pebilaiian

Uraian	Skor
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Mengetahui,
Kepala Sekolah,

Bantul,
Guru Mata Pelajaran,

Study the following words. Then find the meaning of the words and use the words to fill in the blanks (change the forms if necessary). Number one is done for you.

1. Region (kb) :
2. Worship (kb) :
3. Annual (ks) :
4. Sacrifice (kkt) :
5. Pray (kkt) :

Mantu's Little Elephant

... (a) { Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Rara Anteng fell in love with Jaka Seger. He was a man from the Bahrain caste. King Brawijaya did not agree with their relationship.

... (b) { Roro Anteng and Jaka Seger left Majaphit. They moved to a place near mount Bromo. They ruled the 1) *region* together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They 2)... for help to the god of Mount Bromo. He granted their wish. However, they youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to 3)... their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform 4)....

... (c) { Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word 'Tengger' is derived from the last syllables of Roro *Anteng* and Jaka *Seger*. They present 5)... offerings of rice, fruits, vegetables, livestock, and other local product.

Guess the meanings of the following words based on the context. Look at the example.

No	Words	Meanings
1	Rule	Memerintah
2	Kingdom	
3	Relationship	
4	Prosperous	
5	Leadership	
6	Desperate	
7	Decide	
8	Wish	
9	Promise	
10	Catastrophe	
11	Offering	

Answer the following questions based on the text.

1. How many children did Roro Anteng and Jaka Seger have?
2. What would happen if Roro Anteng and Jaka Seger broke their promise to sacrifice their last child?
3. Who was Kesuma?
4. What is the name 'Tengger' derived from?
5. What do the Tenggerese do at Kasada ceremony?

What do the following words refer to?

1. He (paragraph 1, sentence 2) refers to *King Brawijaya*.
2. They (paragraph 2, sentence 2) refers to ...
3. He (paragraph 2, sentence 8) refers to ...
4. He (paragraph 3, sentence 4) refers to ...
5. They (paragraph 4, sentence 3) refers to ...

Pertemuan II

Analyse the generic structure from this text. Then answer the questions.

Abu Nawas a very Respectable Message Man

Long time ago, in the kingdom of king Aaron, Abu Nawas was invited to the king's dinner. He went to the palace in his best clothes. A servant welcomed him and showed Abu Nawas to his seat. Then, all ministers came and sat on their chairs. The last person entering the room was the king. He sat on his special big seat.

On each plate, there was delicious roast chicken. Its smell made people hungry. After praying, the king invited all people to eat. Abu Nawas took his fork and knife. He wanted to cut his chicken. Suddenly the king stopped him, 'Wait Abu!'

'Whatever you do to your chicken, I will do that to you too,' said the king. 'For example, if you cut the chicken's wing, I will also cut your arm.' The king said.

Abu Nawas looked sad and disappointed. But it was not long. Soon his face looked very bright. Suddenly, he pinched the chicken's wing. The king was surprised. He didn't think Abu would do that. But he could not deny what he had said. So he pinched Abu arm.

Next, Abu patted the chicken's back. The king also patted Abu's back. All ministers wanted to laugh, but they didn't dare. They just looked down their plates. After some time, He patted Abu's shoulders.

'All right Abu, you eat you chicken now!' said the king while grinning. 'Thank you Your Majesty,' said Abu happily. 'You are able to escape from my punishment,' said King Aaron with his mouth full of food.

At that time, the king looked amused. He felt satisfied with Abu. Some ministers smiled and laughed a little. Abu didn't really care about it. He was enjoying the roasted chicken very much. There were more food and laughter during the rest of the party. All were very much happy.

QUESTION

1. What does the text tell us about?
2. What is the purpose of the text above?
3. What is the main idea of paragraph three?
4. Why did the ministers look down on their plate?
5. "I will do that to you too," said the king" (paragraph 3)
What does the word "you" in the last sentence of the last paragraph refer to?
6. The word 'amused' in the sentence "the king looked amused" (last paragraph) has the closest meaning with

7. What can you learn from the story?

Thinking smart is needed to save us from danger.

APPENDIX B
Observation and Interview
Guides

**Observation Guide in the English Teaching and Learning Process at Class
VIII B of MTs Kasihan Bantul 2012/2013**

No.	Variables	Indicators
1.	Physical Environment	<ul style="list-style-type: none"> - The location of the school - The physical condition of the classroom - The location of the classroom
2.	Media and Facilities	<ul style="list-style-type: none"> - Facilities available in the school - Media available in the school - The uses of media in the teaching and learning process
3.	The English Teaching and Learning Process	<ul style="list-style-type: none"> a. Teaching Material <ul style="list-style-type: none"> - The material used by the teacher - The syllabus and lesson plan - The English course book b. Teaching Techniques <ul style="list-style-type: none"> - The technique used by the teacher in English generally - The teacher used by the teacher in speaking learning process - The classroom activities c. Time Management <ul style="list-style-type: none"> - The teacher starts the class - The teacher presents the material - The teacher gives exercises to the students d. Students' Acceptance <ul style="list-style-type: none"> - Understand about the topic learnt - Mastered the topic - Actively participate the classroom activities
4.	Students' Behavior	<ul style="list-style-type: none"> a. Students' Response <ul style="list-style-type: none"> - Response to the teacher's greeting - Response to the teacher's instruction - Pay attention to the lesson b. Students' Positive Emotion <ul style="list-style-type: none"> - Show enthusiasm during the lesson - Interest with learning activities c. Students' habit <ul style="list-style-type: none"> - Make some noise in the class - Do the task given by the teacher

Here are some questions that the researcher wants to ask to the students and teacher before and during the implementation of CIRC to Improve student's reading skill.

A. In the recoinnaisance process

1. Guru Bahasa Inggris
 - a. Menurut pendapat anda apakah siswa-siswa MTs Muhammadiyah Kasihan menyukai Bahasa Inggris?
 - b. Apakah kesulitan terbesar siswa dalam belajar Bahasa Inggris?
 - c. Apakah Reading penting untuk siswa dalam belajar Bhasa Inggris?
 - d. Bagaimana Kemampuan membaca siswa MTs Muhammadiyah Kasihan?
 - e. Apa usaha anda untuk meningkatkan kemampuan membaca siswa?
2. Siswa
 - a. Apakah kamu senang belajar Bahasa Inggris?
 - b. Apa kesulitan terbesar kamu dalam belajar membaca bahasa inggris?
 - c. Apa usaha kamu untuk menghadapi kesulitan tersebut?
 - d. Bagaimana kegiatan belajar mengajar Bahasa Inggris di kelas ?
 - e. Kegiatan yang seperti apa yang kamu sukai untuk belajar Bahasa Inggris?

B. During the implementation of the action

Cycle I

1. Guru Bahasa Inggris
 - a. Bagaimana penilaian anda terhadap kemampuan siswa di cycle I ini?
 - b. Apakah siswa menyukai belajar secara berkelompok?
 - c. Kemajuan apa yang dicapai siswa dalam cycle ini?
 - d. Apa saja kekurangan di cycle I ini?
 - e. Apa saran ibu untuk cycle berikutnya?
2. Siswa
 - a. Apa pendapat kamu mengenai kegiatan dikelas bahasa inggris tadi?
 - b. Apa kesulitan terbesar kamu dalam belajar membaca teks dalam Bahasa Inggris?
 - c. Apa usaha kamu untuk menghadapi kesulitan tersebut?
 - d. Apakah kamu menyukai pembelajaran dengan sistem kelompok?
 - e. Apakah kegiatan belajar kelompok dapat membantu pembelajaran *reading* kamu?

Cycle II

1. Guru Bahasa Inggris
 - a. Bagaimana penilaian anda terhadap kemampuan siswa di cycle II ini?
 - b. Apakah siswa menyukai belajar secara berkelompok?
 - c. Kemajuan apa yang dicapai siswa dalam cycle ini?
 - d. Apa saran ibu untuk cycle kegiatan semacam ini?
2. Siswa
 - a. Apa pendapat kamu mengenai kegiatan dikelas bahasa inggris tadi?
 - b. Apakah kamu menyukai pembelajaran dengan sistem kelompok?
 - c. Apakah kegiatan belajar kelompok dapat membantu pembelajaran *reading* kamu?

- d. Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan belajar Bahasa Inggris dengan teknik belajar kelompok?
- e. Kesan apa yang kamu dapat dari kegiatan bahasa inggris selama ini?

APPENDIX C

Field Notes

Field note 1

20 Januari 2012

Ruang Kepala Sekolah

Perijinan

Peneliti datang ke sekolah untuk bertemu dengan Kepala Sekolah. Sesampainya di sekolah peneliti disambut oleh guru piket. Peneliti menjelaskan maksud dan tujuan datang ke sekolah. Setelah itu peneliti dipersilahkan untuk menemui Kepala Sekolah di ruangannya. Sesampai di ruang Kepala Sekolah, peneliti disambut dengan baik oleh Kepala Sekolah. Peneliti menjelaskan tentang maksud dan tujuan datang ke sekolah. Peneliti menjelaskan tentang penelitian tindakan kelas yang akan dilakukan di SMP Muh Kasihan Bantul. Peneliti pun memberikan surat ijin penelitian dari kampus. Kepala Sekolah merespon baik maksud peneliti. Dengan senang hati Kepala Sekolah memberikan izin penelitian dan beliau menyarankan untuk menemui Guru Bahasa Inggris . Peneliti mengucapkan terima kasih atas izin yang diberikan oleh Kepala Sekolah.

Field note 2

20 Januari 2012

Ruang Guru

Perijinan

Setelah memperoleh ijin dari Kepala Sekolah peneliti menuju ruang guru untuk menemui Guru Bahasa Inggris yaitu ibu Tri Indra Mulyani, S.Pd. Peneliti menjelaskan maksud dan tujuan kedatangannya. Inggris di kelas VIII MTs

Kasih. Ibu Tri pun menyambut dengan baik kedatangan peneliti. Setelah itu peneliti mulai mewawancarai bu Tri mengenai KBM. Peneliti juga menanyakan prestasi-prestasi siswa dalam pelajaran bahasa inggris, karakteristik siswa dan juga fasilitas-fasilitas yang dimiliki sekolah untuk menunjang KBM bahasa inggris dikelas. Peneliti juga menanyakan masalah-masalah yang dihadapi para guru dalam mengajar kelas VIII. Setelah berdiskusi dengan bu Tri, peneliti dan bu Tri sepakat untuk penelitian di kelas VIIIC. Peneliti merencanakan untuk mulai observasi hari senin depan. Setelah ada kesepakatan, peneliti berterimakasih dan berpamitan.

Field note 3

30 Januari 2012

Ruang Kelas VIIIC

Observasi I

Pukul 12.15 peneliti sudah tiba di kantor guru untuk menemui ibu Tri Indra Mulyani, S.Pd selaku guru bahasa inggris yang akan di ikuti peneliti masuk kelas untuk melakukan observasi. Pukul 12.30 bel masuk setelah istirahat sholat berbunyi, bu Tri pun mengajak peneliti masuk kdalam kelas untuk melakukan observasi kelas yg pertama. Bu Tri masuk ke dalam kelas dengan memberi salam dalam bahasa inggris, namun siswa masih terlihat sibuk sendiri dan berbicara dengan temannya, bu Tri menyuruh siswa tenang dan beliau pun mengulangi salam yang kemudian dijawab oleh siswa dengan jawaban yang keras dan bersama-sama. Beliau kemudian mengabsen siswa. Pada saat itu

semua siswa hadir, jumlah siswa dalam kelas ini hanya 14 siswa, 4 putra dan 10 putri. Kemudian bu Tri mulai mengajar, mengenalkan peneliti pada para siswa. Bu Tri berkata pada siswa bahwa peneliti akan melakukan penelitian di kelas tersebut. Kelas pun mulai ramai lagi, diantara mereka ada yg bertanya, "Mbaknya kuliah dmn?". kemudian bu Tri memberikan waktu tersendiri kepada peneliti untuk memperkenalkan diri. Setelah itu pelajaran dimulai. Bu Tri memulai menjelaskan tentang sebuah bacaan menggunakan media proyektor, Siswa diminta untuk membaca bersama-sama dengan keras. Kemudian Bu Tri menyuruh siswa untuk menulis kosakata yang sulit di papan tulis kemudian mengartikannya. Bu Tri terlalu monoton dalam mengajarkannya, siswa tidak diberikan pertanyaan-pertanyaan tentang bacaan yang dapat memancing siswa untuk menjawab atau menceritakan kembali tentang apa yang ada dibacaan. Bu Tri hanya mengartikan kata-kata yang sulit yang ada di papan tulis yg telah siswa tulis dan sama sekali tidak menyuruh siswa untuk membuka kamus dalam mengartikan kata-kata yang mereka anggap sulit. Tidak ada timbal balik dalam KBM ini. Siswa juga tidak aktif dikelas, karena mereka tidak diberi kesempatan untuk menjelaskan apa yg telah mereka baca dan mereka pahami. Jadi, dari sini bu Tri tidak dapat mengukur apakah bacaan yang beliau sampaikan dapat diterima dan dipahami siswa atau tidak. Setelah bu Tri menyuruh siswa untuk menuliskan kosa kata sulit di papan tulis, bu Tri mengajak murid-murid untuk membaca bersama-sama setelah membacanya terlebih dulu kemudian diikuti siswa. Siswa banyak yang terlihat tidak bersemangat untuk melakukannya, mereka bosan dengan cara mengajar bu Tri, bisa dibuktikan dengan melihat

siswa yang bermalas-malasan dalam mengikuti bu Tri membaca bacaan. Sampai akhirnya bel berbunyi tanda pulang. Bu Tri menutup pelajaran hari itu dengan berdoa bersama dan salam. Setelah KBM selesai peneliti meminta izin untuk mewawancarai beberapa siswa tentang pelajaran bahasa Inggris yang baru saja berlangsung.

Field note 3

1 Februari 2012

Ruang Kelas VIIIC

Observasi 2

Pukul 12.15 peneliti sampai disekolah menemui Bu Tri, hari ini peneliti melakukan observasi yang ke 2, pada observasi kali ini, peneliti hanya akan melengkapi data dari observasi yang pertama. Pukul 12.30 bu Tri mengajak peneliti untuk memasuki kelas. Kami masuk ke kelas VIII C, peneliti langsung duduk dibelakang kelas untuk mengamati jalannya proses KBM. Diruang kelas ada 7 meja siswa 1 meja guru dan 15 kursi siswa 1 kursi guru. Ada 14 siswa, 10 putri dan 4 putra. Ada gambar Garuda, gambar presiden dan wakil presiden serta beberapa gambar pahlawan di dinding beserta jadwal pelajaran, jadwal piket dan kata-kata mutiara dalam kelas. Pada observasi yang ke 2 ini hampir sama dengan observasi yg pertama. Bu Tri membuka kelas dengan salam, menanyakan kabar siswa dan mengabsennya. Pada hari itu siswa berangkat semua. kemudian beliau memberikan bacaan kepada siswa, 1 bacaan untuk 2 siswa untuk dibaca dan mencari kosakata yang sulit dan mengartikan, disini siswa tidak disuruh untuk membuka kamus, namun menanyakannya

kepada ET dan ET mengartikannya, setelah mereka menemukan artinya, ET menyuruh siswa untuk mengerjakan latihan yang ada dibawah bacaan. Setelah siswa selesai mengerjakan soal, bel tanda pulang berbunyi, bu Tri menyuruh mengumpulkan hasil kerjaan dan menutup kelas dengan doa dan salám. Bu Tri pun keluar dari kelas dan diikuti oleh peneliti. Kemudian peneliti meminta izin kepada bu Tri untuk berbincang-bincang sebentar kepada siswa kelas VIII C tadi. Bu Tri pun mengijinkan, kemudian peneliti mencoba menemui dan mewawancarai beberapa siswa. disini peneliti bertanya tentang pelajaran bahasa inggris dan KBM yang dilakukan disekolah dan yang baru saja berlangsung.

Field note 4

2 Februari 2012

Ruang Guru

Perencanaan

Setelah melakukan observasi yang ke 2, peneliti kembali keskolah dilain hari, peneliti sengaja datang ke sekolah untuk menemui bu Tri, peneliti bertemu dengan bu Tri dkantor guru, kemudian kami duduk druang guru untuk membicarakan maslah-masalah yang dhadapi dalam KBM. Setelah melakukan pembahasan Bu Tri dan peneliti sepakat bahwa banyak siswa yang ribut dalam KBM, kurangnya motivasi, siswa kurang berani menyampaikan atau berbicara dlm bahasa inggris, dll. dengan melihat masalah yg dihadapi ini, Bu Tri setuju dengan judul penelitian yang dibawa oleh peneliti.

Analisis masalah dr Observasi 1 & 2.

berbagai masalah yang dihadapi dikelas diantaranya:

1. beberapa siswa merasa bosan dan menjadi pasif selama KBM
2. para siswa tdk memperhatikan ketika guru menerangkan ddepan
3. beberapa siswa menemukan kesulitan dlm memahami bacaan
4. siswa menemukan kesulitan dlm mengerjakan task
5. siswa sering ngobrol sendiri dikelas
6. beberapa siswa merasa takut jika dtanyai atau menjawab pertanyaan dr guru
7. siswa jarang membuka kamus karena siswa menunggu guru untuk mentranslatekannya
8. siswa tidak dberi kesempatan memahami teks dengan kemampuan mereka
9. siswa kurang tertarik pada materi bacaan yg diberikan
10. guru kurang ide untuk membuat PBM lebih menarik
11. materi pembelajaran hanya mengacu pada course book saja

Field note 5

6 Februari 2012

Ruang Guru

Perencanaan

Peneliti datang ke sekolah untuk menemui bu Tri selaku guru bahasa inggris.

Peneliti bermaksud untuk mendiskusikan tentang rencana penelitian yang akan dilakukan. Peneliti juga mengkonsultasikan materi pre-test dan materi yang

akan diajarkan untuk mengajar. Bu Tri setuju dengan konsep-konsep yang diajukan oleh peneliti, maka peneliti bisa mulai penelitian tanggal 9 Februari 2012.

Field note 6

8 Februari 2012

Ruang Kelas VIIIC

Pretest

Guru Bahasa Inggris masuk ke kelas diikuti peneliti pada pukul 11.15, pd saat bu Tri dan peneliti masuk ke kelas siswa masih sibuk dengan kegiatannya masing-masing, kebanyakan dari mereka masih mengerjakan tugas dari pelajaran sebelumnya. Bu Tri menyuruh mereka untuk menutup tugasnya, namun banyak siswa yang masih mengerjakannya, bu Tri tidak mau melanjutkan pelajaran kalau siswa belum menutup tugasnya. Setelah siswa menutup tugasnya, bu Tri membuka pelajaran dengan salam dan mengabsen siswa, bu Tri kemudian menjelaskan bahwa hari itu akan ada pre-test dari peneliti. Kemudian bu Tri mempersilahkan peneliti untuk mulai melakukan pre-test dan bu Tri langsung berjalan menuju kursi paling belakang dan menjadi observer selama KBM. Setelah kelas siap, peneliti mengambil alih kelas dengan memberi salam "Good afternoon class? how are you today?" Siswa menjawab "Good Afternoon, Miss. Fine, Tq" Peneliti menjelaskan mengenai pre-test yang akan dikerjakan siswa hari ini, untuk mengetahui seberapa jauh kemampuan dalam penguasaan membaca teks bahasa inggris. Siswa terlihat bingung, beberapa dari mereka bertanya " Miss, boleh buka kamus ga?" & "nanti tes nya

dinilai gak miss?" "Boleh nyonto ga Miss?" "Kelas lain di test juga ga Miss?" peneliti pun menjelaskan lagi secara detail mengenai pre-test tersebut. Peneliti mulai membagikan soal pre-test satu persatu mulai dari depan, kemudian pukul 11.40 siswa telah siap mengerjakan soal pre-test tersebut secara individu. Setelah mengerjakan soal selama 20 menit, bel tanda sholat dhuhur berbunyi. Siswa mengumpulkan pr-test nya kepada peneliti dan akan dilanjutkan pukul 12.30 setelah selesai sholat dhuhur. Setelah sholat dhuhur pukul 12.30 siswa langsung masuk kelas dengan tertib, duduk di tempatnya masing-masing dan antusias untuk kembali mengerjakan pre-test yang sempat tertunda. Peneliti membagikan pre-testnya lagi dan siswa melanjutkan mengerjakan dengan tenang dan tertib. Peneliti berkeliling kelas untuk mengawasi siswa. Pukul 13.15 siswa harus mengumpulkan pre-test yang telah dikerjakan hari itu karena waktu habis. Kemudian peneliti menutup pelajaran hari itu dengan berdoa dan salam.

Field note 7

9 Februari 2012

Ruang Kelas VIIIC

Cycle 1

P datang ke sekolah pada pukul 08.50. P bertemu dengan guru bahasa inggris di kantor guru, P memberitahukan kepada guru bahasa Inggris materi apa yg akan P sampaikan pada hari itu. P dan guru bahasa Inggris masuk kedalam kelas secara bersama-sama, setelah sampai di dalam kelas, guru bahasa Inggris

mempersilahkan P untuk langsung memulai penelitian. P menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas. P dan peserta didik berdo'a sebelum memulai pelajaran. P menyatakan maksud dan tujuan melakukan penelitian kepada peserta didik dan membagi selebar kertas berisi bacaan kepada setiap peserta didik. P memperkenalkan dan menjelaskan kepada peserta didik mengenai apa yang harus mereka lakukan dengan bacaan tersebut. Peserta didik mengerjakan apa yang harus mereka lakukan dengan mengikuti langkah-langkah yang ada dalam kertas tersebut. Berhubung waktu sudah habis, P mengakhiri pertemuan pada hari itu. P melakukan interview terhadap beberapa peserta didik pada jam istirahat. Melalui interview P mengetahui bahwa rata-rata para peserta didik belum memahami isi dari bacaan tersebut mereka mengatakan bahwa dalam membaca mereka masih kesulitan mengartikan setiap kata dalam bahasa Inggris. Setelah selesai melakukan interview, P kemudian berpamitan dan mengucapkan terima kasih atas waktunya.

Field note 8

13 Februari 2012

Ruang Kelas VIII C

Cycle 1

P datang ke sekolah pada pukul 08.50. P bertemu dengan guru bahasa Inggris di kantor guru, P memberitahukan kepada guru bahasa Inggris materi apa yg akan

P sampaikan pd hari itu. P dan guru bahasa Inggris masuk kedalam kelas secara bersama-sama, setelah sampai di dalam kelas, guru bahasa Inggris mempersilahkan P untuk langsung memulai penelitian. P dan peserta didik berdo'a sebelum memulai pelajaran, P mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran. P membagi peserta didik menjadi 5 kelompok, satu kelompok berisi kurang lebih empat peserta didik. P memulai pelajaran dengan meminta peserta didik kembali membaca teks yang P beri pada pertemuan sebelumnya. P menyuruh peserta didik menjawab 5 pertanyaan yang mana diantaranya P menanyakan maksud dari teks tersebut selain memberikan pertanyaan yang berkaitan dengan isi pada teks tersebut. Berhubung peserta didik belum tahu maksud dari teks tersebut, P meminta peserta didik membuka kamus yang mereka bawa kemudian meminta peserta didik untuk mengartikan arti kata dari bacaan tersebut dan memahami isi dr bacaan tersebut. Selanjutnya P menyuruh peserta didik mengartikan bacaan tersebut dengan cara satu bacaan diartikan satu kelompok, namun satu peserta mengartikan satu paragraph. Kemudian dalam satu kelompok tersebut menggabungkan paragraph-paragraph tersebut dalam satu bacaan lengkap. Kemudian P dan peserta didik bersama-sama memeriksa hasil pekerjaan peserta didik. Berhubung waktu telah habis, P mengakhiri pelajaran dengan menanyakan kepada peserta didik apakah masih ada kesulitan dan menyimpulkan materi yang diberikan pada hari itu. P menutup pelajaran

dengan berdo'a. P melakukan interview dengan 2 orang peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.

Field note 9

20 Februari 2012

Ruang Kelas VIIC

Cycle 2

P datang ke sekolah pada pukul 10.15. P meminta izin kepada guru bahasa Inggris untuk masuk kelas VIII. P bersama guru bahasa Inggris masuk kelas VIII pada pukul 10.30. P menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas. P dan peserta didik berdo'a sebelum memulai pelajaran, P mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran. P membagi peserta didik menjadi 3 kelompok, satu kelompok berisi kurang lebih empat peserta didik. P memulai pelajaran dengan meminta peserta didik kembali membaca teks yang P berikan. Setelah selesai membaca teks dan mengerjakan soal yang berkaitan dengan teks yang P berikan. P meminta peserta didik menjelaskan kembali isi bacaan yang ada dalam teks. Satu kelompok menjelaskan satu bacaan yang mereka dapatkan dalam kelompok tersebut. Setelah semua kelompok selesai menjelaskan isi dari bacaan. P menutup pelajaran dengan berdo'a. P melakukan interview dengan 2 orang peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.

Field note 10

22 Februari 2012

Ruang Kelas VIIC

Cycle 2

P datang ke sekolah pada pukul 07.30. P meminta izin kepada guru bahasa Inggris untuk masuk kelas VIII. P bersama guru bahasa Inggris masuk kelas VIII pada pukul 08.00. P menyapa peserta didik sekaligus sambil memastikan bahwa semua sudah berada di ruang kelas. P dan peserta didik berdo'a sebelum memulai pelajaran, P mengecek kehadiran peserta didik dengan cara memanggil peserta didik satu per satu dan memastikan bahwa semua peserta didik siap untuk memulai pelajaran. P menanyakan kepada peserta didik apakah mereka telah memahami bacaan jika diberikan bacaan satu peserta didik satu bacaan, mereka menjawab "belum Miss". Selanjutnya P meminta peserta didik membuat kelompok seperti pertemuan pertemuan sebelumnya. P membagi satu kelompok dengan satu bacaan. P meminta peserta didik melakukan hal yang sama dengan pertemuan pertemuan sebelumnya. P berkeliling kelas untuk memastikan bahwa semua peserta didik melakukan kegiatan dengan benar sambil membantu peserta didik yang merasa kesulitan dalam mencari arti kata dalam kamus. P mengakhiri kegiatan pembelajaran pada hari itu dan meminta peserta didik untuk melanjutkan mengartikan di rumah jika belum selesai, dan berpesan agar pertemuan berikutnya harus sudah jadi dan jangan lupa dibawa.

Kemudian P melakukan interview dengan seorang peserta didik, mengucapkan terima kasih, kemudian berpamitan pulang.

Field note 11

23 Februari 2012

Ruang Kelas VIIC

Posttest

Hari ini P mengadakan Posttest anak-anak untuk mengukur kemampuan anak dalam *Reading*. Para siswa mengerjakan serius.

APPENDIX D

Interview Transcripts

INTERVIEW TRANSCRIPT

P : Peneliti

GBI (Guru bahasa Inggris) : Ibu Tri Indra Mulyani, S.Pd

Interview 1

- P : Selamat Siang, bu.
- GBI : Siang, ada yang bisa saya bantu mbak?
- P : Perkenalkan saya Intan. Saya mahasiswa jurusan Pendidikan Bahasa Inggris UNY. Begini bu, saya mau bertanya tentang pembelajaran Bahasa Inggris di sekolah ini. Rencananya saya akan mengadakan penelitian. Saya tadi sudah meminta izin bapak kepala sekolah.
- GBI : O ya mbak, silahkan.
- P : Menurut ibu apakah siswa disini menyukai pelajaran Bahasa Inggris?
- GBI : Gimana ya mbak, sejauh ini menurut pengamatan saya mereka kurang suka karena banyak yang merasa Bahasa Inggris itu sulit dan kata-katanya susah.
- P : Ooo begitu ya bu, kira-kira kesulitan terbesar mereka dalam hal apa bu?
- GBI : Apa ya mbak, mereka itu sangat sulit dalam memahami bacaan mbak. Kalau bersama-sama mereka sepertinya bisa tapi kalau mengerjakan sendiri nilai-nilainya selalu jelek.
- P : menurut ibu, apakah reading itu penting untuk siswa?
- GBI : Penting sekali mbak, sekarang kan banyak sekali teks-teks yang menggunakan Bahasa Inggris.
- P : kalau kemampuan membaca mereka bagaimana bu?
- GBI : Kemampuannya bisa dibilang kurang mbak, karena mereka kurang semangat dalam belajar, kadang banyak yang lemes, apalagi pelajaran Bahasa Inggris selalu di jam-jam terakhir.
- P : Ooo begitu ya bu, terus usaha apa saja yang telah ibu lakukan untuk meningkatkan kemampuan siswa atau interest siswa dalam membaca?
- GBI : Ya saya kadang menggunakan LCD agar anak-anak tertarik, kadang memakai bacaan-bacaan yang menarik, tapi sepertinya tetap kurang semangat.
- P : Kalau begitu bagaimana kalau mencoba metode saya bu, saya akan mengadakan penelitian tindakan kelas untuk memperbaiki pembelajaran Bahasa Inggris?
- GBI : Wah bagus itu mbak, saya mendukung sekali, nanti pasti ada hal baru yang bermanfaat.
- P : O nggeh bu, sebaiknya saya mengadakan penelitian untuk kelas berapa ya bu?
- GBI : Untuk kelas VIII saja, nanti meneliti di kelas VIIC.
- P : nggeh bu, terimakasih waktunya, saya akan menyiapkan segala sesuatunya untuk penelitian, dan mohon bantuannya ya bu.

Interview 2

- P : Halo, boleh minta waktunya sebentar?
- Fahma : Boleh bu.
- P : Namanya siapa?
- Fahma : Ade Fahma bu, biasa dipanggil Fahma.
- P : Kelanin nama saya Intan, panggi saja Miss Intan.
- Fahma : Iya Miss Intan.
- P : Miss Intan mau tanya-tanya tentang pembelajaran Bahasa Inggris, boleh?
- Fahma : Iya miss, boleh.
- P : Fahma senang Belajar bahasa Inggris tidak?
- Fahma : Seneng Miss tapi susah.
- P : Susah? Susahnya diman?
- Fahma : Iya miss, soalnya aku ga ngerti Bahasa Inggris. Ngomongnya susah, bacanya juga susah.
- P : Kalau pelajaran Bahasa Inggris di kelas bagaimana?
- Fahma : Gimana ya Miss, di kelas pelajarannya gitu-gitu aja bikin bosan.
- P : Ooo berarti butuh penyegaran ya. Kira-kira kegiatan seperti apa yang kamu sukai agar belajar Bahasa Inggris jadi menyenangkan?
- Fahma : Apa ya miss, bingung.
- P : Oyaudah Fahma, terimakasih atas waktunya ya.

Interview 3

- P : Hai, Ryan ya?
- Ryan : Iya Miss. Ada apa Miss?
- P : Saya pengen ngobrol-ngobrol boleh?
- Ryan : Boleh Miss.
- P : Ryan suka Bahasa Inggris?
- Ryan : Ga begitu Miss, lha Bahasa Inggris tu susah e Miss, ga dong-dong e kalau dijelasin.
- P : Susahnya dibagian apa?
- Ryan : Itu lho Miss bacaannya panjang-panjang. Liat aja udah neg miss.
- P : Lho kok gitu? Trus pengen bias Bahasa Inggris ga?
- Ryan : Ya pengen banget Miss. Siapa sih Miss yang ga mau bias.
- P : Terus usaha pa saja yang sudah kamu lakukan untuk meningkatkan kemampuan bahasa Inggrismu?
- Ryan : Ya Cuma memperhatikan penjelasan guru tapi ga dong-dong e Miss.
- P : Lha emang pembelajaran di kelas bagaimana?
- Ryan : Membosankan Miss dan bikin ngantuk.
- P : Ooo gitu, terus maunya pembelajaran yang seperti apa?

Ryan : Ya yang menyenangkan dan ga bikin ngantuk.
P : O gitu, makasih waktu dan informasinya ya Ryan.

Interview 4

P : Assalamualaikum ibu. Maaf mengganggu.
GBI : Waalaikumsalam. Iya mbak ga apa-apa, bagaimana, ada yang bisa ibu bantu?
P : Begini bu, tentang pelaksanaan pembelajaran tadi menurut ibu bagaimana? Apakah kemampuan siswa ada peningkatan?
GBI : Kegiatan tadi bagus sekali mbak, saya rasa lebih efektif. Semua siswa bisa aktif menyalurkan pendapatnya tanpa malu-malu karena diskusi dengan temannya. Dan mereka kelihatannya sangat antusias tidak seperti hari biasanya.
P : Kalau menurut ibu kekurangan di pembelajaran tadi kira-kira apa bu?
GBI : Mungkin ini baru pertama kalinya mereka bekerja secara berkelompok, jadi tadi ada beberapa waktu terbuang karena mereka sibuk memindah kursi untuk bergabung dengan kelompoknya, dan banyak yang masih agak bingung dengan sistem yang baru.
P : Ada saran untuk pembelajarn besok bu?
GBI : Sudah bagus kok mbak, ya tinggal mengefektifkan waktu saja.

Interview 5

P : Hai dik. Namanya siapa?
Anis : Anis Miss.
P : Anis, miss mau tanya-tanya boleh?
Anis : Iya miss
P : Menurut Anis pembelajaran tadi dikelas bagaimana?
Anis : Lebih menyenangkan miss, ga bikin ngantuk.
P : Anis mengalami kesulitan ga dalam belajar Bahasa Inggris?
Anis : Ya iya lah Miss, bahasa inggris kan susah.
P : Susahnya dimana?
Anis : Kata-katanya lho miss asing-asing.
P : Anis pengen bisa bahasa Inggris?
Anis : Iya miss, pengen banget.
P : Apa usaha Anis biar bisa Bahasa Inggris?
Anis : Ya buka kamus, tanya temen Miss
P : Anis suka dengan metode belajar kelompok?
Anis : Suka banget Miss, saya bisa tanya temen kalau belum mudeng, soale kalau Tanya sama guru kadang-kadang canggung Miss, tapi kalau sama teman kan lebih enak Miss.

P : Apakah dengan sistem tadi kemampuan *reading* anis meningkat?
 Anis : Menurut saya iya Miss.
 P : Oyaudah. Makasih waktunya Anis.

Interview 6

P : Hello dik, lagi apa ne? Boleh ganggu sebentar?
 Irvan : Hehehe..lagi duduk-duduk aja Miss, iya Miss boleh?
 P : Namanya siapa?
 Irvan : Irvan Miss
 P : Irvan suka Bahasa Inggris ga?
 Irvan : Sedikit Miss
 P : Maksudnya?
 Irvan : Ya kadang suka kadang ga Miss
 P : Lho kok gitu? Kalau dengan pembelajaran tadi suka ga?
 Irvan : Suka banget Miss, ga bikin ngantuk.
 P : Menurut kamu pembelajaran tadi bagaimana?
 Irvan : Menyenangkan Miss, saya merasa ada yang membantu dalam belajar, dan saya jadi lebih mudeng dengan bahasa inggris.
 P : Biasanya, kesulitan terbesar kamu dalam bahasa inggris apa?
 Irvan : Dalam memahami teks Miss, kadang kalau mau tanya ma guru malu Miss.
 P : Malunya kenapa?
 Irvan : Ya kadang temen-temen ngetawain e Miss.
 P : Trus apa usaha irvan untuk meningkatkan bahasa inggris irvan?
 Irvan : Dengan belajar Miss, tapi kok tetep ga bisa-bisa ya Miss.
 P : Kalau dengan sistem kelompok seperti tadi bagaimana? Merasa terbantu atau tidak?
 Irvan : Iya miss, merasa terbantu sekali, saya bisa mendiskusikan yang saya kurang bisa dengan teman-teman tanpa canggung karena itu memang disuruh untuk diskusi.
 P : Apa dengan kegiatan belajar kelompok seperti tadi kemampuan *reading* irvan meningkat?
 Irvan : Ya saya merasa meningkat, saya lebih mudah dalam memahami teks Miss.
 P : Terimakasih informasinya ya Irfan.

Interview 7

P : Assalamualaikum, Bu.
 GBI : Waalaikumsalam.
 P : Ibu, bisa minta waktunya sebentar untuk evaluasi pengajaran tadi?

GBI : Iya mbak boleh
 P : Menurut ibu pembelajaran tadi bagaimana?
 GBI : Sudah bagus sekali mbak, banyak siswa sudah bisa aktif berdiskusi. Meskipun tadi masih ada yang asyik dengan kegiatan lain.
 P : Kalau kemampuan mereka kira-kira ada peningkatan ga bu?
 GBI : Ada mbak.
 P : Kira-kira mereka suka belajar kelompok ga ya bu?
 GBI : Saya pikir mereka suka mbak, saya amati mereka sangat antusias tadi.
 P : Oya bu, ada saran untuk kegiatan semacam ini?
 GBI : Ya, sebaiknya diterapkan terus mbak. Nanti saya minta diajari ya mbak membuat kegiatan semacam ini.
 P : Iya bu. Terimakasih atas waktu dan kerjasamanya.

Interview 8

P : Hai adik, namanya siapa?
 Wulan : Wulan Miss.
 P : Wulan, miss mau nanya-nanya ya.
 Wulan : Silahkan Miss.
 P : Menurut wulan pembelajaran tadi bagaimana?
 Wulan : Menyenangkan Miss, karena sekarang sudah merasa nyaman dengan belajar kelompok. Pas awal-awal belajar kelompok saya kurang nyaman e miss, soale belum terbiasa.
 P : Menurut Wulan kemampuan wulan meningkat ga?
 Wulan : Meningkat Miss, sekarang saya bisa lebih mudah memahami bacaan.
 P : Wulan, tadi bisa ga menjawab soal-soalnya?
 Wulan : Bisa Miss, tadi benar semua.
 P : Menurut Wulan metode belajar kelompok itu bagaimana?
 Wulan : Menyenangkan Miss, ada teman untuk berdiskusi jika menemui kesulitan.
 P : OK deh wulan makasih waktunya ya.

Interview 9

P : Hello, kok melamun?
 Valih : He..ga kok Miss
 P : Boleh duduk disini?
 Valih : Ya boleh Miss.
 P : Minta waktunya sebentar ya, pengen ngobrol-ngobrol.
 Valih : Silahkan Miss.
 P : Menurut Valih pembelajaran dengan metode kelompok bagaimana?

Valih : Menyenangkan Miss. Dengan belajar kelompok saya bisa lebih memahami pelajaran, karena bisa sharing dengan teman Miss.

P : Valih merasa ga kalau kemampuan valih meningkat dalam membaca?

Valih : Iya miss, kayaknya sekarang saya lebih mudah dalam memahami bacaan.

P : Tadi bagaimana ada kesulitan dalam menjawab pertanyaan??

Valih : Ga Miss, soale sudah tahu cara memahami teks.

P : Apakah kamu bisa menjawab soal dengan benar?

Valih : iya Miss, kemarin Cuma salah 1 saja.

P : makasih waktunya ya mas.

APPENDIX E
Pretest, Posttest, and the
Students' Score

NAME :
CLASS :

SCORE

PRE-TEST

Read the following text to answer questions 1-8

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came into a spring.

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.

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 towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. 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 safety.

1. What did the dove do to save the ant?
 - A. It climbed the nearby tree.
 - B. It saw the ant struggling.
 - C. It dropped a leaf.
 - D. It carried the ant to dry ground.
2. What did the hunter do to the dove?
 - A. He was hoping to eat it.
 - B. He was trying to trap it.
 - C. He was trying to shoot it.
 - D. He was running towards it.
3. Which statement is TRUE according to the text?
 - A. The dove bit the hunter on the heel.
 - B. Both animals were finally safe.
 - C. The hunter killed the dove.
 - D. The ant bit the dove.
4. What is the purpose of the text?
 - A. To inform the readers about an ant.
 - B. To describe the job of a hunter.

- C. To entertain the readers.
 - D. To describe a dove.
5. What can we learn from the story?
 - A. One good turn deserves another.
 - B. Don't be greedy, or you may lose.
 - C. When there is a will, there is a way.
 - D. It is wise to plan ahead for hard time.
 6. "... she came to a spring." (paragraph 1). The underlined word means ...
 - A. water in a pail.
 - B. river in the middle of the city.
 - C. flood in the middle of the jungle.
 - D. water emerging from underground.
 7. "Soon, it carried her safely...." (paragraph 3). The underlined word refers to the ...
 - A. ant
 - B. leaf
 - C. dove
 - D. spring
 8. "... the dove quickly plucked a leaf" (paragraph 3). The underlined word means ...
 - A. pull something
 - B. push something
 - C. put something
 - D. prick on something

Read the following text to answer questions 9-12

One morning there was a tiger who woke up and just felt great. He felt so good, he went out and concerned a small monkey and roared at him. "Who is the mightiest of all the jungle animals?" the poor little monkey replied, "You are of course, no one is mightiest than you."

A little while later, this tiger confronted a deer and bellowed out, "Who is the greatest and the strongest of all the jungle animals?" The deer was shaking so hard it almost could not speak, but managed to say, "Oh, great tiger, you are by far the mightiest animal in the jungle."

The tiger walked proudly to an elephant that was quietly eating some weeds and roared at the top of his voice, "Who is the mightiest of all the animals in the jungle?" Then this elephant grabbed the tiger with his trunk, picked him up, slammed him down, picked him up again and shook him until the tiger was just a blur of orange and black. Finally, the elephant threw him violently into a nearby tree. The tiger staggered to his feet and looked at the elephant and said, "Man, just because you don't know the answer, you don't have to get so hungry!"

9. What did the elephant do to the tiger with his trunk?
- A. Grabbed him.
 - B. Answered his question.
 - C. Disturbed him.
 - D. Confronted him.
10. "...picked him up again and shook ..." (paragraph 4). The underlined word refers to ...
- A. Elephant
 - B. Tiger
 - C. Monkey
 - D. Deer
11. What can we learn from the text?
- A. We may not get easily angry to ourselves.
 - B. We may not dishonest of ourselves.
 - C. We may not be silly of ourselves.
 - D. We may not be boastful.
12. From the story above we know that ...
- A. A tiger was the greatest and stongest animal.
 - B. All of the animals were afraid of the tiger.
 - C. The elephan was stonger than the tiger.
 - D. The tiger was afraid to the elephant.

Read the following text to answer questions 13-17

Joe and the Thieves

Joe's donkey died. He took his last money and went to the market to buy another one. He was going home with the new donkey. On the way two thieves saw him. They thought of stealing the donkey. When Joe was not looking, one of them removed the rope from the donkey's neck and put it in his own neck. The other thief took the donkey to the market and sold it.

When Joe arrived home and looked behind at the don key he saw a man "the thief" instead of the donkey. He was amazed. "I bought a donkey, how did it become a man?" Joe thought! Then ask the thief, "Who are you?" The thief answered, "Ididn't respect my mother, she cursed me and I became a donkey. She took me to the market and sold me. Then you brought me. Because of this I became a man again."

The next day Joe went to the market to buy another donkey. Sure enough he saw the same donkey as the one he had brought. He whispered in the donkey's ear, "You've been a naughty boy again!"

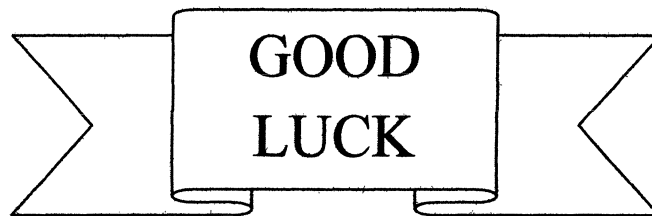
13. What did Joe go to market?
A. Because his donkey died.
B. Because he wanted a new donkey.
C. Because he wanted to go shopping.
D. Because he wanted to have two donkeys.
14. How the thief steal the donkey?
A. One of them killed Joe.
B. One of them killed the donkey.
C. One of them changed places with the donkey.
D. One of them sold the donkey.
15. What did Joe think when he saw the thief as the donkey?
A. He was angry.
B. He was amazed.
C. He was sad.
D. He was happy.
16. Why did the thief say he had become donkey?
A. His mother had cursed him.
B. He was a naughty boy.
C. He was a good boy.
D. He was a greedy boy.
17. What did Joe do the next day?
A. He killed the donkey.
B. He sold the donkey.
C. He went to buy a new donkey.
D. He reported the stolen donkey to the police.

Read the following text to answer questions 18-20

A hundred years ago there lived a king. He had some beautiful daughter, but the youngest daughter was the most beautiful. Close by the king's castle, there was a great dark forest. And ...under an old lime-tree in the forest, there was a well. When the day was warm, the king's youngest daughter ususally went out into a forest. Whwn she was bored, she took her golden ball and olayed with it.

One day, the princess played with the golden ball. Unfortunately ... the ball rolled into the well. She bagan to cry. Saturday, there was a frog which was willing to help. However, the frog asked the princess to bring him to palace and let him always stay close to her. The princess agrred with his request. So, the frog jumped into the well and took the golden ball.

18. What is the main idea of paragraph 2?
- A. The king had some beautiful daughter.
 - B. The princess played with the golden ball.
 - C. There was a dark forest close to the castle.
 - D. The frog help the princess take the ball.
19. The best title for the text above is...
- A. The beautiful daughter
 - B. The king's castle
 - C. The golden ball
 - D. The frog king
20. What is the purpose of the text?
- A. To describe about the king's daughter.
 - B. To retell the story in the castle.
 - C. To entertain the readers.
 - D. To inform the readers about the king's daughter.



Name :

Class :

POSTTEST

The text for questions number 1 to 3

The Legend from Central Celebes

A long time ago, there was a place in Cental Celebes named Tanjung.

There lived aboy who was an orphan. A fisherman took care of him and named him Lomelo. He had a favoourite game, a war game. He always become a general in his game.

For a long time, the pirates from Tobelo or Siau exploited Tanjung. The Tibelo men usually asked for money, gold, and food from Tanjung villagers. If Tanjungs' people refused, they would attack the village.

One day, Tobelo men came again to Tanjung. The wanted to ask for favourable things. They told everybody that they would attack Tanjung soon. The dhief of Tanjung, namely Tomelo wanted to have a meeting with them. He and his staff received the pirates in peace because they didn't want any war since he learnt from the game that war always result on damge and death.

1. What is the main idea of paragraph one?
 - A. The main character of the story
 - B. The place where the character lived.
 - C. The fisherman who took care the boy.
 - D. The favourite game of the main character.
2. The story above mainly tells us about ...
 - A. The legend of Celebes.
 - B. The legend of the pirate from Tobelo.
 - C. The boy who learnt peace from the war game.
 - D. The thief of Tanjung who can live in peace with the pirate.
3. What is the aim of the text?
 - A. To retell about Tobelo story.
 - B. To entertain the readers.
 - C. To describe the Celebes
 - D. To explain about Celebes.

The text for questions number 4 to 7

Once upon a time, a hawk felt in love with a hen. The hawk flew down from the sky and asked the hen "Will you marry me?"

The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time. I may learn to fly as high as you. Then we can fly together".

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me", said the hawk.

It happened so that the hen had already promised to marry a rooster. Therefore, when the rooster saw the ring, he became very angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen. "Why didn't you tell me earlier?" Now, you'll always be scratching the earth and I'll always be flying above to catch your children", said the hawk.

4. What is the purpose of the text?
 - A. To amuse the reader with a story of a hen and a hawk.
 - B. To keep hen and her children safe from a hawk.
 - C. To warn the reader about the danger of hawk.
 - D. To tell the readers why a hawk hates a hen.
5. Which of these statements is NOT TRUE?
 - A. The hawk was brave and strong.
 - B. The rooster was frightened to see the hawk.
 - C. The hen caused the hawk furious.
 - D. The hen made the rooster upset.
6. "This is show that you have promise promised to marry me", said the hawk (p.3)
What is the opposite meaning of the underlined word?
 - A. hate
 - B. heal
 - C. have
 - D. hide
7. The moral value of the story is that ...
 - A. It is necessary to break the promise.
 - B. Throwing things is a good to show anger.

- C. Breaking promise causes troubles.
- D. It is great for the hen to scratch the earth.

The text for questions number 8 to 11

Long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He was generous and kind to poor people. He even had no money left because he had shared it with the poor.

One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it, and put it in a nice cage. After the bird was health, the generous brother let it fly. After some time the bird returned to him and gave him a watermelon seed.

The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. However, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut into two. How surprised he was. The watermelon was full of gold.

The generous brother sold the gold and became very rich. He built a big house and bought a very lartge field. Still, he never forgot to share his wealth with the poor.

- 8. The most suitable title for the text is ...
 - A. The Stingy and Greedy brother.
 - B. The Stingy and the Generous.
 - C. How to be a generous person.
 - D. The ripe golden watermelon.
- 9. What is the purpose of the text?
 - A. To entertain people with the story.
 - B. To tell how bad the greedy man is.
 - C. To persuade the readers to be generous.
 - D. To describe the bad and good characters.
- 10. It was wounded. (p.2)
The underlined word refers to ...
 - A. The generous brother.

- B. The little bird.
- C. His garden.
- D. His lap.

11. What can we learn from the story?
- A. Being generous make life happier.
 - B. We have to be stingy to poor people.
 - C. We will get nothing if we are generous.
 - D. Never share our wealth with poor people.

The text is for Questions number 12 to 15

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

12. The merchant was so happy and thanked to Malin Kundang, he asked Malin Kundang to...
- A. Defeat the pirates
 - B. Leave his mother
 - C. Get a better life
 - D. Sail with him
13. What is the main idea paragraph 5?
- A. Malin Kundang denied that the old woman was his mother.
 - B. Malin Kundang did not want to meet the old woman.
 - C. Malin Kundang sailed with his well-dressed wife.
 - D. Malin Kundang set to sail and left the old mother.
14. "In return the merchant asked Malin Kundang to sail with him". What does the underlined word refers to?
- A. Malin Kundang's father
 - B. Malin Kundang
 - C. The merchant
 - D. The pirate
15. What can we learn from the story?
- A. We should have a better life
 - B. We should help the merchant.
 - C. We should defeat the pirates.
 - D. We should respect our parents.

The text is for questions number 16 to 20

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came into a spring.

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.

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 towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. 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 safety.

16. What did the dove do to save the ant?
- A. It climbed the nearby tree.
 - B. It saw the ant struggling.
 - C. It dropped a leaf.
 - D. It carried the ant to dry ground.
17. What did the hunter do to the dove?
- A. He was hoping to eat it.
 - B. He was trying to trap it.
 - C. He was trying to shoot it.
 - D. He was running towards it.
18. Which statement is TRUE according to the text?
- A. The dove bit the hunter on the heel.
 - B. Both animals were finally safe.
 - C. The hunter killed the dove.
 - D. The ant bit the dove.
19. What is the purpose of the text?
- A. To inform the readers about an ant.
 - B. To describe the job of a hunter.
 - C. To entertain the readers.
 - D. To describe a dove.
20. What can we learn from the story?
- A. One good turn deserves another.
 - B. Don't be greedy, or you may lose.
 - C. When there is a will, there is a way.
 - D. It is wise to plan ahead for hard time.

Student's Scores

No	Nama	L/P	Scores		
			Pre-test	Post-test	Increasing Point
1	Ade Fahma Farunika	P	65	75	10
2	Anis Dwi Fatmawati	P	55	70	15
3	Arisasmita Putri TD	P	50	75	25
4	Elvione Gladisyana	P	55	80	25
5	Ihsan Rivanda	L	60	100	40
6	Indah Khairotunisa	P	65	80	15
7	Mahendra Irvan D`	L	55	75	20
8	Makmunaturrohmah	P	45	70	25
9	Muh. Nur Valih	L	65	95	30
10	Nadya Septiani	P	50	75	25
11	Novia Iswanti	P	70	80	10
12	Ryan Budi Santosa	L	55	80	25
13	Tri Iswanti	P	65	85	20
14	Wulan Romadhani	P	70	100	30
Mean			58,93	81,43	22,5

APPENDIX F

Photograph







