IMPROVING READING COMPREHENSION THROUGH THE USE OF ROUND ROBIN TECHNIQUE FOR THE TENTH GRADE STUDENTS OF SMK FARMASI "INDONESIA" YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

A Thesis

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

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A THESIS

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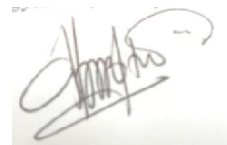Fakultas : Fakultas Bahasa dan Seni

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

Yogyakarta, 29 September 2015

Penulis

Dhaniar Setiana

MOTTOS

He is with you wherever you are.

(Al-Hadid:4)

For Indeed, with hardship will be ease.

(Al-Insyirah:6)

So which of the favors of your Lord would you deny?

(Ar-Rahman:67)

If prayer becomes a habit, success becomes a lifestyle.

DEDICATION

In the name of Allah, the Most Beneficent, and the Most Merciful.
No God but Allah and Muhammad is His Prophet

I tenderly dedicate this thesis to my beloved family. A special feeling of gratitude I express to my loving parents, **Chairul Anas&Susiana**, and my sisters for their endless love, support, and prayers.

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ABSTRACT

The objective of this action research is to improve reading comprehension of Grade XE students of SMK Farmasi "Indonesia" Yogyakarta in the academic year of 2014/2015 through the use of round robin technique.

This research was conducted in two cycles with two meetings in each cycle. The steps of this research were planning, conducting action and observation, and having reflection. The participants of the research were the English teacher as the collaborator and the students of class XE. The data of this research were in the form of qualitative and quantitative. The qualitative data were obtained by doing observation as well as interviewing the students and the English teacher. The results of the qualitative data were in the form of field notes and interview transcripts. There were five validity principles applied in this research: democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Furthermore, to get the trustworthiness of the data, three triangulation principles were implemented: time triangulation, space triangulation, and investigator triangulation.Meanwhile, the quantitative data were obtained from the students' reading scores of pre-test and post-test. The quantitave data were analyzed by using t-test statistics in SPSS program. The actions implemented in this research were implementing the round robin technique in the reading class, employing the stages of the reading comprehension practice: pre-reading, whilst-reading and post-reading in teaching learning process, and providing input texts which were related to their competencies.

The results of the research showed that round robin technique was effective to improve the students' reading comprehension and students' participation in reading class. The students' understanding toward descriptive texts improved. The mean value of the pre-test is 71.61 while the mean value of the post-test is 81.22. The gain score is 9.61. Based on t-test analysis, t value= -9.789; sig. = 0.000, it means that the score difference is significant. In addition, the participations among the students and between the students and the teacher improved. They also became more motivated in learning reading which made them actively engaged in the teaching learning process.

Keywords: *reading, round robin technique, teaching learning process*

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays English is considered as an international language, which is spoken by millions of people all over the world. People from different countries communicate with each other using English. English becomes important to be mastered due to the globalization. The fact that English is a global language certainly has significant roles in every part of life, such as communication, education, technology, economics, politics, etc. In short, English is very important and has wide influence in the world.

In Indonesia, English is regarded as an important subject. English becomes a foreign language which is taught in almost every educational level, from elementary school up to university. Moreover, in Senior High School (SMA) and Vocational High School (SMK), English is a compulsory subject which is taught and tested in the national examination.

Teaching and learning English is not the same as learning any other subjects. It should cover four language skills; listening, speaking, reading and writing. According to the communicative approach, those skills should not be ignored since they are essential to support the achievement of learning English.

Reading is one of the four language skills that should be mastered by students. Reading is an activity in understanding a text. It means that when people read some printed pages, they are supposed to be able to get the information

appropriately. Ifthey do not understand what they are reading, they cannot learn or remember it. There are also some other reasons which make reading the most important skill that a student must acquire at school. First, reading becomes the skill which is mostly examined in the national examination. Students who want to pass the national examination must be able to master reading skill.Then, reading helps students enrich their knowledge. Those who like reading will get more information than those who are reluctant to read books. And the last, reading helps them to prepare to higher education. However in vocational high school, reading does not onlyhelp vocational students to prepare themselves to higher education but also to their jobs.It means that reading is necessary for students both in classroom contexts and real life contexts.Since reading is very important in learning the foreign language, a great effort has been given to develop reading skill. Although many ways have been promoted in order to improve reading skill of the students, reading is still something that seems problematic. Students cannot understand English texts.

English teachers have a great challenge to encourage the students in learning English successfully because secondary students usually face a lot of problems with their reading ability. This situation exists due to the lack of interest in learning and using English. Furthermore, they do not have much interest in English reading materials because they do not understand what is being read. Therefore, an enjoyable and appropriate technique is needed to gain success in teaching and learning English as a foreign language (EFL) in Indonesia. It is

obvious that a method used by a teacher in teaching and learning process of English has important role to the students' achievement.

Based on the observation conducted by the researcher, she found some problems related to the reading comprehension of the tenth grade students of SMK Farmasi "Indonesia" Yogyakarta. The students had difficulties in comprehending texts. This was because students generally did not understand the texts being read. Another problem related to students' reading comprehension was the students were passive during the teaching and learning process of reading. When they had discussion during the activities, the topic was not about the materials. Other than that, the teacher still used teacher-centered approach which made the students do not have opportunity to explore the text by themselves. The learning activitieswere monotonous and did not promote students' motivation in learning reading. And the last problem was related to the materials used in teaching reading. The students lacked familiarity with the texts being discussed. These problems preventedthe students from having good reading skills.

Therefore, there must be a suitable technique for teaching reading that can increase their reading skill. Having a good ability in reading is not a simple thing. To help students achieve a good ability in reading requires the use of appropriate strategies. One of them is using a cooperative learning strategy. Cooperative learning gives the students opportunity to interact with each other and work together to maximize their own and each other's learning (Macpherson, A. 2007:12). In this research, the researcher did some changes in teaching reading by using a cooperative learning strategy which was round robin technique.

There are many different cooperative learning strategies that can be used by teachers in teaching and learning process, especially in reading. One of them is round robin technique introduced by Kagan. In this technique, the students work in a group consists of four members. They share their understanding of a text. Each person should participate during the discussion, so that it is more efficient because no one does nothing during discussion. Here, students do not only learn how to solve problems but also learn how to cooperate with their teammates. This technique enables students to enhance their ability in teambuilding, communication, thinking, mastering materials, and sharing information. By using this technique, the whole class can participate in the lesson fairly and actively.

Considering the problems above and the advantages of using round robin technique in improving the reading ability of the students, it is necessary to conduct research on using round robin technique to improve the reading ability of the tenth grade students of SMK Farmasi "Indonesia" Yogyakarta.

B. Identification of the Problems

As stated in the previous section, the tenth grade students of SMK Farmasi "Indonesia" faced a lot of problems in learning reading. In identifying the problems of teaching and learning process of English in the SMK Farmasi "Indonesia" Yogyakarta, the researcher conducted classroom observation. Based on the observation, there were some factors related to the students' reading comprehension which encompassedsome problems related to the students, the teacher, the learning activity, and the materials. This section clarifies each of the factors.

The first problem was related to the students. The class XE students of SMK Farmasi "Indonesia" Yogyakarta had low motivation and interest in learning English especially in the reading activity. Students found difficulties in understanding the text. They tended to read the text several times to know the meaning of sentences. Furthermore, they lacked knowledge about components of a text such as the grammatical features, and the generic structure of the text.Studentswere also passive during the teaching and learning process. When they had discussion with their friends, the topic was not about the text being discussed with the teacher.

The second problem was the learning activity. The learning activity was monotonous which made the students not interested with the reading activity. The learning activity was based on the teacher-centered approach without involving the students to participate in the learning activity. Mostly, the teacher drilled the students in reading aloud and answering comprehension questions.The students were not given more opportunities to explore the knowledge by themselves. This kind of learning activity made students passive and did not get engaged in the teaching learning process.

The next problem was the teacher. Although the teacher had a good competence in teaching English, she still could not manage the class well. The teacher often let the class become noisy when she was explaining the materials. The teacher also still used teacher-centered approach.All the control of the students' activities was in the teacher.

The last problem was related to the materials used by the English teacher in the reading class. The students lacked familiarity with the subject matter. This led the students to poor reading comprehension because they did not engage with the materials being discussed.

In conclusion, the tenth grade students of SMK Farmasi "Indonesia" Yogyakarta faced many problems which obstructed them in attaining good reading ability. Because of those problems, they found difficulties in understanding texts. The problems also made the students reluctant to improve their reading ability which hampered them to have a better result of learning English in general. In order to improve their reading ability, the reading problems which occurred need to be solved soon.

C. Delimitation of the Problems

It is impossible for the researcher to overcome all the problems found in the teaching and learning process of English in SMK Farmasi "Indonesia" Yogyakarta. Based on the observation and interview held before, the researcher found that the problems in teaching and learning process of English were related to the students and the learning activities. In reference to the background of the study and identification of the problem, the students' reading comprehension was low because they were less motivated and they tended to be passive because of monotonous activities in the reading class. That is why the class XE students of SMK Farmasi "Indonesia" Yogyakarta need a teaching technique, the round robin technique, that can make the students engaged in teaching-learning process and they become more active in the class. Thus, the researcher chose the round robin

technique to improve the students' low reading comprehension. It was because the round robin technique could solve the students' problem in reading comprehension.

D. Formulation of the Problem

Based on the background, identification, and the delimitation of the problems above, the research focused on using round robin technique to improve the reading ability of tenth grade students of SMK Farmasi "Indonesia" Yogyakarta. Therefore, the research problem was formulated as follows: "How can the tenth grade students' reading comprehension of SMK Farmasi "Indonesia" Yogyakarta be improved through the use of round robin technique?"

E. Objectives of the Study

The objective of this research was to improve the students' reading comprehension of the tenth grade students of SMK Farmasi "Indonesia" Yogyakarta by using the round robin technique.

F. Significances of the Study

There are some advantages that can be taken from this research. The following presents two possible ways.

1. **Practical Significance**

   a. For the teachers, the result of this study will be useful as an informative input for them to improve their ability in choosing appropriate techniques in teaching reading.

b. For the students of SMK Farmasi "Indonesia" Yogyakarta as the subject of this research, this research can motivate the students to improve their reading ability. It also helps them solve their problems found in learning reading.

2. **Theoretical Significance**

Theoretically, this study provides beneficial and referential contributions in giving general knowledge of the way to improve the students' reading skill through the use of round robin technique. By using this technique, the teacher could explore the students' ability in reading.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theories that are related to the study. This chapter is divided into three subchapters which are theoretical review, relevant research study, and conceptual framework. Each of them is presented below.

A. Theoretical Review

1. The Nature of Reading

a. The Definitions of Reading

There are a number of reading definitions. Different experts may have different definitions of reading. De Boer (1964:17) defines reading as an activity which has two essential processes; the first is interpretation which is the process to decode the written symbols and the second is comprehension, the understanding of the ideas within the printed language. Those two matters play an important role on obtaining information from written symbols. Nuttal, in Simanjuntak (1988:14) defines reading as meaningful interpretation of printed or written verbal symbols. Nuttal gives similar statement to De Boer, although he merely includes one essential process, that is, interpretation. It means that reading is interpreting written symbols to discover the meaning or the information.

Simanjuntak (1988:3) states that reading is a process of putting the reader in contact and communication. A little different from De Boer, Simanjuntak explains that reading is a process, bringing the reader to interact and communicate

to the printed language. The reader is expected to use his own skills and his knowledge of the world to get the meaning intended by the writer. This statement is supported by Brown (2004:186) who says reading is a process of sequencing graphic symbols traveling from pages of a book into compartments of the brain.

Besides all the definitions made by several experts, there are also some definitions come from the dictionaries. One of them comes from Longman Dictionary of Applied Linguistics by Richards et al (1985), reading is said as:

1. "Perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that result is called reading comprehension.
2. Saying a written text aloud (oral reading). This can be done with or without understanding of the content."

Based on the experts' and dictionary's definitions of reading above, it is concluded that reading is communicativeactivity and a mental processwhich involves interpreting meaning from written text or written symbols.

b.Reading Comprehension

As stated by McShane (2005:72), reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. To comprehend, a readermust decode words and associate them with theirmeanings. Phrases and sentences must be dealt withfluently enough so that their meanings are not lostbefore the next ones are processed. Since understandingthe message must occur without face-to-face contactwith the writer, comprehension relies on what areader can derive from the text, based on prior knowledgeand past experience. Finally, readers must continuouslymonitor their construction of

meaning to identifyproblems in understanding as they arise and makerepairs as needed.

Reading comprehension is actually getting meaning from the text. Nuttall (1982:80-81) explains that there are four level of meaning, they are:

1) Conceptual meaning

   Concepts, or notions, can be found at any level, from the whole text down to a single word or morpheme. Every lexical item embodies a concept, sometimes simple and sometimes complex.

2) Propositional meaning

   It is the meaning of a clause or sentence which can have even it is not being used in a context, but it just standng on its own.

3) Contextual meaning

   The meaning which is derived from the writer's reason for using it as soon as the sentence is used in a given situation or context.

4) Pragmatic meaning

   This kind of meaning is not easily distinguished from contextual meaning. The pragmatic meaning is the meaning that reflects the writer's feelings, atitudes and so on, and his intention that the reader should understand these. It includes the intended effect of the utterance upon the reader.

c. The Purposes of Reading Comprehension

There are many kinds of reading purposes. Celce-Murcia (2001:187) states that an English for Academic Purposes (EAP) reading curriculum must account for how students learn to read for many purposes, including at least the reading:

1) to search for information. It means that we read to search the information in the texts,

2) to search for general comprehension. It means that we read to understand main ideas and relevant supporting information,

3) to learn new information. It means that we read to get lot of vocabularies and knowledge,

4) to synthesize and evaluate information. It means that we are expected to synthesize information from multiple texts, or from longer chapter or respect to that information.

While, Grabe and Stoller (2002) state the purposes of reading as follow:

1) Reading to search for simple information

In reading to search, we typically scan the text for a specific piece of information or a specific word.

2) Reading to skim quickly

Reading to skim involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3) Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

4) Reading to integrate information, write and critiques texts.

These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

5) Reading for general comprehension.

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

d. Strategies in Reading Comprehension

According to Brown (2000:122-123), there are two broad categories of language learning; learning strategies and communication strategies. The learning strategies are related to input, processing, storage and retrieval, that is taking messages from others. While, the other strategies are related to output, how we productively express meaning, and how we deliver messages to others. Since reading is considered as a receptive skill, it is concerned with learning strategies here. Among the learning strategies cited in the literature, the metacognitive and cognitive strategies are most relevant to reading. Metacognition is concerned with monitoring or watching and evaluating the success of learning process. Cognitive strategies, on the other hand, deal with the specific contexts and learning tasks.

King (2008) emphasizes that what differentiate between poor and good readers are reading strategies. It is supported by Brown (2001:306-308) who points out that "reading is a matter of developing appropriate, efficient comprehension strategies" He goes on to enumerate ten such strategies:

1. Identify the purpose in reading.

2. Use graphemic rules and patterns to aid in bottom-up reading.

3. Use different silent reading techniques for relatively rapid reading.

4. Skim the text for main ideas.

5. Scan the text for specific information.

6. Use semantic mapping or clustering.

7. Guess when you aren't certain.

8. Analyze vocabulary.

9. Distinguish between literal and implied meanings.

10. Capitalize on discourse markers to process relationships.

On the other hand, Lau (2006) in his study cites some characteristics of poor readers which are presented as follows:

1. They do not know how to construct the main ideas and macrostructure of the texts.

2. They are not familiar with the text structure and do not make use of the text structure to organize the main ideas.

3. They have little prior knowledge and do not know how to activate their knowledge to facilitate text comprehension.

4. They have difficulties in drawing inferences to achieve in-depth understanding of the texts.

5. They lack metacognitive ability, and are not aware of the problems that emerge during reading and do not know how to monitor their reading process.

e. The Problems in Reading Comprehension

There are some problems related to students' reading comprehension. According to Westwood (2008: 31), some students who can read the words of the

text may still face difficulties in understanding the text they read. Besides, there are some problems that students face when they practice reading comprehension. As stated by Duke (2003), problems relating to reading comprehension are as follows;

- students lack reading strategies,
- students lack relevant priorknowledge,
- students fail to apply relevant prior knowledge,
- students lack reading engagement.

Those are students' problems that deal with their intelligence and their motivation. In addition, there are students' problems of reading comprehension that do not relate to the students themselves, that is, students' environment. It means that the social environment also influences on students' reading comprehension. The middle-class families usually provide their children tutoring out of class at school. In this case, parents facilitate their children with facilities like books and technology like computers, and internet access which can help and support students to improve their reading comprehension. Meanwhile, the low-class families can only provide their children tutoring at school. They also cannot provide many kinds of facilities to support their children's learning.

As the conclusion, it can be said that problems of reading comprehension come not only from students' intelligence, but also from students' motivation and students' environment. Therefore, it is not true that students' intelligence is the main problem of students with low level of reading comprehension. Social environment also influences the problem of students' reading comprehension, because social environment is a place where the students grow where they can also learn.

2. Teaching Reading

a. Principles in Teaching Reading Comprehension

There are some principles that teachers should consider when they want to teach reading comprehension to the students. Different experts may have different principles. Harmer (1998:70-71) mentions six principles of teaching reading, which are presented as follows:

1) Reading is not a passive skill.

2) Students need to be engaged with what they are reading.

3) Students should be encouraged to respond to the content of a reading text, not just to the language.

4) Prediction is a major factor in reading.

5) Match the task to the topic.

6) Good teachers exploit reading texts to the full.

In addition, Nation & Macalister (2010:90-93) also declare some principles of teaching reading. They are :

a) Meaning-focused input

In reading, it is important to establish practice with a range of reading purposes such as reading for understanding information, reading for getting knowledge, reading for pleasure, reading for academic goals, and reading for writing. To accomplish those reading purposes, an English teacher should provide reading texts which are appropriate with the language proficiency level of the students. Besides, the teacher also should provide the reading activities which can help the students develop their language proficiency.

b) Meaning-focused output

It means that reading must be integrated with other language skills such as listening, speaking and writing. Brown (2001) states that reading will be developed best in association with writing, listening, and speaking activities. An English teacher must be able to create a reading activity which involves four language skills.

c) Language-focused learning

By reading, it is expected that students can develop their reading skill as well as knowledge for effective reading. In teaching reading, an English teacher must be based in the micro-skills of reading and the language features needed to read including phonemic awareness, phonics, spelling, vocabulary and grammar. Moreover, the students should be given the reading strategies such as previewing, predicting, posing questions, and guessing meaning from context. The learners also should be familiar with the structure of the texts used in reports, stories, descriptive and so on.

d) Fluency development

In this principle, there are three main points. First, the process of teaching reading should help the students develop their reading fluency. In teaching for understanding, a teacher should give materials which are familiar with students' background knowledge and also contain no unknown language features. Second, the students should enjoy reading and feel motivated to read. It means that students have interest in reading the texts given and get involved in reading activities. And the last, the students should read a lot.

Therefore, English teachers should consider the principles of reading to achieve the effectiveness of teaching reading. They have to consider the purpose of reading, the complexity of the texts, and also the development of reading skills and strategies.

b. Types of Classroom Reading Performance

Brown (2001:312) classifies the types of classroom reading performance into two major categories namely oral and silent reading. Oral reading means reading aloud when they read, while silent reading means that they are silent when they read. Then, silent reading is also divided into two sub-categorized which are intensive and extensive reading. Students read using intensive reading when they focus on the linguistics details of the text. Meanwhile, students read using extensive reading when they are reading for pleasure.

There are many varieties of reading activities which can be chosen according to the purpose of reading itself. These activities can be done either by the whole class together during the teaching and learning process in the classroom or by the students themselves during their own reading practice.

Goodman in Brown (2001:298) states that the process of reading comprehension which is based on the order how the readers decode the language is divided into three kinds of reading comprehension process. They are bottom-up, top-down and interactive reading processes. In the bottom-up process readers have to identify and decode the language feature of the text. Using this process readers have to know the letter, the form of the words, and the discourse of the words. Readers have to able to decode the text first to comprehend the text. In

top-down process, readers must use their background knowledge to understand about the text, for example readers look at the title of the text then, they relate it to their knowledge or intelligent to guess what the text is about. Meanwhile, in interactive reading readers combine the bottom-up processing and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

Davies and Pearse (2002:92-93) state reading comprehension activities can be divided into three stages. Those stages are:

a. Pre-reading

This stage aims to prepare the students for what they are going to read. The activities can be in the form of guessing the topic (from the title or illustrations), brainstorming about the topic word, predicting, or questioning.

b. Whilst-reading

The activity in this stage aims to help the students understand the text. The activities can be in the form of scanning for specific information, skimming for the general idea, answering questions, completing sentences, and also asking questions to each other.

c. Post-reading

The last stage aims to help the studentslink between the information from the text and their own ideas or experiences. They can do some activities such as discussing the text, debating some controversial aspects of the text, doing tasks, and summarizing the text.

c. Macro- and Micro-skills for Reading Comprehension

Brown (2004:187-188) states there are some macro- and micro-skills which represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

Macro-skills

- Recognize the rhetorical forms of written discourse and their significance for interpretation
- Recognize the communicative functions of written texts, according to form and purpose
- Infer context that is not explicit by using background knowledge.
- From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification.
- Distinguish between literal and implied meaning.
- Detect culturally specific references and interpret them in a context if the appropriate cultural schemata.
- Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Micro-skills

- Discriminate among the distinctive graphemes and orthographics patterns of English.
- Retain chunks of language of different lengths in short-term memory.
- Process writing at an efficient rate of speed to suit the purpose.
- Recognize a core of words, and interpret word order patterns and their significance.
- Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms.
- Recognize that a particular meaning may be expressed in different grammatical forms.
- Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

d. Teaching Reading for Vocational High School

Based on the School-Based Curriculum (KTSP), English for Vocational High School is meant as a tool of communication, both spoken and written, which is used not only to express information, thoughts or ideas, but also to develop sciences, technologies, and cultures. While, the standard competence and basic competence of teaching English for the tenth grade at SMK are listed below.

Table1: Standard of Competence and Basic Competence of Reading Skills of Vocational High School Grade Tenth

Standard of Competence	Basic Competence
1. Communicating in English on the level of Novice	1. 1 Understanding the basic language functions for the daily social interactions. 1. 2 Mentioning the names of things, person, characteristics, time, days, months, and years. 1. 3 Describing the name of things, person, characteristics, time, days, months, and years. 1. 4 Producing a simple speech or communication for the basic function. 1. 5 Explaining the continuous activity. 1. 6 Understanding the memo and simple menu, schedules of travelling and traffic lights. 1. 7 Understanding the foreign words and terms and also simple sentences based on the dictionary 1. 8 Writing simple invitations.

The teaching of English subject in Vocational High School is to measure the students' ability in discourse; that is the ability to comprehend and to produce spoken or written texts which are implemented in four skills of language; listening, speaking, reading and writing. All of those skills should be mastered by the students and they cannot be separated from one another. However, among those skills, reading is more emphasized at schools in Indonesia.

Reading is the basic skill that needs to be acquired by students. In reading, the students are asked to comprehend the meaning of the text's contexts. Other than that, since almost all of the National Examination questions are in the form of written text, they should be able to understand the texts. Therefore, the teacher does not only help the students understand the reading material but also she/he should create a good atmosphere of learning and design reading activities which can make them interested in reading and finally they can develop their reading skill as well.

e. Assessing Reading

To know whether the students do make progress in reading comprehension or not, an assessment should be done. Here, assessment is different from testing. Testing is prepared administrative procedures whereas assessment is not. As Brown (2004:4) states, assessment is an ongoing process that encompasses a much wider domain. The assessment is done whenever students respond to a question, offer a comment or whenever students practice language skills. The teacher can assess the students during the learning process and after the learning

process. It can be said that the assessment is a part of the teaching process because assessment can be done.

According to Brown (2004: 5), assessment is divided into two types. The first type is informal assessment. It is done by the teacher without designing the assessment first. The form of this assessment is incidental, unplanned comment or responses or impromptu feedback to the students like "Good job", "Great", and "Well-done". Moreover, this kind of assessment can be done by commenting on students' paper, and correcting students' pronunciation. The second type is formal assessment. It is in the opposite of informal assessment.Using this kind of assessment, the teacher prepares first some exercises toassess students' competence, for example quizzes, assignments, and examinations. Nevertheless, formal assessment is not testing, because it is designed by the teacher himself not by the administrative of government.

Those are kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess his/her students' competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson (2000: 206-232), as follows:

1. Integrative test

Integrative test is testing students reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

2. The cloze test and gap-filling test

The cloze test is test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between 5 and 12). Test taker has to restore some words that have been deleted. Whereas gap-filling test is test which is constructed by deleting some words inrational basis so there is no pseudo-random deletion.

3. Multiple-choice techniques

A multiple-choice technique is testing technique that provides choices for students in answering the questions. Using multiple-choice techniques, testers can control the range of possible answers as distracters and thestudents' thought process when they are responding the text.

4. Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.

5. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

6. Short-answer techniques

Short-answer technique is a testing technique which allows students to answer a question in a few words or a brief response.

7. The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read.

The teacher can choose more than one of reading assessments to check students' competence. The teacher also can use for example two reading assessments to assess students' competence of one reading text. Those reading assessments can be used to measure the students' competence in the form of score.

3. Cooperative Learning

a. The Definition of Cooperative Learning

There are a lot of definitions of cooperative learning which come from different experts. Cooperative Learning is one of the application of the constructivist theory. This kind of learning comes from the concept that students can easily find and understand difficult concepts if they discuss them with their classmates. Students regularly work in groups to help each other solve complex problems. Thus, the social nature and the use of peer groups are the main aspects of the cooperative learning (Trianto, 2013: 56). The main idea of cooperative learning is that students working together to learn actively and to take responsibility toward the progress of their group members' learning process; cooperative learning here emphasizes more on the goals achievement and success of the group (Slavin in Trianto, 2013: 57).

In addition, Sanjaya (2009:240-241) also defines cooperative learning as a teaching method using a system of group/ small teams of two or more students who have heterogeneous background of academic ability, gender, race, or ethnicity. This kind of method has two major components, the cooperative tasks components and cooperative incentive structure components. Cooperative tasks

relate to the things that cause members to work together in groups to complete the tasks, while the incentive structure is something motivating individuals to work together to achieve group goals.

Meanwhile, Johnson, Johnson, and Holubec in Jacobs (2006:3) define cooperative learning as the instructional use small groups so that students work together to maximize their own and each other's learning.

b. The Principles of Cooperative Learning

Sanjaya (2009:246-247) mentions the implementation of cooperative learning should include four basic principles, namely:

1) *Positive Interdependence Principles*.

In group learning process, the success of a group is determined by the performance of each member of the group. If the group can success to finish the task, it is because of their effort as a team so they cannot blame one another. The success of the group also depends on the contribution of the group members so that all members will feel interdependence. The atmosphere of mutual dependence can be created through a variety of strategies which are presented as follows:

a) The mutual interdependence in achieving goals, in which each student feels that he/she needs each other in order to achieve the learning objectives.

b) The mutual interdependence between learners in groups to complete the larning tasks.

c) The mutual interdependence of materials or learning resources.

d) The mutual interdependence of roles, which requires learners to help each other in the learning process.

e) The mutual interdependence of rewards, which are awarded to the group based on the group's work instead of the work of an individual.

2) *Individual Accountability Principles.*

This principle is a consequence of the first principle. Since the success of the group depends on each of its members, each member of the group should have responsibility in accordance with his/her part. Each member must provide the best for the success of the group. To achieve this, teachers need to provide an assessment of the individual and the group. This ensures that none of group members can depend on the work of others.

3) *Face to Face Promotion Interaction Principles.*

Cooperative learning gives opportunity to every member of the group to come face to face with and give information to each other. Face-to-face interactions provide valuable experience for every member of the group to work together, respect each difference, make use of each member's advantage, and take up the slack of each member. If a person in a group finds some difficulties, the other members are able to help by giving feedback or proposing new ideas.

4) *Participation Communication Principles.*

The cooperative learning trains the students to be able to actively participate and communicate. These two abilities are very important as a stepping-stone to the future of life in the community.

c. Advantages and Disadvantages of Cooperative Learning

Sanjaya (2009:249-251) describes the advantages and disadvantages of cooperative learning. The advantages of cooperative learning strategy are elaborated as follows:

1) Through the cooperative learning strategy, the students do not depend much on the teacher, they can increase their confidence through their own ability to think, find information from a variety of sources, and learn from other students.

2) Through cooperative learning strategy students can develop the ability to express ideas and then compare to their friends' ideas.

3) The cooperative learning strategy can help learners care each others, be aware of their own limited capabilities, and accept all the differences.

4) The cooperative learning strategy can empower learners to take more responsibility in learning process.

5) Cooperative learning is a strategy which is effective to improve academic achievement as well as social skills, developing their selfesteem, positive interpersonal relationships, time management skills, and positive attitude toward schools.

6) The cooperative learning strategy can develop learners' ability to test their own ideas and comprehension.

7) The cooperative learning strategy can enhance students' ability to use information and also the ability to make abstract thoughts become real.

8) The interaction that takes place during the cooperative learning process can improve students' motivation.

Besides the advantages of cooperative learning strategy mentioned above, cooperative learning also has some disadvantages, as presented follows:

1) It takes a long time to grasp and understand the philosophy of cooperative learning. For example, learners who have faster learning will likely feel hampered by learners who are in the low proficiency of learning.

2) One of the characteristics in cooperative learning strategies is students learn from each other. Therefore, without an effective peer teaching, students will achieve less intellectual capacity compared with learning using teacher-centered approach.

3) The assessment given to the students in cooperative learning is based on the results group work, but it should be noted that the expected outcome is individual performance.

4) The success of cooperative learning in an attempt to develop group awareness requires a relatively long time, so it cannot be achieved in one or two times of the implementation of this strategy.

5) Even the cooperative learning emphasizes more on the ability to work together, there are a lot of activities in the real life which emphasize more in the individual's ability.

4. Round Robin Technique

a. The Nature of Round Robin Technique

Kohonen (2003:36) points out that in a good group of cooperative learning, there are a heterogeneous group which consist of four members including a high achiever, one/two average achievers, and low achievers. These

statements are supported by Jacobs (2006:31- 32) which explains about the benefit of placing students in group of four. He states, larger groups (more than two) have advantages as well, because for more complex tasks, where are more people and perhaps cooperative learning has a wider range of skills and knowledge from which to draw.

Jacobs, Lee, & Bell (1997:28) explain that this technique is called round robin, because they go round in a circle with each person getting a chance to talk-just like Robins sings. The groups use cooperative technique round robin to discuss their own beliefs about learning.

Moreover according to Kagan& Kagan (2009), the implementation of round robin technique improves their social skill. They also explain that there is a spectrum of social skills required to be a good team member. The members have to know how to help when help is requested. But they also do not want to be a know-it-all. They need to know how to be a good leader. But they do not want to become too bossy. They cannot be too shy to participate, but not too loud or assertive to overwhelm their teammates. They have to know how to motivate their teammates when they are down. They have to listen to teammates to understand their perspectives. They have to know how to accept rejection gracefully when their idea is not selected. They have to know how to take turns, politely disagree, resolve conflicts, and reach consensus. These are just some of the many skills necessary to be a good teammate. Parenthetically, these are also life skills critical for success in the workplace, for family life, and for positive social relations.

b. The Implementation of Round Robin Technique

Round robin is one of cooperative learning strategies in which students take turns contributing answers in a group. This technique is designed to give everyone in the group an equal chance at participation. Starting with one participant, each person gets 1-3 minutes going clockwise or counterclockwise, to present their point of view. In this technique, the class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another in round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group gives an answer until time is called. This technique can be used as a warm up, evaluation, or to share something learned or a point of view. Once the groups have completed the task, each group shares its collective responses with the whole class.

c. The Benefits of Round Robin Technique

Kagan (1992) says that there are some benefits of using this technique in the teaching and learning process. They are:

- Allowing all students to contribute answers.

  In round robin technique all students have responsibility to give contribution in doing the assignment. So none will do nothing.

- Determining what students already know about a concept prior to its introduction.

Since each student answers the question, his/her understanding towards the task will be observed. The rest of the group members also can build new knowledge or concept from the previous thoughts from different members.

- Creating positive peer response groups.

    The use of round robin technique in teaching learning process also can help the students create positive peer response groups. Students can learn how to respect their friends' thoughts and opinions.

- Useful for reviewing material or practicing a skill.

    This technique is useful for reviewing materials delivered by the teacher. Students do not only get the information from the teacher but also from their peers.

    By using this strategy, students can develop linguistic and academic skills simultaneously. The outcome of their work is both a reflection on how well the group functioned and an academic assessment tool for the instructor.

B. Relevant Related Studies

A team of researchers from Bandung, Syafryadin, Istiqomah Nur Rahmawati and Rizki Widiastuti (2013), conducted a study investigating the application of round robin technique to improve students' speaking achievement. The scope of this study only focused on speaking accuracy. This investigation was conducted at grade X of senior high school in Bandung. The design of this research was classroom action research which applied four steps. The results showed that there was improvement of students speaking achievement. This improvement in accuracy revealed that round robin technique positively and

significantly improves students speaking achievement at grade X in senior high school in Bandung.

The second study was from Lolita Kemuning Tyas (2014) entitled The Implementation of Round Robin Technique in Teaching Reading Comprehension at the Eight Grade Students of SMPN 7 Cirebon. The aim of this study was to find out the students' activities and improvement of students' reading comprehension. The result of the study showed that round robin technique is effective because has significant effect on the students' ability in understanding in reading text.

The third study was an international journal entitled The Effect of Cooperative Learning on Foreign Language Anxiety: A comparative Study of Taiwanese and American Unviersities by Duxbury and Tsai (2010). The Study was proposed to identify student beliefs, student personality, and cooperative learning influenced levels of foreign language anxiety among foreign language students at a university in the United States and three colleges in Southern Taiwan. The study revealed that cooperative learning does not have an ameliorating effect on foreign language anxiety. At the same time, it is still important that cooperative learning should be an integral part of most language classrooms. It enables students to use target language more often, encourage communication with others in target language, creates environments for stimulating classroom, and gives variety to language learning.

Based on some previous studies above, it showed that the use of cooperative learning in teaching learning process help the teacher to get better result in comprehending the materials. Therefore, the researcher wants to apply

the use of round robin technique in teaching the tenth grade students of SMK Farmasi "Indonesia" Yogyakarta to increase their reading comprehension especially in the descriptive texts.

C. Conceptual Framework

Learning English covers four skills. Those are listening, speaking, reading and writing. Listening and reading are the receptive skills, while speaking and writing are the productive skills. The receptive skills should be taught first, before the productive ones. As a part of receptive skills, reading is one skill which is very important for the students. It is the skill which mostly examined in the national examination. Moreover, since the focus of the research is vocational high school, good reading comprehension helps the students both to prepare them in higher education and to find jobs after they are graduated.

Based on the interview and observation conducted before, the researcher found that in the teaching and learning process in SMK Farmasi "Indonesia" Yogyakarta had some problems related with reading comprehension. The problems mostly came from the students and the learning activities. During the teaching and learning process of reading, students found difficulties in understanding the text. They needed several times to read the text to get the meaning from the sentences. They also had low motivation and interest in learning English especially in the reading activity. The teacher also still used teacher-centered approach which made the activity in the class was monotonous and did not give the opportunity to the students to explore the materials by themselves.

Considering the importance of teaching reading in terms of reading comprehension, it is important to find the suitable technique since the students faced some problems related to comprehending English text. There should be a technique that can promote the language learning. The round robin technique can be used to improve the students' reading comprehension since it can bring the meaningful activity to the students. The round robin technique can be used as one of the methods to teach reading in order to make the learning activity not too monotonous. In round robin technique, the students are divided in a group of 3 to 4. The students are in turn share their opinions about the text given. All students will have the contribution in the teaching learning process so they will be more motivated. In addition, round robin technique enables students to learn more effective because they get knowledge and information not only from their teachers, but also their friends. That is why in this research, the round robin technique has been chosen by the researcher to improve the class XE students' reading comprehension at SMK Farmasi "Indonesia" Yogyakarta.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research was conducted through action research. According to Carmen in Burns (2010:5), action research is a reflective process that aims to solve particular teaching-learning problem that has been identified. It is also used to measure how effective the method used in helping students to learn the materials. One of the main aims of action research is to identify a 'problematic' situation or issue that the participant – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically (Burns, 2010:2).

Burns (2010:2) also states the central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.

As stated in the previous paragraph, action research is to identify a problematic situation happening in teaching learning process. It does not mean that the problematic situation comes by the incompetent teacher, but it can be the failure of how learners actually learn and how a teacher presents the materials. Therefore, the changes and improvements happened in action research will be based on the data collected during the research.

B. Setting of the Research

The research was conducted in SMK Farmasi "Indonesia" Yogyakarta, which is located in Jalan Ibu Ruswo No 35, Yogyakarta. This school has 15 classes 5 classes for eevery grade. Each class consists of about 36 to 40 students. There are also three English teachers there.

The researcher conducted the action research in the second semester in the academic year of 2014/2015. The observation was done on February 2015 and she conducted the action from April until May 2015.

C. Participants of the Research

The participants of this research were the researcher, the English teacher as the collaborator, and the class XE students of SMK Farmasi "Indonesia" Yogyakarta in the academic year of 2014/2015 which consists of 36 students.

D. Data Collection

This research belonged to action research which the data were qualitative in nature. However, there were two types of data used in this research. Those were qualitative and quantitative. The qualitative data were gained from the interview transcript and the field notes while the quantitative data were the results of the students' reading tests. From the qualitative data, the researcher observed the students' behavior during the actions and then collected the opinions and comments about the actions from the collaborator and the students. Meanwhile, the quantitative data were aimed to know about the students' results before and after the actions being conducted.

1. Data Collection Techniques

The types of the data were both qualitative and quantitative. The qualitative data were obtained from the observations and interviews while the quantitative data were collected from the result of the tests. The data collections are presented in the following table:

Table2: Data Collection Techniques

Data	Data Collection Techniques	Instruments
Scores	Reading Comprehension Tests	Pre-test and Post-test
Field notes	Observation	Observation Checklist
Interview transcripts	Interview	Interview Guidelines

In gaining the data, the researcher used some technique elaborated as follows:

1. Observation

The observation was done to get the information needed. The researcher collected the data by observing the class situation and condition in the teaching learning processes. The researcher worked together with the English teacher as the collaborator in the observation. The collaborator sat at the back of the classroom and noted down the class activities in the teaching and learning process. The observation results were recorded in the form of field notes.

2. Interview

Interview enables the data obtained in deep and complete ways. In this case, the researcher did the interview with the English teacher and students. The

goal is to get information about teaching of English held in the classroom. From the interview, the researcher gathered any useful information related to the strengths and weaknesses of the action. The interview was also used to make plans for the next actions. At the end, the interview was useful to gain information related to personal opinions from the collaborator and the students which was used as an indicator whether the action give improvement or not.

3. Reading Comprehension Tests

To support the qualitative data, the researcher also took the quantitative data. The quantitative data were in the form of students' reading comprehension test scores. The tests were conducted before (pre-test) and after the action (post-test).

The pre-test score was used to know the students' reading comprehension level, whether the students had low, average, or high reading comprehension level while the post-test was used to know whether the action had any impact for their reading comprehension level or not. The mean scores from both tests were compared in order to know whether there was a significant improvement or not after the implementation of the action.

2. Data Collection Instruments

The instrument plays as an important device in collecting the data. In this research, the researcher used two types of instruments. They were test and non-test instruments. Non-test instruments included observation checklist and interview guidelines while test instruments included pre-test and post-test. Each instrument is explained as follows:

a) Observation checklist

Observation checklist was used to check the implementation of the round robin in the teaching and learning process. In completing the observation checklist, the collaborator gave a tick to the statements describing the teaching and learning process which was conducted. The checklist was used to help the researcher to make the field notes of the observation. By having field notes, the researcher were able to record everything happens in the class during the action. From the field notes, the researcher found the weaknesses and the obstacles in the research. Moreover, they were able to see and take notes of the students' reading progress in the classroom.

b) Interview guidelines

The interview guidelines were used to collect any information during the process of implementing round robin technique such as the teacher and students' feeling toward the technique carried by the researcher and also their reflection about the teaching and learning process. By using interview guidelines, the researcher was able to know the weaknesses in the cycle I and did better in the cycle II. She also used the interview guideline to keep the discussion on the track.

c) Reading comprehension tests (Pre-test & Post-test)

In this research, reading comprehension tests were used to assess the students' reading comprehension ability. There were two types of tests administered in this research. Those were pre-test and post-test. The tests were to measure whether there is significant improvement in the students' comprehension reading ability or not.

E. Data Analysis

After conducting the research, the researcher analyzed the data from the field notes, interview transcripts, and the results of the pre-test and post-test. The researcher also compared the data from the field notes, interview transcripts, and the results of the pre-test and post-test. She collected the data from all of the researcher members.

To analyze the qualitative data, the research referred to the stages of data analysis suggested by Anderson in Burns (2010: 104-105). They are:

1. Assembling the data

In this step, the researcher assembled the data taken from the field notes and interview transcripts, and then scanned the data in a general way to see the general pattern. Data which did not support the research were discarded while the data which were useful would be collected, compared and contrasted. Therefore, the researcher could see what really occurs in the field.

2. Coding the data

After assembling the data, the next step is coding the data. In this step, the researcher categorized and coded the collected data more specifically. By coding, it means that the data are processed by reducing the large amount of data into some specific categories in order to make the data more manageable.

3. Comparing the data

After categorizing and coding the data, the researcher needed to see the patterns of the data whether the data were repeated or made some specific pattern.

Thus, the researcher needed to identify the relationships and connections among the data.

4. Building meanings and interpretations

In this step, the researcher re-thought about the categories, codes and the comparison data and then discussed the results with the collaborator to find any new discoveries or interpretations that occurred. It is related to the implementation of the actions whether those have any significant changes or not.

5. Reporting outcomes

In this step, the researcher presented the research to others. In general, the report included the general issues causing the study, describing the research context, outlining the finding given by the sample data, relating the finding and the context, and suggesting how the research has been fed back.

Meanwhile, the quantitative data were analyzed using SPSS software. Firstly, the pre-test and post-test scores were analyzed to find the mean score. Then, the mean scores of both tests were compared by conducting a *t-test* in order to see whether there was a significant improvement before and after the actions.

F. Validity and Reliability

According to Anderson in Burns (1999:161-162), there are five validity criteria that can ensure data validity of action research.

1. Democratic validity

Democratic validity is related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the English teacher of SMK

Farmasi "Indonesia" Yogyakarta and the class XE students as the sample data. In doing the interview, the researcher found the information by looking at their opinions, ideas, and attitudes toward the problems faced by the tenth grade students of SMK Farmasi "Indonesia" Yogyakarta. The interviews were conducted during the running of the research.

2. Outcome validity

Outcome validity is related to the results of the actions which were held toward the English classroom of the tenth grade of class A whether the action was successful or not in the research context. The achievement of the outcome involved not only problem solving but also appearing new questions in the related research. To get the outcome validity, the researcher did the reflection about the result of the study.

3. Process validity

Process validity means that actions that are done in the research are believable. To get the process validity, the researcher collected the data by doing observation, and noted the events during the implementation of the action research. The researcher took note and recorded anything that happened in the teaching learning process of the class XE students at SMK Farmasi "Indoinesia" Yogyakarta. The researcher and the English teacher then conducted a discussion to determine whether the implementation of the actions were successful or still needed some improvement.

4. Catalytic validity

Catalytic validity relates to the extent of which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. In order to fulfill this validity the researcher interviewed the English teacher and the students by asking about their responses to the changes occurring to themselves.

5. Dialogic validity

Dialogic validity was done by doing discussion about the research findings with the collaborator. It involves all the members of the research such as the researcher, the English teacher, and the students. The discussion was aimed to improve the next actions. This validity was used to look for the success and the weaknesses in the research.

In order to get the validity of the quantitative data, the researcher conducted try out to the questions of pre-test and post-test to find out the validity of the test item. After having the result of the try out, the researcher analyzed the result by using ITEMAN 3.00 program. After getting the result of ITEMAN, the result was judged by the Fernandez theory. The judgment was made on the item difficulty, discrimination index and the distracter of each item. The result showed that 20 items were invalid. They were number 1, 4, 5, 6, 10,11, 14, 17, 18, 20,21, 23, 24, 25, 27, 28, 32, 33, 36, 38, and 40. They were invalid because their proportional correct was more than 0.75 or their discrimination index was less than 0.3. Meanwhile, valid items were 15 items. They were number 2, 3, 7, 8, 9, 13, 15, 16, 19, 22, 26, 30, 31, 34, and 38. And the rest numbers were needed to be

revised. The researcher took the valid items to the test. She also revised the items that were needed to be revised and included them in the test items. However, some items which were invalid were also used in the test, because the items were essential for reading comprehension test. Therefore, the researcher revised them also. Finally there were 25 items for pre-test. For the post-test, the researcher did the same thing. She conducted another try out to get the validity of the test item. The result showed that 19 items were invalid. They were number 1, 3, 4, 6, 8, 10,12,16, 17, 18, 20, 23, 38, 29, 30, 31,33, and 36. The valid items were number 2, 5, 7, 9, 14, 15, 19, 21, 24, 25, 26, 32, 34, 35, 37, 38, and 40. Some items were revised to be used in the post-test. There were also 25 items for post-test.

To get the trustworthiness of the data and to avoid subjectivity in analyzing the data, the researcher used triangulation. The aim is also to gather multiple perspectives on the situation being studied Furthermore, Burns (1999:164) proposed four forms of triangulation namely time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. The researcher used three of them as follows:

a. Time triangulation

It is used to check the validity of the data which is related to the changes or improvements of the processes and behaviors during the research. Time triangulation means that data were collected at one point in time or over a period of time to get a sense of what factors were involved in the change process. According to this, the researcher conducted the action in two cycles which each cycle consisted of two meetings.

b. Space triangulation

The researcher invited the English teacher and the students to participate in this research in order to ensure that the data were collected across different subgroup of people.

c. Investigator triangulation

Since in this research the researcher involved the English teacher as her collaborator, it could help the researcher to avoid observer bias and provide checks on the reliability of the observations.

G. Research Procedures

In this study, the researcher used the research procedures suggested by Kemmis and McTaggart in Burns (2010:8-9). The steps are:

1. Planning

In the planning step, the researcher together with the English teacher planned some actions to be implemented in the English teaching and learning process based on the problems which were found during the observation and interview. The researcher tried to look for the technique that can solve the problems.

2. Action

After designing the plans, the researcher had to implement the plans. The researcher used the round robin technique to solve the problems related to the students' reading comprehension and the students' participation in the reading class. The actions were implemented in two cycles. The qualitative data were collected through two techniques which were doing observation and

interviews.The actions were implementing the round robin technique in the reading class, employing the stages of reading comprehension practice proposed by Davies and Pearse (2002), providing more input texts which are suitable with students' competencies since they are pharmacy students.

3. Observation

During the actions, the researcher and the collaborator also observed the process which happened in the classroom. The observation was needed to find out the success of the action and the problems occurred during the implementation.

4. Reflection

After carrying out the actions, the researcher and the collaborator evaluated the results of the implementation. In this step, the researcher had a reflection in each of the cycles that had been implemented. The researcher discussed the result of the actions with the English teacher based on the observation in the class and interviews with the students. It was used to find out whether the actions were successful or not. If the actions carried out were successful, the researcher would continue to implement it. If the actions were unsuccessful, it would be revised in the next cycle.

In Summary, the actions implemented in this action research study were based on the planning, action, observation, and reflection. The researcher herself and the collaborator, in this case is the English teacher worked together in finding the obstacles and weaknesses of students' reading ability, identifying the problems, making a plan again, carrying out the actions and doing the observation, and also reflecting the actions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Procedures and Findings

This research belongs to classroom action research. The research procedures implemented in this research are proposed by Kemmis and Mc Taggartt in Burns (2010:9), consisting of planning, action, observation, and reflection. In the first phase, planning, the researcher and the collaborator, the English teacher, determined some problems based on the observation toward teaching learning process and interviews that completed before. After finding the problems, a discussion was held to limit the problems and then focused on some problems which would be solved. Then, the researcher planned action which might be implemented in the teaching learning process to solve the problems.

1. Identification of the Field problems

The research was begun by conducting an observation during the teaching and learning process of reading. The observation was done on Tuesday,February 24th 2015 at 07.45 a.m in the XE classroom. The situation in the teaching and learning process of reading could be seen from the vignette follows.

> In the sunny morning, on 24th of February 2015, The English class of the XE students started at 7.45 am until 9.30 am. Firstly, the English teacher namely Miss Nyimas, came to the class at 7.50 am and put her bag on the teacher's desk. Then she stood in front of the class did the greeting and asked the students' condition. After that, Miss Nyimas asked to the students what they have learned for the previous lesson. The class answered the Miss Nyimas's question "Announcement".
> The teacher confirmed the students' answered by repeating their answers.

Then, she said that they were going to review the last meeting materials. Some of the students focused on the Miss Nyimas, but some male students were busy talking one another. The teacher asked one of the male students to read the generic structure and purposes of the annoucement text from his LKS. The student then read the text loudly. The teacher continued asking to another student about the topic. Suddenly, she came closer to one of the male students in the left row. She asked by standing in front of the male students' desk to repeat the purposes. The male student who was asked by the teacher answered nervously "A*pa bu*?" He answered in Bahasa and smiled. Miss Nyimas told him that they were discussing about announcement text but he was busy talking with Danu.

After reminding the previous lesson, the teacher continued the topic about announcement by distributing handout to the students. She told to her students that this day they would read some announcements. Then, the teacher pointed out one of the students to read the text. After the student finished, she asked other students to read the second announcement and the third announcement. After the students finished reading the passage, the teacher asked the meaning of some vocabularies related to the text. However, no one answered the teacher's questions. She then asked the students to open their dictionary to know the meaning of the vocabularies. Yet, most of the students did not bring dictionary with them. They waited to the fewer students who brought the dictionary to find the meaning of the vocabularies asked by the teacher.

The teacher then asked them to answer the questions below each announcement in 15 minutes. Some students grumbled and asked to additional time. They asked the teacher to give them 30 minutes. However, the students did not directly answer the questions. Most of them had chit chat with their friends before they focused on their tasks. And some of them asked their friends' answers. After 30 minutes left, Miss Nyimas asked the students to discuss the answers together.

The teacher then asked the students to answer the first question, but none of them raised their hands. Finally, the teacher pointed one of the female students to answer the question. Tia, the girl whose name was mentioned by the teacher, stood up and read the question number 1 followed by its answer. When the teacher asked the students to answer the next questions, none volunteered. The teacher should call the students' name to make them answer the questions. After all the questions had been answered, the English teacher reviewed the purpose of the announcement and the content of the text. The students answered together all the teacher's questions. Even though the students seemed actively participate in the class, the class still did not go lively.

The activity then went to the end of the lesson. The teacher told to the students to learn again about the announcement text in home. However, most of the students were already busy put their stuffs in their bags. Then, Miss Nyimas led a short prayer. The class kept silence for a moment, then after that, they were noisy and had chitchat with their friends. Miss Nyimas closed the class by saying "See you next week and *Assalamualaikum Warrohmatullahi Wabarokatuh*". The class answered "See you, *Wassalamualaikum Warrohamtullahi Wabarokatuh*"

From the vignette, some problems were found during the teaching and learning process of reading in XE. It could be said that although there were some interactions between the teacher and the students, the class did not really go lively because students only answered the questions drilled from the teacher. It seemed that the students did not engage with the learning activities. Since the teacher used teacher-centered approach, the students were not given the opportunity to explore the materials by themselves. Moreover, there was no interaction among the students during the class. The students tended to do the activity individually. Yet when the students had any discussion among them, the topic was not about the text being discussed. The students also lacked of vocabulary, when they did not know the meaning of a word, they were reluctant to open their dictionaries, and prefer to wait their friends answer it. They even did not bring the dictionary with them. Another problem found in the observation was that they were demotivated when they found that the materials were not interesting.

After conducting the observation and concluding some problems above, the English teacher and the students were also interviewed to collect further information about the condition of the reading in teaching learning process and the problems existing before the actions were done. The following interview transcripts with the English teacher support the statements above.

R	:	*Lalu bagaimana pencapaian siswa kelas X dalam reading selama ini Bu?*
		(How is the students' achievement in reading so far?)
ET	:	*Ya masih kurang kalaudibandingkan dengan kemampuan bahasa inggris yang lain.*
		(It is lower than the other English skills.)
R	:	*Kesulitan apa saja yang sering siswa hadapi dalam memahami teks?*

(What are the students' diffilculty in reading comprehension?)
ET : *Banyak sih mbak, kan banyak faktor yang mempengaruhi, tapi biasanya mereka tidak tahu arti vocab-vocab yang agak sulit, grammar, sama menentukan main idea aja mereka masih kesulitan.*
(There are a lot of factors affected. Usually, they lack of vocabulary, have difficulty in grammar, and also find the main ideas.)
R : *Oh begitu, ada faktor lain lagi tidak bu?*
(Oh I see, is there another factor?)
ET : *Motivasi mereka belajar reading juga kurang soalnya mereka nggak tertarik sama teksnya.*
(Their motivation toward learning reading is also low since they are not interested with the materials.)

IT.01-17/02/2015

Meanwhile, some interviews toward the students were also conducted related to their difficulties in comprehending texts. Some students admitted that they faced some problems in learning reading in the class. This can be seen from the extract of interview transcripts below.

R : *Kalian sering menemukan kesulitan apa ketika belajar reading?*
(What difficulties that you found during learning reading?)
S1 : *Kalau teksnya panjang harus dibaca berulang-ulang biar ngerti maksudnya.*
(If we found a long text, we should read the text several times to get the meaning.)
S2 : *Iya kata-katanya susah biasanya.*
(And the vocabularies were also difficult.)
S3 : *Iya kalau teks nya panjang juga males bacanya*
(Yeah, we were reluctant to read long texts.)
R : *Oh gitu. Biasanya Miss Nyimas kalo ngajar gimana?*
(I see. What technique that miss Nyimas used to teach you?)
S2 : *Ya Cuma kayak tadi, disuruh baca terus ngerjain soal sendiri-sendiri.*
(As you see, we were asked to read the text, and then answered the questions individually.)

IT.02-24/02/2015

Another interview with another student was also conducted to confirm that the teaching technique was monotonous. One of the students confessed that she was easily bored with the technique used by the teacher. It can be seen from the extract of following transcripts.

R	:	*Menurut adik belajar reading sama miss nyimas gimana?*
		(What do you think learning reading with miss Nyimas?)
S	:	*Cepet bosen mbak*
		(It was boring)
R	:	*Apa yang bikin cepet bosen?*
		(What made you easily bored?)
S	:	*Ya kan cuma disuruh gantian baca terus jawab soal.*
		(Because we simply read the text in turn, then answered the questions.)

IT.03-24/02/2015

To ensure this study in identifying the problems, the researcher also conducted a pre-test. The researcher conducted a pre-test on March 31st of 2015 in which the researcher waited until the students getting material about descriptive texts explained by their teacher. It was because the pre-test involved descriptive texts. The result of the pre-test was used for obtaining the genuine data to know the students' competence. It was described in the descriptive analyses result below:

Table3: The Students' Reading Score in Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	36	54.00	88.00	71.6111	8.58995
Valid N (listwise)	36				

From the result of descriptive analysis above, it could be seen that many students did not achieve the minimal requirement of competency which is 75. The scores also indicated that there were a gap between the fast learners and the slow learners.

After conducting those three activities, all information about problems was obtained. To know more specific problems found in the field, the researcher made

a list of those problems. There were 11 problems noted related to learning reading

by the researcher when conducting an observation, interviews, and a pre-test. The

problems found in the field were presented in the table below.

Table4: The Problems Related to the Teaching and Learning Process of Reading

No.	Problems	Code	Source
1.	The students had difficulties in comprehending the text.	S	Interview, pre-test
2.	The students had low motivation in learning reading.	S	Interview, Observation
4.	Most students did not pay attention to the teacher's explanation. They were busy talking with their friends.	S	Observation
5.	Students were reluctant to ask questions when they faced difficulties.	S	Observation
6.	The classroom interaction both between the teacher and the students and among the students themselves in the teaching and learning of reading were not optimal.	TLP	Observation
7.	The teacher did not use any media to support the teaching and learning process.	TLP	Interview, Observation
8.	The technique used by the teacher in teaching English reading was not optimal.	TLP	Observation
9.	The activities in the teaching and learning of reading were not interesting.	TLP	Interview
10.	The teacher only taught using the materials from the course book.	M	Interview, Observation
11.	The materials used by the teacher in teaching reading were not interesting.	M	Interview

2. Identification of the Most Urgent and Feasible Problems.

After identifying the filed problems, the researcher had a discussion with

the English teacher to weigh the problems based on the urgency level. It was done

to know the problems which had to be solved sooner because those affect the

students' reading comprehension the most. The most urgent problems are presented below.

Table5: The Most Urgent Problems to be Solved

No.	Problems	Code
1.	The classroom interaction both between the teacher and the students and among the students themselves in the teaching and learning of reading were not optimal.	TLP
2.	The activities in the teaching and learning of reading were not interesting.	TLP
3.	The students had difficulties in comprehending the text.	S
4.	The students had low motivation in learning reading.	S
5.	The technique used by the teacher in teaching English reading was not optimal.	T
6.	The teacher only taught using the materials from the course book.	M

After weighing the field problems based on the urgency level, then the researcher had a discussion with the English teacher to determine the most feasible problems to be solved. By considering the limited time and the limited knowledge as well as fund and energy, the researcher selected the most important problems in the teaching and learning process of reading which were feasible to be solved. The following table displays those problems.

Table6: The Most Feasible Problems to be Solved

No.	Problems	Code
1.	The classroom interaction both between the teacher and the students and among the students themselves in the teaching and learning of reading were not optimal.	TLP
2.	The students had difficulties in comprehending text.	S
3.	The students had low motivation in learning reading.	S
4.	The teacher only taught using the materials from the course book.	M

3. Objective Analysis

After determining the most feasible problems to be solved, the researcher together with the English teacher conducted an objective analysis. This was done to find the cores of the problems occurred in the field. They analyzed the problems based on some possible factors such as the teacher, the students, the media, the learning materials, and the activities. They formulated the main causes of the problems from the possible factors mentioned previously. The alternative causes of every problem which appeared were analyzed deeper during the research. The following table shows the result of analysis.

Table7: Main Causes of the Problems

No.	Field Problems	Main Causes
1.	The classroom interaction both between the teacher and the students and among the students themselves in the teaching and learning of reading were not optimal.	- The teacher used teacher-centered approach. - The teacher did not give opportunity to the students to interact in the classroom. - The teacher only gave individual assignments. - The students were afraid to make mistakes so they preferred to keep silent
2.	The students had low motivation in learning reading	- The teacher did not train the students with an interesting way in delivering the materials and giving the activity; in this case, the teaching technique used in the classroom was monotonous. - The students were not familiar with English text. They preferred to read texts in Bahasa Indonesia rather than English. - The students felt that the materials were not interesting; in this case, the

		texts were only taken from general English course book for SMK which was not inappropriate with them.
3.	The students had difficulties in comprehending the text	- The students needed to read the text several times to know the meaning of sentences. - The students felt confused with the long complex sentence. They translated the long sentences word by word. - The students preferred to look at their friends' answer instead of asking for explanation.
4.	The teacher only taught using the materials from the course book.	- The teacher had limited knowledge in creating materials from other sources. - The teacher did not give and deliver materials in an interesting way.

4. Determining the actions to solve the problems

After having further discussion with the English teacher as a collaborator about the problems, the researcher and the English teacher looked for the actions that were possible to do in solving the problems. The researcher told the English teacher about the appropriate actions as the efforts to solve the problems occurring at class XE SMK Farmasi "Indonesia" Yogyakarta and then the English teacher gave some considerations related to the actions which could be used in the classroom.

At the end of discussion, the researcher and the English teacher finally decided to apply round robin technique in order to improve the teaching and learning process of reading. The aim of applying this technique was that it can create an enjoyable student-centered learning condition thus it can encourage the students to be more engaged in the learning process. Besides, the technique can also build a good classroom interaction and minimize the teacher domination. The

other reasons for choosing this technique were: (1) the students can maximize their ability in comprehending the text since they do not only get the information about the texts from the teacher but also from their peers, (2) it can motivate the students to learn more because they have responsibility to make their friends understand with the text, (3) through this technique the students can optimize their opportunity to explore the materials by themselves, (4) it also encourage the students to learn in different settings through cooperative learning which can help them to maximize interaction among the students.

Besides preparing the technique which would be applied in the teaching learning process of reading, the researcher together with the English teacher also prepared the materials which would be used during the teaching and learning process of reading. The researcher prepared the materials which were closely related to their competencies to make them interested and motivated with the materials.

After having a discussion with the English teacher, the researcher determined some specific actions to be implemented to solve the problems of the teaching and learning process of reading. The relationship between the problems and the actions can be seen in the table below.

Table8: The Relationship between the Field Problems and the Actions

No.	Field Problems	Actions
1.	The classroom interaction both between the teacher and the students and among the students themselves in the	- Applying round robin technique. - Conducting cooperative learning to maximize their participation during the reading class.

	teaching and learning of reading were not optimal.	
2.	The students had low motivation in learning reading	- Conducting round robin technique to motivate them to learn more because they have responsibility to explain to others. - Providing the materials which are closely related to them.
3.	The students had difficulties in comprehending the text.	- Conducting round robin technique to optimize their opportunity to explore the materials by themselves. - Employing the stages of reading comprehension practice proposed by Davies and Pearse in the teaching – learning process.
4.	The teacher only taught using the materials from the course book.	- Providing more various materials from other sources. - Providing the materials which are closely related to their competencies.

B. Reports of the Actions and Discussions

1. Reports on cycle I

The research was carried out in 2 cycles. Each cycle was consisted of 2 meetings. The first cycle were held on Tuesday, April 7th2015and Tuesday, April 21st2015. The learning processes were conducted by using one of cooperative learning strategies which was round robin technique. The following were the steps on cycle I.

a. Planning

Planning stage on cycle I consisted of several steps including having consultation and coordination with the English teacher. This stage was aimed at discussing the implementation of the actions and arranging various preparations needed to conduct the actions such as the lesson plans, learning materials, research instruments including observation sheets and interview guidelines.

After deciding the problems to be solved, the researcher together with the English teacher discussed the possible action that can be carried out to solve the problem. The actions focused on the implementation of the round robin technique in the reading class. In addition, the researcher and the English teacher as the collaborator also did coordination about the learning process in order to make the learning process run smoothly and the results can be used as reflection.

The researcher planned to implement Cycle I in two meetings. The material that was delivered was the descriptive text. The actions are formulated of below:

(1) Implementing the Round Robin Technique in the Reading Class

The first action was implementing the round robin technique in the reading class. This action was approved by the English teacher in which she agreed to implement this technique. This action was carried out to make the students eager both in understanding the text and enjoying the reading class. To implement this action, the researcher asked the students to make the group consisting 4 members in each of the groups. The way of making the group was done through asking the students to count from one until nine. The students who said number one gathered with those who counted the same number and became the first group, the students who said number two became the second group and so on. The researcher asked them to read the text individually. The students then were given time to think about the answers of the questions provided in the handout in turn. The student who answered the question was also responsible to make his or her group member

understand with the answer. Then, the other group members gave their opinion about the answer whether they agreed or had other ideas.

(2) Employing the Stages of Reading Comprehension Practice Proposed by Davies and Pearse in the Teaching –Learning Process

The second action was employing the stages of reading comprehension practice proposed by Davies and Pearse in the teaching-learning process. The researcher planned employing the stages which consisted of before reading or pre-reading, during reading or whilst-reading and after reading or post-reading. The descriptions are elaborated as follows:

1. Pre-reading activities

In the pre-reading stage, the researcher had to lead the students to brainstorm and explore the material. This procedure intended to make the students understand toward the topics which were given in the research. At this stage the researcher used some learning methods such as questioning or lecturing to introduce the text and make the students familiar with the materials. The researcher also used instructional media to attract the attention of the students in the process of delivering the materials.

After dividing into groups, the students were asked to make chops of a text into a correct order. This activity helped them know the generic structure of the text and also to attract their attention.

2. Whilst-reading activities

After the first stage, the next stage is whilst-reading or during reading. In this stage, the researcher asked the students to read the text individually and tried

to comprehend the text by themselves. After they finished reading the text, the students answered the provided questions in turn and explained their thought about the texts. The rest of group members also gave their arguments or opinions about the answer which came from the group member who was responsible to answer the question.

3. Post-reading activities

The last stage of reading comprehending practice is post-reading stage or after reading. In this stage the researcher asked the students to present the results of their discussion. This activity was purposed to compare their answers with the other groups and make them clear with the texts. After they finished presenting the results of the discussion, the researcher gave them individual task.

(3) Providing Input Texts which were Related to Their Competencies

The last action was providing input texts which were related to their competencies in the form of handouts. Since the students' background study was pharmacy, the researcher focused on providing input texts which were closely related to their competencies. Through this action, it was expected that it could improve the students' motivation in comprehending the text. Also, it was expected that it could enrich their vocabulary indirectly. In formulating the content, the researcher did not do it alone since the English teacher also contributed in giving advice and suggestions. The students would identify the generic structure and the language features of the text in the handout and explored the vocabulary that they did not know.

b. Actions and Observations

The actions were carried out two times on April 7th and 21st 2015. The actions were focused on implementing the round robin technique to the students and encouraging them to apply the technique while they were carrying out reading activities. This technique encouraged students to hold discussion in groups and class to comprehend the text given. In this cycle, the researcher and the English teacher took their own duty. The researcher as the teacher delivered the materials and assisted students while they were working in group. Meanwhile, the English teacher as a collaborator sat in back of the class and made observation during the lesson. The data of Cycle I were collected through observation class, interviews and pictures as documents. The complete description of Cycle I is presented in the following section.

- **Meeting 1**

The first meeting was held on April 7th 2015. The researcher acted as the teacher and the English teacher acted as the observer. This meeting involved three stages which were pre-teaching, while-teaching, and post-teaching. In the pre-teaching, the researcher started the teaching and learning process by greeting the students, checking the students' attendance, and asking their condition. The researcher did them all in order that she could act as well as the real teacher that could make the teaching and learning process interesting.

The implementation of round robin technique in the teaching and learning process of reading was divided into three sections which belonged to the while-teaching stage. They were pre-reading, whilst-reading, and post-reading sections.

Before entering the main activity, the researcher explained to the students that they would be taught using the round robin technique. She explained what the round robin technique is and how to deal with it. It can be seen from the field notes below:

> *R menjelaskan bahwa teknik round robin adalah salah satu cooperative learning strategies dimana siswa akan dibagi menjadi kelompok yang terdiri atas 4 orang. Setelah membaca teks secara individu, siswa kemudian dibagikan soal dan diberikan waktu untuk berpikir. Setelah itu, secara bergantian akan menjawab soal yang telah disediakan. Setiap siswa mempunyai kewajiban untuk menjawab soal sambil menjelaskan jawaban mereka kepada anggota lainnya. Anggota yang lain diminta untuk meberikan masukan atau sanggahan dari jawaban yang sudah diberikan sebelumnya.*
>
> The researcher explained that round robin technique is one of cooperative learning strategies in which students will be divided into groups of four. After reading the input text individually, the questions were distributed. The students were given time to think about the answers. After that, they answered the provided questions in turns. Each student had responsibility to answer and explain his or her answer to the other group members. The rest of group members were asked to give their comment or suggestion of the answer.
>
> FN.06-07/04/2015

After explaining the procedure of the round robin technique, the researcher started the lesson. The material was a descriptive text with the medicine as the theme. She then distributed handouts containing the text to the students. In this pre-reading stage, the researcher tried to attract the students' attention by showing them some pictures of the medicine which would be discussed. The researcher also asked some questions to the students like "Do you know this medicine?" "Have you ever tried these products?" "Where you can find that?" In short, the students were engaged with that questions, there were many responses from the students. When the researcher asked to the students what type of the text was, only few of them answered it. The researcher then explained the generic structure

and the language features of the descriptive text. It can be seen from the field

notes below.

> *R kemudian menjelaskan fungsi teks tersebut adalah memberikan deskripsi secara khusus tentang orang, tempat, hewan dan barang. Teks tersebut memiliki ciri khas penggunaan present tense dan kata sifat. Present tense digunakan untuk menjelaskan fakta dan kebenaran dengan formula S+/Vs/Ve. Sedangkan untuk kata sifat adalah segala hal yang bisa dibandingkan dan dapat dketahui dengan indra manusia.*
> R then explained that the social function of the descriptive text is to describe about people, places, animals and things in particular. This text has special features which the use of present tense and adjective. The use of present tense is to describe the facts and truths which commonly come with the formula S+Vs/Ves. The use of adjectives in this text is to explain anything that could be compared and knew through the human sense.
>
> FN.06- 07/04/2015

After introducing the text to the students, the researcher and the students

together discussed about the text entitled Komik. The researcher asked the generic

structures and detail information about that text. There were only a few students

who answered the questions from the teacher. Therefore, the teacher kept pointing

some students to answer the questions.

In the next activity, the researcher asked the students to make groups of

four. It took them quite a long time to make round robin groups. This activity

demanded all of the students to be active and cooperative because the one who

was not so was easily monitored by the teacher. Therefore, all of the students

should involve themselves in this activity. After the groups had been formed, the

researcher distributed chops of a descriptive text to each group and asked the

groups to arrange the chops into a correct order within 10 minutes. In this step, it

could be seen that the students had understood with the concept of the text since

all the groups could arrange the text in a correct order. Then, the researcher gave

the students time to read the text individually. After the time was up, the researcher asked the students to answer the questions in the handout in turn. While answering the question, the student had responsibility to make his or her group understand with the answer. The other students also gave opinion about the answer or correction or added new ideas about the answer. However, the discussion was not run successfully because the students depended much their answers on the text not to their own thought. Even, the other members did not have a sharing but tried together to find the answers by reading again the text. It made the researcher difficult to manage the class. Besides, the students also found difficulty in time management. They were not adjusted to round robin technique which had limitation of time in doing the activity. Therefore, they often asked the researcher to give additional time in order they could finish their work correctly. The implementation of this activity is presented in the extract below.

> *Setelah 30 menit berdiskusi,R kemudian menanyakan apakah siswa sudah selesai menjawab seluruh soal. Siswa meminta tambahan waktu karena mereka belum selesai brediskusi. R memberikan tambahan 5 menit dan meminta siswa untuk segera menyelesaikannya. Setelah selang lima menit, R menanyakan lagi apakah siswa sudah selesai, kemudian ada dua kelompok yang belum selesai juga, P pun memberikan waktu tambahan lima menit lagi.*
>
> After 30 minutes discussing in the groups, the researcher asked whether they had already finished answering the questions. The students asked to the researcher to give additional time because they had not already done yet. Then, the researcher gave five minutes to finish their work. However, after five minutes left, they asked for another five minutes. Then, the researcher gave them the last five minutes to finish their work.
>
> FN.06-07/04/2015

After finishing all the questions in groups, in the post-reading activity, the researcher asked the students to share their discussion in class. To save time, the researcher asked them to present their answer from their seats. In this step it was

shown that the students still depended on the text. The students still brought the text with them. Therefore, it was more in reading than sharing. The discussion did not run well because almost all of the groups have the same answers which were provided in the text.

After all the activities were done, the researcher reviewed and reflected the lesson they had learned previously. She asked whether they found any difficulties and told them that they would still discuss the same themes for the next several meetings. The researcher then ended the class.

- **Meeting 2**

The second meeting was held on April 21st 2015. The researcher acted as the teacher and the English teacher acted as the observer. This meeting involved three stages which were pre-teaching, whilst-teaching, and post-teaching like the stages done in the previous meeting. In the pre-teaching, the researcher started the teaching and learning process by greeting the students, checking the students' attendance, and asking about their condition. The implementation of round robin technique in this meeting was divided into three sections as it was done in the previous meeting. They were before reading or pre-reading, during reading or whilst-reading, and after reading or post-reading sections.

In the pre-reading activities, the researcher reviewed the last meeting materials. The researcher asked what they had learned last week and whether they still remembered it all or not. The field note can be seen as follows:

> *R menanyakan pelajaran pada minggu lalu kepada siswa. R menunjuk salah satu nama siswa kemudian menanyakan fungsi sosial dari teks deskriptif. Setelah mendapat jawaban dari siswa yang ditunjuk, R kemudian mengkonfirmasi jawaban siswa kepada seluruh kelas. Siswa yang lain pun setuju dengan jawaban*

> *tersebut. Setelah itu, R juga menanyakan struktur teks deskriptif dan unsur kebahasaan yang ada di teks deskriptif. R meminta siswa untuk mengangkat tangan bagi yang tahu jawabannya. Namun, siswa masih malu-malu untuk mengangkat tangan dan memilih menjawab bersama-sama*
> The researcher asked what they had learned last week and what things that should be noticed. P then pointed one of the students and asked the social functions of the descriptive text. After the students answered it, the researcher confirmed the student's answer to the class. After that, the researcher also asked the generic structure and the language features in the descriptive text. The researcher asked the students to raise their hand. However, the students were still shy to raise hand and answered the questions together.
>
> FN.07-21/04/2015

After reviewing the last meeting, the researcher directly asked the students to divide the class into groups of four as they did in the previous meeting. All the groups had given some chops of a descriptive text. They were asked to arrange the chops in a correct order within 10 minutes. After finishing this activity, the researcher gave the students time to read the text individually. After that, the researcher asked the students to answer the questions in the handout in turn. While doing this group work activity, the class became noisy. The students asked the researcher to give extra time in order that they could finish their work correctly.

After the time was up, the researcher asked all of the groups to present their discussion. The researcher asked each group to raise their hands to answer the first number, but there was none of the groups which raised their hand. Then, the researcher chose one group to answer the first question. After they finished presenting their answer, the researcher asked the group to choose one of the other groups to answer the next question. When one group answered the questions, other groups also wanted to argue with the answers.

> *Setelah salah satu kelompok membacakan jawabannya, R bertanya kepada kelompok lain jika mereka memilik jawaban yang berbeda. Kelas menjadi ramai ketika salah satu kelompok membacakan jawaban berbeda dengan kelompok*

> *lainnya. Kelompok yang lain pun saling bersautan memberikan jawaban yang benar. R meminta siswa untuk mengangkat tangan dahulu ketika ingin menyampaikan pendapatnya. Kemudian siswa pun mengangkat tangan, R memilih salah satu kelompok untuk menyampaikan pendapatnya.*
>
> After one of groups presented the answers, the researcher asked if the other groups had different answers. The class became noisy when one group presented the answers which were different from the other groups. The rest of the groups competed to give their answers. The researcher then asked them to raise their hand first before answering the question. She finally chose one of the groups to share their answers.
>
> FN.07-21/04/2015

When all questions had been discussed, most of students were capable of answering the questions correctly. Some of them also answered the questions with their own sentences without copying the sentences from the text. Yet, many of them still copied the sentences from the text. The discussion ran better than the first meeting but still needed some improvement.

After they had finished with the class discussion, the researcher distributed another handout for each student and asked the students to do the task individually. The researcher gave them 15 minutes to do the assignment. Then, they discussed the answers together.

After all the activities were done, the researcher reviewed and reflected the lesson they had learned previously. The researcher asked whether they found any difficulties and told them that they would still discuss the same themes for the next several meetings. The researcher then ended the class.

c. Reflection

After conducting the actions, the researcher did a reflection to evaluate the action. In order to do that, the researcher had a discussion with the English teacher and some students in making some reflections toward the actions in the cycle I. It aimed to fulfill the democratic and dialogic validity as mentioned in Chapter III.

In creating the reflections, the researcher took the data from interview transcripts from the actions implemented in Cycle I.

The reflection was used to plan the action in the next cycle. In reference to the reflection conducted in Cycle I, the teaching and learning process was done successfully. The reflection of actions implemented in Cycle I was explained below.

(1) Implementing the Round robin Technique in the Reading Class

The first action was implementing the round robin technique in the reading class. From this action, several aspects were achieved such as the students' attention and students' enthusiastic in the classroom activity increased as a sign that their motivation toward learning English reading was improved. The interactions between the researcher and the students and among the students were also good. Though, in the implementation, this action was not applied perfectly. The students were still confused about the procedure of round robin technique. Some students still answered the questions without explaining their answers to the other group members. The problem found in the Cycle I was supported by the interview transcript below.

R : *Lalu ada kesulitannya tidak dengan teknik tadi?*
      (Then, do you have any difficulty with the technique?)
S : *Emm bentar mbak, ya pas kerja kelompok kalau temennya nggak serius ya jadi ikutan nggak serius juga, terus tadi masih agak bingung dengan tekniknya.*
      (Emm wait Miss, we were not serious doing the discussion when the other group members were not serious. After that, we were confused with the technique)
R : *Oh gitu ya, kira-kira apa yang membuat bingung?*

> (Oh I see, what made you confused?)
> S : *Apa ya mbak tadi kan harus menjelaskan ke anggota grupnya masih susah hehe*
> (What is it, we hard to explain the answer to the other members, *hehe*)
>
> IT.06-07/04/2015

The students were also not serious in doing the round robin technique. They needed quite long time to answer all the questions from the text. It was because when they did the discussion, they did not directly answer all the questions but they also had chitchat with their members. Many girl students who talked much with their group members discussed things outside the descriptive text. Lastly, the students only recited their answers from the texts without paraphrasing it or using their own words.

(2) Employing the Stages of Reading Comprehension Practice Proposed by Davies and Pearse in the Teaching –Learning process

The second action was employing the stages of reading comprehension practice proposed by Davies and Pearse in the teaching-learning process. This action ran well in Cycle I because it could be combined with the implementation of round robin technique. Besides, it made the class not too monotonous. There was a guided process for the researcher in the pre-reading step in which the researcher guided the students in explaining the materials and discussing the topic.

In the post-reading stage, the students shared their answers both in group and in the class, it could be shown that they understood the questions related to the text and shared their thoughts to their friends. It helped the students understand the text more since they did not only comprehend the text by

themselves but also from their friends. This was supported by the interview transcript below.

R : *Menurut Danu gimana pembelajaran dengan teknik tadi?*
(Danu, what do you think about the technique?)
S : *Seru sih mbak, Semuanya jadi ikut ngomong, nggak cuma satu orang yang mengerjakannya. Teksnya tadi juga menarik mbak, soalnya belum pernah belajar teks tentang obat-obatan gitu.*
(It was fun Miss. Each member participated in the discussion. The text was also interesting, we never had the texts about medicine before.)
R : *Oh gitu, tapi lebih bisa dipahami nggak teksnya dengan teknik tadi?*
(Oh I see, but do you understand the text more using the technique?)
S : *Iya lebih paham, soalnya tadi kan dapet penjelasannya dari temen-temen yang lain juga, terus pas terakhir dibahas bareng-bareng jadi tambah paham.*
(Yes, we understand more because we got the explanation from the other members. Then, at the end we also discussed together with other groups which made us more understand).

IT.07-21/04/2015

(3) Providing Input Texts which are Related to Their Competencies

The third action was providing input texts which are related to their competencies. Since the subjects of this research were pharmacy students, the researcher provides texts which were related to medicine. It aimed at making them interested in learning English reading since the materials were closely related to them. In the implementation, some aspects were achieved such as the students could understand the texts by answering and sharing their ideas through group discussion. The students were willing to identify difficult vocabularies through checking the dictionary as the students' vocabulary was increased. They were also interested since they have not found the texts like that before. Yet, they wanted another way in presenting the materials to avoid boring. It could be proved from the interview transcript below.

R : *Lalu, ada kesulitan apa ketika mengunakan teknik tadi?*
(Then, did you find any difficulty using the technique)
S : *Tadi sih teksnya yang sulit mbak, hehe.*
(The text was quite difficult miss, *hehe.*)
R : *Tapi kan dibahas bareng-bareng kan? Ada saran untuk pertemuan selanjutnya nggak?*
(But, we discussed it together right? Do you have any suggestions for the next meetings?)
S : *Emm pengennya sih ada listening nya mbak biar lebih seru, soalnya kalo baca teksnya aja kurang greget gimana gitu hehe*
(Maybe if there is listening, reading the text could be more interesting.)
R : *Oh gitu, bisa dicoba tuh buat pertemuan selanjutnya, makasih ya dek.*
(Oh I see, we can try it next week, thank you.)

IT.10-21/04/2015

Based on the discussion, the researcher and the English teacher decided to do some changes on Cycle II. They were:

1) The explanation about the round robin technique and how to implement it would be given more to the students.

2) The way the researcher made groups would be changed.

3) The input texts would be given in attractive ways.

2. Reports on Cycle II

Reflecting on the discussion between the researcher and the English teacher, it was decided that the implementation of Cycle II would focus on solving problems found in the previous cycle. In this cycle, some new activities were provided in the execution either in reading activities or the teacher's technique. This second cycle was held within two meetings on Tuesday, 28th April 2015 and Tuesday, 5th May 2015. The learning process was done still using round robin technique. It was expected that this implementation could overcome the problems and the teaching learning process would be more fun and interesting for the

students. And, finally the students' reading comprehension could significantly improve.

In the Cycle II these meetings still involved three stages which were pre-teaching, while-teaching, and post-teaching just like in the Cycle I. In the pre-teaching, the researcher started the teaching and learning process by greeting the students, checking the students' attendance, and asking their condition. The researcher did these activities in order that she could motivate the students in the teaching and learning process of reading. The implementation of round robin technique in this meeting was divided into three sections as it was done in the cycle I. They were before reading or pre-reading, during reading or whilst reading, and after reading or post-reading sections. The following sections were the steps on Cycle II.

a. Planning

The planning stage on Cycle II was conducted similarly to the planning step in the previous cycle. It was through several stages with still involving the English teacher to have some coordination and consultation. There were some activities carried out in this stage. The first activity was aimed at discussing the implementation of the action plan and various preparations including preparing some learning media which were appropriate with the learning materials. The second activity was to conduct a briefing preparation or guidance on learning scenario in the classroom for the researcher with the English teacher as the collaborator before the learning process took place.

After deciding the problems to be solved and activities needed to be revised, the researcher together with the English teacher discussed the possible action that can be carried out to overcome problems happened in the Cycle I. The actions still focused on the implementation of the round robin technique in the reading class with some additional activities. The actions are formulated of below:

(1) Implementing the Round Robin Technique in the Reading Class

The first action was implementing the round robin technique in the reading class. In reference with Cycle I, the researcher designed the same format in the round robin procedure since in Cycle II the focus of the research was still improving the students' comprehension through round robin technique.

For the procedure of the implementation, it was still similar with the Cycle I. What made it different was the way the researcher divided the group members. If in the Cycle I, the researcher asked the students to count from number 1 to 9, in this cycle, the researcher divided the group from their ranks. The researcher together with the English teacher divided the groups which consisted of one high, two averages, and one low student in terms of ability. The groups would discuss the given topic by the researcher. Firstly, they were asked to read the text individually. Then, they were given time to think about the answers. After the "think" time was up, they answered the questions in turn. They were not only responsible to answer some questions but also were responsible to make their group members understand with their answers or the text. The rest of the group

members were also responsible to give their opinion or suggestions toward the answers.

(2) Employing the Stages of Reading Comprehension Practice Proposed by Davies and Pearse in the Teaching –Learning process

The second action was the same action as in the Cycle I which was employing the stages of reading comprehension practice proposed by Davies and Pearse in the teaching-learning process. The researcher planned employing the stages which consisted of before reading or pre-reading, during reading or whilst-reading and after reading or post-reading.

1. Pre-reading activities.

In the pre-reading stage, the researcher had to lead the students to brainstorm and explore the materials. This procedure intended to make the students understand toward the topics given in the research. At this stage the researcher made some differences as it was in the Cycle I. In the Cycle II, the researcher used recordings to attract the students' intention in delivering the materials. It was done to avoid boredom in reading the text.

In this stage, the students were given the input text no longer in chops of the descriptive texts. However, they were given a descriptive text which had some blanks. Then, they were asked to fill the blanks with the words provided in the box. After that, they would check their answers by listening to the recording of the text.

2. Whilst-reading activities

In the next stage which was the whilst-reading, the researcher asked the students to read the text individually and tried to comprehend the text by themselves. After that, the students answered the questions in turn and explained their thoughts about the texts. The rest of group members also gave their arguments or opinions about the answer which came from the group member who was responsible to answer the question.

3. Post-reading activities.

In the post-reading stage or after –reading text, each group presented the result of their discussion. At this stage, the researcher could know which group who was serious in doing the activities and which one who was not. The students could also compare their answers to make them clear in understanding the text. So they did not share their ideas in their group but also in the class.

(3) Providing Input Texts which were Related to Their Competencies

The last action was still same as it was in the cycle I which was providing input texts which were related to their competencies in the form of handouts. Since the students' background study was pharmacy, the researcher focused on providing input texts which were closely related to their competencies. Through this action, it was expected that it would improve the students' comprehension. Also, it was expected that it could enrich their vocabulary indirectly. The researcher was helped by the English teacher in formulating the content. The English teacher contributed in giving advice and suggestions in creating the materials.

b. Action

The researcher implemented the revised plan in Cycle II. There were two meetings in Cycle II. The action was held on 28th April and 5th May 2015. The actions were still focused on implementing the round robin technique to the students and encouraging them to apply the technique while they were carrying out reading activities. The actions of the Cycle II were reported below.

- **Meeting 3**

The third meeting was held on 28th April 2015. This meeting involved three stages which were pre-teaching, whilst-teaching, and post-teaching like the stages done in the previous meetings. In the pre-teaching, the researcher started the teaching and learning process by greeting the students, checking the students' attendance, and asking their condition. It was done in order that the researcher could motivate the students in the teaching and learning process of reading.

Then, the researcher reviewed the last meeting's materials. The researcher told the students that they still learned descriptive texts using round robin technique. Yet, there were some changes were made to avoid boredom. The implementation of round robin technique was still like the previous meetings. They were pre-reading, whilst-reading, and post-reading. The difference was only in the input text. Firstly, after grouping, each student was given the text with some blanks. They had to fill the blanks with the words provided. The researcher then asked the students to check their answers with their group mates. After checking their answers, the researcher then gave the text recording to check whether their answers. The implementation of the activity is presented below.

> *R menyampaikan bahwa teks yang akan mereka bahas masih rumpang lalu meminta siswa untuk mengisinya secara indvidu. Setelah selesai,R meminta siswa untuk mendengarkan monolog tentang teks yang dikerjakan siswa. Siswa meminta agar diulang 3 kali. Setelah selesai mendengarkan, R meminta siswa untuk saling mengecek jawaban mereka kepada anggota kelompoknya.*
>
> The researcher told the students that the text they were going to discuss had some blanks. She asked to fill the blanks individually. After they finished, the students were listened to the recording about the text. The students asked that the recording was repeated three times. After that, the researcher asked the students to check their answers with their group members.
>
> FN.08-28/04/2015

The students then continued the activities by reading the whole text individually. After reading the text, the questions were distributed and the students were given time to think about the answers. After that, they answered the questions in turn. Each student also had responsibility to make his or her group understand with the answer. The other group members also gave opinions about the answer or correction or added new ideas about the answer. The discussion ran more successful than the previous meetings. The students answered the questions using their own sentences, even some times they still copied the sentences from the text. The field note can be seen as follows:

> *R meminta siswa untuk membaca teks secara individu kemudian memberikan soal kepada setiap kelompok. Setelah membaca, siswa diberikan waktu untuk memikirkan jawabannya sebelum menyampaikan kepada anggota kelompoknya. membahas teks bersama kelompoknya. Selama membahas teks sebagian siswa sudah mulai menggunakan kalimatnya sendiri untuk menjelaskan jawaban kepada anggota kelompoknya. Ada beberapa yang menggunakan bahasa Indonesia dan ada juga yang menggunakan bahasa inggris.*
>
> The researcher asked the students to read the text individually. After reading, the students were given "time" to think about the answers before explaining to the other members. When they shared their answers to the other members, some students did not only copy the sentences from the text, they used their own sentences. Some answered in Bahasa Indonesia and some also answered in English.
>
> FN.08-28/04/2015

After the time was up, there were only two groups which had not finished doing the discussion yet. The researcher then gave additional times to finish their discussion. Then, the researcher asked which group who wanted to present their answers, some students in several groups raised their hands to answer the questions. The researcher then chose one of them.

After they had finished with the class discussion, the researcher distributed another handout for each student and asked the students to do the task individually. The researcher gave them 15 minutes to do the assignment. Then, they discussed the answers together.

After all the activities were done, the researcher reviewed and summarized the lesson they had learned previously. The researcher asked whether they found any difficulties and appreciated what they had done that day. The researcher also told them that they would still discuss about descriptive text using round robin technique in the next meeting.

- **Meeting 4**

The fourth meeting was held on 5th May 2015. This meeting involved three stages which were pre-teaching, whilst-teaching, and post-teaching like the stages done in the previous meetings. In the pre-teaching, the teacher started the teaching and learning process by greeting the students, checking the students' attendance, and asking about their condition.

Then, the researcher reviewed the last materials and asked whether they still had any difficulty or not. Most of students said no. The researcher then directly asked the students to make groups of four to do a group work activity

using round robin technique with a new descriptive text. In doing the discussion,

the class was not noisy anymore. The students did not ask the researcher to give

additional time because they could manage the time better than before. The

implementation of the activity is presented below.

Setelah melakukan diskusi dengan teknik round robin selama kurang lebih 30 menit, R bertanya apakah siswa sudah selesai, seluruh kelompok menjawab sudah dan tidak ada lagi kelompok yang meminta tambahan waktu. Hal ini lebih cepat daripada pertemuan-pertemuan sebelumnya.
After discussing about the text using round robin technique in about 30 minutes, the researcher asked whether they had finished or not. All of the groups said that they had finished doing the discussion and none asked for additional time. This was faster before the previous meetings.

FN.09-05/05/2015

Most of the students were also capable of answering the questions using

their own sentences.While answering the question, each student was able explain

his or her ideas to his/her group mates. So they could comprehend the descriptive

text better than they did in the previous meetings. After they finished doing the

discussion in the group, the researcher asked which group who wanted to present

their answer, most of students raised their hands which meant that they were

confident with their answers. Many students were able to answer the questions

correctly. The round robin technique was implemented better in this meeting. The

implementation of the activity is presented below.

R bertanya kelompok manakah yang ingin menjawab terlebih dahulu, kemudian beberapa kelompok mengangkat tangan. R kemudian menunjuk kelompok satu untuk menjawab soal pertama. Setelah selesai, R mengkonfirmasi jawaban kelompok satu kepada seluruh kelas, kelompok yang lain setuju dengan jawaban kelompok satu. Kemudian, beberapa kelompok mengangkat tangan untuk menjawab soal selanjutnya. Pembahasan soal kemudian berlanjut smpai ke nomer terakhir. Setelah selesai menyampaikan hasil jawaban mereka,. Hanya ada dua kelompok yang masih salah dalam menjawab soal yang membahas tentang arti kosa kata teretentu di dalam teks. Secara kesuluruhan teknik round robin berjalan

lebih baik daripada pertemuan sebelumnya.
The researcher asked which group who wanted to answer the first questions. Some groups raised their hands. The researcher chose the group 1 to answer the first question. After sharing their answers, the researcher confirmed the answers to the whole class and they agreed. After that, some groups raised their hands to answer the next questions. At the end, only two groups which still made mistakes. Overall, the round robin technique ran better than the previous meetings.

FN.09-05/05/2015

After they had finished with the class discussion, the researcher distributed another handout for each student and asked the students to do the task individually. The students could do the task faster than before. Other than that, when the researcher and the students discussed the answer, most of them could answer it correctly.

After all the activities were done, the researcher reviewed and summarized the lesson they had learned previously. The researcher also asked whether they found any difficulties and appreciated what they had done that day. The researcher ended the class and left the class with the collaborator.

c. Reflection

The teaching and learning process in Cycle II was done smoothly. There were no significant problems found in each meeting conducted. In presenting the materials to the students, the researcher did not find any difficulties. The explanation was clear enough so they understood. They also knew the purpose and the generic structure of descriptive text. In Cycle II, the students could comprehend the text better than they did in the previous meetings. They also could answer the questions correctly. The reflection of actions implemented in Cycle I was explained below.

(1) Implementing the Round Robin Technique in the Reading Class

The first action was implementing the round robin technique in the reading class. The students were already familiar with this technique. They were not confused anymore with the procedure of the round robin technique. They could understand the instruction given and did the task faster. It made the better teaching-learning process. Through this action, the students became more active and enthusiastic to be engaged in the teaching-learning process. The interactions between the researcher and the students as well as among the students were also improved. Those can be proved through the interview transcript below.

R	:	*Menurut ibu, bagaimana perkembangan siswa setelah diajar menggunakan teknik round robin?* (What do you think about the students' progress after being taught with the round robin technique?)
ET	:	*Kalau menurut mbak Dhaniar gimana? Sudah berhasil belum?* (What do you think? Is it successful enough?)
R	:	*Kalau menurut saya dibanding cycle I, cycle II lebih terlihat perkembangannya bu, siswa terlihat sudah lancar menggunakan teknik ini, walaupun ada beberapa yang sulit dikendalikan.* (In my opinion, compared to the cycle I, in cycle II, students did better in doing this technique. Even some of them were difficult to be controlled)
ET	:	*Iya betul, menurut saya juga sudah lebih bagus dari sebelumnya. Sudah terlihat perubahannya juga terhadap siswa. Sekarang siswa lebih aktif, sudah bisa saling sharing terutama saat diskusi. Mereka sepertinya sudah mulai lancar dengan teknik ini.* (Yes, I think so. We can see the difference in the students. They become more active than before especially in the discussion process. It seems that they can do this technique smoothly.)

IT.20-05/05/2015

(2) Employing the Stages of Reading Comprehension Practice Proposed by Davies and Pearse in the Teaching –Learning process

In the cycle II, the students were more active during the teaching and learning process. The students were also not reluctant anymore to ask questions in

group the discussion so their understanding toward the generic structure, language features and detail information of the text was improved. It could be seen from the field note below.

R :	*Belajar reading seperti ini membantu kalian memahami teks tidak?* Did learning reading using this technique help you comprehend the texts?
S :	*Membantu mbak, Kan dijelasin sama temen gitu, terus kita juga bisa nambahin kalo kira-kira ada yang kurang.* Yes it did. Because our friends explained to us, and we also could give some suggestion to add something
R :	*Sudah lebih berani menyampaikan pendapatnya sendiri kan?* (Did you have courage to share your own opinions?)
S :	*Iya pas awal kan masih bingung jadi lebih banyak diem, kalau sekarang mah lebih paham jadi lebih berani.* (Yes, at the beginning we were confused which made us quiet. But now we were confident enough because we understand more)
	IT.18-05/05/2015

(3) Providing Input Texts which are Related to Their Competencies

The third action was providing input texts which are appropriate for their competencies. Since the materials were related to them, they were motivated to learn the texts more.

R :	*Bagaimana belajar reading menggunakan teks seperti tadi?* (How was learning reading using texts like that?)
S :	*Menyenangkan mbak. Teks nya kan sesuai sama kompetensi kita.* (It was fun. The texts were appropriate with our competence.)
R :	*Masih ada kesulitan tidak?* (Do you still have any difficulty?)
S :	*Ya masih harus banyak baca sih mbak biar nambah terus kosa katanya.* (Maybe we should read a lot to add our vocabulary mastery.)
	IT.19-05/05/2015

Meanwhile, the students' confidence in comprehending the text increased. After the researcher applied round robin technique in this cycle, the obstacles that were faced in the first cycle were solved well. The students could share their ideas and opinions about the text to other members in group, so that they could find the

meaning of difficult words, main idea, specific information, and finally ended up comprehend the texts better. Beside the obstacles that were solved successfully, the students were interested in the implementation of round robin technique. They were more motivated in participating the teaching and learning process of reading.

C. General Findings and Discussions

The research consisted of two cycles in the implementation. Each cycle consisted of two meetings. The action of the research began from March 31st 2015 and ended on May 5th 2015. The aim of this research was to improve the students' reading comprehension of the tenth grade students of SMK Farmasi "Indonesia" Yogyakarta.

In the first cycle, the implementation of round robin technique was successful to make the students get involved in the teaching learning process. It also improved their reading comprehension ability. However, there were some problems occurring in implementing the actions. The class became noisy, most of students had bad time management, and some simply copied the sentences of the texts given. Besides, they were still confused with the procedure of the round robin technique. Therefore, the researcher solved the problems so that in Cycle II the students' reading comprehension improved successfully.

The research findings on improving reading comprehension is summarized in the following table.

Table9: The Result of the Action Research Study Action

Actions	Cycle 1	Cycle II
Conducting round robin technique	- The students showed their enthusiasm when working collaboratively in groups though some of them were still reluctant to do this activity. - Time management the students had in doing group discussion was bad. They often needed more time to finish their work. - They were still confused with the procedures of the round robin technique. - The students' motivation in learning was increased. Most of them participated in the group discussions even some of them were busy having chitchat with their group mates.	- The students showed their enthusiasm when working collaboratively in groups. - In the cycle II, the students were better at time management. They could manage the limited time the researcher given to do the group discussion. Finally, they could finish their work in time. - They already understood with the procedures of the round robin technique. - The students' motivation in learning was increased since they did all activities in the teaching and learning process without complaining. All students showed good participation in every activity.
Employing the Stages of Reading Comprehension Practice Proposed by Davies and Pearse in the Teaching – Learning process	- The students could help each other in the groups understajd the descriptive text. Sometimes, they felt difficult to share their ideas about the generic structure, the main ideas, and the specific information of the text.	- The students were more confident in sharing their ideas about the generic structure, main ideas, and specific information of the text by using their own sentences.
Providing Input Texts which were Related to Their Competencies	- The students were interested in the reading class because the texts were familiar to their competencies.	- The students were interested in the reading class because the texts were familiar to their competencies.

	- The students often asked to the teacher or their friends the meanings of difficult words.	- Their vocabulary mastery was improved since they could find the meanings of difficult words by themselves.

Actually, the research was focused on improving students' reading comprehension through the implementation of the cooperative learning strategy using round robin technique. The findings showed that the technique was successful in improving students' reading comprehension of class XE of SMK Farmasi "Indonesia" Yogyakarta. The research was carried out in two cycles. Here, the students were asked to work in groups in applying some stages in round robin technique. The activities in the teaching and learning process allowed students to work together and share their ideas. Based on the findings, the technique helped students comprehend the text as it is proved by Lolita in her research.

Conducting round robin technique as a cooperative learning strategy also gave all students chance to be active and take their role in the learning process in practicing reading comprehension. This was just like what Sanjaya (2009) describes that the cooperative learning can empower all the learners to take more responsibility in the teaching and learning process. Therefore, all of students were free to learn and had a chance to practice their reading comprehension. The technique also engaged the students and allowed quiet students to share their ideas.

In addition, using cooperative learning strategy of round robin technique made students become more motivated in joining the reading activities because

they could work together with their friends. Here, students had to socialize with their friends in the learning process. In other words, this technique improved students' interaction in the class. This proves one of the advantages of cooperative learning as proposed by Sanjaya (2009: 249-251) that the interaction that takes place during the cooperative learning process can improve students' motivation.

As what has been said before, the quantitative data was derived from the students' reading comprehension scores. The scores were based on the pre-test and post-test that had been done before and after the implementation of the actions. The score result of the pre-test and post-test was then compared of its mean to see the improvement of the students' reading comprehension scores. T-test was used to analyze the mean scores by using SPSS program. The finding is presented on the following table.

Table10: The Result of the T-test for Equality Pre-test and Post-test

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper	t	df	
Pair 1	pre-test - post-test	-9.61111	5.89081	.98180	-11.60427	-7.61795	-9.789	35	.000

The table above shows that the improvement of students score from the pre-test to the post-test was significant. It can be seen from data significance which is not more than 0.05 ($p<0.05$). The table also shows that the mean of

students' reading comprehension score increased 9.61. The following table describes it more clearly.

Table11: The comparison of pre-test and post-test mean

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	71.6111	36	8.58995	1.43166
	post-test	81.2222	36	6.81641	1.13607

The table shows that the mean of students' scores in the pre-test was 71.61, and the mean of the students' scores in the post-test was 81.22. This means that the mean of the students' reading comprehension scores increased. In other words, the students' reading comprehension had improved.

Summarizing all the discussion above, based on the qualitative and quantitative data analysis, it can be seen that the use of round robin technique to improve the class XE students' reading comprehension at SMK FarmasiYogyakartahadbeenproven.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The purpose of this research is to improve the students' reading comprehension skills through round robin technique. The method used in this research is action research. The researcher chose reading comprehension based on the observation and interviews before the actions. The students had difficulties in comprehending the texts. This was because students generally did not understand the texts being read. The learning activity itself was also monotonous and did not promote students' motivation in learning reading. Furthermore, the classroom interaction the teaching and learning of reading were not optimal. It showed that the students' reading comprehension problems need to be solved. The round robin technique was chosen based on the discussion between the researcher and the collaborator (teacher) and some theories from experts.

The actions were carried out in two cycles. Each cycle consisted of two meetings which included pre-teaching, whilst-teaching, and post-teaching. In Cycle I, the activity was focused on introducing the text and the technique to the students. The learning activities were divided into three steps which were pre-reading, whilst-reading and post-reading. Meanwhile, in Cycle II, the activities were the same as those in the previous cycle. The activity was still focused on the implementation of round robin technique to improve the students' reading comprehension. However, based on the reflection of Cycle I, the researcher

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together with the collaborator made some changes to help the researcher to do the actions fluently without any significant obstacles.

For the quantitative data, it was presented by the pretest mean which was 71.61 with a standard deviation of 8.5 while the post-test mean was 81.22 with a standard deviation of 6.8. The gain score was 9.61. According to the t statistic from the result of t-test, t value = -9.789; sig. = 0.000, it meant that the score difference was significant because sig.< 0.05. From the data above, it could be said that the round robin technique significantly improved the students' reading comprehension of class XE SMK Farmasi "Indonesia" Yogyakarta .

Besides that, there were other aspects of students that also changed after the actions.

1. Students' attitude towards reading comprehension.

Students had changed their perception of reading comprehension. Based on the interview they said that they were more motivated in learning English especially reading comprehension was fun. Since they learned in groups, they did not get the understanding from themselves but also from their friends.

2. Students' motivation towards the reading class activities.

Students became more enthusiastic in joining the reading class activities. They were actively engaged in group discussion and class discussion. They said that the round robin technique helped them comprehend the text, so that they became more motivated in reading the text. Moreover, the discussion group allowed students to share their idea.

3. Students' behavior in the class.

Most students were active in the reading class activities. Since they had responsibility not only to answer the questions, but also made their group members understand with the answers. They became more serious in doing this technique and none did nothing in this activity.

4. Interaction among the students.

Previously, the interactions among them were not optimal. The interactions happened during teaching learning process were only from the teacher. The teacher often drilled the students and did not give opportunity to them to explore the materials by themselves. Now, students were interested in having discussions among them to learn the materials together. Furthermore they did not reject to have discussions with students in mixed gender.

Besides that, there were also changes that happened on the researcher and the collaborator's behavior. Those are as follows.

1. The collaborator's behavior

The collaborator had an experience of conducting action research. She also had a new experience in teaching English with different technique which was never been used before. The implementation of round robin technique became one of the new ways in holding reading activities to improve the interactions among the students in the class.

2. The researcher's behavior

After doing this research, the researcher had knowledge in teaching students, especially teaching reading comprehension. The researcher realized that

preparation was very important to do. Therefore, she learnt how to apply the round robin technique first before she explained and modeled it to the students. Furthermore, she had learnt how to be patient of students' misbehavior and to manage them. Finally, she learned that building students' confidence is very important.

B. Implications

The research findings show that the use of round robin technique can improve the students' reading comprehension on texts. The students were able to improve the interactions among them so they were more motivated in joining the class. Moreover, they were also able to understand the text not only from themselves but also their friends. The implications of this research can be seen from following section:

a. Round robin technique was an effective technique to improve the students' reading comprehension. By holding discussion, the students had chances to explore the materials by themselves. They also got the understanding of the texts not only from themselves but also from their friends which made them easier to understand the texts.

b. Using round robin technique could motivate the students in learning English especially reading comprehension. Since they held discussion to understand the texts, they did not feel that reading was difficult anymore. They shared their ideas and helped each other with the text.

c. By using this technique, the students had positive changes in their behaviors in the class. It made students worked more seriously in applying the discussion.

Since each of them had responsibility to answer the questions and explained their answers to the rest of group members, no one did nothing in this technique.

d. Applying this technique could improve the students' interaction both between the students and the teacher and among them. It allowed the interaction among the students by holding the discussion group. It also allowed the interaction between the teacher and the students by holding a class discussion. The students were active in joining the activities and were not drilled by the teacher anymore.

C. Suggestions

Based on the conclusions and implications above, some suggestions will be directed to the students, the English teacher, and other researchers.

1. To the students

The students should practise the reading comprehension more. It can give students more knowledge. One of the ways of practicing reading comprehension is by applying round robin technique. It can help them get better understanding in reading texts since they can share ideas with their friends.

2. To the English teacher

The English teacher can use the round robin technique in the reading class since it is proved that it is able to improve the students' reading comprehension. By using this technique, the English teacher can optimize the interactions among the students or between the English teacher and the students and also give the students the opportunity to explore the texts by themselves.

3. To other researchers.

The other researchers who want to conduct the research using the round robin technique should understand the technique first before they explain it to the students. They also should give clear explanations, examples, and model to the students. In addition, this technique can be used not only to carry out reading lessons, but also other subjects such as speaking, science or social studies.

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APPENDICES

APPENDIX A:

OBSERVATION

CHECKLIST

Observasi Kelas sebelum Impementasi

Hari   : Selasa
Tanggal: 24 Februari 2015
Waktu : 07.45-09.30
Tempat: SMK Farmasi "Indonesia" Yogyakarta

No.	Aspek yang diamati	Deskripsi hasil pengamatan
A.	**Perangkat pembelajaran**	
	1. Kurikulum Tingkat Satuan Pembelajaran (KTSP)	Guru mengajar dengan berpedoman pada KTSP
	2. Silabus	Silabus sebagai pedoman dalam pembuatan RPP
	3.Rencana Pelaksanaan Pembelajaran	RPP dibuat berdasarkan SK/KD pada semester tersebut dengan materi *Announcement text*.
B.	**Proses Pembelajaran**	
	1. Cara membuka pelajaran	Guru membuka pelajaran dengan mengucapkan salam dan menyapa siswa. Kemudian guru menanyakan kabar siswa dan kehadiran pada hari itu.
	2. Cara menyampaikan materi	Guru menyampaikan materi dengan membangun pengetahuan siswa tentang *Announcement text*, kemudian guru menjelaskan pengertian, *purpose*, dan *generic structure* dari *Announcement text* yang diambil dari LKS
	3. Cara menyampaikan teks	Guru menyampaikan teks dengan meminta siswa untuk membaca teks dengan keras secara bergantian.
	4. Cara memberikan contoh dalam memahami teks	Guru tidak memberikan contoh.
	5. Cara memahamkan isi acaan dalam teks	Guru memberikan pertanyaan berkaitan dengan teks. Guru meminta siswa membuka kamus untuk mengetahui arti kata yang sulit.
	6. Cara mengecek pemahaman siswa	Setelah memberikan penjelasan, guru bertanya apakah siswa memiliki pertanyaan atau tidak.

	7. Hal yang dilakukan jika tidak ada siswa yang bertanya	Guru tidak memberikan penjelasan lebih lanjut dan melanjutkan ke aktivitas yang lain.
	8. Cara memberikan latihan soal	Guru memberikan latihan soal dalam selembar kertas dan meminta siswa mengerjakan secara individu.
	9. Cara mendampingi siswa dalam mengerjakan soal	Guru berkeliling ruang kelas untuk melihat pekerjaan siswa, dan membantu siswa yang bertanya.
	10. Cara menjelaskan latihan soal pada siswa yang mengalami kesulitan dalam mengerjakannya	Guru mengartikan perintah mengerjakan pada lembar soal.
	11. Cara memotivasi siswa	Guru memberi reward dengan memuji siswa.
	12. Cara guru membangun interaksi dengan siswa	Guru bertanya kepada siswa mengenai teks yang dibahas dan teks yang dikerjakan.
	13. Cara guru membangun interaksi antara siswa dengan siswa	-
	14. Cara guru membangun kerjasama antara siswa dengan siswa	-
	15. Cara mengoreksi atau memeriksa pekerjaan siswa	Guru menunjuk siswa untuk membacakan jawabannya .
	16. Cara mengevaluasi pekerjaan siswa	Guru bertanya tentang kesulitan siswa dalam mengerjakan soal latihan.
	17. Cara mengevaluasi pelajaran	Guru melakukan bertanya kesulitan siswa dalam memahami materi pelajaran.
	18. Cara menutup pelajaran	Guru mereview pelajaran. Guru mengucap salam.
C.	**Perilaku siswa di dalam kelas**	
	1. Perilaku siswa saat guru membuka pelajaran	Seluruh siswa merespon dan membalas salam dari guru.
	2. Perilaku siswa saat guru menyampaikan materi	Hanya sebagian siswa yang memperhatikan, siswa lain sibuk mengobrol, dan mengoperasikan *handphone* mereka.
	3. Perilaku siswa saat guru menanyakan kesulitan siswa.	Siswa lebih memilih untuk diam dan tidak mengambil kesempatan untuk menanyakan sesuatu.

4. Perilaku siswa saat guru memberikan latihan soal	Beberapa siswa tampak malas untuk mengerjakan dan meminta tambahan waktu pengerjaan.
5. Perilaku siswa saat guru mendampingi siswa dalam mengerjakan latihan soal pada guru.	Hanya sedikit siswa yang meminta bantuan maupun bertanya mengenai soal yang dikerjakan.
6. Perilaku siswa saat guru menanyakan kesulitan siswa	Siswa tidak bertanya dan memilih untuk diam.
7. Perilaku siswa saat guru membahas soal	Guru harus menunjuk siswa, agar siswa mau membacakan hasil jawaban mereka.
8. Perilaku siswa saat guru mengevaluasi pekerjaan siswa	Hanya beberapa siswa yang merespon, merekajuga tidak mengambil kesempatan tersebut untuk bertanya.
9. Perilaku siswa saat guru mengevaluasi pelajaran	Hanya beberapa siswa yang menjawab dan merespon pertanyaan dari guru.
10 Perilaku siswa saat guru menutup pelajaran	Siswa membalas salam dari guru, namun beberapa diantaranya sibuk memasukkan buku ke dalam tas.

OBSERVATION CHECKLIST

Date   : 7 April 2015
Meeting   : I
Observer : Nyimas Rucita, S.Pd.

Check each item in the columns that most clearly represent your observation.

No.	Observation Item	Yes	No
A.	Pre-teaching		
	1. The teacher greets and asks the students' condition.	✓	
	2. The students respond to the teacher greeting.	✓	
	3. The teacher checks the class attendance.	✓	
	4. The teacher gives lead-in questions for the new materials.	✓	
	5. The teacher explains the goal of teaching.	✓	
B.	Whilst-teaching		
	6. The students are ready to join the lesson.		✓
	7. The teacher gives the explanation about the materials.	✓	
	8. The teacher distributes handout about the text.	✓	
	9. The teacher and the students discuss the text in the handout.	✓	
	10. The teacher gives the students opportunity to ask questions.	✓	
	11. The teacher checks the students' understanding.	✓	
	12. The teacher divides the students into groups of four.	✓	
	13. The teacher distributes handout about a new text for each of groups.	✓	
	14. The teacher explains the instructions to the students	✓	
	15. The teacher guides the students in doing the task.	✓	
	16. The students discuss the text.	✓	
	17. The students share the information and ideas about the text.	✓	
	18. The students give opinion to the other students' answers.	✓	
	19. The students present the results of their discussion.	✓	
	20. The students are active in the discussion.		✓
	21. The students are on time in doing the tasks.		✓
	22. The students do the task individually.	✓	
	23. The teacher and the students discuss the answers	✓	
C.	Post-teaching		
	24. The teacher leads the students to conclude the materials.	✓	
	25. The teacher reflects the lesson.	✓	

OBSERVATION CHECKLIST

Date   :   2(April 2015
Meeting   :   II
Observer   :   Nyimas Rucita, S.Pd.

Check each item in the columns that most clearly represent your observation.

No.	Observation Item	Yes	No
A.	Pre-teaching		
	1. The teacher greets and asks the students' condition.	✓	
	2. The students respond to the teacher greeting.	✓	
	3. The teacher checks the class attendance.	✓	
	4. The teacher gives lead-in questions for the new materials.	✓	
	5. The teacher explains the goal of teaching.	✓	
B.	Whilst-teaching		
	6. The students are ready to join the lesson.	✓	
	7. The teacher gives the explanation about the materials.	✓	
	8. The teacher distributes handout about the text.	✓	✓
	9. The teacher and the students discuss the text in the handout.	✓	✓
	10. The teacher gives the students opportunity to ask questions.	✓	
	11. The teacher checks the students' understanding.	✓	
	12. The teacher divides the students into groups of four.	✓	
	13. The teacher distributes handout about a new text for each of groups.	✓	
	14. The teacher explains the instructions to the students	✓	
	15. The teacher guides the students in doing the task.	✓	
	16. The students discuss the text.	✓	
	17. The students share the information and ideas about the text.	✓	
	18. The students give opinion to the other students' answers.	✓	
	19. The students present the results of their discussion.	✓	
	20. The students are active in the discussion.	✓	
	21. The students are on time in doing the tasks.	✓	✓
	22. The students do the task individually.	✓	
	23. The teacher and the students discuss the answers	✓	
C.	Post-teaching		
	24. The teacher leads the students to conclude the materials.	✓	
	25. The teacher reflects the lesson.	✓	

OBSERVATION CHECKLIST

Date : 28 April 2015
Meeting : III
Observer : Nyimas Rucita, S.Pd.

Check each item in the columns that most clearly represent your observation.

No.	Observation Item	Yes	No
A.	Pre-teaching		
	1. The teacher greets and asks the students' condition.	✓	
	2. The students respond to the teacher greeting.	✓	
	3. The teacher checks the class attendance.	✓	
	4. The teacher gives lead-in questions for the new materials.	✓	
	5. The teacher explains the goal of teaching.	✓	
B.	Whilst-teaching		
	6. The students are ready to join the lesson.	✓	
	7. The teacher gives the explanation about the materials.		✓
	8. The teacher distributes handout about the text.		✓
	9. The teacher and the students discuss the text in the handout.		✓
	10. The teacher gives the students opportunity to ask questions.	✓	
	11. The teacher checks the students' understanding.	✓	
	12. The teacher divides the students into groups of four.	✓	
	13. The teacher distributes handout about a new text for each of groups.	✓	
	14. The teacher explains the instructions to the students	✓	
	15. The teacher guides the students in doing the task.	✓	
	16. The students discuss the text.	✓	
	17. The students share the information and ideas about the text.	✓	
	18. The students give opinion to the other students' answers.	✓	
	19. The students present the results of their discussion.	✓	
	20. The students are active in the discussion.	✓	
	21. The students are on time in doing the tasks.	✓	
	22. The students do the task individually.	✓	
	23. The teacher and the students discuss the answers	✓	
C.	Post-teaching		
	24. The teacher leads the students to conclude the materials.	✓	
	25. The teacher reflects the lesson.	✓	

OBSERVATION CHECKLIST

Date : 5 Mei 2015
Meeting : IV
Observer : Nyimas Ruata, SPd

Check each item in the columns that most clearly represent your observation.

No.	Observation Item	Yes	No
A.	Pre-teaching		
	1. The teacher greets and asks the students' condition.	✓	
	2. The students respond to the teacher greeting.	✓	
	3. The teacher checks the class attendance.	✓	
	4. The teacher gives lead-in questions for the new materials.	✓	
	5. The teacher explains the goal of teaching.	✓	
B.	Whilst-teaching		
	6. The students are ready to join the lesson.	✓	
	7. The teacher gives the explanation about the materials.		✓
	8. The teacher distributes handout about the text.		✓
	9. The teacher and the students discuss the text in the handout.		✓
	10. The teacher gives the students opportunity to ask questions.	✓	
	11. The teacher checks the students' understanding.	✓	
	12. The teacher divides the students into groups of four.	✓	
	13. The teacher distributes handout about a new text for each of groups.	✓	
	14. The teacher explains the instructions to the students	✓	
	15. The teacher guides the students in doing the task.	✓	
	16. The students discuss the text.	✓	
	17. The students share the information and ideas about the text.	✓	
	18. The students give opinion to the other students' answers.	✓	
	19. The students present the results of their discussion.	✓	
	20. The students are active in the discussion.	✓	
	21. The students are on time in doing the tasks.	✓	
	22. The students do the task individually.	✓	
	23. The teacher and the students discuss the answers	✓	
C.	Post-teaching		
	24. The teacher leads the students to conclude the materials.	✓	
	25. The teacher reflects the lesson.	✓	

APPENDIX B:

FIELD NOTES

Field note 1
No   : FN01
Hari/tgl   : Senin/ February 16th 2015
Kegiatan   : Permohonan izin kepada sekolah
Keterangan : R : Researcher

Pada tanggal 16 Februari pukul 09.00 , R bersama temannya datang ke SMK Farmasi "Indonesia" Yogyakarta untuk meminta izin melakukan penelitian di sekolah tersebut. Peneliti menuju ke ruang Tata Usaha untuk menyampaikan maksud bertemu dengan wakil kepala sekolah bagian kurikulum. Penjaga TU menanyakan apakah peneliti sudah membuat janji dengan wakil kepala sekolah dan peneliti pun menjawab sudah. Penjaga TU kemudian mempersilakan peneliti untuk menunggu sebentar karena wakil kepala sekolah masih ada tamu.

Selang beberapa waktu, penjaga TU menyuruh peneliti dan temannya untuk menuju ke ruang wakil kepala sekolah. R mengetuk pintu ruang wakil kepala sekolah bagian kurikulu dan mengucapkan salam. Wakil kepala sekolah menjawab dan meminta peneliti untuk duduk. Peneliti kemudian memperkenalkan diri dan menyampaikan maksud dan tujuannya datang untuk melakukan penelitian. R meminta maaf karena belum membawakan surat izin penelitian. Wakil kepala sekolah kemudian menanyakan beberapa pertanyaan tentang penelitian yang akan dilakukan. R pun menjelaskan fokus penelitian dan kisaran waktu penelitian yang akan dilakukan. Wakil kepala sekolah memberikan izin kepada peneliti untuk melakukan penelitian dan meminta peneliti untuk langsung menemui guru bahasa inggris kelas X. Wakil kepala sekolah juga meminta R untuk memberikan surat izin penelitian kepadanya setelah surat izinnya jadi. R kemudian mengucapkan terima kasih dan meminta izin untuk pamit pulang.

Field note 2
No   : FN02
Hari/tgl   : Selasa/ February 17th 2015
Kegiatan   : Permohonan izin kepada ET
Keterangan : R : Researcher, ET : English Teacher

Pada tanggal 17 Februari pukul 07.15, R datang kembali ke SMK Farmasi "Indonesia" Yogyakarta untuk bertemu dengan ET. Sebelumnya, R telah menghubungi ET untuk menentukan waktu untuk bertemu. R langsung menuju ke ruang guru untuk bertemu ET. Karena belum pernah bertemu sebelumnya, R bertanya kepada guru piket apakah ET sudah datang atau belum. Guru piket menyampaikan bahwa ET belum datang dan menyuruh R untuk menunggu dulu.

Setelah 10 menit menunggu, guru piket menyampaikan bahwa ET sudah datang. R langsung mendatangi ET dan menyapanya. R menyampaikan maksud dan tujuannya datang ke SMK Farmasi "Indonesia" Yogyakarta. R juga

menjelaskan bahwa sebelumnya dia sudah meminta izin kepada Wakil Kepala Sekolah untuk melakukan penelitian di sekolah tersebut.

Setelah menjelaskan maksud dan tujuannya secara singkat, R kemudian menyampaikan niatnya untuk melakukan observasi di kelas terlebih dahulu di salah satu kelas X. ET kemudian memberikan jadwal jam mengajar di kelas X, namun beliau juga menyarankan agar R mengajar di kelas XE karena kelas tersebut yang mungkin terlihat paling lemah pada mata pelajaran Bahasa Inggris. R kemudian setuju untuk melakukan penelitian di kelas XE. Kemudian, R memilih hari selasa untuk melakukan observasi, dan ET menyetujuinya. Setelah itu R melakukan wawancara untuk menanyakan masalah yang berkaitan dengan bahasa Inggris di kelas X. Setelah selesai,R kemudian berpamitan pualng.

Field note 3
No   : FN03
Hari/tgl   : Selasa/ February 24th 2015
Kegiatan   : Observasi
Keterangan : R : Researcher, ET : English Teacher

Pukul 07.30, R sampai di SMK Farmasi "Indonesia" Yogyakarta. Kemudian R langsung menuju ke ruang guru, namun sesampainya di ruang guru, ET belum sampai di sekolah. Tidak lama setelah itu, ET datang dan langsung mengajak R ke kelas XE karena jam telah menunjukkan pukul 07.45 dan bel jam kedua dimulai telah berbunyi. Ilustrasi dari kegiatan belajar mengajar di kelas dapat dilihat sebagai berikut :

In the sunny morning, on 24th of February 2015, The English class of the XE students started at 7.45 am until 9.30 am. Firstly, the English teacher namely Miss Nyimas, came to the class at 7.50 am and put her bag on the teacher's desk. Then she stood in front of the class did the greeting and asked the students' condition. After that, Miss Nyimas asked to the students what they have learned for the previous lesson. The class answered the Miss Nyimas's question "Announcement".

The teacher confirmed the students' answered by repeating their answers. Then, she said that they were going to review the last meeting materials. Some of the students focused on the Miss Nyimas, but some male students were busy talking one another. The teacher asked one of the male students to read the generic structure and purposes of the annoucement text from his LKS. The student then read the text loudly. The teacher continued asking to another student about the topic. Suddenly, she came closer to one of the male students in the left row. She asked by standing in front of the male students' desk to repeat the purposes. The male student who was asked by the teacher answered nervously "*apa bu*?" He

answered in Bahasa and smiled. Miss Nyimas told him that they were discussing about announcement text but he was busy talking with Danu.

After reminding the previous lesson, the teacher continued the topic about announcement by distributing handout to the students. She told to her students that this day they would read some announcements. Then, the teacher pointed out one of the students to read the text. After the student finished, she asked other students to read the second announcement and the third announcement. After the students finished reading the passage, the teacher asked the meaning of some vocabularies related to the text. However, no one answered the teacher's questions. She then asked the students to open their dictionary to know the meaning of the vocabularies. Yet, most of the students did not bring dictionary with them. They waited to the fewer students who brought the dictionary to find the meaning of the vocabularies asked by the teacher.

The teacher then asked them to answer the questions below each announcement in 15 minutes. Some students grumbled and asked to additional time. They asked the teacher to give them 30 minutes. However, the students did not directly answer the questions. Most of them had chit chat with their friends before they focused on their tasks. And some of them asked their friends' answers. After 30 minutes left, Miss Nyimas asked the students to discuss the answers together.

The teacher then asked the students to answer the first question, but none of them raised their hands. Finally, the teacher pointed one of the female students to answer the question. Tia, the girl whose name was mentioned by the teacher, stood up and read the question number 1 followed by its answer. When the teacher asked the students to answer the next questions, none volunteered. The teacher should call the students' name to make them answer the questions. After all the questions had been answered, the English teacher reviewed the purpose of the announcement and the content of the text. The students answered together all the teacher's questions. Even though the students seemed actively participate in the class, the class still did not go lively.

The activity then went to the end of the lesson. The teacher told to the students to learn again about the announcement text in home. However, most of the students were already busy put their stuffs in their bags. Then, Miss Nyimas led a short prayer. The class kept silence for a moment, then after that, they were noisy and had chitchat with their friends. Miss Nyimas closed the class by saying "See you next week and *Assalamualaikum Warrohmatullahi Wabarokatuh*". The class answered "See you, *Wassalamualaikum Warrohamtullahi Wabarokatuh*"

Pelajaran bahasa inggris kemudian selesai pada pukul 09.30 bersamaan dengan bel istirahat berbunyi. R kemudian meminta izin kepada ET untuk melakukan wawancara dengan beberapa siswa di kelas XE. ET pun

mempersilahkan R untuk mewawancarai siswa kemudian keluar kelas terlebih dahulu.

Setelah melakukan wawancara dengan beberapa siswa, R berpamitan kepada siswa dan langsung menemui ET yang berada di ruang guru. R kemudian meminta waktu untuk berdiskusi mengenai teknik yang mungkin diterapkan di kelas XE. Setelah selesai, R kemudian meminta izin untuk pamit pulang.

Field note 4
No : **FN04**
Hari/tgl : **Senin/March 30th 2015**
Kegiatan : **Penyerahan surat izin penelitian**
Keterangan : **R : Researcher, ET : English Teacher**

R bersama dengan temannya datang ke SMK Farmasi "Indonesia" Indonesia untuk menyerahkan surat ijin penelitian yang telah diurus sebelumnya di dinas perijinan kota Yogyakarta.

Pukul 11.00, R menuju ruang waka kurikulum untuk bertemu dengan Pak Karim selaku Waka Kurikulum. R kemudian menyerahkan surat ijin penelitian dan menyampaikna bahwa penelitiannya akan dimulai pada tanggal 31 Maret sesuai dengan persetujuan R. Waka Kurikulum menyetujuinya dan menyampaikan kepada R untuk menyerahkan hasil penelitian setelah penelitian selesai. R pun kemudian berpamitan pulang.

Field note 5
No : **FN05**
Hari/tgl : **Selasa/ March 31st 2015**
Kegiatan : **Pre-test**
Keterangan : **R : Researcher, ET : English Teacher**

R tiba di SMK Farmasi "Indonesia" Yogyakarta pukul 07.40, kemudian langsung menuju ke ruang guru untuk bertemu dengan ET.Sesampainya di ruang guru, R langsung menyapa dan berjabat tangan dengan ET. ET kemudian menanyakan kesiapan R untuk melakukan pre-test dan meminta satu salinan soal pre-test.

Pukul 07.45 bel tanda jam pelajaran kedua dimulai pun berbunyi. R bersama dengan ET bergegas menuju kelas XE. Di kelas XE, ET membuka pelajaran dengan berdoa dan mengecek kehadiran siswa. Setelah selesai, ET kemudian menyampaikan kepada siswa tentang kedatangan R yang sebelumnya sudah dibahas, dan meminta R untuk memperkenalkan diri. Keadaan kelas sempat ramai ketika ET meminta R untuk memperkenalkan diri. R kemudian

memperkenalkan dirinya dan menyampaikan maksud dan kedatangannya kepada siswa. R pun kemudian menjelaskan bahwa pada hari tersebut mereka akan mengerjakan pre-test. Setelah selesai memperkenalkan diri, ET pun berpamitan untuk ke ruang gurudan menyerahkan kendali kepada R.

Setelah kondisi kelas siap untuk memulai pre-test, R membagikan soal dan lembar jawab kepada siswa. R juga menjelaskan petunjuk dan peraturan dalam mengerjakan soal pre-test. Keadaan kelas cukup tenang ketika siswa mengerjakan soal. Namun ada beberapa siswa yang bertanya tentang soal maupun teks soal kepada teman sebangkunya. Beberapa kali R memperingatkan siswa untuk tenang dan tetap mengerjakan soal dengan kemampuan sendiri. R pun menjelaskan bahwa hasil pre-test tidak akan mempengaruhi nilai mereka di pelajaran bahasa Inggris.

Setelah 60 menit pengerjaan soal. R menyampaikan bahwa waktu mengerjakan soal sudah selesai. Beberapa siswa yang belum selesai mengerjakan soal pun mengeluh dan meminta tambahan waktu. R tetap meminta siswa untuk mengumpulkan soal dan lembar jawaban di meja guru. Beberapa dari siswa mempercepat menuliskan jawaban mereka di lembar jawab kemudian buru-buru mengumpulkan soal dan lembar jawaban di meja guru.

Setelah semua siswa selesai mengumpulkan soal dan lembar jawaban, R kemudian meminta siswa untuk tenang. R pun menanyakan tentang bagaimana perasaan siswa ketika mengerjakan soal yang berkaitan dengan *reading*. Banyak siswa mengeluhkan kurangnya waktu pengerjaan dan sulitnya bacaan yang ada di soal. R pun kemudian memberikan semangat kepada siswa untuk tetap optimis belajar bahasa inggris. Setelah selesai R kemudian mengakhiri pelakasanaan pre-test dan mempersilahkan siswa untuk istirahat.

R menuju ruang guru untuk menemui ET. ET menanyakan tentang kondisi kelas selama pre-test. R menjelaskan bahwa selama pre-test siswa cukup tenang meskipun ada beberapa yang bertanya kepada temannya. R dan ET kemudian mendiskusikan jadwal untuk memulai mengimplementasikan teknik yang akan digunakan. R juga membawa rancangan dan materi pembelajaran yang akan digunakan dan mengkosultasikannya kepada ET. ET memberikan saran tentang teks yang digunakan dalam penelitian. R menerima saran dan masukan dari ET dan merevisi rancangan pembelajaran. Setelah selesai berdiskusi, R kemudian berpamitan pulang.

Field note 6
No   : FN06
Hari/tgl   : Selasa/ April 7th 2015
Kegiatan   : Implementasi *Cycle I*, pertemuan pertama
Keterangan : R : Researcher, ET : English Teacher

Pukul 07.30, R tiba di sekolah. R langsung menuju ruang guru untuk menemui ET dan persiapan mengajar. Setelah menyapa dan berjabat tangan dengan ET, R menyampaikan kegiatan pembelajaran yang akan dilakukan hari ini dan menyerahkan RPP dan lembar observasi. Setelah pembahasan secara singkat, R dan ET bersama-sama menuju kelas XE.

Pukul 07.45 bel pergantian jam pelajaran berbunyi. Suasana kelas XE cukup ramai. ET kemudian menyerahkan kendali kelas dan memilih tempat duduk di barisan paling belakang. R kemudian mulai mengambil kendali kelas dan mulai membuka pelajaran.

R menyapa siswa dan menanyakan kabar siswa. Selain itu R juga menanyakan apakah ada yang tidak hadir pada hari ini. Ternyata ada dua siswa yang tidak hadir pada hari ini. Kemudian R menjelaskan bahwa hari ini dan beberapa pertemuan berikutnya akan menggantikan guru bahasa inggris untuk mengajar di kelas. Untuk mengawali pelajaran, R memberikan pertanyaan kepada siswa; "*Do you know descriptive text?*". Hampir seluruh siswa menjawab "*Yes miss*". R kemudian melanjutkan pertanyaan "*What is descriptive text? Raise your hand if you know it*" Tidak ada siswa yang berani mengangkat tangan, kemudian R membaca daftar hadir dan memilih salah satu nama. "*OK, Lintang, so what is a descriptive text?*" siswi yang memiliki nama Lintang kemudian mengangkat dan tangan dan menjawab "*To desricbe*". "*Great. You're right.*" "*Descriptive text is a text to describe something. Something* itu apa aja sih" R bertanya lagi kepada siswa secara keseluruhan. "*Place, people, things*" siswa menjawab secara bersamaan. "*Good, have you learnt descriptive text before?*" "Sudah miss" siswa menjawab serentak. "Tapi, kalian sudah pernah belum belajar descriptive text tentang obat? Hal yang sangat dekat kaitannya dengan kalian?". Siswa pun dengan kompak menjawab belum. "Baik. Jadi kalian mau belajar descriptive text tentang obat?"hampir seluruh siswa menjawab "Yes miss" dengan semangat.

R menyajikan video pendek tentang iklan salah satu obat dan *slide* yang berisi beberapa gambar tentang obat. Dalam *slide* tersebut terdapat beberapa pertanyaan. Sebagian siswa saling berbisik-bisik mengenai gambar yang disajikan. R membacakan soal pertama yang ada di *slide*. "*What pictures are they?*" Siswa secara kompak menjawab "Komik miss" "*Yeah right. They are Komik, the cough medicine*". Kemudian R membacakan pertanyaan kedua "*Have you ever tried these products?*" hampir seluruh siswa menjawab bahwa mereka sudah pernah. R kemudian bertanya lagi "*Where can you find them?*" "Di Apotek""di warung""di toko" sebagian siswa menjawab dengan beberapa jawaban yang berbeda. "*Ok great, so this product is similar to you right? Then, how do they look?*" ketika R bertanya pertanyaan ini sebagian besar siswa memilih diam dan saling memandang satu sama lain. R mengulang pertanyaannya menggunakan bahasa Indonesia "Kecil miss bentuknya" "dalam bentuk sachet

miss" kemudian jawaban siswa saling bergantian. *"Ya, great! So can you describe them?"*.lagi-lagi kelas menjadi hening. *"Ok, now try to read the text first"*

Setelah kurang lebih sekitar 5 menit membaca teks, R kemudian meminta satu melakukan *reading aloud*. R meminta satu siswa untuk membaca satu paragraf. Setelah selesai membaca, R mengoreksi beberapa *pronunciation* yang salah, kemudian meminta seluruh siswa untuk mengulangi cara pembacaan yang benar. Setelah selesai *reading aloud* seluruh teks, R kemudian menjelaskan fungsi teks tersebut adalah memberikan deskripsi secara khusus tentang orang, tempat, hewan dan barang. Teks tersebut memiliki ciri khas penggunaan present tense dan kata sifat. Present tense digunakan untuk menjelaskan fakta dan kebenaran dengan formula S+/Vs/Ve. Sedangkan untuk kata sifat adalah segala hal yang bisa dibandingkan dan dapat dketahui dengan indra manusia. R kemudian menanyakan tentang teks tersebut membahas tentang apa, sebagian besar siswa menjawab serentak "deskripsi tentang komik". R kemudian menanyakan isi paragraf satu namun kelas pun menjadi hening. Salah satu siswa menjawab "Mengenalkan obatnya miss", kemudian siswa lain menambahkan "penejelasan tentang obat yang akan dideskripsikan". R menjelaskan struktur *descriptive text*. "Bagian awal disebut identification yang berisi gambaran umum tentang hal yang akan dideskripisikan"

Setelah itu, R menjelaskan bahwa setiap kelompok akan menggunakan teknik roundrobin R menjelaskan bahwa teknik round robin adalah salah satu cooperative learning strategies dimana siswa akan dibagi menjadi kelompok yang terdiri atas 4 orang. Setelah membaca teks secara individu, siswa kemudian dibagikan soal dan diberikan waktu untuk berpikir. Setelah itu, secara bergantian akan menjawab soal yang telah disediakan. Setiap siswa mempunyai kewajiban untuk menjawab soal sambil menjelaskan jawaban mereka kepada anggota lainnya. Anggota yang lain diminta untuk meberikan masukan atau sanggahan dari jawaban yang sudah diberikan sebelumnya.

Setelah memberikan penjelasan, R selanjutnya meminta siswa untuk membentuk kelompok, R bertanya kepada siswa bagaimana pemilihan anggota kelompoknya dan sebagian besar siswa memilih untuk berhitung. Akhirnya setiap siswa berhitung hingga membuat 9 kelompok yang masing-masing kelompok terdiri atas 4 orang. Kemudian masing-masing siswa menuju kelompoknya masing-masing dan menjadi sedikit gaduh. Tidak lama setelah siap dalam kelompoknya masing-masing, R membagikan potongan teks deskrpitif tentang Decolgen. R meminta siswa untuk mengurutkan potongan teks deskriptif tersebut menjadi sebuah teks yang urut. Setelah selesai, R kemudian memberikan waktu kepada siswa untuk membaca dan memahami teks secara individu. Kemudian membagikan lembar pertanyaan yang harus diselesaikan siswa dengan teknik roundrobin. Pada awal pelaksanaan teknik ini, sebagian siswa masih kebingungan

dan masih bertanya kepada R maupun kepada ET, namun siswa tetap dapat mengikuti teknik ini dengan baik.

Setelah 30 menit berdiskusi,R kemudian menanyakan apakah siswa sudah selesai menjawab seluruh soal. Siswa meminta tambahan waktu karena mereka belum selesai brediskusi. R memberikan tambahan 5 menit dan meminta siswa untuk segera menyelesaikannya. Setelah selang lima menit, R menanyakan lagi apakah siswa sudah selesai, kemudian ada dua kelompok yang belum selesai juga, R pun memberikan waktu tambahan lima menit lagi.

Setelah selesai, R meminta siswa untuk mempresentasikan hasil diskusinya. Untuk menyingkat waktu, R meminta siswa mempresentasikannya dari tempat duduk mereka saja. Ketika R bertanya kelompok mana yang mau membacakan hasil diskusinya terlebih dahulu, tidak ada satupun siswa yang mengangkat tanga. R pun menunjuk slaah satu kelompok untuk membacakan hasil jawaban nomor 1. R kemudian meminta kelompok yang bersangkutan menunjuk kelompok lain untuk menjawab pertanyaan selanjutnya. Setelah itu, R meminta siswa untuk mengumpulkan hasil jawaban kelompok dan meminta mereka kembali ke kursi masing-masing.

Sebelum menutup pelajaran, R mereview kembali aktivitas hari itu. Sebelum siswa beristirahat, R menyampaikan bahwa ia akan melakukan wawancara kepada siswa yang tinggal di kelas selama istirahat.

Field note 7
No : **FN07**
Hari/tgl : **Selasa/ April 21st 2015**
Kegiatan : **Implementasi** *Cycle I,* **pertemuan kedua**
Keterangan : **R : Researcher, ET : English Teacher**

Pukul 07. 35, R menuju ke ruang guru untuk menemui ET, namun ET belum terlihat berada di mejanya. R kemudian menerima pesan bahwa ET akan datang terlambat dan meminta R untuk langsung memulai pelajaran ketika jam kedua dimulai.

Pukul 07.45, R memasuki kelas XE. Beberapa siswa meminta izin untuk pergi ke kamar mandi. R pun kemudian menyiapkan bahan ajar sambil menunggu siswa siap menerima pelajaran. Tidak lama setelah itu, R membuka pelajaran dengan mengucapkan salam dan menanyakan kehadiran siswa. Pada hari itu tidak ada siswa yang tidak hadir. R menanyakan pelajaran pada minggu lalu kepada siswa. R menunjuk salah satu nama siswa kemudian menanyakan fungsi sosial dari teks deskriptif. Setelah mendapat jawaban dari siswa yang ditunjuk, R kemudian mengkonfirmasi jawaban siswa kepada seluruh kelas. Siswa yang lain pun setuju dengan jawaban tersebut. Setelah itu, R juga menanyakan struktur teks

deskriptif dan unsur kebahasaan yang ada di teks deskriptif. R meminta siswa untuk mengangkat tangan bagi yang tahu jawabannya. Namun, siswa masih malu-malu untuk mengangkat tangan dan memilih menjawab bersama-sama Setelah me-review pelajaran minggu kemarin, R menjelaskan apa yang akan dilakukan pada hari itu. Pada hari itu siswa masih akan melakukan teknik roundrobin. R menanyakan kepada siswa bagaimana pembagian kelompok hari ini, siswa pun meminta untuk R yang memilih. R kemudian meminta siswa ntuk berhitung seperti pertemuan sebelumnya. Ketika R sedang membagi kelompok, ET datang dan meminta maaf atas keterlambatannya, kemudian duduk di kursi paling belakang. R pun melanjutkan pembagian kelompok dan meminta siswa bergabung di kelompok yang sudah ditentukan. Kelas menjadi sedikit ramai ketika siswa saling menuju ke kelompoknya masing-masing. R membutuhkan waktu untuk membuat siswa kembali memperhatikannya. Setelah semua siswa memperhatikannya, R menjelaskan kembali aktivitas yang akan dilakukan oleh siswa. R juga mnjelaskan peraturan dari teknik roundrobin. Karena mingu sebelumnya sudah pernah melakukan praktik teknik round robin, kali ini siswa lebih memahami apa yang harus mereka lakukan.

Seperti pertemuan sebelumnya, R membagikan teks deskriptif yang masih dalam bentuk potongan yang tidak urut. R meminta siswa untuk mengurutkannya terlebih dahulu sebelum mereka mulai membacanya. Setelah selesai mengurutkan, R kemudian memberikan waktu kepada siswa untuk membaca teks deskriptif yang telah urut tersebut. Setelah selesai membaca, masing-masing anggota kelompok memulai teknik round robin. setiap anggota kelompok mulai menjelaskan jawaban dari soal yang ada dibawah teks yang diberikan. Setiap anggota kelompok yang menjawab soal juga memastikan bahwa masing-masing anggota kelompok sudah mengerti dengan jawaban yang diberikan

Kegiatan diskusi dengan teknik round robin kali ini berjalan lebih lancar dibandingkan pada pertemuan pertama. Siswa lebih memahami apa yang harus dilakukan dan lebih bisa menjabarkan jawabannya kepada anggota kelompoknya sehingga seluruh angota dalam kelompoknya paham pada soal dan jawaban tersebut. Setelah selesai berdiskusi dengan kelompoknya, R kemudian meminta siswa untuk mempresentasikan hasil jawaban yang sudah didiskusikan. Untuk mempersingkat waktu, R meminta setiap kelompok mengangkat tangan untuk menjawab pertanyaan, kemudian perwakilan kelompok hanya berdiri di mejanya dan membacakan jawaban yang sudah disetujui oleh anggota kelompoknya. Setelah membacakan jawaban dari salah satu kelompok, R kemudian bertanya kepada kelompok lain jika mereka memilik jawaban yang berbeda. Kelas kembali ramai ketika ada satu kelompok yang ketika membacakan jawaban mereka berbeda dengan kelompok-kelompok yang lain. Kelompok yang lain pun saling bersautan memberikan jawaban yang benar. R meminta siswa untuk mengangkat

tangan terlebih dahulu ketika ingin menyampaikan pendapatnya. Kemudian siswa pun mengangkat tangan, R kemudian memilih salah satu kelompok untuk menyampaikan pendapatnya.

Setelah selesai membahas semua hasil diskusi, R meminta siswa kembali ke tempat duduk masing-masing dan membagikan lembar soalbaru. R meminta siswa untuk mengerjakan soal secara individu selama 15 menit. Sebagian siswa mengeluh dan meminta tambahan waktu. Setelah selesai mengerjakan soal, R bersama dengan siswa mencocokkan hasil jawaban mereka dan meminta mereka untuk menghitung nilai mereka.

Setelah selesai, R kemudian me-review pelajaran hari ini secara sekilas kemudian menutup pelajaran.R juga menanyakan kesulitan yang dihadapi siswa selama pembelajaran hari ini. Sebelum mengucapkan salam, R menyampaikan bahwa ketika istirahat, R ingin melakukan wawancara kepada sebagian siswa yang tinggal di kelas. Siswa pun menyetujuinya. R kemudian mengucap salam. Setelah itu sebagian siswa keluar kelas untuk pergi ke kantin. Namun tidak seedikit juga yang tetap tinggal di kelas karena sudah mebawa bekal.

Field note 8
No　　　　　**: FN08**
Hari/tgl　　　**: Selasa/April 28th 2015**
Kegiatan　　　**: Implementasi *Cycle II,* pertemuan pertama**
Keterangan　 **: R : Researcher, ET : English Teacher**

Pukul 07. 40 R sampai di SMK Farmasi "Indonesia" Yogyakarta. R datang menuju ke ruang guru untuk menemui ET. R kemudian mengucap salam dan menyalami ET. R kemudian membahas dengan ET tentang materi hari ini akan sedikit berbeda dengan cycle I, hal ini karena permintaan beberapa siswa, ET pun menyetujuinya.

Tidak lama berselang, bel jam kedua dimulai berbunyi, R dan ET bersama-sama menuju ke ruang kelas XE. Karena sedang ada renovasi di beberapa kelas, maka ruangan untuk kelas XE pun dipindahkan ke kelas sementara. R masuk ke ruang kelas sambil menyapa siswa dengan sapaan "*Good Morning, class*", beberapa siswa segera duduk di kursi masing-masing. R meletakkan tas dan perlengkapan mengajar di meja guru kemudian mengucapkan salam serta menanyakan kabar siswa. Setelah itu, R menanyakan kehadiran siswa dan mengecek daftar hadir. Setelah melakukan *greeting*, R kemudian menanyakan apakah siswa sudah siap untuk menerima pelajaran, hampir seluruh siswa kompak menjawab sudah. Kemudian R me-review pertemuan minggu lalu. R menanyakan apakah siswa masih ingat dengan deskriptif teks yang sudah dua minggu dibahas, kemudian menanyakan struktur teks serta unsur kebahasaan yang ada dalam teks

deskriptif. R meminta siswa untuk mengangkat tangan ketika menjawab, namun, siswa terlihat tidak yakin untuk mengangkat tangan, akhirnya R pun menunjuk nama siswa dari daftar hadir.

Setelah beberapa menit me-review pelajaran minggu lalu, R menyampaikan bahwa pada hari ini mereka masih akan membahas teks deskriptif namun input teks yang digunakan sedikit berbeda, R menyampaikan hal ini dilakukan setelah interview yang dilakukan pada minggu lalu. R kemudian meminta siswa untuk berkelompok seperti sebelumnya. Kali ini pemilihan kelompok didasarkan pada kemampuan siswa, sehingga setiap kelompok terdiri atas 1 siswa berkemampuan diatas rata-rata, 2 siswa rata-rata dan 1 siswa dibawah rata-rata. Setelah berkelompok, R membagikan handout kepada setiap siswa. Setelah semua siswa mendapatkan handout, R kemudian menyampaikan bahwa teks yang akan mereka bahas masih rumpang lalu meminta siswa untuk mengisinya secara indvidu. Setelah kurang lebih 10 menit mengerjakan teks yang rumpang, R kemudian meminta siswa untuk mencocokkannya sesama kelompok, R meminta siswa untuk mengecek apakah mereka semua memiliki jawaban yang sama atau ada yang berbeda. Setelah itu, siswa bersama-sama dengan R mendengarkan suara monolog tentang teks yang dikerjakan siswa. Setelah selesai mendengarkan, R meminta siswa untuk saling mengecek lagi jawaban mereka. Setelah membahas kata yang rumpang, R meminta siswa untuk membahas teks dengan menggunakan teknik round robin seperti sebelumnya. R menanyakan kepada siswa apakah mereka masih ada yang bingung dengan pengerjaan soal menggunakan teknik round robin. Kemudian R menjelaskan lagi teknik round robin tersebut. setelah itu siswa membahas teks bersama kelompoknya. Selama membahas teks, R berkeliling kelas untuk mengamati lebih dekat pekerjaan siswa.

Setelah sekitar 30 menit membahas teks dengan kelompoknya, R menanyakan apakah siswa sudah selesai, beberapa kelompok menjawab sudah dan ada dua kelompok yang menjawab belum. R meminta siswa untuk segera menyelesaikannya. Setelah semua kelompok selesai, R kemudian meminta siswa untuk membahas teks bersama-sama. R bertanya apakah ada kelompok yang mau menjawab soal pertama. Kelompok 8 mengangkat tangan untuk menjawab soal, R pun mempersilahkannya. Setelah selesai membacakan soal dan jawaban, R mengkonfirmasi ke kelompok lain apakah jawaban dari kelompok 8 sudah betul, kelompok yang lain menyetujui jawaban kelompok 8, R kemudian meminta kelompok 8 untuk menunjuk salah satu kelompok untuk menjawab soal selanjutnya.

Setelah selesai membahas hasil diskusi, R meminta siswa untuk kembali duduk di kursi masing-masing. R kemudian membagikan handout baru yang berisi tugas individu yang harus dikerjakan oleh masing-masing siswa. R memberikan waktu 15 menit untuk mengerjakan soal. Tidak ada lagi siswa yang

meminta tambahan waktu dan siswa dapat menyelesaikannya tepat waktu. Setlah itu, R meminta siswa untuk enukar pekerjannya dngan teman sebangku kemudian mencocokkannya. Setelah selesai, R meminta siswa untuk menghitung jumlah betulnya.

R kemudian me-review pelajaran hari ini, dan menanyakan apakah siswa masih merasa ada kesulitan, namun hampir seluruh sisa menjawab tidak. R kemudian menutup pelajaran dan mempersilahkan siswa untuk istirahat. R kemudian mendatangi beberapa siswa untuk melakukan wawancara.

Field note 9
No   **: FN09**
Hari/tgl   **: Selasa/ May 5th 2015**
Kegiatan   **: Implementasi *Cycle II,* pertemuan kedua**
Keterangan **: R : Researcher, ET : English Teacher**

R sampai di SMK Farmasi "Indonesia" Yogyakarta pada pukul 07.40 kemudian langsung menuju ke ruang guru. Di ruang guru, ET belum terlihat berada di mejanya. R pun bertanya kepada guru piket yang sedang bertugas. Guru piket menyampaikan bahawa ET memang belum datang. R kemudian mengucapkan terima kasih dan keluar dari ruang guru. Tidak lama kemudian bel jam pelajaran kedua dimulai. R segera menuju ke kelas XE. Siswa-siswa yang sibuk berbicara dengan temannya pun langsung menuju ke kursi masing-masing.

R membuka pelajaran dengan mengucap salam dan menanyakan kabar siswa. Setelah itu, R mengecek kehadiran siswa dan menanyakan apakah ada yang tidak hadir pada hari ini. Kemudian siswa menjawab bahwa hari ini masuk semua. R kemudian me-review kepada siswa tentang pelajaran minggu lalu dan menanyakan kepada siswa jika masih ada kesulitan. Sebagian besar siswa menjawab tidak. Setelah itu, R menjelaskan kepada siswa bahwa pada hari ini mereka masih akan membahas teks deskriptif dengan teknik round robin. R kemudian membagi kelompok siswa seperti minggu sebelumnya, setiap kelompok terdiri atas satu siswa berkemampuan diatas rata-rata, dua rata-rata dan satu dibawa. Setelah memilik kelompok siswa berpindah dan menuju kelompoknya masing-masing. Pada kali ini siswa tidak membutuhkan waktu yang lama untuk siap dengan kelompoknya masing-masing. R kemudian membagikan teks deskriptif yang masih rumpang dan seperti sebelumnya meminta siswa untuk mengisinya terlebih dahulu secara individu. Kemudian pintu kelas diketuk, dan ET menyampaikan maaf karena terlambat. Setelah itu, R meminta siswa untuk membahasnya secara kelompok dan menentukan jawaban yang benar. Kemudian R memperdengarkan rekaman teks deskriptif secara lengkap. R menanyakan

apakah ada jawaban yang salah, beberapa kelompok menjawab dengan jawaban yang berbeda namun hanya berkisar 1 sampai 3 saja jawaban yang salah.

Setelah selesai mengecek teks yang akan digunakan untuk dibahas, R kemudian meminta siswa untuk membaca teks dan mulai membahas teks menggunakan teknik round robin seperti sebelum-sebelumnya. Namun sebelumnya, R bertanya apakah masih ada yang bingung, namun seluruh siswa menjawab tidak dan mulai fokus membaca teks kembali. Ketika tidak ada lagi bertanya, R kemudian mempersilahkan siswa untuk mengerjakan soal kemudian membahasnya. R kemudian mulai berkeliling kelas untuk mengecek pekerjaan siswa dan menanyakan jika siswa mengalami kesulitan. Beberapa siswa masih menanyakan arti dari beberapa kata yang dirasa sulit.

Setelah melakukan pembahasan dengan kelompoknya selama kurang lebih 30 menit, R bertanya apakah siswa sudah selesai, hampir seluruh kelompok menjawab sudah. Hal ini lebih cepat daripada pertemuan-pertemuan sebelumnya. Kemudian, R meminta masing-masing kelompok untuk mulai mempresentasikan jawaban mereka. R bertanya kelompok manakah yang ingin menjawab terlebih dahulu, kemudian beberapa kelompok mengangkat tangan. R kemudian menunjuk kelompok pertama untuk menjawab soal pertama. Setelah selesai membacakan soal dan jawaban, R bertanya kepada seluruh kelas apakah mereka setuju dengan jawaban kelompok satu, kelompok yang lain setuju dengan jawaban kelompok satu. R kemudian meminta kelompok satu untuk menunjuk kelompok lain untuk menjawab soal nomer selanjutnya. Pembahasan soal kemudian berlanjut sampai ke nomer terakhir. Secara kesuluruhan teknik round-robin berjalan lebih baik daripada pertemuan sebelumnya.

Setelah selesai, R meminta siswa untuk kembali ke kursi masing-masing dan mebagikan handout untuk dikerjakan secara individu. R memberikan waktu 15 menit kepada siswa untuk mengerjakannya dan beberapa siswa mampu menyelsaikannya sebelum 15 menit. Kemudian R dan siswa mencocokkan hasil jawaban yang benar. Hanya beberapa siswa yang masih salah dalam mengerjakan soal tersebut.

Di akhir pelajaran, R me-review pembahasan hari ini secara sekilas. R menanyakan apakah masih ada kesulitan namun sebagian besar siswa menjawab tidak. Setelah tidak ada lagi yang bertanya, R menutup pelajaran dengan mengucapkan salam dan mengatakan bahwa setelah ini akan melakukan wawancara dengan beberapa siswa. R kemudian mempersilahkan siswa untuk istirahat. ET pamit terlebih dahulu untuk menuju ke ruang guru.

APPENDIX C:

INTERVIEW

GUIDELINE

Interview Guideline before Implementation

A. Interview guideline for the English teacher

1. What do you think about reading comprehension of XE students?
2. How is students' attitude in the teaching learning process of reading comprehension?
3. How is students' achievement towards reading comprehension?
4. What are students' difficulties in reading comprehension?
5. Have you ever used any kinds of technique/strategies in teaching reading comprehension?
6. Do the discussion often held in the class?
7. How do you check the students' reading comprehension?
8. Where do you find the texts used in the teaching reading comprehension?

B. Interview guideline for students

1. What is your experience of learning English?
2. Do you like reading an English text? Why?
3. What problems or difficulties do you get when you reading an English text?
4. How do you usually reading an English text?
5. Have you ever used any kind of techniques/strategies when you read an English text?
6. Have you ever discuss with your friends or the teacher when you are practicing comprehending an English text?
7. Does the technique help you comprehend the text?

Pedoman Wawancara sebelum Implementasi

A. Pedoman wawancara dengan guru

    1. Bagaimana menurut Anda kemampuan pemahaman teks siswa kelas XE?

    2. Bagaimana sikap siswa terhadap kegiatan membaca teks berbahasaInggris?

    3. Bagaimana pencapaian siswa kelas XE dalam reading selama ini?

    4. Apa saja kesulitan yang siswa hadapi saat mereka memahami isi bacaan?

    5. Apakah Anda menggunakan teknik atau strategi tertentu untuk mengajar reading?

    6. Apakah diskusi sering diadakan?

    7. Bagaimana cara Anda mengecek pemahaman siswa?

    8. Darimana sajakah teks yang digunakan untuk mengajar reading?

B. Pedoman wawancara dengan siswa

    1. Bagaimana pengalamanmu selama ini belajar bahasa Inggris?

    2. Apakah kalian menyukai kegiatan membaca teks berbahasa Inggris?

    3. Apa permasalahan atau kesulitan yang kalian hadapi dalam memahami isi bacaan?

    4. Bagaimana kalian mengatasi permasalahan tersebut? Apakah itu berhasil?

    5.Bagaimana kalian biasanya membaca teks?

    6. Pernahkan kalian membaca menggunakan teknik/strategi tertentu dalam membaca?

    7. Pernahkan kalian berdiskusi dengan guru atau teman pada saat memahami isi bacaan teks?

Interview Guideline after the Implementation of Cycle 1 and Cycle 2

A. Interview guideline for the English teacher

    1. What is your opinion about the implementation today?

    2. What do you think about the activities?

    3. What do you think about the students' motivation?

    4. What do you think about the interaction between students and students?

    5. What do you think about the interaction between students and the teacher?

    6. What do you think about input texts related to their competencies?

    7. What is your suggestion for the next implementation?

B. Interview guide for students

    1. What do you think about the learning activity today?

    2. What do you think about reading a text using round robin technique?

    3. Did the technique help you comprehend the text?

    4. Did you get difficulties in applying those techniques?

    5. Does the technique motivate you to comprehend the text?

    6. What do you think about the discussion?

    7. What do you think about input texts related to their competencies?

    8. What is your suggestion for the next implementation?

Pedoman Wawancara setelah Perlakuan pada Cycle 1 & Cycle 2

A. Pedoman wawancara dengan guru

1. Bagaimana pendapat Anda mengenai implementasi hari ini?
2. Bagaimana menurut Anda mengenai aktivitas yang dilakukan?
3. Bagaimana menurut Anda mengenai motivasi belajar siswa?
4. Bagaimana menurut Anda mengenai interaksi antara siswa dengan siswa?
5. Bagaimana menurut Anda mengenai interaksi antara siswa dengan guru?
6. Bagaimana menurut anda input teks yang sesuai dengan kompetensi mereka?
7. Apa saran Anda untuk implementasi selanjutnya?

B. Pedoman wawancara dengan siswa

1. Bagaimana menurut kalian mengenai pembelajaran hari ini?
2. Bagaimana menurut kalian memahami bacaan dengan teknik round robin ?
3. Apakah teknik tersebut membantu kalian dalam memahami teks?
4. Apakah kalian mengalami kesulitan dalam menggunakan teknik tersebut?
5. Apakah penggunaan teknik tersebutmemotivasi kalian dalam memahami isi bacaan?
6. Bagaimana menurut kalian mangenai kegiatan diskusi yang dilakukan?
7. Bagaimana menurut kalian input teks yang sesuai dengan kompetensi kalian?
8. Apakah ada saran untuk pertemuan selanjutnya?

APPENDIX D:

INTERVIEW

TRANSCRIPTS

No.	:	IT 01
Day/Date	:	**17 Februari 2015**
R	:	**Researcher**
ET	:	**English Teacher**

R	:	Selamat siang Ibu,
ET	:	Siang mbak Dhaniar, gimana?
R	:	Begini Bu, saya ingin tanya-tanya tentang pembelajaran *reading* di kelas XE.
ET	:	Oh iya mbak, *reading* untuk kelas X ya, gimana?
R	:	Menurut ibu, bagaimana pemahaman siswa terhadap teks berbahas inggris?
ET	:	Kalau untuk *reading* kemampuan mereka memang masih kurang
R	:	baik
ET	:	Apakah mereka antusias dalam belajar *reading*?
R	:	Tidak terlalu sih ya, malah biasanya mereka kurang suka kalau cuma disuruh membaca saja.
ET	:	Lalu bagaimana pencapaian siswa kelas X dalam reading selama ini Bu?
R	:	Ya masih kurang kalau dibandingkan kelas-kelas lainnya, dibanding kemampuan bahasa inggris yang lain, reading juga masih kurang.
ET	:	Kesulitan apa saja yang sering siswa hadapi dalam memahami teks?
R	:	Banyak sih mbak, kan banyak faktor yang mempengaruhi, tapi biasanya mereka tidak tahu arti vocab-vocab yang agak sulit, grammar, sama menentukan main idea aja mereka masih kesulitan.
ET	:	Oh begitu, ada faktor lain lagi tidak bu?
R	:	Motivasi mereka belajar reading juga kurang soalnya mereka *nggak* tertarik sama teksnya.
ET	:	Biasanya, teknik atau strategi apa yang sering digunakan untuk mengajar reading, Bu?
R	:	Biasanya saya meminta siswa untuk membaca teks, dan jika ada ata yang sulit saya meminta mereka untuk membuka kamus, kemudian mereka mengerjakan soal-soal yang ada. Ya cuma gitu-gitu aja.
ET	:	Lalu, apakah diskusi sering diadakan ketika pembelajaran reading bu?
R	:	Jarang sih mbak, biasanya hanya membaca dan mengerjakan soal sendiri-sendiri. Ya kadang mereka membahas soal dengan teman sebangku.
ET	:	Kemudian bagaimana cara ibu untuk mengecek pemahaman siswa?
R	:	Biasanya ya cuma dari soal yang dikerjakan kan nanti keliatan dari nilainya kalo nggak ya kadang mereka saya suruh menceritakan kembali tapi pakai bahasa indonesia biar mereka lebih paham.
ET	:	Oh begitu, kalau untuk teksnya biasanya ambil darimana ya Bu?
R	:	Biasanya mereka pakai buku paket kalau nggak ya dari LKS. Kadang-kadang saya nambah vocab dari buku lain atau dari internet.
ET	:	Oh begitu ya bu. Baik bu untuk sementara in dulu saja, nanti kalau

		ada pertanyaan lagi saya tanya lagi ya bu
ET	:	Oh iya mbak, boleh boleh.
R	:	Kalau begitu saya pamit dulu bu, assalamualaikum
ET	:	Waalaikumsalam.

No.	:	**IT 02**
Day/Date	:	**24 Februari 2015**
R	:	**Researcher**
S	:	**Student(s)**
R	:	Siang dek, lagi pada istirahat ya?
S_1	:	Iya mbak, hehe
R	:	Mbak mau nanya-nanya sebentar boleh ya?
S_1	:	Iya boleh dong mbak, emang tentang apa *tho* mbak?
R	:	Kalian kelas XE kan ya? Bahasa Inggrisnya sama miss Nyimas kan ya?
S_2	:	Iya mbak.
R	:	Kalau pelajaran bahasa inggris kan ada 4 kemampuan ya, listening,
	:	speaking, reading sama writing, bu Nyimas biasanya kalau ngajar reading gimana?
S_1	:	Ya cuma disuruh baca teks aja mbak, baca-baca terus gitu.
S_2	:	Iya mbak, baca terus ngerjain soal, udah gitu-gitu aja.
R	:	Oh gitu, biasanya kalau baca teks, teks nya ambil dari mana?
S_1	:	Ya dari buku paket mbak, kalau nggak ya dari LKS.
S_3	:	Kadang juga dibawain sama miss Nyimas fotokopian teks gitu.
R	:	Menurut kalian teks yang dipelajari sulit atau tidak?
S_2	:	Ya lumayan mbak, lumayan sulit, hehe.
R	:	Kalian sering menemukan kesulitan apa ketika belajar reading?
S_1	:	Sering nggak ngerti arti kalimatnya mbak, kan teksnya panjang-panjang tuh, jadi males ngartiinnya.
S_2	:	Iya kata-katanya susah biasanya.
S_3	:	Iyaa mbak,terus kita juga sering bingung sama grammarnya.
R	:	Lalu bagaimana cara kalian mengatasi kesulitan tersebut?
S_1	:	Biasanya tanya ke teman, atau nyari arti di kamus.
R	:	Biasanya miss Nyimas pakai teknik apa kalau ngajar?
S_3	:	Teknik itu yang gimana mbak? Kalau ngajar ya cuma suruh baca terus ngerjain soal, nggak ada teknik-teknikan mbak.
S_1	:	Iya mbak nggak ada sih kayaknya
R	:	Sering ada diskusi atau tidak selama memahami teks?
S_2	:	Jarang sih mbak, nggak pernah malah kayaknya. Orang kita seringnya cuma mbaca terus ngerjain soal.
R	:	Oh gitu, oke dek cukup pertanyaannya, makasih infonya ya dek.
S(s)	:	Sama-sama mbak.

No.	:	**IT 03**
Day/Date	:	**24 Februari 2015**
R	:	**Researcher**
S	:	**Student(s)**

R	:	Siang dek, kelas XE ya? boleh tanya-tanya bentar?
S	:	Iya mbak?
R	:	Dek siapa ya namanya?
S	:	Lintang mbak.
R	:	Oh iya dek Lintang, pelajaran bahasa Inggrisnya dengan miss Nyimas ya?
S	:	Iya mbak.
R	:	Kalau pelajaran bahasa inggris kan ada 4 kemampuan ya, listening,
	:	speaking, reading sama writing, bu Nyimas biasanya kalau ngajar reading gimana?
S	:	Biasanya baca teks mbak, gantian baca satu-satu..
R	:	Oh gitu, habis baca biasanya ngapain?
S	:	Ya ngerjain soal dikasih sama miss Nyimas.
R	:	Menurut dek Lintang teks yang dipelajari sulit atau tidak?
S	:	Ya tergantung teksnya mbak, kadang-kadang sulit.
R	:	Biasanya yang bikin sulit apanya?
S	:	Ya kadang nggak tahu artinya, jadi nggak bisa dipahami kalau nggak tauartinya.
R	:	Selain itu ada lagi nggak kesulitannya?
S	:	Duh, apa ya mbak, nggak bisa nyari main idea juga hehe.
R	:	Oh gitu, susah ya kalau cari main idea?? Terus kalau dari teksnya yang diberikan miss Nyimas gimana? Menarik tidak?
S	:	Ya biasa aja mbak, nggak menarik-menarik banget.
R	:	Biasanya Miss Nyimas kalau ngajar pakai teknik apa?
S	:	Maksudnya teknik itu caranya? Ya biasa aja suruh baca, ngerjain soal, terus dicocokkin atau dikumpulin.
R	:	Lalu bagaimana kalian mengatasi kesulitan tersebut?
S	:	Ya biasanya lihat di kamus atau nanya ke teman yang lebih pinter.
R	:	Pernah diskusi dengan teman atau guru untuk memahami teks tidak?
S	:	Kayaknya tidak mbak.
R	:	Oke deh dek Lintang, makasih infonya ya.
S	:	Sama-sama mbak.

No.	:	IT 04
Day/Date	**:**	**Tuesday/ March 31st 2015**
R	**:**	**Researcher**
ET	**:**	**English Teacher**

R	:	Bagaimana pendapat bu Nyimas tentang mengajar saya tadi?
ET	:	Overall sudah bagus mbak, tapi karena baru pertemuan pertama jadi belum banyak keliatan perubahannya. Tapi tadi untuk materi yang disampaikan sangat menarik dan sangat relevan dengan kompetensi siswa juga. Mereka kayaknya seneng karena merasa familiar dengan teksnya. Tapi ya tadi saya lihat pas kelompokan siswa masih suka ngobrol sendiri.
R	:	Iya bu, kadang agak sulit membuat mereka tetap fokus dengan pelajaran. Ada lagi yang lain bu?
ET	:	Apa ya, karena baru pertama sih ya, jadi siswa masih merasa baru dengan teknik yang digunakan jadi masih bingung dan mungkin belum terlalu mengerti juga. Saran saya besok lebih diperjelas lagi instruksinya.
R	:	Oh iya bu, baik. Tadi saya juga merasa terlalu cepat menjelaskannya.
ET	:	Iya untuk minggu depan mungkin lebih diperbaiki lagi.
R	:	Baik Bu, ada saran yang lain lagi?
ET	:	Untuk sementara cukup itu dulu, minggu depan masih cycle 1 ya, lebih dipersiapkan lagi saja ya.
R	:	Baik Bu, terima kasih sarannya.

No.	:	IT 05
Day/Date	**:**	**Tuesday/ March 31st 2015**
R	**:**	**Researcher**
S	**:**	**Student**

R	:	Halo dek, mbak boleh tanya-tanya sebentar?
S	:	Boleh mbak.
R	:	Menurut kamu, gimana pembelajaran di kelas bahasa inggris tadi?
S	:	Asik kok mbak, beda sama reading kalo sama miss Nyimas biasanya. Terus nggak cepet bosen juga.
R	:	Oh ya? Apa yang membuat cepat bosan?
S	:	Kalau tadi kan banyak kerja kelompok sama temen-temen jadi lebih seru, materinya juga menarik, kita belom pernah dapet teks kayak gitu soalnya.
R	:	Tapi teknik tadi bisa membuat kamu lebih paham dengan teksnya nggak?
S	:	Iya mbak, tadi kan dapet penjelasan dari temen-temen, terus kalau nggak ngerti, nanya ke mbak Dhaniar juga.
R	:	Lalu, bagaimana menurut kamu mangenai kegiatan diskusi yang dilakukan?
S	:	Lebih seru daripada baca sendiri-sendiri mbak.

R	:	Ada kesulitannya tidak dengan teknik tadi?
S	:	Emm apa ya mbak, ya pas kerja kelompok kalau temennya nggak serius ya jadi ikutan nggak serius juga, terus tadi masih agak bingung dengan tekniknya.
R	:	Oh gitu ya, lalu ada saran untuk pertemuan selanjutnya *nggak*?
S	:	Apa ya mbak, hehe, mungkin anggota kelompoknya besok diganti-ganti aja, terus kalimatnya jangan yang susah-susah. Hehe
R	:	Iya deh besok kita bahas bareng-bareng lagi ya, makasih waktunya dek.
S	:	Sip mbak, sama-sama.

No.	:	**IT 06**
Day/Date	:	**Tuesday/ April 7th 2015**
R	:	**Researcher**
S	:	**Student**
R	:	Halo dek Andika kan ya? Boleh wawancara sebentar?
S	:	Boleh mbak.
R	:	Menurut kamu, gimana pembelajaran di kelas bahasa inggris tadi?
S	:	It is fun miss and it is not boring when you teach us.
R	:	Great, apakah teknik tadi membantu dek Andika lebih memahami teksnya?
S	:	Yes miss, of course. Tadi kan kita mendapat pemahaman tidak hanya dari diri sendiri tapi juga dari teman yang lain.
R	:	Lalu ada kesulitannya nggak dengan teknik tadi?
S	:	Kesulitannya ya miss? Emm apa ya, tadi sih bingung sama alurnya, kita harus gantian menjawab satu-satu gitu ya, tapi kalau pas nggak bisa jawabnya gimana?
R	:	Oh gitu ya, tadi kan sudah dijelaskan, kalau yang nggak bisa jawab bisa diberikan ke teman disebelahnnya.
S	:	Oh gitu to miss, tadi msih bingung soalnya.
R	:	Iya nggak apa-apa. Kan masih ada pertemuan berikutnya. Dek Andika ada saran untuk selanjutnya?
S	:	Pengennya ada gamesnya sih miss.
R	:	Duh, games ya dek, kan penelitiannya fokusnya pakai teknik ini, hehe tapi coba liat nanti ya.
S	:	Iya mbak.

No.	:	**IT 07**
Day/Date	:	**Tuesday/ April 7th 2015**
R	:	**Researcher**
S	:	**Student**
R	:	Halo, Dek Danu ya?
S	:	Hehe iya mbak.
R	:	Mbak tanya-tanyain sebentar ya?

S	:	Iya boleh mbak.
R	:	Menurut Danu gimana pembelajaran dengan teknik tadi??
S	:	Seru sih mbak, Semuanya jadi ikut ngomong, nggak cuma satu orang yang mengerjakannya. Teksnya tadi juga menarik mbak, soalnya belum pernah belajar teks tentang obat-obatan gitu.
R	:	Oh gitu ya, lalu dek Danu menemukan kesulitan tidak?
S	:	Teksnya agak susah sih mbak, soalnya kalimatnya panjang-panjang. Oh gitu, tapi lebih bisa dipahami nggak teksnya dengan teknik tadi?
R	:	Iya lebih paham, soalnya tadi kan dapet penjelasannya dari temen-
S	:	temen yang lain juga, terus pas terakhir dibahas bareng-bareng jadi tambah paham.
R	:	Dek Danu ada saran untuk pertemuan selanjutnya nggak?
S	:	Apa ya mbak, lebih ditingkatkan aja gitu.
R	:	Oke baiklah, makasih ya dek.

No.	**:**	**IT 08**
Day/Date	**:**	**Tuesday/ April 21st 2015**
R	**:**	**Researcher**
ET	**:**	**English Teacher**
R	:	Bagaimana pendapat bu Nyimas tentang mengajar saya tadi?
ET	:	Untuk pertemuan kedua ini lebih baik dari sebelumnya, sudah bisa lebih menguasai kelas, siswa juga lebih banyak terlibat di dalam teknik dan sepertinya sudah bisa mengikuti alur tekniknya.
R	:	Iya bu, tadi mereka sudah bisa jalan sendiri pas melakukan tekniknya, tetapi msih ada satu-dua kelompok yang sulit dikendalikan.
ET	:	Iya nggak apa-apa, anak-anak memang begitu, kalau kelompoknya ketemu sama temen yang klop malah jadi sibuk sendiri. Tapi kan masih bisa diasah di pertemuan selanjutnya. Minggu depan sudah mulai cycle 2 ya?
R	:	Iya bu, minggu depan sudah mulai cycle 2. Menurut ibu, apakah penggunaan teknik ini mampu membantu meningkatkan pemahaman siswa dalam reading bu?
ET	:	Membantu kok mbak, siswa jadi lebih terlibat dalam pelajaran, selain itu siswa juga mendapat pemahaman tidak hanya dari guru, tetapi juga dari temannya.
R	:	Baik bu, lalu ada saran untuk implementasi teknik round robin untuk pertemuan selanjutnya?
ET	:	Lebih dipersiapkan lagi materinya agar siswa tidak mudah pecah konsentrasinya, itu saja mbak.
R	:	Baik bu, terima kasih.

No.	**:**	**IT 09**
Day/Date	**:**	**Tuesday/ April 21st 2015**

R	:	Researcher
S	**:**	**Student**
R	:	Halo dek Rina, mbak boleh wawancara sebentar?
S	:	Wawancara apa mbak?
R	:	Cuma mau tanya-tanya dikit tentang pembelajaran tadi. Dek Rina kan ya?
S	:	Iya mbak. Gimana mbak?
R	:	Menurut dek Rina gimana belajar reading dengan teknik tadi?
S	:	Gimana ya mbak, yah seneng-seneng aja.
R	:	Senengnya gimana?
S	:	Yaa, tadi belajarnya bareng sama temen-temen, jadi nggak cuma mikir sendiri tentang teksnya.
R	:	Oh gitu, tadi dek Rina menemukan kesulitan apa selama pelajaran?
S	:	Apa ya mbak, masih agak bingung sama aturan tekniknya sih, sama teksnya aja yang agak susah.
R	:	Lalu dek Rina ada saran untuk pertemuan selanjutnya nggak?
S	:	Apa ya mbak, tambah diperjelas aja instruksinya, terus cara milih kelompoknya diganti-ganti biar temennya juga ganti, itu aja sih.
R	:	Oke deh dek, kayaknya cukup pertanyaannya, makasih ya.
S	:	Iya mbak.

No.	:	**IT 10**
Day/Date	**:**	**Tuesday/April 21st 2015**
R	**:**	**Researcher**
S	**:**	**Student**
R	:	Halo dek Yefiyef, mbak tanya-tanya sebentar boleh?
S	:	Boleh dong mbak.
R	:	Menurut dek Yefiyef gimana pembelajaran bahasa inggris dengan teknik tadi?
S	:	Lebih seru mbak, belajar kelompok tapi nggak cuma satu orang aja yang ngerjain. Kan biasanya kalau ada kerja kelompok yang ngerjain cuma satu dua orang aja, anggota lainnya diem aja. Tapi kalau tadi enggak, mau nggak mau yang lain harus jawab.
R	:	Oh gitu ya, teknik yang dipakai tadi membantu kamu dan teman-teman tidak dalam memahami teks?
S	:	Membantu sih mbak, tadi jadi lebih ngerti tentang teksnya soalnya dapet penjelasan dari temen-temen yang lainnya juga.
R	:	Lalu, ada kesulitan apa ketika mengunakan teknik tadi?
S	:	Apa ya mbak, kesulitnnya tadi sih teksnya yang sulit mbak, kalimatnya susah jadi harus buka kamus gitu.
R	:	Dek Yefiyef ada saran untuk pertemuan selanjutnya nggak?
S	:	Emm pengennya sih ada listening nya mbak biar lebih seru, soalnya kalo baca teksnya aja kurang greget gimana gitu hehe

R	:	Oh gitu ya, bisa dicoba tuh buat pertemuan selanjutnya, makasih ya dek.
S	:	Sama-sama mbak.

No.	:	**IT 11**
Day/Date	:	**Tuesday/April 21st 2015**
R	:	**Researcher**
S	:	**Student(s)**
R	:	Halo dek, lagi pada ngapain? Nggak jajan ke kantin?
S	:	Enggak mbak, kita kan udah bawa bekal, hehe.
R	:	Oh gitu, boleh sambil mbak tanya-tanyain bentar nggak ya?
S_1	:	Boleh mbak.
R	:	Menurut kalian gimana pembelajaran reading dengan teknik tadi? Asik sih mbak, banyak interaksinya
S_2	:	Lebih bisa dipahami soalnya dibantu sama penjelasan temen-temen yang lain. Jadi nggak mikir sendiri.
R	:	Kalian jadi lebih paham sama teksnya?
S_1	:	Iya mbak lebih paham.
R	:	Tadi ada saran untuk pertemuan selanjutnya pakai listening, menurut kalian gimana?
S_1	:	Duh mendengarkan ya mbak? Nanti jadi lebih sulit dong mbak?
S_3	:	Tapi nggak apa-apa sih, kayaknya seru ada listening kalau teksnya tentang obat.
S_2	:	Iya kan kita belum pernah dapet kayak gitu, boleh mbak boleh.
R	:	Oke, berarti minggu depan kita coba untuk input teksnya ada
	:	listeningnya ya. Ada saran lainnya?
S	:	Nggak ada kok mbak.

No.	:	**IT 12**
Day/Date	:	**Tuesday/April 28th 2015**
R	:	**Researcher**
ET	:	**English Teacher**
R	:	Bagaimana pendapat bu Nyimas tentang mengajar saya tadi?
ET	:	Sudah banyak kemajuan mbak daripada cycle 1. Siswanya sudah banyak terlibat dengan teknik yang digunakan. Tadi saya lihat input yang digunakan juga sedikit berbeda ya dengan cycle 1?
R	:	Iya bu, kemarin beberapa siswa ada yang minta tambahan listening, jadi saya coba tambahkan, bagaimana menurut ibu?
ET	:	Bagus kok mbak, siswa juga jadi lebih tertantang untuk memahami teksnya. Tadi saya lihat siswa sudah mulai terbiasa menggunakan

		teknik ini jadi mereka perlu dibiasakan lagi agar lebih otomatis menggunakan tekniknya.
R	:	Oh iya bu, baik. Ada lagi yang perlu ditambahkan mungkin untuk minggu depan?
ET	:	Apa ya, sudah cukup bagus sih, baik dari teknik maupun materi yang disampaikan, siswa lebih semangat untuk belajar reading
R	:	kelihatannya Baik Bu, terima kasih sarannya.

No.	:	IT 13
Day/Date	:	Tuesday/April 28th 2015
R	:	Researcher
S	:	Student
R	:	Halo dek, mbak wawancara sebentar ya?
S	:	Iya mbak.
R	:	Menurut kamu gimana pembelajaran bahasa inggris dengan teknik tadi dibanding dengan minggu kemarin?
S	:	Lebih seru sih mbak, ada listeningnya juga, jadi membahasnya sama temen sekolompok juga seru. Tapi banyak yang sulit kata-katanya.
R	:	Oh gitu ya, tapi membantu kamu memahami teksnya nggak?
S	:	Membantu sih mbak, tadi kan sebelum listening kita coba jawab dulu dari kalimat yang masih kosong, terus dengan listening jadi lebih seru ngebahas teksnya.
R	:	Lalu, ada kesulitan apa ketika mengunakan teknik tadi?
S	:	Emm, teksnya susah mbak, terus pas listening agak nggak jelas juga ngomong apa. Tadi waktu kelompokan temennya ada yang sibuk ngobrol jadi agak ganggu.
R	:	Oh gitu ya, ada saran untuk pertemuan selanjutnya?
S	:	Nggak ada mbak hehe.

No.	:	IT 14
Day/Date	:	Tuesday/April 28th 2015
R	:	Researcher
S	:	Student
R	:	Halo dek, mbak tanya-tanya sebentar boleh?
S	:	Iya mbak boleh.
R	:	Dek Bila kan ya? Menurut dek Bila gimana pembelajaran bahasa inggris dengan teknik tadi?
S	:	Gimana ya mbak, asik sih masih kerja kelompok, dan seluruh anggota kelompoknya ikut mikir, jadi ga cuma sebagian aja yang kerja, kan udah dapet bagian masing-masing
R	:	Oh gitu, kira-kira teknik tadi membantu kamu memahami teksnya

		nggak?
S	:	Membantu mbak, soalnya bahas teksnya bareng-bareng, jadi bagian yang aku belum ngerti dibantuin sama temen.
R	:	Lalu, ada kesulitan apa ketika mengunakan teknik tadi?
S	:	Emm, kadang kalo dapet temen yang gamau jelasin atau jelasinnya nggak begitu jelas ya masih bingung.
R	:	Oh gitu ya, ada saran untuk pertemuan selanjutnya?
S	:	Temen kelompoknya kalau bisa milih sendiri aja mbak, biar lebih klop.
R	:	Ya nanti kalo dek Bila milih sendiri kasian temen yang lain juga
S	:	kan.
		Iya sih mbak, tapi ya gimana ya, temen kelompoknya kadang nggak
R	:	enak mbak.
		Oh gitu, tapi kan berarti dek Bila juga belajar untuk lebih menerima
S	:	dan menghargai orang lain juga dengan teknik seperti ini.
		Iya sih mbak.

No.	:	IT 15
Day/Date	:	Tuesday/April 28th 2015
R	:	Researcher
S	:	Student
R	:	Halo dek, lagi istirahat kan ya, sambil mbak wawancara boleh?
S	:	Iya mbak boleh boleh.
R	:	Menurut kamu gimana pembelajaran bahasa inggris dengan teknik round robin?
S	:	Menyenangkan mbak, pas awal-awal sih bingung tapi sekarang sudah mengerti alurnya.
R	:	Oh gitu ya, tapi membantu kamu memahami teksnya nggak?
S	:	Lumayan membantu mbak, soalnya dapet pemahamannya nggak cuma dari diri sendiri, tapi juga dari temen-temen sekelompok, terus setelah itu kan dibahas bareng-bareng jadi tambah paham.
R	:	Lalu, ada kesulitan apa ketika mengunakan teknik tadi?
S	:	Emm, teksnya susah mbak, banyak kata-kata yang susah, terus kadang agak ramai sih kelompoknya.
R	:	Oh gitu ya, kan diajarin juga untuk guesing meaning from context ya, buat ngartiin kata-kata sulit, jadi nggak terus-menerus buka kamus, membantu nggak?
S	:	Hehe, membantu sih mbak tapi masih susah.
R	:	Ada saran untuk pertemuan selanjutnya?
S	:	Apa ya mbak, udah bagus kok ngajarnya, asik, kitanya juga seneng.
No.	:	IT 16
Day/Date	:	Tuesday/April 28th 2015
R	:	Researcher
S	:	Student
R	:	Gimana pelajarannya tadi dek?

S	:	Lebih gampang mbak, hehe.
R	:	Gampangnya kenapa?
S	:	Ya kan dari kemarin udah banyak dibahas teks yang mirip-mirip gini, jadi udah mulai terbiasa sama kata-kata yang ada di teks.
R	:	Berarti udah paham sama teksnya ya?
S	:	Ya lumayan mbak, udah bisa paham sama teksnya sama pertanyaan-pertanyaannya juga.
R	:	Masih ada kesulitan nggak dengan teknik ini?
S	:	Paling cuma kadang pas kelompokan suka ribut sendiri temen-temennya.
R	:	Oh gitu ya, sip deh. Makasih ya dek Ferlinta.
S	:	Iya mbak, sama-sama.

No.	:	**IT 17**
Day/Date	:	**Tuesday/May 5th 2015**
R	:	**Researcher**
S	:	**Student**
R	:	Halo dek, gimana pelajarannya tadi dek?
S	:	Hai mbak, ya kayak biasanya mbak, hehe.
R	:	Gimana sama teknik yang dipakai? Membantu memahami teks
S	:	nggak?
		Membantu mbak, teksnya juga bagus-bagus, tentang obat-obat gitu.
R	:	Sip, masih ada kesulitan nggak?
S	:	Apa ya? Kayaknya sih nggak ada mbak.
		Oh gitu ya, sip deh. Makasih ya dek.
		Iya mbak, sama-sama.

No.	:	**IT 18**
Day/Date	:	**Tuesday/May 5th 2015**
R	:	**Researcher**
S	:	**Student**
R	:	Halo dek, gimana pelajarannya tadi dek?
S	:	Hai mbak, ya kayak biasanya mbak, hehe.
R	:	Gimana sama teknik yang dipakai? Membantu memahami teks
S	:	nggak?
		Membantu mbak, Kan dijelasin sama temen gitu, terus kita juga bisa
R	:	nambahin kalo kira-kira ada yang kurang.
S	:	Tapi sudah lebih berani menyampaikan pendapatnya sendiri kan?
		Iya pas awal kan masih bingung jadi lebih banyak diem, kalau sekarang mah lebih paham.

		Masih ada kesulitan yang lain tidak?
		Apa ya? Kayaknya sih nggak ada mbak.
		Oh gitu ya, sip deh. Makasih ya dek.
		Iya mbak, sama-sama.

No.	**:**	**IT 19**
Day/Date	**:**	**Tuesday/May 5th 2015**
R	**:**	**Researcher**
S	**:**	**Student**
R	:	Halo dek, mbak tanya-tanya sebentar boleh?
S	:	Iya mbak, mau tanya-tanya kayak biasanya ya? Hehe.
R	:	Hehe iya dek, gimana menurut amel tentang pembelajaran dengan teknik round robin?
S	:	Seru mbak, lebih asik daripada sama miss Nyimas, hehe.
R	:	Serunya gimana? Membantu memahami teks nggak?
S	:	Ya gitu, kita belajar nggak cuma dari gurunya, tapi juga dari temen-temen, terus pas di kerja kelompok juga ga ada yang nganggur karena semuanya mikir.
R	:	Oh gitu, lalu ada kesulitan nggak yang dek amel temui dengan teknik ini?
S	:	Pas awal aja, sekarang udah biasa jadi bisa, teksnya juga menarik tentang obat-obatan.
R	:	Oh gitu, sip-sip, ada saran nggak untuk kedepannya?
S	:	Apa ya mbak? Terus semangat aja ya mbak hehe
R	:	Oke pasti hehe, makasih ya dek Amel.
S	:	Iya mbak sama-sama.

No.	**:**	**IT 20**
Day/Date	**:**	**Tuesday/May 5th 2015**
R	**:**	**Researcher**
ET	**:**	**English Teacher**
R	:	Bagaimana pendapat bu Nyimas tentang pertemuan kedua cycle 2 tadi bu?
ET	:	Kalau menurut mbak Dhaniar gimana? Sudah berhasil belum?
R	:	Emm, kalau menurut saya dibanding cycle 1, cycle 2 lebih terlihat perkembangannya bu, siswa terlihat sudah lancar menggunakan teknik round robin, walaupun ada beberapa yang sulit dikendalikan. Iya betul, menurut saya juga sudah lebih bagus dari sebelumnya.
ET	:	Mbak Dhaniar sudah bisa menguasai kelas, sudah terlihat perubahannya juga terhadap siswa. Sekarang siswa lebih aktif, sudah

		bisa saling sharing terutama saat diskusi. Mereka sepertinya sudah mulai lancar dengan teknik ini.
		Oh iya bu, kira-kira yang masih kurang apa ya Bu?
R	:	Apa ya, sudah cukup kalau menurut saya, semoga saja mereka tetap
ET	:	bisa mengaplikasikan teknik ini ke depannya. Kan tidak hanya terpaku pada reading saja to ini bisa digunakannya.
R	:	Iya bu, teknik ini bisa digunakan untuk pembelajaran apa saja.
ET	:	Baiklah, tinggal lihat hasil post-tesnya nanti. Masih ada lagi?
R	:	Baik Bu, cukup sepertinya. saya minta maaf kalau banyak salah selama mengajar. Bu Nyimas sangat membantu sekali.
ET	:	Iya mbak, kita sama-sama belajar juga to kalau begini, kan jadi berbagi ilmu, hehe
R	:	Iya bu, terima kasih banyak.

APPENDIX E:

TESTS & ITEMAN ANALYSIS

Blueprint Reading Comprehension Text

TRY OUT PRE-TEST

Materials	Test Type	Item Indicators	Item Number	Total
Descriptive text	Multiple choice	Identifying the purpose/social function of the text	1, 16, 32, 40	4
		Finding the main idea/topic	8, 15, 24, 27, 39	5
		Identifying the specific information	3, 5, 10, 12, 17, 26, 31, 34, 37	9
		Deducting the meaning of unfamiliar lexical items	6, 11, 14, 19, 25, 36	6
		Making inference	9, 21, 28, 33	4
		Identifying references	18, 30	2
		Identifying generic structure of the text	7, 23, 38	3
		Recognizing grammatical word classses (adjective, linking verbs)	4, 22, 29	3
		Critical reading	2, 13, 20, 35	4
Total				40

TRY OUT PRE TESTS
Reading Comprehension Text

There are some passages and questions after each passage. Read and answer the questions in the answer sheet.

Text 1 : Questions no 1 to 7.

Decolgen

Decolgen is well-known in our country as a medicine that we can take when we have cold or flu.

This brand has already been known in the market since long time ago. People who don't want to see a doctor will simply take Decolgen when they catch a cold or flu. Since Decolgen can be found in any drug store, people can get it easily, even without prescription from doctors. Sometimes, they can buy or get Decolgen from small stores near the place where they live as well.

Decolgen is available in the form of small tablet containing three layers of colors; white, yellow and orange. One sachet of Decolgen consists of six tablets inside which taste quite bitter. Besides the tablet, Decolgen also offers syrup which tastes sweet since the target customers are kids. It is available in three dosages; 30 ml, 60 ml and 120 ml.

People make use of Decolgen to provide treatment or to cure cold symptoms such as headache, running nose, or fever. Some of them prefer to take this remedy even when they catch heavier cold to see a doctor. Decolgen is a really effective product and it costs less money to get this medicine.

(*Adapted from www.mims.com/decolgen)*

1. What is the purpose of the text?
   a. To retell about Decolgen.
   b. To describe about Decolgen.
   c. To explain about Decolgen
   d. To inform about Decolgen.
   e. To persuade about Decolgen.
2. Which statement is NOT TRUE based on the text?
   a. Everybody knows about the product.
   b. Decolgen has two dosage forms.
   c. The product must be used under doctor's permission.
   d. People use this product to heal cold and flu.
   e. Decolgen is not only available in drugstores but also small stores.

3. What information does the text give about Decolgen dosage forms?
   a. Decolgen tablet has three dosage packages.
   b. Decolgen syrup taste bitter.
   c. All of Decolgen dosage forms taste sweet.
   d. Decolgen tablet consist of four tablets in each package.
   e. Decolgen syrup is designed for children.
4. Below is a list of adjectives best described Decolgen, except :
   a. Familiar
   b. Unusual
   c. Effective
   d. Easy
   e. Cheap
5. What is the advantage of taking this medicine ….
   a. It is cheap and available everywhere.
   b. It is used to reduce fever.
   c. The medicine has two dosage forms.
   d. The product can cure the headache.
   e. It has been used since long time ago.
6. The word "remedy" has the closest meaning to, ….
   a. Repetition
   b. Drug
   c. Examination
   d. Product
   e. Prescription
7. The first paragraph is called …..
   a. Introduction
   b. Orientation
   c. Genral classification
   d. Description
   e. Identification

Text 2 : Questions no 8 to 14.

Dermatix Gel

Dermatix gel is a product of Bio Med Sciences manufacturer in USA. Nowadays, it is available in almost all countries, including Indonesia.

Dermatix is a topical gel which contains polysiloxane. The gel is transparent and fast-drying. It is available in tubes of 15g and 60g. This

product is used for aiding the scar on skin surfaces resulting from surgery, burns, and other injuries. Dermatix has been proven to make the scars flat, soft and smooth. It is also used for preventing keloids for women after giving birth.

Dermatix gel is easily applied to all areas of the skin, including the face or other parts of body. It may also be used for sensitive skin, such that of children and patients at high risk of having scars. Ideally the gel should be applied right after the wound has freshly healed and the skin surface becomes intact. However, it must not be applied to open wounds or applied too close to the eye surroundings.

Dermatix gel is very convenient and easy to apply. To get the best result, it should be used twice a day for at least two months and only for the scars before two years. Rarely, the gel may cause redness, pain or irritation to the skin. The product must be stored in the room below 25°C and away from heat sources. If you are concerned about other unwanted effects, you may consult to your pharmacist or doctor.

(Adapted from :http://www.dermatix.co.uk/scars/productsummary)

8. What is the last paragraph discussed about?
    a. The dosage form of Dermatix
    b. The best way to apply Dermatix
    c. How to apply and keep the product
    d. The side effects of the product
    e. The best place to store Dermatix
9. Based on the text, we know that ....
    a. Dermatix gel must be stored below heat source
    b. Dermatix can be used to heal open wounds
    c. The product is used to make keloids disappear
    d. It is best used before the skin become damage
    e. It causes redness and irritation on the skin
10. What information does the text give about side effects of Dermatix?
    a. The product always makes redness on your skin.
    b. The product causes discomfort on your skin.
    c. You need to ask your doctor if the irritation occurs.
    d. You must stop using the product if the side effect occurs.
    e. The product does not have any unwanted effect.
11. The word "injuries" has the opposite meaning to, ...
    a. Reparation
    b. Damages
    c. Lesions

    d. Wounds

    e. Disease

12. Below is a list how to use product maximally, except :

    a. Use the product twice a day.

    b. Use the product right after the wound healed.

    c. Use it for the scars after 2 years.

    d. Do not use the product close to the eye surrounding.

    e. Do not use for the open wound.

13. Which statement is false based on the text?

    a. The product is produced in America.

    b. Dermatix cannot be ued for the wound after 2 years.

    c. Dermatix can be used for open wound.

    d. You must ask your doctor to get more information about this product.

    e. The product cannot be used around the eyes.

14. The word "convenient" has the closest meaning to?

    a. Easy

    b. Useless

    c. Ineffective

    d. Inadequate

    e. Effective

Text 3: Questions no 15 to 23.

Panadol

Have you ever heard about Panadol? Many people commonly use this product when they have headache or fever. Panadol is also non drowsy so you can take it without feeling sleepy after.

Panadol is a kind of medicines that you can take as a pain killer. Panadol contains of paracetamol which are used to reduce mild to moderate pain. Panadol comes in many different formulations, they are Panadol biru, Panadol extra, and Panadol cold and flu. These three kinds of Panadol are in the form of white and oval caplets. Panadol biru only contains paracetamol which is commonly used for headache and backache. Panadol extra contains of paracetamol and caffeine which is used for migraine. While, Panadol cold and flu is used for reduce colds and fever. It relieves high temperature and coughing.

There is also panadol menstrual. This is effective for women to reduce stomachache caused by menstruation. Panadol menstrual is available in the form of pink and oval caplet. However, this kind of Panadol is rare to be found in small drugstores. In addition, there are also two kinds of Panadol

which taste sweet. It is Panadol chewable tablet and Panadol syrup. These products are especially designed for kids above 2 years old. Panadol chewable tablet is available in the form of pink and round tablet. Children do not need water when consuming this tablet because it can dissolve in the mouth. The last is Panadol syrup which comes with orange flavor.

(Adapted from : http://www.webmd.com/drugs/panadol/)

15. What is the main idea of the last paragraph?
    a. Asking the readers about Panadol product.
    b. The components in Panadol.
    c. Panadol extra and Panadol cold and flu.
    d. Panadol for female and kids.
    e. Panadol for migrain.
16. What is the social function of the text?
    a. To give description about Panadol.
    b. To ask the readers about Panadol.
    c. To give data about Panadol.
    d. To persuade the readers.
    e. To tell the readers a story about Panadol.
17. What is the use of Panadol menstrual?
    a. To reduce headache.
    b. To reduce stomachache.
    c. To reduce cold and flu.
    d. To reduce backache.
    e. To reduce fever.
18. "It relieves high temperature and coughing." What does the underline word refer to?
    a. Panadol *Biru*
    b. Panadol Extra
    c. Panadol Syrup
    d. Panadol Menstrual
    e. Panadol Cold & Flu
19. The word "rare" in the last paragraph has the closest meaning to:
    a. Common
    b. Familiar
    c. Well-known
    d. Uncommon
    e. Recognizable
20. Based on the text, which is not true about Panadol chewable tablet?
    a. It is especially used for kids.

b. It tastes sweet.
c. It can be taken without water.
d. It's hard to be found in small drugstores.
e. It is in the form of pink tablet.

21. From the text, we know that ….
    a. Panadol has less than two dosage forms.
    b. Panadol is hard to be found in small drugstores.
    c. Panadol menstrual is especially designed for female.
    d. It makes you sleep after taking this medicine.
    e. Panadol extra only contains paracetamol.

22. Panadol syrup ….orange flavor.
    a. Seems
    b. Looks
    c. Sounds
    d. Tastes
    e. Feels

23. The Generic structure of the text is ….
    a. Orientation-even-re orientation
    b. Identification-description
    c. Goal-materials-steps
    d. General classification- description
    e. Orientation-complication-resolution-reorientation

Text 4 : Questions no 24 to 31.

Counterpain

Does the name of the product seem common to you? It is one of the most effective creams to relieve pain from muscle.This product provides quick and soothing relief for joint and muscle injuries such as aches and pains.

Counterpain is a home remedy for treating mild pain in muscles and joints. Counterpain contains menthol and methyl salicylate, which causes a warming sensation of your skin, which distracts from the pain you feel. Counterpain has no side effect, so it is safe for sensitive skin.

This product comes in a small plastic tube just like travelling toothpaste pack which makes it easy to carry everyday. there are two kinds of Counterpain cream that you can choose from the drug store or pharmacy store. One is with red color package is Counterpain Balm. It is the regular one which causes hot feeling on your skin. But after a few minutes, the painful muscles will slowly disappear. And the other Counterpain that you can get is the one with blue color package. It is Counterpain Cool which has menthol

sensation that give cooling sense to your skin. If you apply this cream, you will not feel hot in the area where you apply the cream. It is not like the red one. But the results of those Counterpain products will be the same.

(Adapted from: http//:counterpain.net)

24. What is paragraph 2 about?
    a. How to use Counterpain.
    b. The types of counterpain dosage forms.
    c. The advantages of using counterpain.
    d. The use of Counterpain.
    e. Counterpain's side effects.

25. "This product provides <u>quick</u> and soothing relief...". The underline word has the similar meaning to :
    a. Soft
    b. Fast
    c. Slow
    d. Cool
    e. Smooth

26. What information does the text give about Counterpain balm?
    a. It is packaged in the blue box.
    b. The product has menthol sensation.
    c. It cannot relieve muscle injuries.
    d. The effect is different with Counterpain cool.
    e. It feels warm when you apply it on the skin.

27. What is the last paragraph discussed about?
    a. The package of Counterpain balm and cool.
    b. The difference of Counterpain balm and cool.
    c. The content of Counterpain balm and cool.
    d. How to use Counterpain.
    e. The side effect of Counterpain .

28. Based on the text, we know that ....
    a. Counterpain is used to relieve muscle injuries.
    b. The product must be used under doctor's prescription.
    c. The product has menthol sensation.
    d. It cannot relieve muscle injuries.
    e. Counterpain has many dosage forms.

29. Which is adjective best described Counterpain?
    a. Available everywhere
    b. Easy to carry
    c. Warm

    d. Cool

    e. Comfort

30. "It is the regular one which causes hot feeling..." the underline word is refer to ...

    a. Counterpain dosage forms

    b. COunterpain cool

    c. Toothpaste

    d. Counterpain balm

    e. Counterpain hot

31. How is the product packaged?

    a. It is in the small box.

    b. It is in the small tube.

    c. It is in the big tube.

    d. It is in the toothpaste pack.

    e. It is the small pack.

Text 5: Questions no 32 to 40.

Vicks Formula 44

Vicks Formula 44 is a cough and Cold brand which is referred as number 1 in the world in sales. Trusted by many generations to relieve symptoms of cough, colds, and flu, Vicks Formula is always developing for a century to remain comfortable for the family.

Vicks Formula 44 contains the active ingredients Dextromethorphan HBr and Guaifenesin. This medicine provides salve three action which against dry cough, sneezing, and the throat itch. It is available in three types. They are Vicks Formula 44 Cough Syrup, DT Vicks Formula 44 Cough Syrup, Vicks Formula 44 children Cough Syrup. Vicks Formula 44 children is specially designed for kids under 12 years old and taste strawberry flavour. All variants except DT Vicks Formula 44 cause drowsiness. Therefore, after taking this product, you must be careful when driving or operating machinery.

The product does not only make drowsiness, but also nausea, dizziness and constipation. However, these three unwanted effects are rare to be found. Vicks Formula 44 must be stored in the room which is in the temperature below 25 degrees Celsius. It also must be kept out of reach of children.

(Adapted from: www.drugs.com/cdi/vicks-formula-44-liquid.htm)

32. What is the purpose of the text?

    a.   To describe about Vicks Formula 44.

    b.   To retell about Vicks Formula 44.

    c.   To explain about Vicks Formula 44

    d.   To inform about Vicks Formula 44.

    e.   To persuade about VicksFormula 44.

33. From the text, we know that ....

    a.   Vicks Formula 44 has been used since a long time ago

    b.   Vicks Formula 44 is used since a long time ago

    c.   Vicks Formula 44 had been used for many decades

    d.   Vicks Formula 44 was used for many decades

    e.   Vicks Formula 44 used for many decades

34. Which is the side effect mostly appeared after taking this product?

    a.   Nausea

    b.   Congestion

    c.   Constipation

    d.   Dizziness

    e.   Drowsiness

35. Which statement is false based on the text?

    a.   The product contains two active ingredients.

    b.   All the product variants taste strawberry flavor.

    c.   The product has three variants.

    d.   The product can make you sleep.

    e.   It must be put away from kids.

36. The word "except" has opposite meaning to :

    a.   Including

    b.   Excluding

    c.   Without

    d.   Omitting

    e.   Minus

37. What information does the text give about Vicks Formula DT 44?

    a.   It tastes strawberry flavor.

    b.   It can make you drowsy.

    c.   It does not cause drowsiness.

    d.   It is designed for kids.

    e.   It has no side effect.

38. The last paragraph is called .....

    a.   Conclusion

    b.   Orientation

    c.   General classification

d. Description
e. Identification

39. What is the main idea of the first paragraph?
    a. Vicks Formula 44 as the number one brand.
    b. Vicks Formula 44 can heal cough and cold.
    c. Vicks Formula 44 is trusted by many generations.
    d. Vicks Formula 44 contains two active ingredients.
    e. Vicks Formula 44 has 3 types.

40. What is the social function of the text?
    a. To ask the readers about Vicks Formula 44.
    b. To give data about Vicks Formula 44.
    c. To persuade the readers.
    d. To tell the readers a story about Vicks Formula 44.
    e. To give description about Vicks Formula 44.

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         b      0.771    0.476   0.343   *
         c      0.086   -0.694  -0.388
         d      0.057   -0.075  -0.037
         e      0.057   -0.394  -0.194
                                              Other  0.000     -9.000  -9.000

           2   0-2    0.486    0.561   0.447    a    0.143     -0.237  -0.153
         b      0.114   -0.184  -0.111
         c      0.486    0.561   0.447   *
         d      0.143   -0.277  -0.179
         e      0.114   -0.372  -0.226
                                              Other  0.000     -9.000  -9.000

           3   0-3    0.514    0.286   0.229    a    0.086     -0.228  -0.128
         b      0.057   -0.234  -0.116
         c      0.143   -0.156  -0.101
         d      0.200   -0.059  -0.041
         e      0.514    0.286   0.229   *
                                              Other  0.000     -9.000  -9.000

           4   0-4    0.886    0.372   0.226    a    0.000     -9.000  -9.000
         b      0.886    0.372   0.226   *
         c      0.029   -0.415  -0.163
         d      0.029   -0.694  -0.272
         e      0.057    0.005   0.002
                                              Other  0.000     -9.000  -9.000

           5   0-5    0.200    0.333   0.233    a    0.200      0.333   0.233  *
         b      0.286    0.061   0.046
         c      0.057    0.005   0.002
         d      0.229   -0.265  -0.191
         e      0.229   -0.114  -0.082
                                              Other  0.000     -9.000  -9.000

           6   0-6    0.171    0.186   0.125    a    0.029     -0.275  -0.108
         b      0.171    0.186   0.125   *
         c      0.143    0.087   0.056
         d      0.571    0.130   0.103
         e      0.086   -0.636  -0.356
                                              Other  0.000     -9.000  -9.000
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          2


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          Key
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          -

            7  0-7    0.486    0.309   0.246    a    0.229     -0.325  -0.234
          b         0.171    0.006   0.004
          c         0.086    0.180   0.101
          d         0.029   -0.834  -0.327
          e         0.486    0.309   0.246  *
                                                   Other  0.000    -9.000  -9.000

            8  0-8    0.457    0.126   0.100    a    0.171      0.150   0.101  ?
          b         0.114   -0.042  -0.025
                    CHECK THE KEY                  c    0.457      0.126   0.100  *
          c was specified, a works better       d    0.086      0.063   0.035
          e         0.171   -0.353  -0.238
                                                   Other  0.000    -9.000  -9.000

            9  0-9    0.400    0.293   0.231    a    0.229     -0.627  -0.451
          b         0.114    0.053   0.032
          c         0.143    0.127   0.082
          d         0.400    0.293   0.231  *
          e         0.114    0.194   0.118
                                                   Other  0.000    -9.000  -9.000

           10  0-10   0.257    0.007   0.005    a    0.086      0.180   0.101
          b         0.114    0.147   0.089
                    CHECK THE KEY                  c    0.257      0.007   0.005  *
          c was specified, e works better       d    0.343     -0.314  -0.243
          e         0.200    0.202   0.141  ?
                                                   Other  0.000    -9.000  -9.000

           11  0-11   0.200   -0.059  -0.041    a    0.200     -0.059  -0.041  *
          b         0.143   -0.075  -0.048
                    CHECK THE KEY                  c    0.171     -0.101  -0.069
          a was specified, d works better       d    0.257      0.319   0.235  ?
          e         0.229   -0.144  -0.104
                                                   Other  0.000    -9.000  -9.000

           12  0-12   0.371    0.226   0.177    a    0.114     -0.278  -0.169
          b         0.114   -0.325  -0.198
          c         0.371    0.226   0.177  *
          d         0.257    0.177   0.131
          e         0.143   -0.116  -0.075
                                                   Other  0.000    -9.000  -9.000
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        Key
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        -
         13  0-13   0.400   -0.061  -0.048    a     0.143    -0.035  -0.022
        b     0.143   0.208   0.134  ?
                  CHECK THE KEY                        c     0.400    -0.061  -0.048  *
        c was specified, b works better      d    0.086     0.005   0.003
        e     0.229   -0.053  -0.039
                                                    Other  0.000    -9.000  -9.000

         14  0-14   0.171    0.616   0.416    a     0.143     0.248   0.160
        b     0.171   -0.281  -0.190
        c     0.257   -0.163  -0.120
        d     0.257   -0.276  -0.203
        e     0.171    0.616   0.416  *
                                                    Other  0.000    -9.000  -9.000

         15  0-15   0.457    0.425   0.338    a     0.143     0.006   0.004
        b     0.143   -0.520  -0.335
        c     0.086   -0.170  -0.095
        d     0.457    0.425   0.338  *
        e     0.171   -0.101  -0.069
                                                    Other  0.000    -9.000  -9.000

         16  0-16   0.629    0.063   0.050    a     0.629     0.063   0.050  *
        b     0.143    0.248   0.160  ?
                  CHECK THE KEY                        c     0.086     0.063   0.035
        a was specified, b works better      d    0.057    -0.394  -0.194
        e     0.086   -0.286  -0.160
                                                    Other  0.000    -9.000  -9.000

         17  0-17   0.857    0.763   0.492    a     0.029    -0.834  -0.327
        b     0.857    0.763   0.492  *
        c     0.029   -0.415  -0.163
        d     0.086   -0.578  -0.323
        e     0.000   -9.000  -9.000
                                                    Other  0.000    -9.000  -9.000

         18  0-18   0.886    0.325   0.198    a     0.029    -0.275  -0.108
        b     0.029   -0.415  -0.163
        c     0.029   -0.136  -0.053
        d     0.029   -0.136  -0.053
        e     0.886    0.325   0.198  *
                                                    Other  0.000    -9.000  -9.000
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Key
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-
 19   0-19   0.400   -0.014 -0.011     a    0.143   -0.156  -0.101
b       0.086    0.063   0.035
          CHECK THE KEY                 c    0.229    0.218   0.157  ?
d was specified, c works better         d    0.400   -0.014  -0.011  *
e       0.143   -0.156  -0.101
                                     Other  0.000   -9.000  -9.000

 20   0-20   0.286    0.518  0.390     a    0.200    0.007   0.005
b       0.114   -0.184  -0.111
c       0.229   -0.476  -0.343
d       0.286    0.518   0.390  *
e       0.171    0.006   0.004
                                     Other  0.000   -9.000  -9.000

 21   0-21   0.829    0.030  0.020     a    0.057   -0.234  -0.116
b       0.029   -0.275  -0.108
          CHECK THE KEY                 c    0.829    0.030   0.020  *
c was specified, d works better         d    0.057    0.243   0.120  ?
e       0.029    0.144   0.056
                                     Other  0.000   -9.000  -9.000

 22   0-22   0.486    0.423  0.338     a    0.114   -0.325  -0.198
b       0.286   -0.368  -0.277
c       0.000   -9.000  -9.000
d       0.486    0.423   0.338  *
e       0.114    0.100   0.061
                                     Other  0.000   -9.000  -9.000

 23   0-23   0.771    0.144  0.104     a    0.000   -9.000  -9.000
b       0.771    0.144   0.104  *
c       0.029    0.144   0.056
d       0.200   -0.189  -0.132
e       0.000   -9.000  -9.000
                                     Other  0.000   -9.000  -9.000

 24   0-24   0.171    0.329  0.222     a    0.171    0.329   0.222  *
b       0.114    0.430   0.261  ?
          CHECK THE KEY                 c    0.171   -0.245  -0.165
a was specified, b works better         d    0.171   -0.209  -0.141
e       0.371   -0.136  -0.106
                                     Other  0.000   -9.000  -9.000
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           5


                            Item Statistics              Alternative Statistics
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           Key
           ----  -----  -------  ------ ------  -----  ---------  ------  ------ --
           -
            25   0-25   0.800    0.385  0.269    a      0.029     -0.834  -0.327
           b     0.800    0.385  0.269   *
           c     0.057   -0.155 -0.076
           d     0.029   -0.136 -0.053
           e     0.086   -0.170 -0.095
                                                 Other  0.000     -9.000  -9.000

            26   0-26   0.400    0.175  0.138    a      0.229      0.037   0.027
           b     0.057    0.005  0.002
           c     0.143   -0.035 -0.022
           d     0.171   -0.281 -0.190
           e     0.400    0.175  0.138   *
                                                 Other  0.000     -9.000  -9.000

            27   0-27   0.171    0.293  0.198    a      0.200      0.202   0.141
           b     0.171    0.293  0.198   *
           c     0.229   -0.114 -0.082
           d     0.257   -0.474 -0.350
           e     0.143    0.248  0.160
                                                 Other  0.000     -9.000  -9.000

            28   0-28   0.800   -0.137 -0.096    a      0.800     -0.137  -0.096   *
           b     0.086    0.063  0.035
                        CHECK THE KEY            c      0.029      0.004   0.002
           a was specified, e works better      d      0.029     -0.415  -0.163
           e     0.057    0.482  0.238   ?
                                                 Other  0.000     -9.000  -9.000

            29   0-29   0.314    0.008  0.006    a      0.171     -0.209  -0.141
           b     0.314    0.008  0.006   *
                        CHECK THE KEY            c      0.143     -0.035  -0.022
           b was specified, e works better      d      0.229      0.067   0.048
           e     0.143    0.168  0.108   ?
                                                 Other  0.000     -9.000  -9.000

            30   0-30   0.657    0.687  0.532    a      0.057     -0.632  -0.312
           b     0.114   -0.231 -0.140
           c     0.086   -0.461 -0.258
           d     0.657    0.687  0.532   *
           e     0.086   -0.403 -0.225
                                                 Other  0.000     -9.000  -9.000
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Seq. Scale  Prop.            Point             Prop.              Point
No.  -Item  Correct  Biser.  Biser.  Alt.  Endorsing  Biser.  Biser.
Key
----  -----  -------  ------  ------  -----  ---------  ------  ------  --
-

 31  0-31   0.686    0.506   0.387    a     0.114      0.005   0.003
b    0.686    0.506    0.387   *
c    0.057    0.164    0.081
d    0.057   -0.553   -0.273
e    0.086   -0.869   -0.486
                                       Other  0.000     -9.000  -9.000

 32  0-32   0.857    0.439   0.283    a     0.857      0.439   0.283   *
b    0.000   -9.000   -9.000
c    0.057   -0.473   -0.234
d    0.086   -0.286   -0.160
e    0.000   -9.000   -9.000
                                       Other  0.000     -9.000  -9.000

 33  0-33   0.257   -0.219  -0.162    a     0.257     -0.219  -0.162   *
b    0.200    0.104    0.073
           CHECK THE KEY               c     0.257     -0.332  -0.245
a was specified, d works better        d     0.143      0.370   0.238   ?
e    0.143    0.289    0.186
                                       Other  0.000     -9.000  -9.000

 34  0-34   0.543   -0.011  -0.008    a     0.086      0.122   0.068   ?
b    0.086    0.063    0.035
           CHECK THE KEY               c     0.114     -0.136  -0.083
e was specified, a works better        d     0.171      0.006   0.004
e    0.543   -0.011   -0.008   *
                                       Other  0.000     -9.000  -9.000

 35  0-35   0.343    0.058   0.045    a     0.114     -0.136  -0.083
b    0.343    0.058    0.045   *
           CHECK THE KEY               c     0.200     -0.124  -0.087
b was specified, e works better        d     0.257      0.064   0.047
e    0.086    0.122    0.068   ?
                                       Other  0.000     -9.000  -9.000

 36  0-36   0.143   -0.116  -0.075    a     0.143     -0.116  -0.075   *
b    0.229    0.007    0.005
           CHECK THE KEY               c     0.314      0.085   0.065
a was specified, d works better        d     0.171      0.186   0.125   ?
e    0.143   -0.237   -0.153
                                       Other  0.000     -9.000  -9.000
```

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Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file kuncipre.txt   Page
7

```
                      Item Statistics          Alternative Statistics
                   -----------------------   ---------------------------------
-
Seq.   Scale  Prop.          Point            Prop.            Point
No.    -Item  Correct  Biser. Biser.   Alt.  Endorsing Biser.  Biser.
Key
----   -----  -------  ------ ------   ----- --------- ------  ------ --
-
 37    0-37   0.543    0.427  0.340    a      0.143    -0.399  -0.257
b      0.114  -0.656  -0.398
c      0.543   0.427   0.340   *
d      0.086   0.296   0.166
e      0.114   0.005   0.003
                                      Other  0.000    -9.000  -9.000

 38    0-38   0.800    0.287  0.201    a      0.114    -0.325  -0.198
b      0.000  -9.000  -9.000
c      0.057   0.084   0.042
d      0.800   0.287   0.201   *
e      0.029  -0.415  -0.163
                                      Other  0.000    -9.000  -9.000

 39    0-39   0.314    0.240  0.183    a      0.314     0.240   0.183  *
b      0.143  -0.116  -0.075
            CHECK THE KEY              c      0.171    -0.245  -0.165
a was specified, e works better       d      0.229    -0.234  -0.169
e      0.143   0.329   0.212   ?
                                      Other  0.000    -9.000  -9.000

 40    0-40   0.800    0.156  0.110    a      0.057     0.005   0.002
b      0.114  -0.184  -0.111
c      0.029  -0.136  -0.053
d      0.000  -9.000  -9.000
e      0.800   0.156   0.110   *
                                      Other  0.000    -9.000  -9.000
```

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        Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

    Item analysis for data from file kuncipre.txt                Page
    8



    There were 35 examinees in the data file.


    Scale Statistics
    ----------------

       Scale:            0
                      -------
    N of Items           40
    N of Examinees       35
    Mean             19.971
    Variance          9.799
    Std. Dev.         3.130
    Skew             -0.013
    Kurtosis         -0.696
    Minimum          14.000
    Maximum          26.000
    Median           20.000
    Alpha             0.220
    SEM               2.764
    Mean P            0.499
    Mean Item-Tot.    0.179
    Mean Biserial     0.246
```

Blueprint Reading Comprehension Text

PRE-TEST

Materials	Test Type	Item Indicators	Item Number	Total
Descriptive text	Multiple choice	Identifying the purpose/social function of the text	1,10	2
		Finding the main idea/topic	5, 9, 23	3
		Identifying the specific information	3, 7, 11, 16, 20, 22, 24	7
		Deducting the meaning of unfamiliar lexical items	12, 15	2
		Making inference	6, 17, 21	3
		Identifying references	19	1
		Identifying generic structure of the text	4, 14	2
		Recognizing grammatical word classses (adjective, linking verbs)	13, 18	2
		Critical reading	2, 8, 35	3
Total				25

TRY OUT PRE TESTS
Reading Comprehension Text

There are some passages and questions after each passage. Read and answer the questions in the answer sheet.

Text 1 : Questions no 1 to 4.

Decolgen

Decolgen is well-known in our country as a medicine that we can take when we have cold or flu.

This brand has already been known in the market since long time ago. People who don't want to see a doctor will simply take Decolgen when they catch a cold or flu. Since Decolgen can be found in any drug store, people can get it easily, even without prescription from doctors. Sometimes, they can buy or get Decolgen from small stores near the place where they live as well.

Decolgen is available in the form of small tablet containing three layers of colors; white, yellow and orange. One sachet of Decolgen consists of six tablets inside which taste quite bitter. Besides the tablet, Decolgen also offers syrup which tastes sweet since the target customers are kids. It is available in three dosages; 30 ml, 60 ml and 120 ml.

People make use of Decolgen to provide treatment or to cure cold symptoms such as headache, running nose, or fever. Some of them prefer to take this remedy even when they catch heavier cold to see a doctor. Decolgen is a really effective product and it costs less money to get this medicine.

(*Adapted from www.mims.com/decolgen)*

1. What is the purpose of the text?
   a. To retell about Decolgen.
   b. To describe about Decolgen.
   c. To explain about Decolgen
   d. To inform about Decolgen.
   e. To persuade about Decolgen.
2. Which statement is NOT TRUE based on the text?
   a. Everybody knows about the product.
   b. Decolgen has two dosage forms.
   c. The product must be used under doctor's permission.
   d. People use this product to heal cold and flu.
   e. Decolgen is not only available in drugstores but also small stores.
3. What information does the text give about Decolgen dosage forms?

    a. Decolgen tablet has three dosage packages.
    b. Decolgen syrup taste bitter.
    c. All of Decolgen dosage forms taste sweet.
    d. Decolgen tablet consist of four tablets in each package.
    e. Decolgen syrup is designed for children.

4. The first paragraph is called …..
    a. Introduction
    b. Orientation
    c. Genral classification
    d. Description
    e. Identification

Text 2 : Questions no 5 to 8.

Dermatix Gel

Dermatix gel is a product of Bio Med Sciences manufacturer in USA. Nowadays, it is available in almost all countries, including Indonesia.

Dermatix is a topical gel which contains polysiloxane. The gel is transparent and fast-drying. It is available in tubes of 15g and 60g. This product is used for aiding the scar on skin surfaces resulting from surgery, burns, and other injuries. Dermatix has been proven to make the scars flat, soft and smooth. It is also used for preventing keloids for women after giving birth.

Dermatix gel is easily applied to all areas of the skin, including the face or other parts of body. It may also be used for sensitive skin, such that of children and patients at high risk of having scars. Ideally the gel should be applied right after the wound has freshly healed and the skin surface becomes intact. However, it must not be applied to open wounds or applied too close to the eye surroundings.

Dermatix gel is very convenient and easy to apply. To get the best result, it should be used twice a day for at least two months and only for the scars before two years. Rarely, the gel may cause redness, pain or irritation to the skin. The product must be stored in the room below 25°C and away from heat sources. If you are concerned about other unwanted effects, you may consult to your pharmacist or doctor.

(www.dermatix.co.uk/introducing-dermatix)

5. What is the last paragraph discussed about?
    a. The dosage form of Dermatix
    b. The best way to apply Dermatix

    c. How to apply and keep the product

    d. The side effects of the product

    e. The best place to store Dermatix

6. Based on the text, we know that ….

    a. Dermatix gel must be stored below heat source

    b. Dermatix can be used to heal open wounds

    c. The product is used to make keloids disappear

    d. It is best used before the skin become damage

    e. It causes redness and irritation on the skin

7. What should we do to have the best result from using this product?

    a. Use the product twice a week.

    b. Use the product for an old wound.

    c. Use the product right after the wound healed.

    d. Use it for the open wound.

    e. Use the product as often as possible.

8. Which statement is false based on the text?

    a. The product is produced in America.

    b. Dermatix cannot be ued for the wound after 2 years.

    c. Dermatix can be used for open wound.

    d. You must ask your doctor to get more information about this product.

    e. The product cannot be used around the eyes.

Text 3 : Questions no 9 to 14.

Panadol

Have you ever heard about Panadol? Many people commonly use this product when they have headache or fever. Panadol is also non drowsy so you can take it without feeling sleepy after.

Panadol is a kind of medicines that you can take as a pain killer. Panadol contains of paracetamol which are used to reduce mild to moderate pain. Panadol comes in many different formulations, they are Panadol biru, Panadol extra, and Panadol cold and flu. These three kinds of Panadol are in the form of white and oval caplets. Panadol biru only contains paracetamol which is commonly used for headache and backache. Panadol extra contains of paracetamol and caffeine which is used for migraine. While, Panadol cold and flu is used for reduce colds and fever. It relieves high temperature and coughing.

There is also panadol menstrual. This is effective for women to reduce stomachache caused by menstruation. Panadol menstrual is available in the form of pink and oval caplet. However, this kind of Panadol is rare to be

found in small drugstores. In addition, there are also two kinds of Panadol which taste sweet. It is Panadol chewable tablet and Panadol syrup. These products are especially designed for kids above 2 years old. Panadol chewable tablet is available in the form of pink and round tablet. Children do not need water when consuming this tablet because it can dissolve in the mouth. The last is Panadol syrup which comes with orange flavor.

(*Adapted from :www.myvmc.com/drugs/panadol/*)

9. What is the main idea of the last paragraph?
    a. Asking the readers about Panadol product.
    b. The components in Panadol.
    c. Panadol extra and Panadol cold and flu.
    d. Panadol for female and kids.
    e. Panadol for migrain.
10. What is the social function of the text?
    a. To give description about Panadol.
    b. To ask the readers about Panadol.
    c. To give data about Panadol.
    d. To persuade the readers.
    e. To tell the readers a story about Panadol.
11. What is the use of Panadol menstrual?
    a. To reduce headache.
    b. To reduce stomachache.
    c. To reduce cold and flu.
    d. To reduce backache.
    e. To reduce fever.
12. The word "rare" in the last paragraph has the closest meaning to:
    a. Common
    b. Familiar
    c. Well-known
    d. Uncommon
    e. Recognizable
13. Panadol syrup ….orange flavor.
    a. Seems
    b. Looks
    c. Sounds
    d. Tastes
    e. Feels
14. The Generic structure of the text is ….
    a. Orientation-even-re orientation

b. Identification-description
c. Goal-materials-steps
d. General classification- description
e. Orientation-complication-resolution-reorientation

Text 4 : Questions no 15 to 20.

Counterpain

Does the name of the product seem common to you? It is one of the most effective creams to relieve pain from muscle.This product provides quick and soothing relief for joint and muscle injuries such as aches and pains.

Counterpain is a home remedy for treating mild pain in muscles and joints. Counterpain contains menthol and methyl salicylate, which causes a warming sensation of your skin, which distracts from the pain you feel. Counterpain has no side effect, so it is safe for sensitive skin.

This product comes in a small plastic tube just like travelling toothpaste pack which makes it easy to carry everyday.there are two kinds of Counterpain cream that you can choose from the drug store or pharmacy store. One is with red color package is Counterpain Balm. It is the regular one which causes hot feeling on your skin. But after a few minutes, the painful muscles will slowly disappear. And the other Counterpain that you can get is the one with blue color package. It is Counterpain Cool which has menthol sensation that give cooling sense to your skin. If you apply this cream, you will not feel hot in the area where you apply the cream. It is not like the red one. But the results of those Counterpain products will be the same.

(*Adapted from: http//:counterpain.net*)

15. "…so it is <u>safe</u> for sensitive skin."   The underline word has the similar meaning to …
    a. Harmful
    b. Harmless
    c. Dangerous
    d. Risky
    e. Hurtful

16. What information does the text give about Counterpain balm?
    a. It is packaged in the blue box.
    b. The product has menthol sensation.
    c. It cannot relieve muscle injuries.
    d. The effect is different with Counterpain cool.

e. It feels warm when you apply it on the skin.

17. Based on the text, we know that ....
    a. Counterpain is used to relieve muscle injuries.
    b. The product must be used under doctor's prescription.
    c. The product has menthol sensation.
    d. It cannot relieve muscle injuries.
    e. Counterpain has many dosage forms.

18. Which is adjective best described Counterpain?
    a. Available everywhere
    b. Easy to carry
    c. Warm
    d. Cool
    e. Comfort

19. "It is the regular one which causes hot feeling..." the underline word is refer to ...
    a. Counterpain dosage forms
    b. COunterpain cool
    c. Toothpaste
    d. Counterpain balm
    e. Counterpain hot

20. How is the product packaged?
    a. It is in the small box.
    b. It is in the small tube.
    c. It is in the big tube.
    d. It is in the toothpaste pack.
    e. It is the small pack.

Text 5 : Questions no 21 to 25.

Vicks Formula 44

Vicks Formula 44 is a cough and Cold brand which is referred as number 1 in the world in sales. Trusted by many generations to relieve symptoms of cough, colds, and flu, Vicks Formula is always developing for a century to remain comfortable for the family.

Vicks Formula 44 contains the active ingredients Dextromethorphan HBr and Guaifenesin. This medicine provides salve three action which against dry cough, sneezing, and the throat itch. It is available in three types. They are Vicks Formula 44 Cough Syrup, DT Vicks Formula 44 Cough Syrup, Vicks Formula 44 children Cough Syrup. Vicks Formula 44 children is specially designed for kids under 12 years old and taste strawberry flavour. All

variants except DT Vicks Formula 44 cause drowsiness. Therefore, after taking this product, you must be careful when driving or operating machinery.

The product does not only make drowsiness, but also nausea, dizziness and constipation. However, these three unwanted effects are rare to be found. Vicks Formula 44 must be stored in the room which is in the temperature below 25 degrees Celsius. It also must be kept out of reach of children.

(Adapted from: www.drugs.com/cdi/vicks-formula-44-liquid.htm)

21. From the text, we know that ....
    a. Vicks Formula 44 has been used since a long time ago
    b. Vicks Formula 44 is used since a long time ago
    c. Vicks Formula 44 had been used for many decades
    d. Vicks Formula 44 was used for many decades
    e. Vicks Formula 44 used for many decades
22. Which is the side effect mostly appeared after taking this product?
    a. Nausea
    b. Congestion
    c. Constipation
    d. Dizziness
    e. Drowsiness
23. What is the main idea of the first paragraph?
    a. Vicks Formula 44 as the number one in sales.
    b. Vicks Formula 44 dosage forms.
    c. Vicks Formula 44 in many generations.
    d. The active ingredients of Vicks Formula 44
    e. The types of Vicks Formula 44.
24. What information does the text give about Vicks Formula DT 44?
    a. It tastes strawberry flavor.
    b. It can make you drowsy.
    c. It does not cause drowsiness.
    d. It is designed for kids.
    e. It has no side effect.
25. Which statement is false based on the text?
    a. The product contains two active ingredients.
    b. All the product variants taste strawberry flavor.
    c. The product has three variants.
    d. The product can make you sleep.
    e. It must be put away from kids.

Blueprint Reading Comprehension Text

TRY OUT POST-TEST

Materials	Test Type	Item Indicators	Item Number	Total
Descriptive text	Multiple choice	Identifying the purpose/social function of the text	3, 40	2
		Finding the main idea/topic	13, 24, 29	3
		Identifying the specific information	2, 4, 8, 11, 12, 15, 17, 20, 21, 30, 32, 33, 34, 38	13
		Deducting the meaning of unfamiliar lexical items	5, 10, 22, 25, 27, 28, 35, 37	8
		Making inference	7, 26, 31, 32, 39	5
		Identifying references	6, 18	2
		Identifying generic structure of the text	1, 23	2
		Recognizing grammatical word classses (adjective, linking verbs)	19	1
		Critical reading	9, 14, 16, 36	4
Total				40

TRY OUT POST TEST QUESTIONS
Reading Comprehension Text

There are some passages and questions after each passage. Read and answer the questions in the answer sheet.

Text 1 : Questions no 1 to 6.

Paracetamol

Paracetamol (acetaminophen) is a pain reliever and a fever reducer. Paracetamol is used to treat many conditions such as headache, muscle aches, arthritis, backache, colds, and fevers.

Paracetamol is widely available and cheap. It is the safest pain medicine to reduce fever. In the market, Paracetamol can be found in the form of tablet (pills), syrup and injections. In the form of pills, a Paracetamol pill is commonly small, oval, white ones. For the liquid ones, the colors may vary, such as purple, red, yellow and white. The last one is the injection one. This liquid, placed in a small bottle, is only used by doctors and nurse in the hospital. We can buy oral Paracetamol without prescription from doctors. However, we need to read very carefully the dosage in the package. Paracetamol can only be given to children from the age of 2 years old. If younger, it should be under doctor's prescription.

(Adapted from: www.drugs.com/paracetamol.html)

1. The Generic structure of the text is ….
    a. Orientation-even-re orientation
    b. Identification-description
    c. Goal-materials-steps
    d. General classification- description
    e. Orientation-complication-resolution-reorientation
2. What is the advantage of Paracetamol?
    a. It is a pain reliever.
    b. It is a fever reducer.
    c. It is broadly available and cheap.
    d. It is found in the form of tablet.
    e. It relieves headache.
3. What is the purpose of the text?
    a. To tell the readers about the story of Paracetamol.
    b. To give data about Paracetamol.
    c. To explain about Paracetamol.
    d. To persuade the readers to buy Paracetamol.

    e. To give description about Paracetamol.
4. How to give Paracetamol to a 10 months baby?
    a. Read the dosage in the package.
    b. Give Paracetamol in the liquid form.
    c. Give Paracetamol in the injection form.
    d. Ask your doctor first.
    e. Ask your nurse first.
5. The word widely in the first sentence means, except:
    a. Broadly
    b. Generally
    c. Commonly
    d. Barely
    e. Mostly
6. The word "this" in the line 8 refers to :
    a. Paracetamol Pill
    b. Paracetamol liquid
    c. Paracetamol injection
    d. Paracetamol liquid and injection
    e. Paracetamol Pill and tablet
7. From the passage, we can infer that ...
    a. One year old baby cannot drink this medicine.
    b. Paracetamol syrup has various colors.
    c. The medicine can be used to treat every ache.
    d. Paracetamol injection only has one color.
    e. None of these.

Text 2 : Questions no 8 to 15.

Amoxicillin

Amoxicillin is an antibiotic which is used to treat a wide variety of bacterial infections. Amoxicillin, discovered by scientists at Beecham Research Laboratories in 1972, has been used in medical world since then.

There are several dosage forms of amoxicillin. One from is small, white and round tablet. Another is a small, oval, and two-colored capsule. The colors of amoxicillin capsule are different from one another depending on the factory which makes this medicine. In addition, there are also amoxicillin in the forms of syrup and chewable tablet. When consuming amoxicillin chewable tablet, it should be chewed before swallowed. All of amoxicillin dosage forms taste bitter except the chewable one since it is designed for those under 12 years old. Yet, there is no Amoxicillin in the dosage form of caplet.

Amoxicillin must be used under your doctor's prescription. Taking this medication has to be done as instructed by your doctor, even if you feel better in a few days. Not finishing the complete dose of amoxicillin may decrease the drug's effectiveness and increase the chance for bacterial <u>resistance</u> to amoxicillin and similar antibiotics.

(Adapted from: www.antibiotics-info.org/amoxicillin.html)

8. What is the side effect of stopping Amoxicillin in the middle of dosage?
    a. It may diminish the drug's effectiveness.
    b. It may upgrade the drug's effectiveness.
    c. It may increase the drug's effectiveness.
    d. It may decrease the bacterial resistance.
    e. It may diminish the bacterial resistance.
9. Which statement is NOT TRUE based on the text?
    a. Amoxicillin cannot be bought without doctor's prescription.
    b. Amoxicillin must be finished in the complete dose.
    c. Amoxicillin chewable tablet does not taste bitter.
    d. Amoxicillin chewable tablet cannot be used for kids.
    e. Amoxicillin capsule has two colors and it is various.
10. ... increase the chances for bacterial <u>resistance</u> to amoxicillin ... (par. 3 line 15)

    The synonym of the underline word is ...
    a. Endurance
    b. Surrender
    c. Toleration
    d. Abandon
    e. Compliance
11. Based on the text, we know that Amoxicillin...
    a. Had been discovered in 1972
    b. Is discovered in 1972
    c. Was discovered in1972
    d. Has discovered in 1972
    e. Has been discovered in 1972
12. What is the most effective Amoxicillin dosage form given to children?
    a. Caplet
    b. Syrup
    c. Tablet
    d. Capsules
    e. Chewable tablet
13. What is the main idea of the second paragraph?
    a. The differences of Amoxicillin dosage forms.
    b. The information of Amoxicillin dosage forms.
    c. The description of Amoxicillin dosage forms.
    d. The explanation of Amoxicillin dosage forms.

e. The similarities of Amoxicillin dosage forms.
14. Which of the following is true?
    a. This medicine is used to treat virus.
    b. Drink the product in too many dosages can cause resistence.
    c. The product is available without doctor's prescription.
    d. This medicine has been used for decades.
    e. Amoxicillin caplet has two colors.
15. Not finishing the complete dose of Amoxicillin is unsafe, because ...
    a. It makes the bacteria become stronger.
    b. It kills the bacteria faster.
    c. It makes the medicine work not properly.
    d. It makes you feel better.
    e. None of these.

Text 3 : Questions no 16 to 22.

Penicillins

Penicillins are used to treat infections caused by bacteria. They kill the bacteria or prevent their growth inside the body.

This type of antibiotic is available in some dosage forms. For oral dosage forms, penicillins are available in the forms of tablet, capsule, and syrup. Penicillin tablet is small, white, and round. In another oral dosage form, it is a small, oval and two-colored capsule such as white and blue or orange and yellow. It is also available in some various colors. The last form is syrup, white liquid packaged in a dark glass bottle. Penicillin, like other antibiotics, also has dosage in the form of injection.

There are several different kinds of Penicillins. Each is used to treat different kinds of infections. In addition, penicillins are used to treat bacterial infections in many different parts of the body. Occasionally, it is given with other antibacterial medicines (antibiotics).

Penicillins may also be used for other problems as determined by your doctor. However, none of the Penicillin types will affect colds, flu, or other virus infections. Penicillins are only available if given doctor's prescription since it may cause serious effect.

(Adapted from: www.mayoclinic.org/drugs/penicillin)

16. Which one is TRUE according to the text?
    a. Penicillins will work out for colds and flu.
    b. It is never given with other antibiotics.
    c. You cannot buy this medicine without doctor's prescription.
    d. Penicillins have various colors in the form of liquid.
    e. You can use this medicine to reduce fever.

17. How does Penicillin work?
    a. Penicillins prevent the infections.
    b. Penicillins permit the growth of the bacteria.
    c. They recover the infections inside the body.
    d. Penicillins inhibit the growth of the bacteria.
    e. They kill the infections.
18. "It is also available in some various colors ..." What does the underline word refer to?
    a. Penicillin dosage form
    b. Penicillin capsule
    c. Pemicillin tablet
    d. Penicillin liquid
    e. Penicillin injection
19. Which of the following adjectives best described Penicillins?
    a. Available everywhere.
    b. Various dosage forms.
    c. Useful in killing bacteria.
    d. Two-colored capsules.
    e. Small and white tablets.
20. The product cannot be bought freely because ...
    a. It will cause resistance.
    b. It has serious effect.
    c. It has no effect.
    d. It will not affect virus infection.
    e. It cannot be used to treat bacteria infection.
21. What information does the text give about Penicillin treatment?
    a. This medicine cannot be used to treat another infection.
    b. It is never given with another antibiotic.
    c. Penicillin is only used for one part of body.
    d. The product may be used in more than one different parts of body.
    e. The product is used to treat virus infection in different parts of body.
22. The word "Occasionally" in line 11 has similar meaning with; except ...
    a. Sometimes
    b. Commonly
    c. Rarely
    d. Seldom
    e. Unusually

Text 4 : Questions no 23 to 27.

Fungiderm

Fungiderm (Clotrimazole) is a antifungal agent which is used for treating fungal skin and nail infections.

Fungiderm is available in any drugstores and pharmacy stores. People can buy this cream with or without prescription from doctors. The price per tube of Fungiderm cream is not expensive. If compared to other creams with similar function, this cream is much cheaper in prices. However, the product has been proven effective for many decades.

This product is easy to use. You just need to apply the cream on your skin surface where you have fungi problem. Normally you need to apply it in the morning and at night before you go to bed. But sometimes, you need to ask your doctor first if you are not sure about how to use this Fungiderm cream. The doctor will let you know about it. Also, you must be careful when using this product to small children or babies. It is better to ask your doctor or medical person first if you want to use it to small kid or baby to make sure that there will not be any side effect to the small kids or baby.

You must store the product in normal room temperature away from direct sunlight. Also, it must be kept away from the reach of children.

(Adapted from: www.ndrugs.com/?s=fungiderm)

23. The first paragraph is called .....
    a. Conclusion
    b. Orientation
    c. General classification
    d. Description
    e. Identification

24. What is the main idea of the second paragraph?
    a. The effectiveness of Fungiderm cream is really good.
    b. The price of Fungiderm cream is cheap.
    c. Fungiderm cream can be found in drugstores.
    d. It is available without doctor's prescription.
    e. There are some advantages of Fungiderm cream.

25. "You must store the product in normal room"
    The underline word has similar meaning to the list below, except....
    a. Put
    b. Spend
    c. Keep
    d. Stow
    e. Save

26. Based on the text, you should ....
    a. Apply it twice a day.
    b. Ask doctor's permission to use this product.
    c. Keep it outside the room.

d. Use it only before go to bed.

e. Be careful using this product.

27. Below is a list of adjectives best described Fungiderm, except :

a. Expensive

b. Effective

c. Cheap

d. Available

e. Easy

Text 5 : Questions no 28 to 31.

Mucinex

Mucinex is an expectorant drug that helps reduce chest congestions caused by colds, infections, or allergies. Although Mucinex can help control symptoms, it doesn't treat the cause of congestion.

This medication is sold both over-the-counter and with a doctor's prescription. Mucinex comes alone and in combination with antihistamines, cough suppressants, and decongestants. The drug is sold in many different dosage forms. They are tablet, capsule, extended-release (long-acting) tablet, dissolving granules and syrup. Mucinex tablet comes in a small white and round tablet which packaged in every four package while mucinex extended-release tablet is a little bit bigger than the regular tablet, and the color is pink. The next dosage form is syrup. Mucinex syrup comes in dark liquid which is available in a bottle of 25 ml and 50 ml.

Every Mucinex tablet contains 1200 mg guaifenesin and 60 mg dextromethorphan HBr, which aids in suppressing coughs and loosening up mucous, respectively. Mucinex really helps and works well to dry up a runny nose and a ticklish cough. You can take Mucinex three times a day as indicated on the packaging label. However, Mucinex extended- release tablet works longer. It is only need to take this tablet per 12 hour period. This product may cause drowsiness and make you feel thirsty.

(Adapted from: www.drugs.com/mucinex.html)

28. The word "thirsty" in the last paragraph means ….

a. Exhausted

b. Dehydrated

c. Excited

d. Tired

e. Drained

29. What is paragraph 2 about?

a. The description of Mucinex side effects
b. The explanation of the symptoms
c. The description of what is in the medicine.
d. The description of Mucinex dosage forms.
e. The explanation of the product's combination.

30. What are the side effects of taking this medicine?
    a. The product can heal the symptoms of cold and flu.
    b. The product can reduce chest congestion.
    c. The product can make you hungry.
    d. The product can make you sleep.
    e. The product can make you exhausted.

31. Based on the text, what the readers know about Mucinex extended-release tablet?
    a. It is as big as the regular tablet.
    b. The tablet is small and white.
    c. Two tablets are enough for a day.
    d. The package contains of four tablets.
    e. You must take three tablets a day.

Text 6 : Questions no 32 to 35.

Imodium

Have you ever heard about this product? It is one of the most effective medicines in the world. Imodium is a clinically proven antidiarrheal medication. It is only used to control symptoms of diarrhea.

Imodium contains Loperamide HCl which acts by slowing intestinal motility and by affecting water and electrolyte movement through the bowel. There are two types of imodium. They are Imodium caplet and Imodium liquid. Each caplet of Imodium contains loperamid Hcl 2 mg which comes in an oval green caplet in 6s, 12s, 18s, 24s, 48s and 72s blister packaging which is tamper evident and child resistant. Meanwhile Each 7.5 mL (1 ½ teaspoonful) of Imodium liquid contains loperamid Hcl 1 mg which is available in 2 fl. oz. and 4 fl. oz. tamper evident bottles with child resistant safety caps and special dosage cups and tastes mint flavor.

Commonly, when using this product, tiredness, drowsiness, or dizziness may occur. Also, after taking this medicine, you must be careful when driving or operating machinery. Consult a doctor before taking one if you have fever, a history of a liver disease, or when you are taking antibiotics.

(Adapted from: www.rxlist.com/imodium-drug.htm)

32. From the text, we know that ....
    a. Imodium kills the bacteria of diarrhea.
    b. There are more than two dosage forms of Imodium.
    c. You may have stomachache after taking this medicine.
    d. The product only stops the symptoms of diarrhea.
    e. Imodium works by affecting the bowel movement.

33. Based on the text, after taking the medicine, we might ....
    a. Operate machinery
    b. Drive vehicle
    c. Ask doctor about the medicine
    d. Take another antibiotic
    e. Become tired
34. What if you are taking Amoxicillin tablet together with Imodium?
    a. You should ask your doctor first.
    b. It is ok because it does not affect the medicine.
    c. You may have fever.
    d. It can make the product resistance.
    e. You may feel dizzy and drowsy.
35. The word "safety" has the opposite meaning to ....
    a. Security
    b. Danger
    c. Protection
    d. Harmless
    e. Sound

Text 7 : Questions no 36 to 40.

Combantrin

Combantrin is effective against Threadworms as well as the rare worms such as roundworms and hookworms, in a single dose. It contains Pyrantel Pamoate, which works effectively paralyzing worms.

Combantrin is specifically indicated for the treatment of infection with any of the following gastrointestinal parasites when these are present, either alone or as a mixed infection: Enterobius vermicularis (threadworm, pinworm); Ascaris lumbricoides (roundworm); Ancylostoma duodenale (hookworm); Necator americanus (hookworm); Trichostrongylus colubriformis and T. orientalis. Combantrin should be used for the treatment of infection with one or more of these parasites in both adults and children. The presence of an infection with any of the 5 parasites in one member of a family or group of persons in close proximity may indicate unidentified infection in other members. In these circumstances, Combantrin administration to all the family or group member is recommended.

Combantrin is available in two dosage forms. They are Combantrin syrup and Combantrin tablets. Combantrin syrup is is available in 10 ml bottle with orange flavor and tastes sweet. Commonly, Combantrin syrup is used for treating kids. The next dosage form is combantrin tablet. Combantrin tablet comes in two pack sizes. The first size is combantrin tablet 125 mg which contains 4 flat round pink tablets while the other pack is combantrin tablet 250 mg which contains 2 pink caplets. The combantrin

tablet tastes bitter since it is used for treating adults. The dosage to drink combantrin is differentiated according age and weight and only consumed for those above 2 years old. Commonly, the available dosage forms must be taken in a single dose. If you take too much you may get stomach pains, diarrhea, feel sick or vomit.

(Adapted from: www.combantrin.com.au)

36. Which of the following sentences is true?
    a. The medicine cannot be used for the treatment of more than two worms.
    b. Combantrin must be consumed in two doses.
    c. The product has no side effect.
    d. Combantrin syrup is especially designed for children.
    e. All of Combantrin dosage forms taste bitter.

37. What does the word "paralyzing worms" mean?
    a. Killing the worms slowly.
    b. To hurt the worm's body.
    c. Losing the ability of worm's body to move.
    d. To enhance the worm's activity. Bouquet
    e. To fasten the moving of the worm in the body.

38. Taking Combantrin to all family members is needed, because ….
    a. The infection may cause diarrhea.
    b. It may cause another infection.
    c. It may indicate unidentified parasites.
    d. The product may cause the growth of another parasite.
    e. The infection may contaminate other members.

39. Based on the text, what the readers know about Combantrin dosage forms?
    a. There are more than two dosage forms.
    b. The 250 mg dosage tablet comes in white caplet.
    c. The Combantrin syrup has strawberry flavor.
    d. The package only contains of four tablets.
    e. The solid dosage forms has two types of packages.

40. What is the social function of the text?
    f. To give description about Combantrin.
    g. To ask the readers about Combantrin.
    h. To give data about Combantrin.
    i. To persuade the readers to buy Combantrin.
    j. To tell the readers a story about Combantrin.

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                         Item Statistics          Alternative Statistics
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        Key
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          1   0-1    0.857    0.102   0.066    a     0.029      0.601   0.236  ?
        b     0.857    0.102   0.066  *
                  CHECK THE KEY                 c     0.000     -9.000  -9.000
        b was specified, a works better       d     0.114     -0.323  -0.196
        e     0.000   -9.000  -9.000
                                                Other 0.000     -9.000  -9.000

          2   0-2    0.543    0.279   0.222    a     0.114      0.036   0.022
        b     0.029   -0.106  -0.042
        c     0.543    0.279   0.222  *
        d     0.143   -0.512  -0.330
        e     0.171    0.018   0.012
                                                Other 0.000     -9.000  -9.000

          3   0-3    0.886   -0.036  -0.022    a     0.000     -9.000  -9.000
        b     0.114    0.036   0.022  ?
                  CHECK THE KEY                 c     0.000     -9.000  -9.000
        e was specified, b works better       d     0.000     -9.000  -9.000
        e     0.886   -0.036  -0.022  *
                                                Other 0.000     -9.000  -9.000

          4   0-4    0.829    0.209   0.141    a     0.114      0.096   0.058
        b     0.029   -0.636  -0.249
        c     0.029   -0.459  -0.180
        d     0.829    0.209   0.141  *
        e     0.000   -9.000  -9.000
                                                Other 0.000     -9.000  -9.000

          5   0-5    0.429    0.294   0.233    a     0.200     -0.132  -0.092
        b     0.057    0.282   0.139
        c     0.200   -0.173  -0.121
        d     0.429    0.294   0.233  *
        e     0.114   -0.323  -0.196
                                                Other 0.000     -9.000  -9.000

          6   0-6    0.857    0.102   0.066    a     0.029     -0.283  -0.111
        b     0.857    0.102   0.066  *
        c     0.000   -9.000  -9.000
        d     0.114   -0.024  -0.015
        e     0.000   -9.000  -9.000
                                                Other 0.000     -9.000  -9.000
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    2


                       Item Statistics          Alternative Statistics
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    Key
    ----  -----  -------  ------  ------   ----- ---------  ------  ------ --
    -

      7   0-7    0.457    0.186   0.148     a     0.114     0.514   0.312  ?
    b        0.457   0.186   0.148   *
                 CHECK THE KEY                c     0.057    -0.524  -0.259
    b was specified, a works better      d     0.200    -0.173  -0.121
    e        0.171  -0.254  -0.172
                                            Other  0.000    -9.000  -9.000

      8   0-8    0.257    0.093   0.069     a     0.143    -0.051  -0.033
    b        0.086   0.015   0.008
                 CHECK THE KEY                c     0.257     0.093   0.069  *
    c was specified, e works better      d     0.229    -0.336  -0.242
    e        0.286   0.238   0.179   ?
                                            Other  0.000    -9.000  -9.000

      9   0-9    0.400    0.466   0.368     a     0.114    -0.442  -0.268
    b        0.057  -0.524  -0.259
    c        0.200  -0.049  -0.035
    d        0.400   0.466   0.368   *
    e        0.229  -0.069  -0.049
                                            Other  0.000    -9.000  -9.000

     10   0-10   0.229    0.313   0.225     a     0.229     0.313   0.225  *
    b        0.200   0.074   0.052
    c        0.143   0.102   0.066
    d        0.314  -0.442  -0.338
    e        0.114   0.096   0.058
                                            Other  0.000    -9.000  -9.000

     11   0-11   0.314    0.436   0.333     a     0.229    -0.336  -0.242
    b        0.314   0.436   0.333   *
    c        0.143   0.000   0.000
    d        0.143  -0.102  -0.066
    e        0.171  -0.118  -0.080
                                            Other  0.000    -9.000  -9.000

     12   0-12   0.857    0.205   0.132     a     0.000    -9.000  -9.000
    b        0.029  -0.636  -0.249
    c        0.000  -9.000  -9.000
    d        0.114  -0.024  -0.015
    e        0.857   0.205   0.132   *
                                            Other  0.000    -9.000  -9.000
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          Key
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          -
           13   0-13   0.343   -0.163 -0.126     a    0.171     0.245  0.165
          b      0.229   0.008  0.005
                       CHECK THE KEY              c    0.343    -0.163 -0.126  *
          c was specified, e works better        d    0.229    -0.107 -0.077
          e      0.029   0.424  0.166  ?
                                                 Other 0.000    -9.000 -9.000

           14   0-14   0.457    0.157  0.125     a    0.114    -0.203 -0.123
          b      0.143  -0.102 -0.066
          c      0.143   0.102  0.066
          d      0.457   0.157  0.125  *
          e      0.143  -0.102 -0.066
                                                 Other 0.000    -9.000 -9.000

           15   0-15   0.514    0.093  0.074     a    0.514     0.093  0.074  *
          b      0.000  -9.000 -9.000
                       CHECK THE KEY              c    0.114    -0.323 -0.196
          a was specified, d works better        d    0.086     0.236  0.132  ?
          e      0.286  -0.034 -0.026
                                                 Other 0.000    -9.000 -9.000

           16   0-16   0.829    0.073  0.049     a    0.029     0.601  0.236  ?
          b      0.057  -0.020 -0.010
                       CHECK THE KEY              c    0.829     0.073  0.049  *
          c was specified, a works better        d    0.086    -0.354 -0.198
          e      0.000  -9.000 -9.000
                                                 Other 0.000    -9.000 -9.000

           17   0-17   0.286    0.408  0.307     a    0.286     0.408  0.307  *
          b      0.143  -0.409 -0.264
          c      0.086  -0.354 -0.198
          d      0.343  -0.038 -0.029
          e      0.143   0.102  0.066
                                                 Other 0.000    -9.000 -9.000

           18   0-18   0.857    0.000  0.000     a    0.057    -0.020 -0.010
          b      0.857   0.000  0.000  *
                       CHECK THE KEY              c    0.057     0.081  0.040  ?
          b was specified, c works better        d    0.000    -9.000 -9.000
          e      0.029  -0.106 -0.042
                                                 Other 0.000    -9.000 -9.000
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                        Item Statistics          Alternative Statistics
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        Key
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         19   0-19   0.429    0.059  0.047     a     0.343    0.371   0.287  ?
        b     0.000  -9.000  -9.000
                    CHECK THE KEY                     c     0.429    0.059   0.047  *
        c was specified, a works better     d    0.171   -0.390  -0.263
        e     0.057  -0.524  -0.259
                                                Other  0.000   -9.000  -9.000

         20   0-20   0.771    0.145  0.104     a     0.771    0.145   0.104  *
        b     0.000  -9.000  -9.000
                    CHECK THE KEY                     c     0.057   -0.222  -0.109
        a was specified, e works better     d    0.143   -0.256  -0.165
        e     0.029   0.601   0.236  ?
                                                Other  0.000   -9.000  -9.000

         21   0-21   0.457    0.070  0.056     a     0.143   -0.153  -0.099
        b     0.171   0.018   0.012
        c     0.171   0.018   0.012
        d     0.457   0.070   0.056  *
        e     0.057  -0.020  -0.010
                                                Other  0.000   -9.000  -9.000

         22   0-22   0.314    0.078  0.060     a     0.143    0.205   0.132  ?
        b     0.314   0.078   0.060  *
                    CHECK THE KEY                     c     0.171   -0.163  -0.110
        b was specified, a works better     d    0.143   -0.153  -0.099
        e     0.229   0.008   0.005
                                                Other  0.000   -9.000  -9.000

         23   0-23   0.800    0.256  0.179     a     0.057   -0.020  -0.010
        b     0.029  -0.283  -0.111
        c     0.057  -0.423  -0.209
        d     0.057  -0.020  -0.010
        e     0.800   0.256   0.179  *
                                                Other  0.000   -9.000  -9.000

         24   0-24   0.457    0.361  0.287     a     0.057   -0.222  -0.109
        b     0.200  -0.132  -0.092
        c     0.457   0.361   0.287  *
        d     0.114   0.275   0.167
        e     0.171  -0.526  -0.355
                                                Other  0.000   -9.000  -9.000
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          5


                            Item Statistics          Alternative Statistics
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          Key
          ----  -----  -------  ------  ------   ----- ---------  ------  ------ --
          -
           25   0-25   0.514    0.180   0.143     a    0.200    -0.173  -0.121
          b      0.514    0.180   0.143  *
          c      0.086   -0.059  -0.033
          d      0.143    0.102   0.066
          e      0.057   -0.322  -0.159
                                                  Other  0.000    -9.000  -9.000

           26   0-26   0.457    0.186   0.148     a    0.457     0.186   0.148  *
          b      0.057    0.181   0.090
          c      0.086   -0.059  -0.033
          d      0.229   -0.259  -0.187
          e      0.171   -0.027  -0.018
                                                  Other  0.000    -9.000  -9.000

           27   0-27   0.343   -0.100  -0.078     a    0.343    -0.100  -0.078  *
          b      0.086   -0.059  -0.033
                      CHECK THE KEY               c    0.114    -0.143  -0.087
          a was specified, e works better        d    0.200    -0.132  -0.092
          e      0.257    0.344   0.254  ?
                                                  Other  0.000    -9.000  -9.000

           28   0-28   0.229    0.351   0.253     a    0.257     0.200   0.148
          b      0.229    0.351   0.253  *
          c      0.171   -0.345  -0.233
          d      0.200   -0.297  -0.208
          e      0.143    0.000   0.000
                                                  Other  0.000    -9.000  -9.000

           29   0-29   0.829   -0.109  -0.074     a    0.029     0.071   0.028
          b      0.029    0.247   0.097  ?
                      CHECK THE KEY               c    0.114     0.036   0.022
          d was specified, b works better        d    0.829    -0.109  -0.074  *
          e      0.000   -9.000  -9.000
                                                  Other  0.000    -9.000  -9.000

           30   0-30   0.743    0.157   0.116     a    0.000    -9.000  -9.000
          b      0.000   -9.000  -9.000
          c      0.000   -9.000  -9.000
          d      0.743    0.157   0.116  *
          e      0.257   -0.157  -0.116
                                                  Other  0.000    -9.000  -9.000
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		Item Statistics			Alternative Statistics			
Seq. No. Key	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.
31 b c d e	0-31 0.000 0.857 0.057 0.029	0.857 -9.000 0.205 -0.222 0.247	0.205 -9.000 0.205 -0.222 0.247	0.132 -9.000 0.132 * -0.109 0.097	a	0.057	-0.322	-0.159
					Other	0.000	-9.000	-9.000
32 b c d e	0-32 0.057 0.114 0.486 0.114	0.486 -0.322 -0.502 0.631 -0.502	0.631 -0.322 -0.502 0.631 -0.502	0.504 -0.159 -0.305 0.504 * -0.305	a	0.229	-0.069	-0.049
					Other	0.000	-9.000	-9.000
33 b	0-33 0.000	0.914 -9.000	0.206 -9.000	0.115 -9.000	a	0.029	-0.459	-0.180
	CHECK THE KEY				c	0.029	0.601	0.236 ?
e was specified, c works better					d	0.029	-0.636	-0.249
e	0.914	0.206	0.115 *					
					Other	0.000	-9.000	-9.000
34 b c d e	0-34 0.114 0.171 0.200 0.114	0.400 -0.203 -0.118 0.198 -0.323	0.197 -0.203 -0.118 0.198 -0.323	0.156 -0.123 -0.080 0.139 -0.196	a	0.400	0.197	0.156 *
					Other	0.000	-9.000	-9.000
35 b	0-35 0.543	0.543 0.338	0.338 0.338	0.269 0.269 *	a	0.086	0.531	0.297 ?
	CHECK THE KEY				c	0.086	-0.501	-0.280
b was specified, a works better					d	0.257	-0.301	-0.222
e	0.029	-0.636	-0.249					
					Other	0.000	-9.000	-9.000
36 b c d e	0-36 0.057 0.057 0.800 0.029	0.800 0.181 -0.423 0.379 -0.636	0.379 0.181 -0.423 0.379 -0.636	0.266 0.090 -0.209 0.266 * -0.249	a	0.057	-0.322	-0.159
					Other	0.000	-9.000	-9.000

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Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file kunci.txt   Page
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```
                    Item Statistics          Alternative Statistics
                 ----------------------    ----------------------------------
-
Seq.  Scale   Prop.           Point            Prop.            Point
No.   -Item   Correct  Biser. Biser.  Alt.  Endorsing  Biser.  Biser.
Key
----  -----   -------  ------ ------  ----- ---------  ------  ------ --
-

 37   0-37    0.543    0.105   0.083   a     0.200    -0.173  -0.121
b     0.086    0.162   0.091
          CHECK THE KEY                 c     0.543     0.105   0.083  *
c was specified, e works better         d     0.057    -0.524  -0.259
e     0.114    0.215   0.131  ?
                                        Other  0.000    -9.000  -9.000

 38   0-38    0.429    0.088   0.070   a     0.143    -0.409  -0.264
b     0.086    0.236   0.132  ?
          CHECK THE KEY                 c     0.257    -0.014  -0.011
e was specified, b works better         d     0.086     0.162   0.091
e     0.429    0.088   0.070  *
                                        Other  0.000    -9.000  -9.000

 39   0-39    0.343    0.151   0.117   a     0.143    -0.153  -0.099
b     0.171   -0.254  -0.172
          CHECK THE KEY                 c     0.114     0.215   0.131  ?
e was specified, c works better         d     0.229     0.008   0.005
e     0.343    0.151   0.117  *
                                        Other  0.000    -9.000  -9.000

 40   0-40    0.743    0.086   0.063   a     0.743     0.086   0.063  *
b     0.114   -0.084  -0.051
          CHECK THE KEY                 c     0.057    -0.322  -0.159
a was specified, e works better         d     0.057     0.081   0.040
e     0.029    0.247   0.097  ?
                                        Other  0.000    -9.000  -9.000
```

```
                         MicroCAT (tm) Testing System
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            Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

        Item analysis for data from file kunci.txt                    Page
        8


        There were 35 examinees in the data file.


        Scale Statistics
        ----------------

           Scale:            0
                           -------
        N of Items          40
        N of Examinees      35
        Mean            22.600
        Variance         6.126
        Std. Dev.        2.475
        Skew             0.406
        Kurtosis        -0.764
        Minimum         19.000
        Maximum         28.000
        Median          22.000
        Alpha           -0.297
        SEM              2.819
        Mean P           0.565
        Mean Item-Tot.   0.136
        Mean Biserial    0.181
```

Blueprint Reading Comprehension Text

POST-TEST

Materials	Test Type	Item Indicators	Item Number	Total
Descriptive text	Multiple choice	Identifying the purpose/social function of the text	25	1
		Finding the main idea/topic	6, 16	2
		Identifying the specific information	1, 5, 8, 10, 13, 20, 23	7
		Deducting the meaning of unfamiliar lexical items	2, 14, 17, 21, 22	5
		Making inference	3, 19, 24	3
		Identifying references	12	1
		Identifying generic structure of the text	15	1
		Recognizing grammatical word classses (adjective)	11, 18	2
		Critical reading	4, 7, 9	3
Total				25

TRY OUT POST TEST QUESTIONS
Reading Comprehension Text

There are some passages and questions after each passage. Read and answer the questions in the answer sheet.

Text 1 : Questions no 1 to 3.

Paracetamol

Paracetamol (acetaminophen) is a pain reliever and a fever reducer. Paracetamol is used to treat many conditions such as headache, muscle aches, arthritis, backache, colds, and fevers.

Paracetamol is widely available and cheap. It is the safest pain medicine to reduce fever. In the market, Paracetamol can be found in the form of tablet (pills), syrup and injections. In the form of pills, a Paracetamol pill is commonly small, oval, white ones. For the liquid ones, the colors may vary, such as purple, red, yellow and white. The last one is the injection one. This liquid, placed in a small bottle, is only used by doctors and nurse in the hospital. We can buy oral Paracetamol without prescription from doctors. However, we need to read very carefully the dosage in the package. Paracetamol can only be given to children from the age of 2 years old. If younger, it should be under doctor's prescription.

(Adapted from: www.drugs.com/paracetamol.html)

1. What is the advantage of Paracetamol?
    f. It is a pain reliever.
    g. It is a fever reducer.
    h. It is broadly available and cheap.
    i. It is found in the form of tablet.
    j. It relieves headache.

2. The word <u>widely</u> in the first sentence means, except:
    f. Broadly
    g. Generally
    h. Commonly
    i. Barely
    j. Mostly

3. From the passage, we can infer that …
    f. One year old baby cannot drink this medicine.
    g. Paracetamol syrup has various colors.
    h. The medicine can be used to treat every ache.

i. Paracetamol injection only has one color.
j. None of these.

Text 2 : Questions no 4 to 8.

Amoxicillin

Amoxicillin is an antibiotic which is used to treat a wide variety of bacterial infections. Amoxicillin, discovered by scientists at Beecham Research Laboratories in 1972, has been used in medical world since then.

There are several dosage forms of amoxicillin. One from is small, white and round tablet. Another is a small, oval, and two-colored capsule. The colors of amoxicillin capsule are different from one another depending on the factory which makes this medicine. In addition, there are also amoxicillin in the forms of syrup and chewable tablet. When consuming amoxicillin chewable tablet, it should be chewed before swallowed. All of amoxicillin dosage forms taste bitter except the chewable one since it is designed for those under 12 years old. Yet, there is no Amoxicillin in the dosage form of caplet.

Amoxicillin must be used under your doctor's prescription. Taking this medication has to be done as instructed by your doctor, even if you feel better in a few days. Not finishing the complete dose of amoxicillin may decrease the drug's effectiveness and increase the chance for bacterial <u>resistance</u> to amoxicillin and similar antibiotics.

(Adapted from: www.antibiotics-info.org/amoxicillin.html)

4. Which statement is NOT TRUE based on the text?
   f. Amoxicillin cannot be bought without doctor's prescription.
   g. Amoxicillin must be finished in the complete dose.
   h. Amoxicillin chewable tablet does not taste bitter.
   i. Amoxicillin chewable tablet cannot be used for kids.
   j. Amoxicillin capsule has two colors and it is various.

5. Based on the text, we know that Amoxicillin…
   f. Had been discovered in 1972
   g. Is discovered in 1972
   h. Was discovered in1972
   i. Has discovered in 1972
   j. Has been discovered in 1972

6. What is the main idea of the second paragraph?
   f. The color of Amoxicillin capsules

g. Amoxicillin in the dosage form of caplet.
h. Several dosage forms of Amoxicillin.
i. The similarities of Amoxicillin dosage forms.
j. Another Amoxicillin dosage forms

7. Which of the following is true?
   f. This medicine is used to treat virus.
   g. Drink the product in too many dosages can cause resistence.
   h. The product is available without doctor's prescription.
   i. This medicine has been used for decades.
   j. Amoxicillin caplet has two colors.

8. Not finishing the complete dose of Amoxicillin is unsafe, because ...
   f. It makes the bacteria become stronger.
   g. It kills the bacteria faster.
   h. It makes the medicine work not properly.
   i. It makes you feel better.
   j. None of these.

Text 3 : Questions no 9 to 14.

Penicillins

Penicillins are used to treat infections caused by bacteria. They kill the bacteria or prevent their growth inside the body.

This type of antibiotic is available in some dosage forms. For oral dosage forms, penicillins are available in the forms of tablet, capsule, and syrup. Penicillin tablet is small, white, and round. In another oral dosage form, it is a small, oval and two-colored capsule such as white and blue or orange and yellow. It is also available in some various colors. The last form is syrup, white liquid packaged in a dark glass bottle. Penicillin, like other antibiotics, also has dosage in the form of injection.

There are several different kinds of Penicillins. Each is used to treat different kinds of infections. In addition, penicillins are used to treat bacterial infections in many different parts of the body. Occasionally, it is given with other antibacterial medicines (antibiotics).

Penicillins may also be used for other problems as determined by your doctor. However, none of the Penicillin types will affect colds, flu, or other virus infections. Penicillins are only available if given doctor's prescription since it may cause serious effect.

(Adapted from: www.mayoclinic.org/drugs/penicillin)

9. Which one is TRUE according to the text?
    f.   Penicillins will work out for colds and flu.
    g.   It is never given with other antibiotics.
    h.   You cannot buy this medicine without doctor's prescription.
    i.   Penicillins have various colors in the form of liquid.
    j.   You can use this medicine to reduce fever.

10. How does Penicillin work?
    f.   Penicillins prevent the infections.
    g.   Penicillins permit the growth of the bacteria.
    h.   They recover the infections inside the body.
    i.   Penicillins inhibit the growth of the bacteria.
    j.   They kill the infections.

11. Which of the following adjectives best described Penicillins?
    f.   Available everywhere.
    g.   Various dosage forms.
    h.   Useful in killing bacteria.
    i.   Two-colored capsules.
    j.   Small and white tablets.

12. "It is also available in some various colors …" What does the underline
    word refer to?
    f.   Penicillin dosage form
    g.   Penicillin capsule
    h.   Pemicillin tablet
    i.   Penicillin liquid
    j.   Penicillin injection

13. What information does the text give about Penicillin treatment?
    f.   This medicine cannot be used to treat another infection.
    g.   It is never given with another antibiotic.
    h.   Penicillin is only used for one part of body.
    i.   The product may be used in more than one different parts of body.
    j.   The product is used to treat virus infection in different parts of body.

14. The word "Occasionally" in line 11 has similar meaning with …
    f.   Sometimes
    g.   Usually
    h.   Often
    i.   Commonly
    j.   Frequently

Text 4 : Questions no 15 to 18.

Fungiderm

Fungiderm (Clotrimazole) is a antifungal agent which is used for treating fungal skin and nail infections.

Fungiderm is available in any drugstores and pharmacy stores. People can buy this cream with or without prescription from doctors. The price per tube of Fungiderm cream is not expensive. If compared to other creams with similar function, this cream is much cheaper in prices. However, the product has been proven effective for many decades.

This product is easy to use. You just need to apply the cream on your skin surface where you have fungi problem. Normally you need to apply it in the morning and at night before you go to bed. But sometimes, you need to ask your doctor first if you are not sure about how to use this Fungiderm cream. The doctor will let you know about it. Also, you must be careful when using this product to small children or babies. It is better to ask your doctor or medical person first if you want to use it to small kid or baby to make sure that there will not be any side effect to the small kids or baby.

You must store the product in normal room temperature away from direct sunlight. Also, it must be kept away from the reach of children.

(Adapted from: www.ndrugs.com/?s=fungiderm)

15. The first paragraph is called …..
    a. Conclusion
    b. Orientation
    c. General classification
    d. Description
    e. Identification

16. What is the main idea of the second paragraph?
    a. The effectiveness of Fungiderm cream is really good.
    b. The price of Fungiderm cream is cheap.
    c. Fungiderm cream can be found in drugstores.
    d. It is available without doctor's prescription.
    e. There are some advantages of Fungiderm cream.

17. "You must store the product in normal room"
    The underline word has similar meaning to the list below, except….
    a. Put
    b. Spend
    c. Keep
    d. Stow
    e. Save

18. Which is the adjective best described Fungiderm cream?
    a. Expensive
    b. Effective
    c. Cheap
    d. Useless
    e. Worthless

Text 5 : Questions no 19 to 21.

Imodium

Have you ever heard about this product? It is one of the most effective medicines in the world. Imodium is a clinically proven antidiarrheal medication. It is only used to control symptoms of diarrhea.

Imodium contains Loperamide HCl which acts by slowing intestinal motility and by affecting water and electrolyte movement through the bowel. There are two types of imodium. They are Imodium caplet and Imodium liquid. Each caplet of Imodium contains loperamid Hcl 2 mg which comes in an oval green caplet in 6s, 12s, 18s, 24s, 48s and 72s blister packaging which is tamper evident and child resistant. Meanwhile Each 7.5 mL (1 ½ teaspoonful) of Imodium liquid contains loperamid Hcl 1 mg which is available in 2 fl. oz. and 4 fl. oz. tamper evident bottles with child resistant safety caps and special dosage cups and tastes mint flavor.

Commonly, when using this product, tiredness, drowsiness, or dizziness may occur. Also, after taking this medicine, you must be careful when driving or operating machinery. Consult a doctor before taking one if you have fever, a history of a liver disease, or when you are taking antibiotics.

(Adapted from: www.rxlist.com/imodium-drug.htm)

19. From the text, we know that ....
    a. Imodium kills the bacteria of diarrhea.
    b. There are more than two dosage forms of Imodium.
    c. You may have stomachache after taking this medicine.
    d. The product only stops the symptoms of diarrhea.
    e. Imodium works by affecting the bowel movement.
20. What if you are taking Amoxicillin tablet together with Imodium?
    a. You should ask your doctor first.
    b. It is ok because it does not affect the medicine.
    c. You may have fever.
    d. It can make the product resistance.
    e. You may feel dizzy and drowsy.
21. The word "safety" has the opposite meaning to ....
    a. Security
    b. Danger
    c. Protection

d. Harmless
e. Sound

Text 6 : Questions no 22 to 25.

Combantrin

Combantrin is effective against Threadworms as well as the rare worms such as roundworms and hookworms, in a single dose. It contains Pyrantel Pamoate, which works effectively paralyzing worms.

Combantrin is specifically indicated for the treatment of infection with any of the following gastrointestinal parasites when these are present, either alone or as a mixed infection: Enterobius vermicularis (threadworm, pinworm); Ascaris lumbricoides (roundworm); Ancylostoma duodenale (hookworm); Necator americanus (hookworm); Trichostrongylus colubriformis and T. orientalis. Combantrin should be used for the treatment of infection with one or more of these parasites in both adults and children. The presence of an infection with any of the 5 parasites in one member of a family or group of persons in close proximity may indicate unidentified infection in other members. In these circumstances, Combantrin administration to all the family or group member is recommended.

Combantrin is available in two dosage forms. They are Combantrin syrup and Combantrin tablets. Combantrin syrup is is available in 10 ml bottle with orange flavor and tastes sweet. Commonly, Combantrin syrup is used for treating kids. The next dosage form is combantrin tablet. Combantrin tablet comes in two pack sizes. The first size is combantrin tablet 125 mg which contains 4 flat round pink tablets while the other pack is combantrin tablet 250 mg which contains 2 pink caplets. The combantrin tablet tastes bitter since it is used for treating adults. The dosage to drink combantrin is differentiated according age and weight and only consumed for those above 2 years old. Commonly, the available dosage forms must be taken in a single dose. If you take too much you may get stomach pains, diarrhea, feel sick or vomit.

(Adapted from: www.combantrin.com.au)

22. What does the word "paralyzing worms" mean?
    a. Killing the worms slowly.
    b. To hurt the worm's body.
    c. Losing the ability of worm's body to move.
    d. To enhance the worm's activity. Bouquet
    e. To fasten the moving of the worm in the body.
23. Taking Combantrin to all family members is needed, because ....
    a. The infection may cause diarrhea.
    b. It may cause another infection.
    c. It may indicate unidentified parasites.

d. The product may cause the growth of another parasite.

e. The infection may contaminate other members.

24. Based on the text, what the readers know about Combantrin dosage forms?

a. Combantrin has more than two dosage forms.

b. The 250 mg dosage tablet comes in white caplet.

c. The Combantrin syrup tastes bitter.

d. The package only contains of four tablets.

e. There are two types of tablet packages.

25. What is the social function of the text?

a. To give description about Combantrin.

b. To ask the readers about Combantrin.

c. To give data about Combantrin.

d. To persuade the readers to buy Combantrin.

e. To tell the readers a story about Combantrin.

APPENDIX F:
STUDENTS' SCORES & SPSS ANALYSIS

Students' Scores of Reading Comprehension Tests

No.	Names	Pre-test	Post-test
1.	Agitha Dianing Pratiwi	76	88
2.	Ahmad Ashari	54	72
3.	Amelisa Sekar L.	68	84
4.	Andika Ardi Pradana	80	84
5.	Anggita Sri Sadarum	72	80
6.	Aurellia Lubapepita T.	72	76
7.	Ayu Saraswati	68	80
8.	Clara Lelarosa Ajeng	64	84
9.	Danisa Septia Tamadya R.	72	72
10.	Danu Umar Syafi	60	76
11.	Debby Anggita	76	92
12.	Debila Arentiza	72	76
13.	Fajri Khoiribaniatur	54	68
14.	Ferlinta Arkhofifah	60	72
15.	Isma Suryani	64	80
16.	Isnaini Pujimagfiroh	76	88
17.	Istiqomah	80	84
18.	Jihan Salam A.	84	92
19.	Julia Winda Sari	76	84
20.	Navista Lintang P.	72	80
21.	Nina Millenia	68	76
22.	Nur sidik F.	58	80
23.	Oky Cahyaning P.	80	76
24.	Ratri Mardiana	72	88
25.	Rina widyastuti	88	92
26.	Rizeka Anggara Wati	76	88
27.	Rizka Fitriana Ragita	76	80
28.	Rizka Kristi Rahayu	84	88
29.	Rosalea Herdiana Puteri	72	84
30.	Tia Hayu Narendra	80	88
31.	Veronika Livia Gavrilayanti	60	68
32.	Widyanari Febriyana Wulansari	84	92
33.	Windi Hesti Indriani	68	76
34.	Yanuari Eka Ramadhanti	76	76
35.	Yefiyef El Rahma	72	84
36.	Yunita sukmawati	64	76
	total	2578	2924
	mean	71,61111	81,22222

The Result of the T-test for Equality Pre-test and Post-test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre-test - post-test	-9.61111	5.89081	.98180	-11.60427	-7.61795	-9.789	35	.000

The comparison of pre-test and post-test mean

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	71.6111	36	8.58995	1.43166
	post-test	81.2222	36	6.81641	1.13607

APPENDIX G:

COURSE GRID&

LESSON PLANS

The Course Grid of the Implementation of RoundRobin Technique in the Teaching and Learning of Reading

School : SMK Farmasi "Indonesia" Yogyakarta

Grade   : X/E

Semester : 2

Subject : English

Standard of Competence : *Berkomunikasi dengan Bahasa Inggris setara Level Novice*

Cycle	Basic Competence	Indicators	Learning Materials	Media	Activities	Meeting	Source	Assessment
I	1.3 Describing things, person, characteristics, time, day, month, and year.	Students are able to: - Identify the communicative purpose of a descriptive text - Identify the generic structure of a descriptive text - Identify the detail	**Descriptive text** - Generic Structure : Identification Description - Present tense	- Power point presentation - Written descriptive text entitled Decolgen, Komik.Panadol. - Whiteboard	**Pre-teaching:** - The teacher greets the students and asks their condition. - The teacher leads th students saying the prayer. - The teacher checks the students' attendance. - The teacher previews the lesson. - The teacher outlines and states the learning objectives. **Whilst-teaching:**	2/4x45 minutes	http://www.reviewstream.com/reviews/komik www.mims.com/decolgen http://www.webmd.com/drugs/panadol/	- Group Assessment - Individual Assessment

		information included in the descriptive text which is read - Identify the meaning of the certain words in the descriptive text which is read - Work both in a group and individually	S+Vs/es+O/C - Linking Verb : becomes, is, tastes, are - Adjectives: Famous, sweet, bitter, successful, sleepy, effective, different, available, rare.	- Board markers - Students' worksheet	• Pre-reading - The teacher asks questions related to the topic that will be discussed. - The teacher asks the students to arrange the chops of a descriptive text into a good arrangement. • Whilst-reading - The teacher asks the students to make groups of four. - The teacher asks the students to read the text individually. - The students answer the questions given related to the text in turn. - The teacher asks the students to give opinions or ask questions about the answers given. • Post-reading - Each group presents the answers. - Each student is given an individual task. **Post-teaching:** - The teacher directs the students to conclude the material that has been discussed.			

					- The teacher and the students reflect the topic of the lesson - The teacher asks students difficulties - The teacher asks one of the students to lead a prayer - The teacher ends the lesson			
II	1.3 Describing things, person, characteristics, time, day, month, and year.	Students are able to: - Identify the communicative purpose of a descriptive text - Identify the generic structure of a descriptive text - Identify the detail information included in the descriptive text which is read - Identify the meaning of the certain words in the descriptive text which is read	**Descriptive text** -Generic Structure : Identification Description -Present tense S+Vs/es+O/C -Adjectives: well-known, easiest, well tolerated, itchy,	- Written descriptive text :*Dermatix gel, Daktarin cream.* - Whiteboard - Board markers - Students' worksheet	**Pre-teaching:** - The teacher greets the students and asks their condition. - The teacher leads the students saying the prayer. - The teacher checks the students' attendance. - The teacher previews the lesson. - The teacher outlines and states the learning objectives. **Whilst-teaching:** • Pre-reading - The teacher asks questions related to the topic that will be discussed. - The teacher ask thhe students to listen to a recording - The students fills the blanks in the text • Whilst-reading - The teacher asks the students to	2/4x45 minutes	http://www.dermatix.co.uk/scars/productsummary/ http://healthrepair.org/daktarin/	- Group Assessment - Individual Assessment

	- Work both in a group and individually	transparent, fast-drying., sensitive.
		
		Linking verbs : sound, is, are, taste
				make groups of four.
				- The teacher asks the students to read the text individually.
				- The students answer the questions given related to the text in turn.
				- The teacher asks the students to give opinions or ask questions about the answers given.
				• Post-reading
				  - Each group presents their answers.
				  - Each student is given an individual task.
				
				Post-teaching:
				
				 -The teacher directs the students to conclude the material that has been discussed.
				 -The teacher and the students reflect the topic of the lesson
				 -The teacher asks students difficulties
				 -The teacher asks one of the students to lead a prayer
				 -The teacher ends the lesson.		

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   **:** SMK Farmasi "Indonesia" Yogyakarta

Mata Pelajaran   **:** Bahasa Inggris

Kelas/semester   **:** X/2

Materi Pokok   **:** Teks Deskriptif tulis

Alokasi Waktu   **:** 1 pertemuan (2JP)

A. Standar Kompetensi

Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

B. Kompetensi Dasar

1.3. Describing things, person, characteristics, time, day, month, and year

C. Indikator

1. Mengidentifikasi fungsi sosial dari teks deskriptif.

2. Mengidentifikasi struktur teks deskriptif secara tepat.

3. Menganalisa informasi spesifik yang ada di dalam bacaan.

4. Memahami makna kata-kata yang sulit yang ada di dalam bacaan secara tepat.

5. Mengerjakan tugas baik secara individual maupun kelompok.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Menganalisis fungsi sosial dan unsur kebahasaan dalam teks deskriptif sesuai dengan konteksnya.

2. Menemukan informasi spesifik dalam bacaan secara akurat.

3. Menemukan informasi dalam bacaan baik yang tersirat maupun yag tersurat sesuai dengan konteksnya secara akurat.

4. Mengetahui arti kata-kata sulit yang terdapat dalam bacaan sesuai dengan konteksnya secara tepat.

5. Bekerja baik secara individu maupun kelompok.

E. Materi Pembelajaran

<div align="center">

Komix

</div>

Identification

> Komix is one of the most famous cough medicine in Indonesia. Komix is known as a liquid medicine that we can take when we have cough without doctor's prescription.

Description

> Komix is designed based on three criteria, there are functional benefits, emotional benefits and low price. Based on those criteria,. Komix is available in the form of syrup which is packaged in small sachet. Since it is marketed in one-drink sachet with low price, Komix becomes popular in Indonesia.
>
> There are some variant of Komix sachet. The first variant is peppermint flavor. This is the first variant from Komix sachet. The peppermint flavor is available in silver sachet with translucent color of the syrup. The next variant is ginger flavor. This variant is in orange sachet with picture of ginger. Considering that traditional customs heal cough with lime mixed with soy sauce and honey, Komix then makes its new variant. It is lime variant which is available in the sachet with green color. Another variant is Komix OBH which is in the form of dark liquid. This is specially designed for expectorant cough. Komix OBH is available in the dark blue sachet which tastes bitterer than other variants. And the last variant

is Komix kid. The komix for kids tastes sweet since it is designed for kids under 12 years old.

All of Komix variants are successful in the market since it costs less money. Many people use Komix as the medicine when they have cough. Sometimes, it is also available in the small store near the place we are living.

Struktur Teks : `

1. Identification (identifikasi): gambaran umum tentang suatu topik (orang, binatang, atau benda)
2. Description (deskripsi):ciri-ciri khusus atau karakteristik yang dimiliki oleh orang, binatang atau benda yang dideskripsikan

Topik : Teks Deskriptif Tulis tentang Obat (*Komix*)

Fungsi Sosial : Mengenalkan, mengidentifikasi, mempromosikan, mengetahui manfaat, dsb.

Unsur Kebahasaan :

Simple present tense : S+V*s/es*+O
Adjectives   : Famous, sweet, bitter, successful
Linking Verb   : becomes, is, tastes, are.

F. Metode Pembelajaran

1. *Round robin Technique*

G.Sumber Belajar

http://www.reviewstream.com/reviews/Komik

www.mims.com/decolgen

H. Media Pembelajaran

- *Written Descriptive text*
- *Students' worksheet*
- *White board*
- *Board marker*

- *Power point presentation*

I. Langkah-langkah Kegiatan Pembelajaran

i. **Kegiatan Awal**

1. Guru memberi salam (*greeting*).

2. Guru mengajak siswa berdoa sebelum memulai pembelajaran.

3. Guru memeriksa kehadiran siswa.

4. Guru mengajukan beberapa pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.

5. Guru menyampaikan materi pembelajaran dan tujuannya.

ii. **Kegiatan Inti**

1. Sebelum Membaca (*Pre-reading)*
   a. Guru menjelaskan struktur teks, fungsi sosial, dan unsur kebahasaan yang ada pada teks.
   b. Guru membagi siswa menjadi kelompok yang terdiri atas empat orang tiap kelompoknya.
   c. Guru membagikan potongan teks deskriptif berjudul "Decolgen"
   d. Guru meminta setiap kelompok untuk mengurutkan teks menjadi urutan yang benar.

2. Kegiatan Membaca (*While-reading)*
   a. Guru membagikan potongan kertas dan meminta setiap kelompok untuk menyatukannya menjadi sebuah bacaan.
   b. Setelah selesai menyatukan teks, guru meminta siswa untuk membaca teks secara individu secara bergantian.
   c. Guru membagikan soal yang berkaitan dengan teks yang masih dibahas untuk dijawab oleh setiap anggota kelompok secara bergantian.
   d. Secara bergantian siswa menjawab soal yang sudah dibagikan.

e. Guru meminta siswa untuk secara bergantian memberikan tanggapan terhadap jawaban yang disampaikan oleh anggota kelompok.

3. Setelah Membaca (*Post-reading)*

   a. Setiap kelompok mempresentasikan hasil diskusi mereka.

   b. Kelompok yang lain memberikan tanggapan terhadap hasil jawaban kelompok lainnya.

iii. Kegiatan Akhir

1. Guru mengarahkan siswa untuk menyimpulkan materi yang telah dipelajari.
2. Guru dan siswa merefleksi topik pelajaran.
3. Guru menanyakan kesulitan yang ditemui siswa.
4. Guru meminta salah satu siswa memimpin doa.
5. Guru mengkahiri pelajaran.

J. Penilaian

1. Teknik Penilaian :

   1. Penilaian dalam menjawab soal

      Total nilai benar : 8 x 10

      Nilai maksimal : 80

   2. Rubrik penilaian kerjasama dalan kelompok

      a) Works toward the achievement of group goals

4	Actively helps identify group goals and works hard to meet them
3	Communicates commitment to the group goals and effectively carries out as signed roles
2	Communicates commitment to the group goals but does not carry out assignd roles.
1	Does not work toward group goals or actively works againts them.

      b) Demosntrative effective interpersonal skills

4	Actively promotes effective group interation and the expression of ideas and opiniions in a way that is sensitive to the feelings and

	knowledge base of others.
3	Participates in group interaction without prompting. Expresses ideas and opinions in a way that is sensitive to the feelings and knowledge base of others
2	Participates in group interactions with prompting or expresses ideas and opinions without considering the feelings and knowledge base of others.
1	Does not participate in group interaction, even with prompting, or expresses ideas and opinions in a way that is insensitive to the feelings or knowledge base of others.

c) Contribute to group maintenance

4	Actively helps the group identify changes or modifications necessary in the group process and work toward carrying out those changes.
3	Helps identify changes or modifications necessary in the group process and works toward carrying out those changes.
2	When prompted, help identify changes or modifications necessaary in the group process or is only minimally involved in carrying out those changes.
1	Does not attempt to identify changes necessary to the group process even when prompted or refuses to work toward carrying out these changes.

d) Effective performance of group roles

4	Effectively performs a variety of roles within the group.
3	Effectively performs two roles within the group.
2	Makes an attempt to form more than one role in their group but has little success with additional roles.
1	Rejects opportunities or requests to perform more than one role in the group.

Yogyakarta, April7[th]2015

Approved by,

English Teacher   Researcher

Nyimas Rucita S.Pd.   Dhaniar Setiana
NIP. -   NIM. 10202241018

> **Activity 1**

A. Arrange these sentences below into a correct order. Then, discuss the generic structure of the text.

Decolgen

Decolgen is available in the form of small tablet containing three layers of colors; white, yellow and orange. One sachet of Decolgen consists of six tablets inside which taste quite bitter. Besides the tablet, Decolgen also offers syrup which tastes sweet since the target customers are kids. The Decolgen syrup is available in three dosages; 30 ml, 60 ml and 120 ml.

People make use of Decolgen to provide treatment or to cure cold symptoms such as headache, running nose, or fever. Some of them prefer to take this remedy even when they catch heavier cold to see a doctor. I, myself also use Decolgen tablet when I have a little flu or fever. It is a really effective product and it costs less money to get this medicine.

Decolgen is well-known in our country as a medicine that we can take when we have cold or flu.

This brand has already been known in the market since long time ago. People who don't want to see a doctor will simply take Decolgen when they catch a cold or flu. Since Decolgen can be found in any drugstore, people can get it easily, even without prescription from doctors. Sometimes, they can buy or get Decolgen from small stores near the place where they live as well.

Activity 2

B. Answers the following questions. Do round robin!

1. What is the purpose of the text above?
2. Write down the adjectives found in the text above with their meaning inside the box.

1. .... =...................	6. .... =...................	11. .... =...................
2. .... =...................	7. .... =...................	12. .... =...................
3. .... =...................	8. .... =...................	13. .... =...................
4. .... =...................	9. .... =...................	14. .... =...................
5. .... =...................	10. .... =...................	15. .... =...................

3. What is the text above talking about? Explain Briefly!
4. Are you interested in taking this medicine? Why?
5. What information does the text give about Decolgen Syrup?
6. What are the characteristics of Decolgen tablet?
7. What are the benefits of taking this medicine?
8. What are the meanings of some lexical items below?

1. Remedy =………………..
2. Well-known =………………..
3. Symptoms =………………..
4. Cure =………………..
5. Running nose =………………..

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   **:** SMK Farmasi "Indonesia" Yogyakarta

Mata Pelajaran   **:** Bahasa Inggris

Kelas/semester   **:** X/2

Materi Pokok   **:** Teks Deskriptif tulis

Alokasi Waktu   **:** 1 pertemuan (2JP)

A. Standar Kompetensi

Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

B. Kompetensi Dasar

1.3. Describing things, person, characteristics, time, day, month, and year

C. Indikator

1. Mengidentifikasi fungsi sosial dari teks deskriptif.

2. Mengidentifikasi struktur teks deskriptif secara tepat.

3. Menganalisa informasi spesifik yang ada di dalam bacaan.

4. Memahami makna kata-kata yang sulit yang ada di dalam bacaan secara tepat.

5. Mengerjakan tugas baik secara individual maupun kelompok.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

6. Menganalisis fungsi sosial dan unsur kebahasaan dalam teks deskriptif sesuai dengan konteksnya.

7. Menemukan informasi spesifik dalam bacaan secara akurat.

8. Menemukan informasi dalam bacaan baik yang tersirat maupun yag tersurat sesuai dengan konteksnya secara akurat.

9. Mengetahui arti kata-kata sulit yang terdapat dalam bacaan sesuai dengan konteksnya secara tepat.

10. Bekerja baik secara individu maupun kelompok.

E. Materi Pembelajaran

Input Teks **: Teks deskriptif berjudul Panadol**

Struktur Teks **:** `

3. Identification (identifikasi): gambaran umum tentang suatu topik (orang, binatang, atau benda)
4. Description (deskripsi):ciri-ciri khusus atau karakteristik yang dimiliki oleh orang, binatang atau benda yang dideskripsikan

Topik **:** Teks Deskriptif Tulis tentang Obat (*Panadol*)

Fungsi Sosial : Mengenalkan, mengidentifikasi, mempromosikan, mengetahui manfaat, dsb.

Unsur Kebahasaan :

Simple present tense : S+V*s/es*+O
Adjectives : Available, rare, uncertain, sleepy, effective.
Linking Verb : becomes, is, tastes, are.

F. Metode Pembelajaran

1. *Round robin Technique*

G.Sumber Belajar

Adapted from : http://www.webmd.com/drugs/panadol/

H. Media Pembelajaran

- *Written Descriptive text*
- *Students' worksheet*

- *White board*

- *Board marker*

- *Power point presentation*

I. Langkah-langkah Kegiatan Pembelajaran

ii. Kegiatan Awal

1. Guru memberi salam (*greeting*).

2. Guru mengajak siswa berdoa sebelum memulai pembelajaran.

3. Guru memeriksa kehadiran siswa.

4. Guru mereview materi pada pertemuan sebelumnya.

5. Guru mengajukan beberapa pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.

5. Guru menyampaikan materi pembelajaran dan tujuannya.

ii. Kegiatan Inti

1. Sebelum Membaca (*Pre-reading*)

   e. Guru membagi siswa menjadi kelompok yang terdiri atas empat orang tiap kelompoknya.

   f. Guru membagikan potongan teks deskriptif berjudul "Panadol"

   g. Guru meminta setiap kelompok untuk mengurutkan teks menjadi urutan yang benar.

2. Kegiatan Membaca (*While-reading*)

   f. Guru membagikan potongan kertas dan meminta setiap kelompok untuk menyatukannya menjadi sebuah bacaan.

   g. Setelah selesai menyatukan teks, guru meminta siswa untuk membaca teks secara individu secara bergantian.

   h. Guru membagikan soal yang berkaitan dengan teks yang masih dibahas untuk dijawab oleh setiap anggota kelompok secara bergantian.

   i. Secara bergantian siswa menjawab soal yang sudah dibagikan.

j. Guru meminta siswa untuk secara bergantian memberikan tanggapan terhadap jawaban yang disampaikan oleh anggota kelompok.

3. Setelah Membaca (*Post-reading*)

c. Setiap kelompok mempresentasikan hasil diskusi mereka.

d. Kelompok yang lain memberikan tanggapan terhadap hasil jawaban kelompok lainnya.

e. Setiap siswa diberika teks untuk dikerjakan secara individu.

f. Siswa bersama-sama dengan guru membahas soal dan jawaban dari teks yang diberikan.

iii. Kegiatan Akhir

1. Guru mengarahkan siswa untuk menyimpulkan materi yang telah dipelajari.
2. Guru dan siswa merefleksi topik pelajaran.
3. Guru menanyakan kesulitan yang ditemui siswa.
4. Guru meminta salah satu siswa memimpin doa.
5. Guru mengkahiri pelajaran.

J. Penilaian

1. Teknik Penilaian :

1. Penilaian dalam menjawab soal secara individu

Total nilai benar : (5 x 10) + (4x 10)

Nilai maksimal : 90

2. Rubrik penilaian kerjasama dalan kelompok

a) Works toward the achievement of group goals

4	Actively helps identify group goals and works hard to meet them
3	Communicates commitment to the group goals and effectively carries out as signed roles
2	Communicates commitment to the group goals but does not carry out assignd roles.
1	Does not work toward group goals or actively works againts them.

b) Demosntrative effective interpersonal skills

4	Actively promotes effective group interation and the expression of ideas and opiniions in a way that is sensitive to the feelings and knowledge base of others.
3	Participates in group interaction without prompting. Expresses ideas and opinions in a way that is sensitive to the feelings and knowledge base of others
2	Participates in group interactions with prompting or expresses ideas and opinions without considering the feelings and knowledge base of others.
1	Does not participate in group interaction, even with prompting, or expresses ideas and opinions in a way that is insensitive to the feelings or knowledge base of others.

c) Contribute to group maintenance

4	Actively helps the group identify changes or modifications necessary in the group process and work toward carrying out those changes.
3	Helps identify changes or modifications necessary in the group process and works toward carrying out those changes.
2	When prompted, help identify changes or modifications necessaary in the group process or is only minimally involved in carrying out those changes.
1	Does not attempt to identify changes necessary to the group process even when prompted or refuses to work toward carrying out these changes.

d) Effective performance of group roles

4	Effectively performs a variety of roles within the group.
3	Effectively performs two roles within the group.
2	Makes an attempt to form more than one role in their group but has little success with additional roles.
1	Rejects opportunities or requests to perform more than one role in the group.

Yogyakarta, April 21st 2015

Approved by,

English Teacher   Researcher

Nyimas Rucita S.Pd.   Dhaniar Setiana
NIP. -   NIM. 10202241018

Activity 1

A. Arrange these sentences below into a correct order. Then, discuss the generic structure of the text.

Panadol

> There is also a panadol menstrual. This is effective for women to reduce stomachache caused by menstruation. Panadol menstrual is available in the form of pink and oval caplet. However, this kind of Panadol is rare to be found in small drugstores. And the last, there are also two kinds of Panadol which taste sweet. It is Panadol chewable tablet and Panadol syrup.

> This medicine is a kind of medicines that you can take as a pain killer. Panadol contains of paracetamol which are used to reduce mild to moderate pain. Panadol comes in many different formulations, they are Panadol biru, Panadol extra, and Panadol cold and flu.

> Have you ever heard about Panadol? Many people commonly use this product when they have headache or fever. Panadol is also non drowsy so you can take it without feeling sleepy after.

> These three kinds of Panadol are in the form of white and oval caplets. Panadol biru only contains paracetamol which is commonly used for headache and backache. Panadol extra contains of paracetamol and caffeine which is used for migraine. While, Panadol cold and flu is used for reduce colds and fever. It relieves high temperature and coughing.

> Almost all of Panadol varietiesare available in drugstores. Since you can buy it without doctor's prescription, you must follow all directions on the product package. If you are uncertain about any of the information, you can consult your doctor or pharmacist.

> These products are especially designed for kids above 2 years old. Panadol chewable tablet is available in the form of pink and round tablet. Children do not need water when consuming this tablet because it can dissolve in the mouth. The last is Panadol syrup which comes with orange flavor.

Activity 2

B. Answers the following questions. Do round robin!

1. What is the purpose of the text above?

2. Write down the adjectives found in the text above with their meaning inside the box.

1. …………… =………………	6. …………… =………………	11. …………… =………………
2. …………… =………………	7. …………… =………………	12. …………… =………………
3. …………… =………………	8. …………… =………………	13. …………… =………………
4. …………… =………………	9. …………… =………………	14. …………… =………………
5. …………… =………………	10. ………… =………………	15. …………… =………………

3. What is the text above talking about? Explain briefly!

4. What information does the text give about Panadol Menstrual?

5. What are the characteristics of Panadol chewable tablet?

6. Write down the linking verbs found in the text with their meaning inside the box.

1. …………… =………………
2. …………… =………………
3. …………… =………………
4. …………… =………………
5. …………… =………………

7. If the writer did not mention the name of this medicine, can you guess it? Why?

8. What are the meanings of some lexical items below?

1. Drowsy =………………
2. Uncertain =………………
3. Dissolve =………………
4. High temperature =………………
5. Follow =………………

Activity 3

A. Find and Correct the Wrong Verbs in this Text.

Vicks Formula 44 is a cough and Cold brand which (1.)<u>is/are</u> referred as number 1 in the world in sales. Trusted by many generations to relieve symptoms of cough, colds, and flu, Vicks Formula 44 is always developed for a century to remain comfortable for the family.

Vicks Formula 44 (2.)<u>contains/contained</u> the active ingredients Dextromethorphan HBr and Guaifenesin. It is available in three types. They (3.) <u>is/are</u> Vicks Formula 44 Cough Syrup, DT Vicks Formula 44 Cough Syrup, Vicks Formula 44 Children Cough Syrup. Vicks Formula 44 Children is especially designed for kids under 12 years old and (4.)<u>taste/tastes</u> strawberry flavour. All variants except DT Vicks Formula 44 cause drowsiness. Therefore, after taking this product, you must be careful when driving or operating machinery.

The product (5.)<u>does/did</u> not only make drowsiness, but also nausea, dizziness and constipation. However, these three unwanted effects are rare to be found. Vicks Formula 44 must be stored in the room which is in the temperature below 25 degrees Celsius.

B. Answer the questions below by choosing a, b, c, or d.

1. What is the best title for the text above?
    a. Vicks Formula 44 variants   c. The Effect of Vicks
    Formula 44
    b. Vicks Formula 44 types   d. Vicks Formula 44 brand

2. What is the synonym of phrase "be stored"?
    a. be stowed   c. be saved
    b. be spent   d. be kept

3. Which is Vicks Formula 44 variant that does not taste bitter?
    a. All variants of Vicks Formula 44   c. Vicks Formula 44
       Children
    b. Vicks Formula 44 DT   d. Vicks Formula 44 Cough
       Syrup

4. What is the most side effect found after taking this product?
    a. Drowsiness   c. Constipation
    b. Nausea   d. Dizziness

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah **:** SMK Farmasi "Indonesia" Yogyakarta

Mata Pelajaran **:** Bahasa Inggris

Kelas/semester **:** X/2

Materi Pokok **:** Teks Deskriptif tulis

Alokasi Waktu **:** 1 pertemuan (2JP)

A. Standar Kompetensi

Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

B. Kompetensi Dasar

1.3. Describing things, person, characteristics, time, day, month, and year

C. Indikator

1. Mengidentifikasi fungsi sosial dari teks deskriptif.

2. Mengidentifikasi struktur teks deskriptif secara tepat.

3. Menganalisa informasi spesifik yang ada di dalam bacaan.

4. Memahami makna kata-kata yang sulit yang ada di dalam bacaan secara tepat.

5. Mengerjakan tugas baik secara individual maupun kelompok.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Menganalisis fungsi sosial dan unsur kebahasaan dalam teks deskriptif sesuai dengan konteksnya.

2. Menemukan informasi spesifik dalam bacaan secara akurat.

3. Menemukan informasi dalam bacaan baik yang tersirat maupun yag tersurat sesuai dengan konteksnya secara akurat.

4. Mengetahui arti kata-kata sulit yang terdapat dalam bacaan sesuai dengan konteksnya secara tepat.

5. Bekerja baik secara individu maupun kelompok.

E. Materi Pembelajaran

Input Teks   **: Teks deskriptif berjudul Dermatix**

Struktur Teks   **:**   `

- Identification (identifikasi): gambaran umum tentang suatu topik (orang, binatang, atau benda)
- Description (deskripsi):ciri-ciri khusus atau karakteristik yang dimiliki oleh orang, binatang atau benda yang dideskripsikan

Topik   **:** Teks Deskriptif Tulis tentang Obat (*Dermatix*)

Fungsi Sosial   : Mengenalkan, mengidentifikasi, mempromosikan, mengetahui manfaat, dsb.

Unsur Kebahasaan   **:**

     Simple present tense : S+V*s/es*+O

     Adjectives   : Available, familiar, transparent, flat, easy, soft, smooth, etc.

     Linking Verb   : sound, taste, is, are.

F. Metode Pembelajaran

     1. *Round robin Technique*

G.Sumber Belajar

http://www.dermatix.co.uk/scars/productsummary

H. Media Pembelajaran

     - Written Descriptive text

     - Students' worksheet

- *White board*

- *Board marker*

- *Power point presentation*

I. Langkah-langkah Kegiatan Pembelajaran

iii.   Kegiatan Awal

1. Guru memberi salam (*greeting*).

2. Guru mengajak siswa berdoa sebelum memulai pembelajaran.

3. Guru memeriksa kehadiran siswa.

4. Guru mereview materi pada pertemuan sebelumnya.

5. Guru mengajukan beberapa pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.

5. Guru menyampaikan materi pembelajaran dan tujuannya.

ii.   Kegiatan Inti

1. Sebelum Membaca (*Pre-reading)*

   a.   Guru membagi siswa menjadi kelompok yang terdiri atas empat orang tiap kelompoknya.

   b.   Guru memperdengarkan rekaman monolog tentang teks deskriptif berjudul "Dermatix"

   c.   Guru meminta siswa untuk mengisi kalimat rumpang yang ada pada lembar teks yang dibagikan.

   d.   Setelah selesai, guru meminta siswa untuk mencocokkan jawaban mereka.

2. Kegiatan Membaca (*While-reading)*

   a.   Guru meminta siswa untuk membaca teks secara individu secara bergantian.

   b.   Guru membagikan soal yang berkaitan dengan teks yang masih dibahas untuk dijawab oleh setiap anggota kelompok secara bergantian.

c. Secara bergantian siswa menjawab soal yang sudah dibagikan.

d. Guru meminta siswa untuk secara bergantian memberikan tanggapan terhadap jawaban yang disampaikan oleh anggota kelompok.

3. Setelah Membaca (*Post-reading)*

a. Setiap kelompok mempresentasikan hasil diskusi mereka.

b. Kelompok yang lain memberikan tanggapan terhadap hasil jawaban kelompok lainnya.

c. Setiap siswa diberika teks untuk dikerjakan secara individu.

d. Siswa bersama-sama dengan guru membahas soal dan jawaban dari teks yang diberikan.

iii. Kegiatan Akhir

1. Guru mengarahkan siswa untuk menyimpulkan materi yang telah dipelajari.
2. Guru dan siswa merefleksi topik pelajaran.
3. Guru menanyakan kesulitan yang ditemui siswa.
4. Guru meminta salah satu siswa memimpin doa.
5. Guru mengkahiri pelajaran.

J. Penilaian

1. Teknik Penilaian :

1. Penilaian dalam menjawab soal

Total nilai benar : (8x5) + (5x10)

Nilai maksimal : 90

2. Rubrik penilaian kerjasama dalan kelompok

a) Works toward the achievement of group goals

4	Actively helps identify group goals and works hard to meet them
3	Communicates commitment to the group goals and effectively carries out as signed roles
2	Communicates commitment to the group goals but does not carry out assignd roles.
1	Does not work toward group goals or actively works againts them.

b) Demosntrative effective interpersonal skills

4	Actively promotes effective group interation and the expression of ideas and opiniions in a way that is sensitive to the feelings and knowledge base of others.
3	Participates in group interaction without prompting. Expresses ideas and opinions in a way that is sensitive to the feelings and knowledge base of others
2	Participates in group interactions with prompting or expresses ideas and opinions without considering the feelings and knowledge base of others.
1	Does not participate in group interaction, even with prompting, or expresses ideas and opinions in a way that is insensitive to the feelings or knowledge base of others.

c) Contribute to group maintenance

4	Actively helps the group identify changes or modifications necessary in the group process and work toward carrying out those changes.
3	Helps identify changes or modifications necessary in the group process and works toward carrying out those changes.
2	When prompted, help identify changes or modifications necessaary in the group process or is only minimally involved in carrying out those changes.
1	Does not attempt to identify changes necessary to the group process even when prompted or refuses to work toward carrying out these changes.

d) Effective performance of group roles

4	Effectively performs a variety of roles within the group.
3	Effectively performs two roles within the group.
2	Makes an attempt to form more than one role in their group but has little success with additional roles.
1	Rejects opportunities or requests to perform more than one role in the group.

Yogyakarta, April28[th]2015

Approved by,

English Teacher   Researcher

Nyimas Ructia, S.Pd   Dhaniar Setiana
NIP.   NIM. 11202244018

Activity 1

A. Listen to the recording. Then fill the blanks with the words in the box below. Do a change if it is necessary.

Dermatix

Do you know Dermatix gel? Does the product sound (1_____) to you? Commonly, people use Dermatix gel to reduce scars. This gel is a product of Bio Med Sciences manufacturer in USA. Nowadays, it is available in almost all countries, including Indonesia.

Dermatix is a topical gel which contains polysiloxane. The gel is (2._____) and (3._____). It is (4._____) in tubes of 15g and 60g. This product is used for reducing the scar on skin surfaces resulting from surgery, burns, and other injuries. Dermatix has been proven to make the scars (5._____), (6._____) and (7._____). It also relieves the itching and discomfort of scars. In addition, Dermatix is used for preventing keloids for women after giving birth.

Dermatix gel is easily applied to all areas of the skin, including the face or other parts of body. It may also be used for (8._____) skin, such that of children and patients at high risk of scarring. Ideally the gel should be applied right after the wound has freshly healed and the skin surface becomes intact. However, it must not be applied to open wounds or applied too close to the eye surroundings.

Dermatix gel is very (9._____) and (10._____) to apply. To get the best result, it should be used twice a day for at least two months. Rarely, the gel may cause redness, pain or irritation to the skin. The product must be stowed in the room below 25°C and away from heat sources. If you are concerned about other unwanted effects, you may consult to your pharmacist or doctor.

Adapted from :http://www.dermatix.co.uk/scars/productsummary/

Fill with the words below. Do a Change if it is necessary.

Familiar	Transparent	Soft	Available	Smooth
Easy	Flat	Fast-drying	Convenient	Sensitive

Activity 2

B. Answer the questions. Do round robin!

1. What is the social function of the text above? Identify the generic tructure!

2. Write down the adjectives found in the text above with their meaning inside the box.

1. .... =....................	6. .... =....................	11. .... =....................
2. .... =....................	7. .... =....................	12. .... =....................
3. .... =....................	8. .... =....................	13. .... =....................
4. .... =....................	9. .... =....................	14. .... =....................
5. .... =....................	10. .... =....................	15. .... =....................

3. Write down the linking verbs found in the text with their meaning inside the box.

1. .... =....................
2. .... =....................
3. .... =....................
4. .... =....................

4. According to the text, explain the functions of the product!

5. What information does the text give about the side effects of using this product?

6. Describe how to use the product maximally!

7. Describe how to store the product properly!

8. What are the meanings of some lexical items below?

1. Scars =....................
2. Keloids =....................
3. Giving birth =....................
4. Wound =....................
5. Stowed =....................

Activity 3

A. Fill the blanks with provided words. Make changes if it is needed.

My favorite medicine, Mucinex.

Mucinex 1.(be)_____ one of my favorite expectorant drugs that helps to reduce chest congestions caused by colds, infections, or allergies.

This medication is easy to buy since it is 2.(sell)_____ both over-the-counter and with a doctor's prescription. This product is available in many different dosage forms. They 3.(be)_____ tablet, capsule, extended-release (long-acting) tablet, dissolving granules and syrup. Mucinex tablet comes in a small white and round tablet which packaged in every four package while mucinex extended-release tablet is a little bit bigger than the regular tablet, and the color is pink. The next dosage form is syrup. Mucinex syrup 4.(come)_____ in dark liquid which is available in a bottle of 25 ml and 50 ml.

I, myself, 5.(choose)_____ Mucinex syrup cause it really helps and works well to dry up a runny nose and a ticklish cough. I drink Mucinex syrup three times a day as indicated on the packaging label. However, sometimes I take Mucinex extended-release tablet which 6.(work)_____ longer. It only 7.(need)_____ to take this tablet per 12 hour period. All of Mucinex variants can 8.(cause)_____ drowsiness and make me feel thirsty.

B. Answer the following questions.

1. What is the function of this product?

2. How may dosage forms that the product has? What are they?

3. Where we can find this product?

4. How does the Mucinex extended-release tablet look like?

5. What are the side effects of taking this product?

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   **:** SMK Farmasi "Indonesia" Yogyakarta

Mata Pelajaran   **:** Bahasa Inggris

Kelas/semester   **:** X/2

Materi Pokok   **:** Teks Deskriptif tulis

Alokasi Waktu   **:** 1 pertemuan (2JP)

A. Standar Kompetensi

Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

B. Kompetensi Dasar

1.3. Describing things, person, characteristics, time, day, month, and year

C. Indikator

1.Mengidentifikasi fungsi sosial dari teks deskriptif.

2.Mengidentifikasi struktur teks deskriptif secara tepat.

3. Menganalisa informasi spesifik yang ada di dalam bacaan.

4. Memahami makna kata-kata yang sulit yang ada di dalam bacaan secara tepat.

5. Mengerjakan tugas baik secara individual maupun kelompok.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Menganalisis fungsi sosial dan unsur kebahasaan dalam teks deskriptif sesuai dengan konteksnya.

2. Menemukan informasi spesifik dalam bacaan secara akurat.

3. Menemukan informasi dalam bacaan baik yang tersirat maupun yag tersurat sesuai dengan konteksnya secara akurat.

4. Mengetahui arti kata-kata sulit yang terdapat dalam bacaan sesuai dengan konteksnya secara tepat.

5. Bekerja baik secara individu maupun kelompok.

E. Materi Pembelajaran

Input Teks   : **Teks deskriptif berjudul Daktarin**

Struktur Teks   :

1. Identification (identifikasi): gambaran umum tentang suatu topik (orang, binatang, atau benda)
2. Description (deskripsi):ciri-ciri khusus atau karakteristik yang dimiliki oleh orang, binatang atau benda yang dideskripsikan

Topik   : Teks Deskriptif Tulis tentang Obat (*Daktarin*)

Fungsi Sosial   : Mengenalkan, mengidentifikasi, mempromosikan, mengetahui manfaat, dsb.

Unsur Kebahasaan :

Simple present tense : S+V*s/es*+O
Adjectives   : useful, homogenous, aware, well tolerated, etc.
Linking Verb   : sound, taste, is, are.

F. Metode Pembelajaran

1. *Round robin Technique*

G.Sumber Belajar

http://healthrepair.org/daktarin/

H. Media Pembelajaran

- *Written Descriptive text*

- *Students' worksheet*

- *White board*

- *Board marker*

- *Power point presentation*

I. Langkah-langkah Kegiatan Pembelajaran

iv. **Kegiatan Awal**

1. Guru memberi salam (*greeting*).

2. Guru mengajak siswa berdoa sebelum memulai pembelajaran.

3. Guru memeriksa kehadiran siswa.

4. Guru mereview materi pada pertemuan sebelumnya.

5. Guru mengajukan beberapa pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.

6. Guru menyampaikan materi pembelajaran dan tujuannya.

ii. **Kegiatan Inti**

1. Sebelum Membaca (*Pre-reading)*

   a. Guru membagi siswa menjadi kelompok yang terdiri atas empat orang tiap kelompoknya.

   b. Guru memperdengarkan rekaman monolog tentang teks deskriptif berjudul "Dermatix"

   c. Guru meminta siswa untuk mengisi kalimat rumpang yang ada pada lembar teks yang dibagikan.

   d. Setelah selesai, guru meminta siswa untuk mencocokkan jawaban mereka.

2. Kegiatan Membaca (*While-reading)*

   a. Guru meminta siswa untuk membaca teks secara individu secara bergantian.

   b. Guru membagikan soal yang berkaitan dengan teks yang masih dibahas untuk dijawab oleh setiap anggota kelompok secara bergantian.

   c. Secara bergantian siswa menjawab soal yang sudah dibagikan.

   d. Guru meminta siswa untuk secara bergantian memberikan tanggapan terhadap jawaban yang disampaikan oleh anggota kelompok.

3. Setelah Membaca (*Post-reading)*

    a. Setiap kelompok mempresentasikan hasil diskusi mereka.

    b. Kelompok yang lain memberikan tanggapan terhadap hasil jawaban kelompok lainnya.

    c. Setiap siswa diberika teks untuk dikerjakan secara individu.

    d. Siswa bersama-sama dengan guru membahas soal dan jawaban dari teks yang diberikan.

iii. Kegiatan Akhir

1. Guru mengarahkan siswa untuk menyimpulkan materi yang telah dipelajari.

2. Guru dan siswa merefleksi topik pelajaran.

3. Guru menanyakan kesulitan yang ditemui siswa.

4. Guru meminta salah satu siswa memimpin doa.

5. Guru mengkahiri pelajaran.

J. Penilaian

1. Teknik Penilaian :

    1. Penilaian dalam menjawab soal

        Total nilai benar : (8x5) + (5x10)

        Nilai maksimal : 90

    2. Rubrik penilaian kerjasama dalan kelompok

        a) Works toward the achievement of group goals

4	Actively helps identify group goals and works hard to meet them
3	Communicates commitment to the group goals and effectively carries out as signed roles
2	Communicates commitment to the group goals but does not carry out assignd roles.
1	Does not work toward group goals or actively works againts them.

        b) Demosntrative effective interpersonal skills

4	Actively promotes effective group interation and the expression of ideas and opiniions in a way that is sensitive to the feelings and knowledge base of others.
3	Participates in group interaction without prompting. Expresses ideas

	and opinions in a way that is sensitive to the feelings and knowledge base of others
2	Participates in group interactions with prompting or expresses ideas and opinions without considering the feelings and knowledge base of others.
1	Does not participate in group interaction, even with prompting, or expresses ideas and opinions in a way that is insensitive to the feelings or knowledge base of others.

c) Contribute to group maintenance

4	Actively helps the group identify changes or modifications necessary in the group process and work toward carrying out those changes.
3	Helps identify changes or modifications necessary in the group process and works toward carrying out those changes.
2	When prompted, help identify changes or modifications necessaary in the group process or is only minimally involved in carrying out those changes.
1	Does not attempt to identify changes necessary to the group process even when prompted or refuses to work toward carrying out these changes.

d) Effective performance of group roles

4	Effectively performs a variety of roles within the group.
3	Effectively performs two roles within the group.
2	Makes an attempt to form more than one role in their group but has little success with additional roles.
1	Rejects opportunities or requests to perform more than one role in the group.

Yogyakarta, May5[th]2015

Approved by,

English Teacher   Researcher

Nyimas Rucita S.Pd.   Dhaniar Setiana
NIP. -   NIM. 10202241018

Activity 1

A. Listen to the recording. Then fill the blanks with the words in the box below. Do a change if it is necessary.

DAKTARIN

Does the title of the product (1. _____) familiar to you? This is a product of Janssen Pharmaceutical. It (2._____) to treat many types of fungal infections.

Daktarin cream contains the active ingredient miconazole. It is an antifungal medicine which is useful to treat infections with fungi and yeasts. Daktarin (3._____) with various dosage forms. They (4._____) cream, lotion, ointment, powder and spray. Yet, among the forms offered, the cream one is the most well-known and (5._____) Daktarin dosage form. Many people (6._____) this form to reduce fungi infections because it is the easiest Daktarin form found in drugstores.

Daktarin Cream is a white, homogenous, and semi-solid cream. It is (7._____) in tubes of 15, 30 or 70g. Daktarin Cream contains 20 milligrams of miconazole nitrate in each gram. It is available in the drugstores or pharmacy without prescription from doctors. When (8._____) this cream, you really need to read the manual written on the package carefully to be aware the side effects of using this cream. Also, you cannot use it too much or overdoses. Daktarin Cream is usually well tolerated. However, it may sometimes (9._____) a skin reaction such as a rash, redness, swelling, or a burning sensation. Daktarin Cream also makes you feel itchy when it is your first time using this cream. Daktarin Cream must be (10._____) in a cool dry place where the temperature stays below 25°C.

This Daktarin Cream is only for external use. It means that you only can (11._____) it on your skin direct on the place where you have the skin infection caused by fungi. You simply rub the cream onto the skin with your finger until it has fully penetrated and (12._____) it regularly. After 2-3 days you will see the results!

Fill with the words below. Do a Change if it is necessary.

Store	Apply	Use	Choose
Are	Do	Come	Use
Cause	Sound	Function	Package

Activity 2

B. Answer the following questions. Do round robin!

1. Identify the generic structure of the text above!

2. What is the social function of the text above?

3. Write down the adjectives found in the text above with their meaning inside the box.

1. .... =....................	6. .... =....................	11. .... =....................
2. .... =....................	7. .... =....................	12. .... =....................
3. .... =....................	8. .... =....................	13. .... =....................
4. .... =....................	9. .... =....................	14. .... =....................
5. .... =....................	10. .... =....................	15. .... =....................

4. How to save this product correctly?

5. What information does the text give about the side effects of using this product?

6. How to use this product to get the best result?

7. What are the meanings of some lexical items below?

1. Fungi =....................
2. Burning sensation =....................
3. Overdoses =....................
4. Itchy =....................
5. Rub =....................

8. If the writer did not mention the name of this medicine, can you guess it? Why?

Activity 3

A. Read the text and fill the blank spaces with the words in the box below.

Counterpain

Everytime I feel pain in my muscle, I always use Counterpain cream. It is one of the most (1._____) cream to relieve pain from muscle. This product provides (2._____) and soothing relief for joint and muscle injuries. This product seems (3._____) since it is available in many drugstores without doctor's prescription.

Counterpain contains menthol and methyl salicylate which causes a (4._____) sensation in my skin which can help me to distract from the pain I feel. This product comes in a small plastic tube just like travelling toothpaste pack which makes it (5._____) to carry everyday. There are two kinds of Counterpain cream. One with red color package is Counterpain Balm. It is the regular one which causes hot feeling on my skin. But after a few minutes, the (6._____) muscles will slowly disappear. And the other Counterpain is the one with blue color package. It is Counterpain Cool which has menthol sensation that gives (7._____) sense to my skin. When applying this cream, it does not feel (8._____) in the area where the cream applied. It is not like the red one. But the results of those Counterpain products will be the same.

(*Adapted from: http//:counterpain.net*)

Cooling	Hot
Painful	Effective
Familiar	Warming
Quick	Easy

B. After you complete the blank spaces text above, read the following statements and decide whether the statements below are true or false.Write T if the statement is true and F if the statement is false.

No.	Statements	T/F
1.	Counterpain cannot be bought without doctor's prescription.	
2.	This product has more than two kinds of packages.	
3.	The packages of this product is like a small toothpaste.	
4.	Counterpain cool doesnot give hot sensation on skin.	
5.	The results of counterpain cool and balm are different.	

APPENDIX H: ATTENDANCE LIST

Daftar Kehadiran Siswa selama Implementasi

No.	Names	pretest	07/4	21/4	28/4	05/5	posttest
1.	Agitha Dianing Pratiwi	✓	✓	✓	✓	✓	✓
2.	Ahmad Ashari	✓	✓	✓	✓	✓	✓
3.	Amelisa Sekar L.	✓	✓	✓	✓	✓	✓
4.	Andika Ardi Pradana	✓	✓	✓	✓	✓	✓
5.	Anggita Sri Sadarum	✓	✓	✓	✓	✓	✓
6.	Aurellia Lubapepita T.	✓	✓	✓	✓	✓	✓
7.	Ayu Saraswati	✓	✓	✓	✓	✓	✓
8.	Clara Lelarosa Ajeng	✓	χ	✓	✓	✓	✓
9.	Danisa Septia Tamadya R.	✓	✓	✓	✓	✓	✓
10.	Danu Umar Syafi	✓	✓	✓	✓	✓	✓
11.	Debby Anggita	✓	✓	✓	✓	✓	✓
12.	Debila Arentiza	✓	✓	✓	✓	✓	✓
13.	Fajri Khoiribaniatur	✓	✓	✓	✓	✓	✓
14.	Ferlinta Arkhofifah	✓	✓	✓	✓	✓	✓
15.	Isma Suryani	✓	✓	✓	✓	✓	✓
16.	Isnaini Pujimagfiroh	✓	χ	✓	✓	✓	✓
17.	Istiqomah	✓	✓	✓	✓	✓	✓
18.	Jihan Salam A.	✓	✓	✓	✓	✓	✓
19.	Julia Winda Sari	✓	✓	✓	✓	✓	✓
20.	Navista Lintang P.	✓	✓	✓	✓	✓	✓
21.	Nina Millenia	✓	✓	✓	✓	✓	✓
22.	Nur sidik F.	✓	✓	✓	✓	✓	✓
23.	Oky Cahyaning P.	✓	✓	✓	✓	✓	✓
24.	Ratri Mardiana	✓	✓	✓	✓	✓	✓
25.	Rina widyastuti	✓	✓	✓	✓	✓	✓
26.	Rizeka Anggara Wati	✓	✓	✓	✓	✓	✓
27.	Rizka Fitriana Ragita	✓	✓	✓	✓	✓	✓
28.	Rizka Kristi Rahayu	✓	✓	✓	✓	✓	✓
29.	Rosalea Herdiana Puteri	✓	✓	✓	✓	✓	✓
30.	Tia Hayu Narendra	✓	✓	✓	✓	✓	✓
31.	Veronika Livia Gavrilayanti	✓	✓	✓	✓	✓	✓
32.	Widyanari Febriyana W.	✓	✓	✓	✓	✓	✓
33.	Windi Hesti Indriani	✓	✓	✓	✓	✓	✓
34.	Yanuari Eka Ramadhanti	✓	✓	✓	✓	✓	✓
35.	Yefiyef El Rahma	✓	✓	✓	✓	✓	✓
36.	Yunita sukmawati	✓	✓	✓	✓	✓	✓

APPENDIX I:

STUDENTS' WORK

Kelompok 2 : Andika Ardi Pradana (4)
Debila Arentita (12)
Ratri Mardiana (24)
Riteka Anggara Wati (26)

Panadol

Have you ever heard about Panadol? Many people commonly use this product when they have headache or fever. Panadol is also non drowsy so you can take it without feeling sleepy after. → Indentification

This medicine is a kind of medicines that you can take as a pain killer. Panadol contains of paracetamol which are used to reduce mild to moderate pain. Panadol comes in many different formulations, they are Panadol biru, Panadol extra, and Panadol cold and flu.

These three kinds of Panadol are in the form of white and oval caplets. Panadol biru only contains paracetamol which is commonly used for headache and backache. Panadol extra contains of paracetamol and caffeine which is used for migraine. While, Panadol cold and flu is used for reduce colds and fever. It relieves high temperature and coughing.

There is also a panadol menstrual. This is effective for women to reduce stomachache caused by menstruation. Panadol menstrual is available in the form of pink and oval caplet. However, this kind of Panadol is rare to be found in small drugstores. And the last, there are also two kinds of Panadol which taste sweet. It is Panadol chewable tablet and Panadol syrup.

These products are especially designed for kids above 2 years old. Panadol chewable tablet is available in the form of pink and round tablet. Children do not need water when consuming this tablet because it can dissolve in the mouth. The last is Panadol syrup which comes with orange flavor.

Almost all of Panadol varieties are available in drugstores. Since you can buy it without doctor's prescription, you must follow all directions on the product package. If you are uncertain about any of the information, you can consult your doctor or pharmacist.

Description.

Kelompok 2 : Andika Ardi Pradana (4)
Debila Arentifita (12)
Rahi Mardiana (24)
Riteka Anggara Wati (26)

B. Answer the following questions. Do round robin!

1. What is the purpose of the text above? To describe panadol

2. Write down the adjectives found in the text above with their meaning inside the box.

1. sleepy = ngantuk	6. oval = oval	11. rare = Jarang
2. mild = ringan	7. high = tinggi	12. above = atas
3. moderate = sedang	8. effective = efektif	13. chewable = tablet kunyah
4. different = berbeda	9. available = Tersedia	14. Uncertain = tidak yakin
5. white = putih	10. pink = merah muda	15. =

3. What is the text above talking about? Explain briefly!

4. What information does the text give about Panadol Menstrual? Is effective for women To reduce, sto macrache ecused by menstrulation. Panadol menstrual is available In the form of pink and oval tablet.

5. What are the characteristics of Panadol chewable tablet? Is especially designed for Kids above 2 years old. Panadol chewable tablet is available in the form of pink and round tablet.

6. Write down the linking verbs found in the text with their meaning inside the box.

1. is = adalah	
2. are = adalah	
3. taste = rasa	
4. heard = mendengar	
5. =	

7. If the writer did not mention the name of this medicine, can you guess it? Why? Yes, because the product has specific description about panadol.

8. What are the meanings of some lexical items below?

1. Drowsy = kantuk
2. Uncertain = tidak yakin
3. Dissolve = larut
4. High temperature = temperatur tinggi
5. Follow = mengikuti

3. the text is about panadol. panadol comes in many different formulations. they are panadol biru, panadol extra, and panadol cold and flu. there is also panadol menstrual and panadol kids.

Kolompok : 8   Name : – Ferlinta Arkhofifah (19).
    – Nur q. Sidik f (22)
    – Rosalea Herdiana p (29).
    – Windi Hesti Indriani (33)

A. Listen to the recording. Then fill the blanks with the words in the box below. Do a change if it is necessary.

Dermatix

Do you know Dermatix gel? Does the product sound (1 familiar) to you? Commonly, people use Dermatix gel to reduce scars. This gel is a product of Bio Med Sciences manufacturer in USA. Nowadays, it is available in almost all countries, including Indonesia.

Dermatix is a topical gel which contains polysiloxane. The gel is (2 Soft-drying) and (3. Transparent). It is (4. available) in tubes of 15g and 60g. This product is used for reducing the scar on skin surfaces resulting from surgery, burns, and other injuries. Dermatix has been proven to make the scars (5. soft), (6. smooth) and (7. flat). It also relieves the itching and discomfort of scars. In addition, Dermatix is used for preventing keloids for women after giving birth.

Dermatix gel is easily applied to all areas of the skin, including the face or other parts of body. It may also be used for (8. sensitive) skin, such that of children and patients at high risk of scarring. Ideally the gel should be applied right after the wound has freshly healed and the skin surface becomes intact. However, it must not be applied to open wounds or applied too close to the eye surroundings.

Dermatix gel is very (9. convenient) and (10. easy) to apply. To get the best result, it should be used twice a day for at least two months. Rarely, the gel may cause redness, pain or irritation to the skin. The product must be stowed in the room below 25°C and away from heat sources. If you are concerned about other unwanted effects, you may consult to your pharmacist or doctor.

Adapted from : http://www.dermatix.co.uk/scars/productsummary/

Fill with the words below. Do a Change if it is necessary.

Familiar	Transparent	Soft	Available	Smooth
Easy	Flat	Fast-drying	Convenient	Sensitive

Ferlinta Arkhoffah. (14)

B = 6 × 10 (60)

A. Find and Correct the Wrong Verbs in this Text.

Vicks Formula 44 is a cough and Cold brand which (1.) is/are referred as number 1 in the world in sales. Trusted by many generations to relieve symptoms of cough, colds, and flu, Vicks Formula 44 is always developed for a century to remain comfortable for the family.

Vicks Formula 44 (2.) contains/contained the active ingredients Dextromethorphan HBr and Guaifenesin. It is available in three types. They (3.) is/are Vicks Formula 44 Cough Syrup, DT Vicks Formula 44 Cough Syrup, Vicks Formula 44 Children Cough Syrup. Vicks Formula 44 Children is especially designed for kids under 12 years old and (4.) taste/tastes strawberry flavour. All variants except DT Vicks Formula 44 cause drowsiness. Therefore, after taking this product, you must be careful when driving or operating machinery.

The product (5.) does/did not only make drowsiness, but also nausea, dizziness and constipation. However, these three unwanted effects are rare to be found. Vicks Formula 44 must be stored in the room which is in the temperature below 25 degrees Celsius.

B. Answer the questions below by choosing a, b, c, or d.

1. What is the best title for the text above?

   a. Vicks Formula 44 variants   c. The Effect of Vicks Formula 44

   b. Vicks Formula 44 types   d. Vicks Formula 44 brand

2. What is the antonym of phrase "be stored"?

   a. be stowed   c. be saved

   b. be spent   d. be kept

3. Which is Vicks Formula 44 variant that does not taste bitter?

   a. All variants of Vicks Formula 44   c. Vicks Formula 44 Children

   b. Vicks Formula 44 DT   d. Vicks Formula 44 Cough Syrup

4. What is the most side effect found after taking this product?

   a. Drowsiness   c. Constipation

   b. Nausea   d. Dizziness

Nama: Tia Hayu Narendra.
No . 30 .

A. Read the text and fill the blank spaces with the words in the box below.

B :(6×5) + 50.
= 80

Counterpain

Everytime I feel pain in my muscle, I always use Counterpain cream. It is one of the most (1. _Effective_) cream to relieve pain from muscle. This product provides (2. _Quick_) and soothing relief for joint and muscle injuries. This product seems (3. _Familiar_) since it is available in many drugstores without doctor's prescription.

Counterpain contains menthol and methyl salicylate which causes a (4. _Hot_) sensation in my skin which can help me to distract from the pain I feel. This product comes in a small plastic tube just like travelling toothpaste pack which makes it (5. _Easy._) to carry everyday. There are two kinds of Counterpain cream. One with red color package is Counterpain Balm. It is the regular one which causes hot feeling on my skin. But after a few minutes, the (6. _Painful_) muscles will slowly disappear. And the other Counterpain is the one with blue color package. It is Counterpain Cool which has menthol sensation that gives (7. _Cooling_) sense to my skin. When applying this cream, it does not feel (8. _warming_) in the area where the cream applied. It is not like the red one. But the results of those Counterpain products will be the same.

Cooling	Hot
Painful	Effective
Familiar	Warming
Quick	Easy

B. After you complete the blank spaces text above, read the following statements and decide whether the statements below are true or false. Write T if the statement is true and F if the statement is false.

No.	Statements	T/F
1.	Counterpain cannot be bought without doctor's prescription.	F
2.	This product has more than two kinds of packages.	F
3.	The packages of this product is like a small toothpaste.	T
4.	Counterpain cool doesnot give hot sensation on skin.	T
5.	The results of counterpain cool and balm are different.	F

APPENDIX J:

PHOTOGRAPHS

Picture 1 : The students are doing the pre-test

Picture 2 : The researcher is explaining the descriptive text

Picture 3 : The students are moving to their groups

Picture 4 : The students are applying round robin technique

Picture 5 : The researcher is guiding the students in the teaching learning process

Picture 6 : One of the students is writing the answers

Picture 7 : Students are answering the researher's questions

Picture 8 : The students are doing the post-test

APPENDIX K: LETTERS

UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

Yogyakarta, 23 Maret 2015

Nomor : 380/UN.34.12/DT/III/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth.
Walikota Yogyakarta
c.q. Kepala Dinas Perizinan Kota Yogyakarta
Kompleks Balai Kota, Timoho, Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Reading Comprehension through the Use of Roundrobin Technique of the Tenth Grade Students of SMK Farmasi "Indonesia" Yogyakarta in the Academic Year of 2014/2015

Mahasiswa dimaksud adalah :

Nama : DHANIAR SETIANA
NIM : 11202244018
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret – Mei 2015
Lokasi Penelitian : SMK Farmasi "Indonesia" Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

PEMERINTAHAN KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682
Fax (0274) 555241
E-MAIL : perizinan@jogjakota.go.id
HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id
WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : _____ 070/1115 _____

1933/34

Membaca Surat	:	Dari Dekan Fak. Bahasa dan Seni - UNY
		Nomor : 380/UN.34.12/DT/III/2015 Tanggal : 23 Maret 2015

Mengingat   : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
5. Peraturan Walikota Yogyakarta Nomor 18 tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Diijinkan Kepada   : Nama   : DHANIAR SETIANA
No. Mhs/ NIM   : 11202244018
Pekerjaan   : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat   : Kampus Karangmalang Yogyakarta
Penanggungjawab : Dra. Jamilah M.Pd
Keperluan   : Melakukan Penelitian dengan judul Proposal : IMPROVING READING COMPREHENSION THROUGH THE USE OF ROUNDROBIN TECHNIQUE OF THE TENTH GRADE STUDENTS OF SMK FARMASI 'INDONESIA' YOGYAKARTA IN THE ACADEMIC YEAR 2014/2015

Lokasi/Responden : Kota Yogyaakrta
Waktu   : 24 Maret 2015 s/d 24 Juni 2015
Lampiran   : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan
Pemegang Izin

Dikeluarkan di   :   Yogyakarta
Pada Tanggal   :   25-3-2015
An. Kepala Dinas Perizinan
Sekretaris

DHANIAR SETIANA

Drs. HARDONO
NIP. 195804101985031013

Tembusan Kepada :
Yth 1.Walikota Yogyakarta (sebagai laporan)
2.Ka. Dinas Pendidikan Kota Yogyakarta
3.Kepala SMK Farmasi Indonesia Yogyakarta