

**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH EXTENSIVE READING ACTIVITIES
AT GRADE XI IPA 2 OF SMA N 1 PLERET BANTUL
IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

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

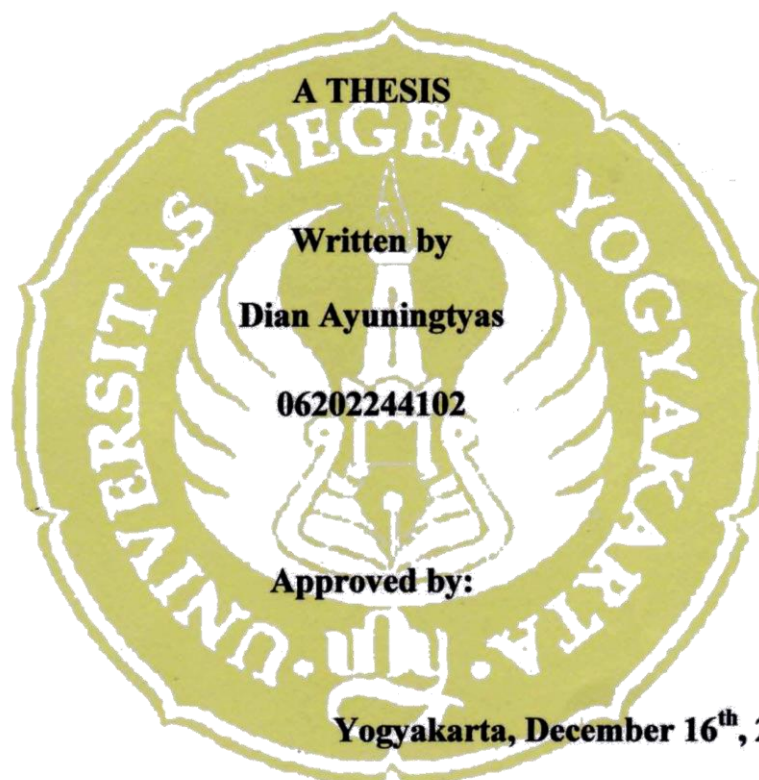


**By
DIAN AYUNINGTYAS
06202244102**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2011**

APPROVAL SHEET

**IMPROVING STUDENTS' VOCABULARY MASTERY
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IN THE ACADEMIC YEAR OF 2011/2012**



First Consultant,

Dra. Jamilah, M. Pd.

NIP. 19630103 198803 2 002

Second Consultant,

Siti Mukminatun, M. Hum.

NIP.19721006 200212 2 001

RATIFICATION

**IMPROVING STUDENTS' VOCABULARY MASTERY
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A THESIS

By:
Dian Ayuningtyas
06202244072

**Accepted by the Board of Thesis Examiners of Languages and Arts Faculty,
State University of Yogyakarta, on December 28th, 2011 and declared to have
fulfilled the Requirements for the Attainment of a *Sarjana Pendidikan* Degree
in English Language Education.**

Board of Examiners

Chairperson : Samsul Ma'arif, M.A.

1. 

Secretary : Siti Mukminatun, M. Hum.

2. 

Examiner 1 : Dr. Agus Widyantoro, M. Pd.

3. 

Examiner 2 : Jamilah, M. Pd.

4. 

Yogyakarta, December 28th, 2011
Faculty of Languages and Arts
State University of Yogyakarta
Dean,



Prof. Dr. Zamzani, M.Pd
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : **Dian Ayuningtyas**
NIM : 06202244102
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta
Judul Karya Ilmiah : *Improving Students' Vocabulary Mastery
through Extensive Reading Activities at Grade XI
IPA 2 of SMA N 1 Pleret Bantul in the Academic
Year of 2011/2012*

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

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

Yogyakarta, 28 Desember 2011

Peneliti,



Dian Ayuningtyas

MOTTOS

Fazkuruu aalaa allahahi la'llakum tuflihun (QS. Al A'raaf 7:69)
(Remember ALLAH's blessing so that, hopefully, you will be
successful)

Wasta'inuu bis sabri wassalaati (Qs. Al Baqarah 2:45)
(Seek help in patience and prayer)

*Optimism is to be faith that leads to achievement. Nothing can be
done without hope and confidence (Helen Keller)*

*The key of success are dedication, hard work and unremitting
devotion to the things you want to see happen (Frank Wright)*

DEDICATIONS

I DEDICATE THIS THESIS TO:

My beloved Mother and Father (Hardinawati & Lasdi)
Thanks for your long lasting love, prayer and kindness.

My beloved brother (Akbar Pradani)
Thanks for coloring my life with laughs and cries.

My Relatives
Thanks for their great love and care.

My best friend (Ina, Anin, Rozad, Arif, Udien, Ana)
Thanks for your support and advice.

All my friends
Thanks for giving spirit and for coloring my life.

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Finally, I hope that this thesis will be useful for the students of English Education Department. However, I realize that this thesis is far from being perfect; therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, December 28th, 2011

The Researcher

Dian Ayuningtyas

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06202244102**

ABSTRACT

The objective of this research is to improve students' vocabulary mastery through extensive reading activities at Grade XI IPA 2 of SMA N 1 Pleret, Bantul Yogyakarta in the academic year of 2011/2012.

This research applied the principles of action research. It was conducted in two cycles of actions. The subjects of the study were 31 students of XI IPA 2 of SMA N 1 Pleret, Bantul in the academic year of 2011/2012. In collecting the data, the researcher used some techniques, namely, observations, interviews, and documentation. The data were in the form of field notes and interview transcripts. The data were qualitative in nature and were analyzed using qualitative technique. To deal with the problems, the researcher implemented extensive reading activities as the main activity consisting of some activities. They were book flood activity, sustained reading activity, quick book report, and telling the truth activity.

The result of the research reveals that the implementation of the extensive reading activities using book flood activity, sustained reading activity, and telling the truth activity successfully improved students' vocabulary mastery. The students could memorize the words easily so that their text understanding improved. In addition, these activities not only made them more enthusiastic but also increased their involvement in the teaching and learning process.

CHAPTER I INTRODUCTION

A. Background of the Study

As stated in the 2006 curriculum for senior high schools, the school-based curriculum, English is a tool in communication both in spoken and written forms. To communicate in English means to understand and to express information, mind, feeling, and development of science and technology, and culture through English. The communication ability in a whole understanding is the discourse ability. It is related to the ability to understand and to produce oral or written texts.

According to the English curriculum for senior high schools in Indonesia, the English teaching covers four skills, namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. The language components involve vocabulary, grammar, and pronunciation. In fact, of all language components, vocabulary holds the main core in language teaching. This is in line with what Richard and Renandya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that to improve their language skills, learners must master vocabulary. In reading, for instance, the students will get difficulties in comprehending a text if they do not know the meaning of words in the text. In relation to the objective of teaching reading in senior high school, which provides the students with the abilities to get the information from books and references which are written in English, teachers need to pay attention to the

students' vocabulary mastery. Similarly in speaking, they cannot speak fluently if they have only few vocabularies. In addition, vocabulary is essential in writing. A good writer has a good vocabulary because it is essential to clarity and accuracy. If the students have a large stock of words, they can choose the most effective word. The more words they know, the easier their words will flow. Furthermore, in listening the student can understand what the speaker says if they know lots of words.

Based on the preliminary observation, students at XI IPA 2 of SMA N 1 Pleret faced many difficulties in mastering vocabulary. Their achievement was low and far from the expectation. The researcher found three causes that made the students have difficulties in learning English vocabulary. Firstly, the students were lazy to memorize all the unfamiliar words in the text. They also did not have willingness to read the text and even to do the task. Secondly, the students had difficulties in understanding or comprehending the meanings of unfamiliar words and mostly did not know the vocabulary in the text. Thirdly, the students were bored and unmotivated to learn. They tended not to pay attention when the teacher explained the material.

Based on these problems, the researcher thinks that efforts need to be done to help the students to be more successful in mastering English vocabulary. For these purpose, the teacher need an appropriate technique to improve students' vocabulary mastery. The technique is used to stimulate the students' motivation and interest in the lesson.

Therefore, the researcher is triggered to find out an approach that can improve students' vocabulary mastery at XI IPA 2 of SMA N 1 Pleret, Bantul, Yogyakarta.

B. Identification of the Problem

Teaching and learning process of vocabulary is commonly influenced by some factors such as students, teacher, materials and teaching method. Based on the preliminary observation conducted by the researcher in the teaching and learning of English at XI IPA 2 of SMA N 1 Pleret, there were some problems that can be identified.

The first problem comes from the students. There were some problems related to the students' vocabulary mastery. The students had difficulties in learning vocabulary. They were lazy and bored when the teacher asked to memorize the meanings of unfamiliar English words. In addition, they were still confused in understanding the meanings of those words in the text. It was because the teaching-learning process only depended on the strength of memorizing without considering a context. For example, when the students found the word 'school', they knew only the first meaning of 'school' but they did not know the other meanings in different contexts. Here the students were not guided to use different contexts to determine the meanings of unfamiliar words in reading text. Many students only spent their time by playing and doing something unrelated to the English lesson with their friends and did not pay attention to the teacher's explanation. The students' attitudes during teaching-learning of English were negative.

The second problem is related to the English teacher. There are some problems related to the English teacher in this school. She explained the handbook all the time. She did not give opportunities to the students to explore the texts. In addition, she could not manage her class well. The students made a noise and did not pay attention to the teacher's explanation. She did not explore more and more to get the students' attention and did not implement various interesting activities in the English teaching and learning process.

The third problem is concerned with the materials. Material should be interesting, up-to-date, and appropriate to students' levels, needs, and capacity. There were various English texts from other resources for supplementary material, but the materials used in the teaching learning activities were mostly taken from the course book and LKS. The course book contained complicated and monotonous texts and tasks. Furthermore, the teacher often used LKS focusing on teaching grammar, translation, and was not interesting. It had only few vocabularies. The materials were boring and burdensome for the students. Thus, the students thought that memorizing vocabulary was difficult and they had no motivation to read.

The fourth problem deals with the teaching technique. The teacher taught English using too many reading aloud activities and too much translation practice in teaching reading. She asked the students to understand every word in the texts. This technique made them less motivated to guess the meanings of English words and confused in finding the meanings of the unfamiliar words. In giving the class

activity, the teacher also used the traditional teaching technique by taking the exercises from the course book and LKS to the students.

C. Limitation of the Problem

Based on the identification of the problem, there are many problems faced by the students at XI IPA 2 of SMA N 1 Pleret, Bantul, Yogyakarta. It is impossible to solve all problems. The researcher focuses on the effort that helps the students improve their vocabulary mastery. Based on the discussion with the English teacher in this school, the effort taken by the researcher is choosing the appropriate technique that can help the students memorize and understand the words and their meaning according to a context.

In this case, the researcher chooses extensive reading activities in vocabulary learning and teaching. The choice of these techniques based on three reasons. Firstly, extensive reading is an interesting activity which is full of challenge or pleasure to introduce the new vocabulary items. Through extensive reading activities in the teaching learning process, the students will pay attention to the activity. Secondly, it also gives more opportunities to the students to explore the text. They can increase their vocabulary mastery when the new words are repeated several times in different reading texts. To master English vocabulary well, they need not only to remember the words and their meanings but also to understand or comprehend them from a context. Therefore, the teacher should give opportunities to students to use the new words continuously in different contexts. They can understand what the text tells about and remember the meanings of English words based on the contexts well. Thus, they find it easy in

mastering vocabulary and comprehending the English texts. Thirdly, the extensive reading activities can help the teacher present many English words in interesting ways. That is why the students at XI IPA 2 of SMA N 1 Pleret need interesting activity, extensive reading activities, which will improve their vocabulary mastery.

The researcher chooses SMA N 1 Pleret as the setting of the research because this school has some good achievements. Firstly, the headmaster of this school has a good personality. Secondly, this school has some achievement not only in academic but also non academic field. In addition, the researcher chooses grade XI students because they have more opportunities and competence than grade X and XII students.

D. Formulation of the Problem

Based on the limitation of the problem, the problems of this research are formulated as follows: How can the extensive reading activities be used to improve students' vocabulary mastery at Grade XI IPA 2 students of SMA N 1 Pleret?

E. Objective of the Study

Based on the problems of the research, the research objectives are formulated as follows: to improve students' vocabulary mastery at Grade XI IPA 2 students of SMA N 1 Pleret through extensive reading activities.

F. Significance of the Research

This study contributes toward theoretical and practical significance. Theoretically, this study can support the significance of extensive reading activities in English teaching and learning, especially on learning vocabulary. This study can enrich knowledge on applying extensive reading activities or teaching strategies which are suitable for students' levels and needs.

Practically, this study is expected to give contributions to the students of the English Education Department, English teachers, and other researchers. For the students of English Education Department, it will give a contribution for them as a sample in language teaching. Therefore, they can choose the appropriate technique which is suitable for students' needs and capacities. For English teachers, it will give information to them about various techniques and a new experience to improve the quality of teaching vocabulary to the students. The last is for other researchers, it will give inspiration and reference in conducting a similar research that deals with the same strategy, and with the same or different research design to improve the quality of teaching vocabulary through extensive reading activities.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

This chapter discusses some relevant theories which are related to the study. They are divided into four parts; vocabulary, teaching and learning vocabulary, extensive reading activities, and graded reading. The discussion of each part will be presented below.

1. Vocabulary

a. The Nature of Vocabulary

Hornby (2000: 144) defines vocabulary as : 1) all the words that a person knows or uses; 2) all the words in particular language; 3) the words that people use when they are talking about a particular subject; 4) a list of words with their meanings. Then, vocabulary is a collection of words in a particular language that an individual knows and that has a meaning. It means that a language consists of a number of words that form a meaningful language.

Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. More specifically, they use vocabulary to refer to “the kind of word that students must know to read increasingly demanding text with comprehension.” Nunan (1999: 101) says that vocabulary is more than lists of target language words. Vocabulary is part of the language system.

Thornbury (2002: 14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. In reference to the reading comprehension, the students should acquire a number of vocabularies to get better understanding in reading an English text. In line with Thornbury, Stahl (2005) defines vocabulary as knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime.

In addition, Renandya (2002: 255) proposes that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. He says that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential. They often find difficulties in comprehending a text. Thus, they cannot understand the meanings of the unfamiliar words found in the text. This condition causes confusion in understanding the meanings as a whole.

Harmer (1991: 158) summarizes that knowing a word means knowing about meaning, word use, word formation, and word grammar. It means that learning vocabulary not only learning about the new words but also about how to use the words or vocabulary into correct usage. Firstly, the meaning of a word is determined by the context where it is formed and also determined by its relation to other words. The example of the word is *vegetables* which has general meaning whereas carrot is more specific.

Secondly, word meaning is also governed by metaphors and idioms, e.g., the word *hiss* refers to the noise of snake and to someone's threat to others. In collocation, a word goes with each other, such as, *headache*, *earache*, and so on. In addition, style and register is applied by differentiating the language to be used by someone either in a formal or informal context, for example hello (*formal*) and hi (*informal*).

Thirdly, word formation may also create word meaning by seeing them on their grammatical contexts. It can be looked at how the suffixes and the prefixes work (im-, or in-) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*.

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Here is the explanation of knowing a word:

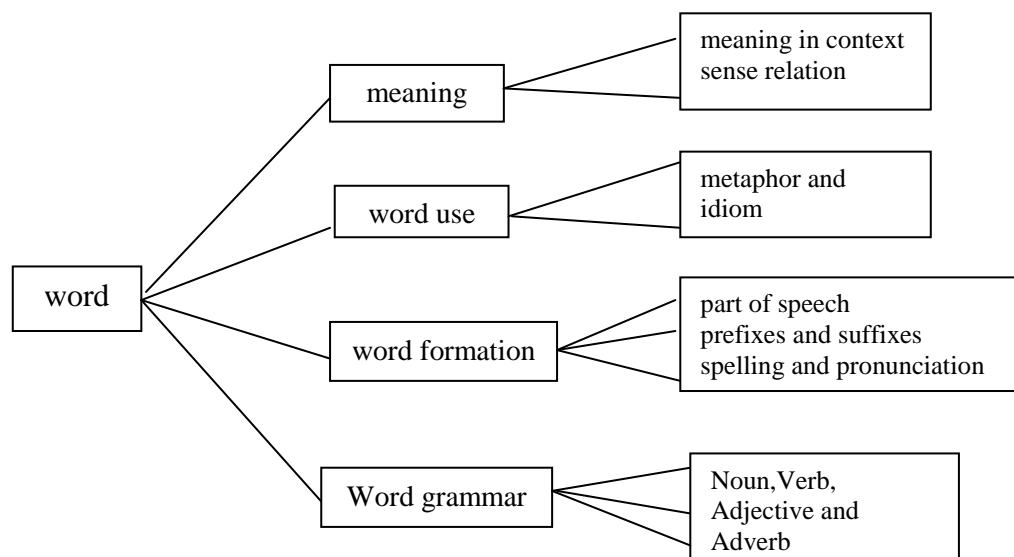


Figure 1 : **Knowing a Word**

From these definitions, Vocabulary is the basic of communication that is needed by people to understand the meaning of words and helps them to express the ideas precisely. It can be inferred that because language consists of words, to be able to use the language approximately, learners should master the words of the language. Having mastered a large number of words, they will be able to express their ideas or ask for information and to participate in the conversation.

b. Vocabulary Size

Talking about vocabulary size, Cameron (2001: 75) says that vocabulary size is usually measured to the nearest thousand, and counts ‘word families’, in which a base word and all its inflected forms and derived forms counts as one. Furthermore, Waring and Nation (in Cameron 2001: 75) state that the size of the English lexicon has been estimated at 54,000 word families (base word plus transparent derivations) for the language as a whole, and 20,000 for a university graduate. Studies indicate that a child adds about 1000 word families per year, approximately the same for a second language learner. The 2000 most common words account for 80-90% of texts, while 3,000–5,000 words are needed for reasonable comprehension, accounting for approximately 95% of the words encountered. The implication is that students as language learners need to learn at least 3000 words before they can communicate or read texts with much degree of comprehension.

Meanwhile, learners who learn English as one of the foreign languages that is taught in school have limited words or vocabulary that they know or understand of the language. They cannot study English subject successfully if they

do not master vocabulary. For example in Indonesia, most of Indonesian learners have a bad achievement in final examination of English subject. Thus, they experience low development in expanding the English vocabulary.

c. Kinds of Vocabulary

According to Nation (2001: 24), there are two kinds of vocabulary in relation to the language skills of reading, listening, speaking, and writing. They are receptive and productive or passive and active vocabulary. Receptive or passive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive or active vocabulary is utilized actively either in speaking or writing. Learners' listening vocabulary is generally larger than speaking vocabulary while learners' reading vocabulary is relatively larger than writing vocabulary. At most stage of language learning, learners' receptive vocabulary is much larger than their productive vocabulary, although as Waring (1997) has shown, the size of this relationship is not regular or predictable.

Similarly, Corson (1997: 6) distinguishes between productive and receptive vocabulary in the following way. He calls the productive vocabulary as a motivated vocabulary. It consists of all the words learners need in communication of everyday life. A receptive vocabulary includes the productive vocabulary and it also includes the learners' unmotivated vocabulary. The unmotivated vocabulary can be divided into two groups: (1) words that are only partly understood and are not well known enough to use actively, and (2) words that are not needed in daily communication.

In relation to kinds of vocabulary, Nation (2001) states that there are four categories of vocabulary in the non-fiction text, they are:

- 1) High frequency words. These words are almost 80% of the running words in the text.
- 2) Academic words. Typically, these words make up about 9% of the running words in the text.
- 3) Technical words. These words make up about 5% of the running words in the text. It is used by people working in a specialized field.
- 4) Low-frequency words. These are the words of moderate frequency that does not manage to get into the high-frequency list. They make up over 5% of the words in an academic text.

In relation to the teaching language skills, vocabulary is divided into four parts. They are reading vocabulary, listening vocabulary, writing vocabulary and speaking vocabulary. Reading vocabulary is all the words that readers can recognize when reading. This is the largest type of vocabulary simply because it includes the other three. Listening vocabulary is all the words that the listeners can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. Writing vocabulary is all the words that the writers can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user. Speaking vocabulary is all the words that the speakers can use in speech.

Furthermore, Hoffman (1993: 232) says that there are two kinds of vocabulary. They are the core vocabulary and the peripheral vocabulary. The core

vocabulary is vocabulary that contains the words used every day. The peripheral vocabulary is the innumerable words that one uses only infrequently.

In conclusion, mastering vocabulary is very important. It concludes receptive and productive vocabulary. The learners need to master receptive vocabulary in listening and reading. They only know and understand enough the words that are used by native speaker. They also do not need all the words in daily communication, whereas productive vocabulary is needed in daily communication. Thus, the learners must understand all the words in speaking and writing.

d. The Importance of Vocabulary

Vocabulary is basic to communication so it is impossible for someone to participate in a conversation whenever she or he cannot understand or recognize the meaning of the key words used by other people. To express an idea or ask some information, a person must be able to produce lexical items to convey his/her meanings. Thus, it is very difficult for someone to participate in a conversation when he or she only has a little vocabulary.

Moreover, Thornbury (2002: 14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary he or she has learned but also vocabulary building.

Furthermore, Cameron (2001: 72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level.

Vocabulary is fundamental to using the foreign language as discourse, since it is both learnt from participating in discourse and is essential to participating in it. Similarly, Hawken (2010) proposes that building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

Vocabulary mastery is important in extensive reading. Without enlarging their vocabulary, students cannot read successfully. Having a good mastery of vocabulary makes it possible for them to use the language for communication because they are aware of the ideas and attitudes that are represented by words. Therefore, anyone who learned a language successfully must enlarge his or her vocabulary mastery.

To show how important vocabulary is, Bromley (2004: 3-4) states that vocabulary holds some important roles in teaching-learning process. They are as follows:

- 1) *Promoting fluency.* Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers.
- 2) *Boosting comprehension.* Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

- 3) *Improving achievement.* A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher on achievement tests than those with small vocabularies.
- 4) *Enhancing thinking and communication.* Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. The teacher must have a good, effective and efficient method in order that the teaching vocabulary is successful. If someone can master vocabulary well, she or he will be able to promote fluency, boost comprehension, improve achievement, and enhance thinking and communication.

e. Vocabulary Teaching in School-Based Curriculum

Curriculum 2006, School-Based Curriculum, is an operational curriculum that is arranged, developed and implemented by each school that is ready and able to develop it based on law number 20 year 2003 about National Education System in Indonesia (Mulyasa, 2006: 12). The implementation School-based curriculum in English teaching learning process means the implementation of School-Based curriculum principles into the English teaching learning process.

The aim of English teaching-learning process based on School-Based Curriculum is to achieve students' communicative competencies. To achieve this aim, the students are expected to be able to master five competencies: *linguistic*

competence (vocabulary, grammar, punctuation and intonation), *socio-cultural competence* (the way to communicate such as language style, politeness, etc), *discourse competence* (context), *strategic competence* (competence to overcome the problems or difficulties in communication) and *actional competence* (listening, speaking, reading and writing).

Moreover, English is taught to develop language skills: oral and written. There are three aspects that should be considered based on the school-based curriculum. The first aspect is cognitive. It is an aspect that is related to the learners' knowledge about language system, vocabulary, and structure of language. The second aspect is psychomotor. It is an aspect that is related to the students' competence in using the language. Here, the students need to produce the sound of language. Based on this aspect, they should pronounce the language. The third aspect is affective. It is an aspect that is related to their attitude in learning language. They need to understand the culture of language.

It can be concluded that vocabulary is one of the five competencies that should be mastered by students in order to achieve the communicative competencies. That is why the teacher needs to teach vocabulary as a part of English teaching learning process.

f. The Requirements of Effective Teaching Vocabulary

Brown (2001) says that teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or

understand. In line with Brown, Hornby (2000) defines teaching as giving instruction to somebody, giving somebody knowledge, skills, etc, or giving lesson at school, etc. Teaching is making students able to learn, giving the instruction to do the task, or setting the teaching-learning process to make the students get to learn. In conclusion, teaching can be defined as an activity that can help students acquire and develop skills by giving instruction, knowledge or lesson.

In relation with effective vocabulary teaching, Richard and Renandya (2002: 277) mention that the knowledge of vocabulary mastered by students in order to be able to comprehend an English passage should consist of knowledge of synonym, knowledge of antonym, knowledge of derivation, knowledge of connector/conjunction and knowledge of the way to define words in context.

In addition, Hunt and Beglar in Richard and Renandya (2002: 259) discuss three approaches to vocabulary teaching and learning:

1) Incidental learning

The incidental learning of vocabulary requires that the teacher provides opportunities for extensive reading and listening. A major source of incidental learning is extensive reading, which Hunt and Beglar recommend as a regular out-of-class activity.

2) Explicit instruction

Explicit instruction involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words. Explicit instruction depends on identifying specific vocabulary acquisition targets for learners.

3) Independent strategy development

Independent strategy development involves practicing guessing from context and training learners to use dictionaries.

Furthermore, Hunt and Beglar recommend some principles related to the approaches in vocabulary teaching and learning. The principles are presented as follows.

- 1) providing opportunities for the incidental learning of vocabulary,
- 2) diagnosing the 3,000 most common words learners need to study,
- 3) providing opportunities for the intentional learning of vocabulary,
- 4) providing opportunities for elaborating word knowledge,
- 5) providing opportunities for developing fluency with known vocabulary,
- 6) experiment with guessing from context, and
- 7) examining different types of dictionaries and teaching students how to use them.

In line with Hunt and Beglar, Nation (2001: 385) also notes the principles of vocabulary teaching. They are:

- 1) Content and sequencing
 - a) Using frequency and range to occurrence as ways of deciding what vocabulary to learn and the order in which to learn it.
 - b) Giving adequate training in essential vocabulary learning strategies.
 - c) Giving attention to each vocabulary item according to the learning burden of that item.

- d) Providing opportunities to learn the various aspects of what is involved in knowing a word.
- e) Avoiding interference by presenting vocabulary in normal use rather than in groupings of synonyms, opposites, free associates or lexical sets.
- f) Dealing with high-frequency vocabulary by focusing on the words themselves, and deal with low-frequency vocabulary by focusing on the control strategies.

2) Format and presentation

- a) Making sure that high-frequency target vocabulary occurs in all the four strands of meaning focused input, language-focused learning, meaning-focused output, and fluency development.
- b) Providing opportunity for spaced, repeated, generative retrieval of words to ensure cumulative growth.
- c) Using depth-of-processing activities.

g. The Requirements of Effective Learning Vocabulary

According to Vygotsky in Feez (2002: 26), learning is defined as collaboration between teacher and students with the teacher taking on an authoritative role similar to that of an expert supporting an apprentice. Supporting the opinion above, Kimble and Garnezy (in Brown, 2000: 7) propose relatively permanent change in a behavioral tendency and is the result of reinforced practice. It can be defined as a permanent change process which occurs as a result of experience.

Related to the learning vocabulary, Wilkins (1997: 130) states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from their nearest equivalent in the mother tongue. Similarly, Brown (in Cameron, 2001) describes five essential steps in vocabulary learning based on research into learners' strategies. The five essential steps are

- a) having sources for encountering new words,
- b) getting a clear image, whether visual or auditory or both, for the forms of new words,
- c) learning the meaning of the words,
- d) making a strong memory connection between the forms and meanings of the words and
- e) using the words.

In addition, Schmitt (1997) proposes vocabulary learning strategies such as looking up a new word in a dictionary and guessing a word from context. Supporting Schmitt's statement, Decarrico (2001) states that words should not be learnt separately or by memorization without understanding. Moreover, "learning new words is a cumulative process, with words enriched and established as they are met again." Nation 1990 (in cameron 2001: 84) also says that the "look and remember" way of vocabulary learning seems to be not very effective for learners of the English language. Therefore, he suggests that a new word needs to be met at least five or six times in a text book unit before it has any chance of being learnt.

2. The Extensive Reading

a. The Nature of Extensive Reading

Many researchers have given definitions of extensive reading. Day and Bamford (1998: 4) state that extensive reading purposely focuses on students' reading as much as possible: not only in classroom but also out of classroom. The variety of reading material on different topics is available; students themselves select the books according to their level and interest. If they choose a book suitable to their own level, they will understand an interesting text composed of mostly familiar vocabulary and grammar elements.

Extensive reading is also called "pleasure reading, free voluntary reading, and sustained silent reading". The very important point of extensive reading is generally large quantities of materials with the aim of getting general understanding and obtaining pleasure from the text (Susser and Rob, 1990).

In extensive reading classrooms, students read a "huge amount of very simple text. Thus, they can read smoothly, confidently and pleasurable" (Waring & Takahashi, 2000: 6). In addition, Nuttall (2005: 127) describes extensive reading as "the easiest and most effective way to improve students' skills" and claimed that it is "much easier to teach students to read better if they are learning in a favorable climate". In line with Nuttall, Day and Bamford (2004) states extensive reading as a good strategy to improve reading proficiency, and built linguistic competence (e.g., reading ability, vocabulary, writing and spelling skills).

Based on these definitions of extensive reading, it can be concluded that extensive reading is a language teaching procedure where students have to read large quantities of materials for general understanding and the main goal of it is obtaining pleasure from the text.

b. The Benefits of Extensive Reading

There are many benefits of extensive reading that have been reported by many language researchers. Nuttall (2005) states, extensive reading is effective way to improve vocabulary mastery. Students might have many chances to see words repeatedly by reading a large quantity of materials and become familiar with them. This helps students study vocabulary or words that are recognized automatically. Once students learn many words from extensive reading, they can improve the speed of reading with better comprehension skills. In this way, students will be more confident in reading English texts.

Extensive reading enhances not only students' vocabulary mastery but also other language skills such as listening, speaking, and writing. For example, the teacher can ask students to read one part of a context and then listen to the rest of it is read by a teacher. This is for listening improvement. If students are asked to discuss or present their opinions after reading, students might have a chance to practice their speaking. Moreover, summarizing and note taking can be a good technique for writing activities. Through those activities, students show great improvement in their writing skill (Davis, 1995).

Krashen (1993: 12) states that extensive reading is the promotion of confidence and motivation, and it also develops a positive attitude to reading and

studying English. Students who do not feel confident in reading English texts tend to give up reading a whole book. This is because they are not interested in reading complicated reading materials. At this point, extensive reading is an effective way to motivate students to choose what, when, how, and where to read by themselves.

Furthermore, Nuttal (1995: 128) addresses that “the best way to improve the knowledge of a foreign language is to go to and live among its speakers. The next best way is to read extensively in it”. She also claims that extensive reading has a close relationship with reading speed, enjoyment, and comprehension by emphasizing “the vicious circle of the weak reader” and “the virtuous circle of the good reader”. The more students practice reading, the better and faster their English.

Day and Bamford (2004) identify several benefits of extensive reading. It can be presented as follows.

- 1) Increasing reading ability. This is unsurprising since that is the stated goal of extensive reading.
- 2) Increasing interest and motivation. Reading is one type of skills that is enjoyable. Students read books that they choose based on their level. This pleasure can impact in the success of learning English.
- 3) Improving vocabulary. Students need to meet words or vocabulary in a context many times to acquire it. Extensive reading seems to be a good way to achieve this.

- 4) Improving listening, speaking and spelling abilities. If listening and speaking are unsuccessful in the class, extensive reading can support these skills. It increases exposure to English vocabulary and discourse.
- 5) Facilitating acquisition. Most current theories of second language acquisition recognize the roles of language input and intake. Extensive reading provides these necessities.

Moreover, Elley and Mangubhai in Day and Bamford (1998: 34) show the great effect of extensive reading on the second language learners that shows good development in language proficiency. Extensive reading can increase the other aspects of second language learning because there are two factors involved. Firstly, learning vocabulary is one of the keys to learning a new language. Without knowledge of the second language's vocabulary, no progress can be made. Thus, extensive reading impacts on writing, listening, and speaking because students know more vocabulary. Secondly, students have positive attitudes and can increase motivation for learning the second language.

Table 1: Results of Studies of the Benefits of Extensive Reading Program

Report	Population	Results
Janopolous (1986)	ESL; university ; USA	Gains in writing proficiency
Hafiz and Tudor (1989); Tudor and Hafiz (1989)	ESL ; adolescents ; England	Gains in reading proficiency, positive effect, and general linguistic competence, including writing; slight, non significant increase in vocabulary base.
Pitts et al (1989)	ESL ; adult ; USA	Gains in vocabulary

Robb and Susser (1989)	EFL ; university ; Japan	Gains in vocabulary
Hafiz and Tudor (1990)	EFL ; primary ; Pakistan	Gains in vocabulary base and writing
Elley (1991)	EF ; primary ; Singapore	Gains in reading proficiency and positive affect
Lai (1993a; 1993b)	EFL ; secondary , Hong Kong	Gains in reading proficiency and vocabulary
Cho and Krashen (1994)	ESL ; adults ; USA	Gains in reading proficiency, vocabulary, positive affect, and oral skills
Rodrigo (1995)	Spanish ; university ; USA	Gains in positive affect; no statistically significant gains in vocabulary
Takase (2003)	EFL; secondary; Japan	Gain in motivation
Horst (2005)	ESL; adults; Japan	Gains in vocabulary
Nishono (2007)	EFL; secondary; Japan	Gains in reading strategies and motivation

(Day and Bamford, 1998: 34)

c. The Principles of Extensive Reading

Extensive reading is one of the teaching and learning approaches, which has been emphasized to improve vocabulary mastery and to encourage a liking for reading. In extensive reading, students may choose reading materials which are interesting and read them in the class and out of class.

The following are ten principles of extensive reading proposed by Day and Bamford (2004: 2):

1. The reading material is easy. Students read material that contains few or no unfamiliar items of vocabulary and grammar. There should be no more than

one or two unknown vocabulary items per page for beginners and no more than four or five for intermediate learners. Students would not succeed in reading extensively if they have not struggle with material.

2. A variety of material on a wide range of topics is available. There should be a variety in the library for students to choose what they really like. This contains graded reading for students at different levels.
3. Students choose what they want to read. Self-selection puts students in a different role from that in a traditional classroom, where the teacher chooses the textbook or supplies reading material. This is what students really enjoy about extensive reading. They are also encouraged to stop reading anything that is not interesting or that they find too difficult;
4. Students read as much possible. The language learning benefits of extensive reading come from quantity of reading. For the benefits of extensive to take effect, a book per week is an appropriate goal. This is a realistic target as books written for beginning language learners are very short.
5. Reading speed is usually faster rather than slower. The reading material is easy to understand for students. They are discouraged from using dictionary as this interrupts reading and makes fluency impossible. Instead, they are encouraged to ignore or guess the meaning of a few unknown items from context.
6. The purpose of reading is usually related to pleasure, information and general understanding. In spite of intensive reading which requires detailed

understanding, extensive reading encourages reading for pleasure and information.

7. Reading is individual and silent. Students read at their own speed. Sometimes silent reading period reserves from the class time when students read themselves selected books in the classroom. However, most of the reading is homework. They read out of the classroom, in their own time, when and where they choose.
8. Reading is its own reward. Extensive reading is not usually followed by comprehension questions. The goals of reading are reader's own experience and joy of reading. These are designed to reflect student's experience of reading rather than comprehension.
9. The teacher orients and guides the students. Before starting an extensive reading, they have to be familiarized what it is, why they are going it, what benefits it will bring them and how are they going to proceed. The teacher keeps track of what and how much students read, he/she is interested in their reactions to what was read in order to guide them in getting the most out of their reading.
10. The teacher is a role model of a reader. The teacher gives a model of what is to be a reader e.g. during the silent reading periods teacher should read as well. He/she should also be familiar with all the books students are reading in order to recommend reading to individual students and their share reading experiences. If teacher and students talk about what was read, they create an

informal reading community, experiencing together the value and pleasure to be found in written word.

Organizing extensive reading consists of five sections. They are getting started, introducing reading material, motivating and supporting reading, monitoring reading, and evaluating reading. The activities include ways for engaging students in discussing their attitudes toward reading, introducing them to the books or other reading materials, helping the students find the most appropriate level of books for them to read, and for teachers to identify and organize the reading levels. This section also includes ideas for arranging, monitoring, and evaluating materials and student progress. In addition, teachers can find suggestions for setting up a classroom library or identifying extensive reading materials by level, keeping records of student reading, and ways to introduce books to the learners. Since extensive reading does not involve heavy duty testing, the section on evaluating includes activities like one-minute reading, cloze test, one-sentence summary test, and speed answering.

3. Graded Reading

Graded reading is a technique using simplified materials which are either texts simplified or adapted from first language original. These simplified materials can be graded according to the language in vocabulary level, language difficulty and sentence structure, and the use of illustrations (Waring, 1996). The graded system provides helpful and useful effect by which teachers can choose suitable materials for their students' competence level. Students can move to a higher level as their reading fluency develops.

Graded reading can use suitable material source for lower to intermediate readers. The characteristics of graded reading materials are simplified sentence structure. Therefore, students can make progress in reading without teacher's instruction.

The purpose of graded reading is to provide material that is easy to help the reader to read extensively. Graded reading develops reading speed, comprehension, and vocabulary mastery and it can help the reader to move from working with words to working with ideas.

4. Learning Vocabulary through Extensive Reading Activities

Students know that vocabulary development is essential for them to learn English, but often they do not have a clear understanding of how to go about really learning vocabulary. They should memorize and become familiar with the words by reading a lot of materials.

Extensive reading activities not only bring the students list of new words, it also forces them to use their head to figure out what those new words mean. If they read widely enough, they will find that their vocabulary will build itself. Reading any good book is good for their vocabulary. Reading well-written magazines, newspapers, and novels can help, too. It is effective way to improve students' vocabulary mastery.

Remembering new words is hard, words are slippery things: before the students know them, the new words have wriggled away and gone. It takes a lot of effort to keep the new word in their mind. That is why extensive reading can help them to memorize the new words by reading a lot of materials repeatedly. Using

extensive reading activities help the students relax and remember things faster and better. Moreover, extensive reading activities encourage, entertain, and motivate the students to read reading materials. It is very important that reading materials must be introduced and read by students which are suitable for their level.

In addition, Krashen (2004: 12) says that extensive reading is the promotion of confidence and motivation, and it also develops a positive attitude to reading and studying English. In this way, students will be more confident in reading English texts. It is not only for pleasure, but also it for helping students with reading and comprehension as well as expanding their vocabulary and general knowledge.

In conclusion, extensive reading is an ideal vocabulary learning activity for students because it helps students remember words easily. Moreover, it provides a chance for students to choose what, when, how, and where to read by themselves.

5. The Teaching Reading Using Genre-Based Technique (BKOF – MOT – JCOT – ICOT - LRT)

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

In KTSP, there are so many ways and methods that can be used by the teacher in teaching-learning process. She/he can freely select the appropriate teaching method according to the students' characteristics and the materials being taught. A good teacher always knows the appropriate teaching method, which is going to be used in delivering the teaching material.

Furthermore, Feez (2002: 27-31) proposes there are 5 stages of teaching and learning cycle. They are Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), Independent Construction of Text (ICOT), and Linking Related Texts. In achieving the ultimate goal of English teaching and learning discourse competence in KTSP, Feez's method is only an alternative. It means that during teaching and learning process, some approaches, and various techniques required by KTSP can be applied. Although it is only the alternative, five stages are considered the most effective methodology for implementing the genre approaches. Here is the explanation of the five stages in teaching and learning cycles:

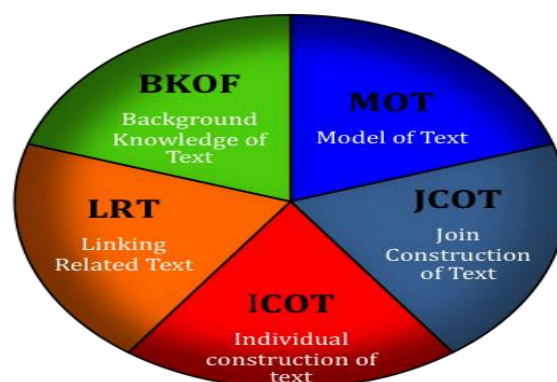


Figure 2: Stages of the Teaching and Learning Cycle

1) Building Knowledge of the Field (BKOF)

Building knowledge of the field is to direct and to assist the students' attention toward the topic and to prepare their understanding to deal with it. The certain genre which is used to build up and extent vocabulary relevant to the topic or text type being studied is discussed in this phase. Some study techniques can be in the form of demonstration, explanation, discovery, accurate reproduction, immediate creativity and check questions. The time spent on this stage before moving to the next stage depends on the students' understanding and students' knowledge about the topic. The teacher can also return to this stage if students do not understand about the topic or the text yet.

Feez (2002: 28-29) states there are 3 stages of building knowledge of the text. Firstly, the students are introduced to the social context of an authentic model of the text-type being studied. Secondly, the students explore the features of the general cultural context in which the text-type is used and the social purposes the text-type achieves. Finally, students explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

In addition, Hammonds (1992: 19) believes that classroom tasks and activities at the BKOF stage will also enable students to explore cultural similarities and differences related to the topic including: processes involved in reaching goals such as visiting the doctor or applying for a job and shared experience such as knowledge and experience of finding accommodation.

2) Modeling of Text (MOT)

Feez (2002: 29) says that in the modeling of text (MOT), the students can learn the structural pattern and language features of the model. They also can compare the model with other examples of the text type. MOT is the stage where the students are given a model of language features of the target language. In this stage, there is an explicit focus on analyzing the genre through a model text related to the course topic.

MOT is recommended that selections of the genres be those which reflect the students' needs outside the classroom and their goals in literacy development. The teachers can develop their own examples based on their knowledge of the characteristics schematic structure and the grammatical patterns of the genres if there is no suitable model to give. The students should see the direct relevance of what they do and they learn in their classroom to what they really need to do outside it. They can do a role play about the topic in the oral cycle or continue with discussing the schematic structure and the grammatical features of the text in the written cycle.

3) Joint Construction of Text (JCOT)

JCOT is aimed at enabling students to construct a similar text. In this case the teacher and the students may discuss together. The emphasis of this stage is that the teacher should prepare diagnostic assessment in order she/he can decide whether the students are ready to move to be independent functioning or whether they need to undertake further work at the text modeling or joint construction stage (Feez, 2002: 30). The discussion will show the students' knowledge and

understanding from the text analysis which was carried out in the preceded stage- the modeling of text stage. This stage may include the negotiation between the teacher and the students and among students regarding on shared knowledge about the discussed genre.

Furthermore, Hammonds (1992: 22) believes that classroom tasks and activities in this stage will enable students to explore further the purpose of the genre and its relation to the topic or the field, contribute knowledge of the field in the shared construction of a text, negotiate with the teacher and other students regarding the most appropriate organization of knowledge about the topic into a written text, draw on knowledge of the schematic structure and the linguistics features of the genre in negotiations about appropriate organization of the genre, and develop and understanding of some of the differences between talking about a topic and writing about it.

4) Independent Construction of Text (ICOT)

ICOT tasks require students' independence in constructing text. According to Feez (2002: 31), independent construction in reading activities include performing a task, sequencing pictures, numbering, tricking or underlining material on a worksheet and answering questions.

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

problem that may emerge in this stage is in how to support students to complete their task independently.

5) Linking Related Texts (LRT)

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

1. comparing the use of the text type across different fields, and
2. researching other text types used in the same field.

Furthermore, he adds in this stage, students investigate about what they have learnt. In this teaching or learning cycle activities can be related to:

1. other texts in the same or similar contexts, and
2. future or past cycles of teaching and learning.

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

B. Conceptual Framework

Vocabulary is basic to communication. Therefore, learning vocabulary is essential for students to learn English but they often find difficulties. It is because the teaching and learning process only depends on the strength of memorizing. The students think of vocabulary learning as knowing the primary meaning of new words. In fact, they are bored in the class because the English teacher still depends on the use of a course book and LKS. She also does not use techniques

that might enable the students to improve their vocabulary mastery. There are no interesting and various activities during the English teaching and learning process and most of the activities using too many reading and pronouncing-words-aloud activities and word by word translation practice on the students' course book.

These problems give negative impacts for the development of their vocabulary mastery. It is not surprising if they have difficulties in mastering vocabulary. Therefore, the teachers need the effective ways to help them to be more successful in mastering English vocabulary. The appropriate technique is used to stimulate the students' motivation and interest in the lesson to improve students' vocabulary mastery.

On the basis of literature review, it can be seen that extensive reading activities can help students improve their vocabulary. This technique is effective to improve vocabulary mastery. Students might have many chances to see words repeatedly by reading a large quantity of materials and become familiar with them. This helps students study vocabulary that are recognized indirectly.

That is why in this study, an extensive reading activity has been chosen by the researcher as the alternative strategy to give a good effect in teaching and learning vocabulary. Furthermore, learning English vocabulary using extensive reading activities will motivate students to choose what, when, how, and where to read by themselves and it will cause English vocabulary is easy to be mastered by students in a comfortable way.

The vocabulary mastery is conducted through the process below.

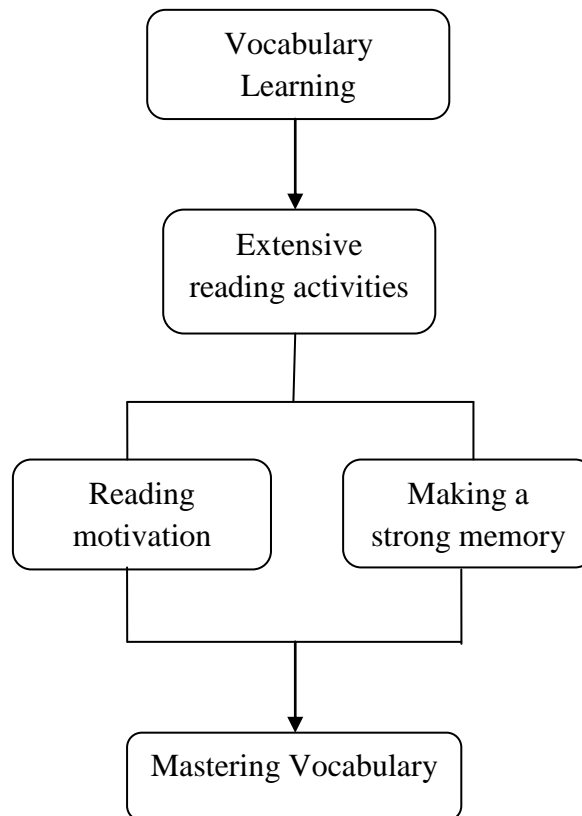


Figure 3: **A model of vocabulary mastering**

Figure 3 displays a model of vocabulary mastering. It shows that vocabulary learning through extensive reading activities has some expectations. They can improve students' reading motivation and vocabulary mastery. In addition, they help students in making a strong memory.

CHAPTER III RESEARCH METHOD

This chapter presents the research methods used in this research. It is divided into seventh parts. They are type of the research, research setting, subjects of the research, time of the research, technique of collecting the data, trustworthiness of the data, and research procedure. Each of them will be presented in the following discussion.

A. Type of the Research

This research was regarded as action research. According to Carr and Kemmis in Burns (1999: 30), action research is a form of self reflective enquiry done by participants in social situations (e.g. teachers, students, school principals in educational situation) for improving their educational practices, and the situations in which these practices are carried out. In addition, Kemmis and McTaggart in Burns (1999: 33) state that action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: of planning, action, observation and reflection.

The action research is conducted through the process as illustrated in Figure 4.

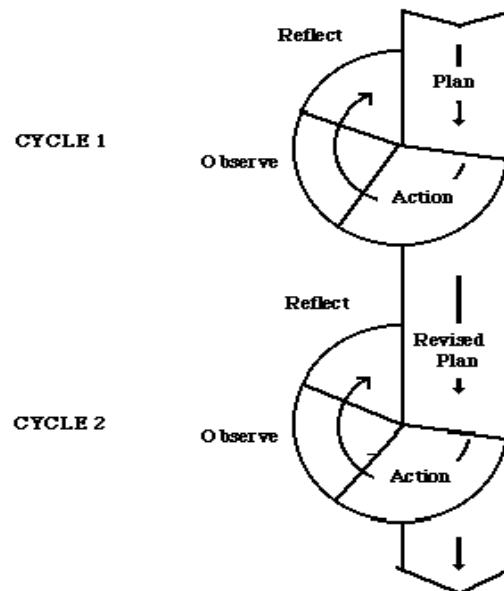


Figure 4: **Action Research Cycles** (Burns, 1999: 33)

B. Research Setting

The research took place at SMA N 1 Pleret, focusing on Class XI IPA 2. This school has 741 students, 68 teachers, 25 other school personnel, and some school facilities such as ; a library, a chemistry laboratory, a biology laboratory, 3 computer laboratories, a language laboratory, 2 science laboratories, a guidance and counseling room, an administration room, a medical room, a meeting room, a canteen, and a mosque.

The school had 22 classrooms. There were 243 students of Grade X divided into 7 classes, 254 students of Grade XI divided into 8 classes; 128 students of IPA class and 126 students of IPS class, and 244 students of Grade XII divided into 7 classes; 103 students of IPA class and 141 students of IPS class.

They were taught by English teachers graduating from private university (S1 Degree).

There were 31 students in XI IPA 2, consisting of 21 female students and 10 male students. The English class was scheduled into two sessions in a week. The English lesson book used was *Look Ahead* supported with other resources.

C. Subjects of the Research

The research involved the school principal, the English teacher, and XI IPA 2 students of SMA N 1 Pleret in the academic year of 2011/2012. In the action stage, the subject of the research was the researcher in collaboration with English teacher and XI IPA 2 students as well.

D. Time of the Research

The researcher conducted the action research in the first semester of the academic year of 2011/2012. The observation began in March 2011. The actions were conducted from July to August, 2011. In conducting the actions the researcher followed the academic calendar in which the English class was taught twice a week. Each meeting had 90 minutes. The research followed the school schedule in determining the time for each meeting. The schedule for the English subject for class XI IPA 2 was presented as follows.

Thursday : 12.00 p. m – 13.30 p. m

Saturday : 08.30 a. m – 10.00 a. m

The research was conducted in two cycles. The details of the research schedule are presented as follows.

Table 2: **Schedule of the Research**

Cycle	Day / Date	Meeting
Cycle I	Saturday, July 23 th 2011	Meeting I
	Thursday, July 28 th 2011	Meeting II
	Saturday, July 30 th 2011	Meeting III
	Thursday, August 4 th 2011	Meeting IV
Cycle II	Saturday , August 6 th 2011	Meeting V
	Thursday, August 11 th 2011	Meeting VI
	Saturday , August 13 th 2011	Meeting VII
	Thursday, August 18 th 2011	Meeting VIII

E. Technique of Collecting the Data

The data were qualitative in nature. They were obtained by observing and interviewing. The researcher did observations to get the data from the teaching and learning English process in Class XI IPA 2. The data from the observations were in the form of field notes. The researcher interviewed the students and the English teacher using an interview guide. The data from the interview were in the form of interview transcripts.

F. Trustworthiness of the Data

To enhance the trustworthiness of the data and to avoid the subjectivity in analyzing the data in action research, the researcher used triangulation. The aim of triangulation is to gather multiple perspectives on the situation being studied. Burns (1999: 164) states that triangulation is a way of arguing that if different

methods of investigation produce the same result then the data are likely to be valid. Burns proposes four forms of triangulation.

The first is time triangulation. It means that data are collected at one point in time or over a period of time to get a sense of what factors are involved in the change process. The second is space triangulation. In this form, data are collected across different subgroups of people to avoid the limitation of studies conducted within one group. The third is investigator triangulation. In this way, more than one observer is involved in the same research setting to avoid the biased interpretation. The fourth is theoretical triangulation. In this form, data are analyzed from more than one perspective. The researcher analyzes the data based on more than one theoretical review in interpreting the data.

In this study, the trustworthiness was enhanced by using multiple data gathering techniques and gaining different perspectives of the research participants (the students and the English teacher) to produce the same results considered reliable. The multiple techniques were in the forms of writing field notes, interviewing the English teacher as the observer and the students as the subject of the research and also taking the photographs during the implementation of the actions.

In the triangulation technique, the researcher matched the results of three sources namely: observation data, interview data, and students' pre-test and post-test scores. It was done to know whether or not the reliability of the data was evident.

For the observation, the researcher observed activities that could be caught by her senses, such as students' attitudes during the teaching and learning process, the class atmosphere, the teacher's way in presenting the material especially English vocabulary, and the learning media used. Here, the results of the class observation were arranged in the field note forms.

For the interview, the researcher asked questions about the implementation of extensive reading activities in vocabulary learning to the XI IPA 2 students and the English teacher. Here, the results of the interviews were shown in the interview transcripts.

For the pre-test and post-test data, the researcher analyzed the pre-test and post-test scores made by the students. She used the test to know the students' improvements in mastering English vocabulary. Here, the data was obtained in the statistic form.

G. Research Procedure

To carry out the study, the researcher used the action research suggested by Burns (1999: 161). This procedure consisted of the following four steps.

1. Determining the Thematic Concern-Reconnaissance

The researcher did the reconnaissance step to find out information concerning students' vocabulary mastery. Based on the interviews and observation in SMAN 1 Pleret, the researcher found and identified the existing problems. Then, she determined the thematic concern.

The problems were obtained from the information of the school principal, the English teacher, and the students. After the problems were identified, they were grouped based on the feasibility to solve.

In the vocabulary teaching-learning process, the English teacher rarely implemented various interesting activities. She wrote the unfamiliar words on the blackboard and asked the students to memorize them. Thus, the students only knew the first meaning of the words. They did not know the other meanings of the word in different contexts. In addition, they had difficulties in memorizing the English vocabulary. They also often made noise during the teaching-learning process. From the result of the survey, it was found that there were some problems related to the students' vocabulary mastery. Based on the observation, the researcher found that the students had low attention in vocabulary learning. In addition, they were bored in learning English. Thus, they often made noise during the English teaching-learning process. They had low attention and seemed bored because the teacher rarely used media or implemented an interesting activity during the English teaching-learning process. Therefore, the students' vocabulary mastery was low.

2. Planning

After the researcher identified the problems, she made some plans to choose the actions that can be done in the field. In planning the actions, she worked together with the English teacher of Class XI IPA 2. Both researcher and the English teacher discussed the possibility and the scale of priorities of the

implementation. In this step, some techniques were selected to improve students' vocabulary mastery. Those action plans are as follows:

- 1) Implementing interesting extensive reading activities,
 - a) Implementing book flood activity,
 - b) Implementing sustained silent reading,
 - c) Collecting the quick book report,
 - d) Telling the truth to a group, and
- 2) Doing vocabulary test,
- 3) Group work activity,
- 4) Discussing the answer, and
- 5) Giving rewards to the students' vocabulary master.

3. Action and Observation

After the planning was agreed, the actions were implemented in the class. The action was done in two cycles. One cycle consisted of four meetings. The researcher observed and recorded anything during the class activities. Based on the observations, notes, and records of the students' responses in the actions, the research members discussed the influences of the implementation to be evaluated in the next cycle. The results of the identification were considered as successful or unsuccessful ones. The results of this evaluation process were considered for the reflection in the next step.

4. Reflection

The reflection was done after each cycle of the action was completed. All the members of the research discussed circumstances concerning the actions. It was done to find out whether the actions were successful or not. If the action carried out was successful, the researcher would continue to implement it. However, if the actions were not successful, the researcher would try to find the suitable actions so that the condition would be better.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATION

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

This research was action research. In the previous chapter, it has been mentioned that the steps of the research include reconnaissance, planning, action, observation and reflection. The purpose of the research was to improve students' vocabulary mastery at XI IPA 2 of SMA N 1 Pleret through extensive reading activities. The researcher focused on employing the extensive reading activities to improve students' vocabulary mastery.

The researcher did some steps in conducting the research. The first step was reconnaissance. In the reconnaissance step, she observed and identified the problems occurring in the vocabulary-learning process. She identified the problems from four factors (teacher, students, materials, and technique). The second step was planning. After the problems had been identified, she designed a syllabus and an action implemented in the field. The action designed in this research used the extensive reading activities in vocabulary learning. The third step was action and observation. In this step, she implemented the action. After that, she observed and evaluated the data, whether the extensive reading activities

was effective to improve students' vocabulary mastery. The last step was reflection. In the reflection step, the English teacher (ET) as the collaborator, students, and the researcher herself identified the effective and ineffective actions activities. Thus, the researcher could design the better plans for the next cycle.

A. Reconnaissance

In this step, the researcher interviewed the English teacher and the students at XI IPA 2 of SMA N 1 Pleret to get some input about the opinions of the weakness and suggestions related to the English teaching and learning process. Then, she did observations to find and identify the problems concerning the English teaching-learning process in the class.

1. Identification of the Field Problems

To identify the problems occurring in English teaching learning process at XI IPA 2 of SMA N 1 Pleret, the researcher did some observations. Below is one of the field notes during the researcher did observations:

<p>FIELD NOTE 3 July 14th 2011 Class room XI IPA 2 SMA N 1 Pleret Observation 1 R : researcher ET : English teacher S : student SS : students</p>

The teacher and the researcher came into the class at 7.00 a.m. R came into the class to do the observation for the first time. ET came to the class with a greeting *"Assalamualaikum"* and some of the students answered it. The others students were still outside the classroom. Then, ET asked the leader of the class to call their friends. After all the students were in the class, the lesson was begun with a praying. Then, ET took the attendance list. All the students attended in the class. ET introduced R to the students. ET said *"R will teach you for some meetings"*. After that, the class was noisy again. All of them asked *"mbaknya kuliah dimana?"*. Then, R introduced herself. After that, the lesson was started and ET asked *"did you do your homework in the previous meeting?, what are the homework?"*, SS answered, *"translating the text on the book, mom"*. The class was so noisy when SS were preparing the book. However, some students talked with their friend. ET asked, *"why did you talk with your friend?"*. S answered, *"I forgot to bring the book, mom"*. Then, the teacher asked the students who did not bring the book to raise their hands. *"who did not bring the book? please raise your hand!"*. There were nine students raising their hands. *"Do you remember the punishment for those not bringing the book?"*, ET asked. *"yes, mom"* the students said. *"You have to translate an article from a book, magazine, or newspaper and please submit it next week"*.

ET began the lesson. *"students who did not bring the coursebook had to join with their friend"*. *"Now, let's open page 68 and there is a report text. Is there anyone who wants to read the text?"* the teacher said. *"Danies, Mom!"*. *"I can't read English texts, Mom"*. *"If there is no one who wants to read the text, I will mention a name of you from the attendance list, a student read one paragraph. Arif, please read the text!"* ET asked. *"no, mom, I cannot."* S answered. *"It doesn't matter. Please try to read"* ET said Arif was reading the 'Four Friends' text. He read the text slowly and read it word by word. Then, ET corrected the pronunciation. *"Good, Arif"* ET said. After reading activity, ET asked SS to do the tasks about reading comprehension test and find the meaning of unfamiliar words on the book.

After 20 minutes, ET asked, *"Have you finished class?"*, The students kept quiet. Some of the students answered, *"not yet Mom."* *.It's ok! Now, please listen to me"*, ET said. ET read the sentence and translated it, while some students wrote the meaning. However, the other students kept silent and did other activities.

After reading and translating the whole paragraph, the teacher asked the students to answer the reading comprehension test. *"Please answer the reading comprehension test 1 -10!"*. ET asked the student to answer the question from number 1. *"Ok, what is the answer for no 1? Nadya?"* *"The answer for number 1"*. When ET gave attention to the student who was answering, the other students made noise during the teaching and learning process.

After answering all the questions, ET explained again about report text. Then, the bell was ringing. ET said, *"that is all the time that we have for today. So, we should be finishing up now"* and we will continue this chapter next time. ET closed the lesson".

After the teaching and learning of English process finished, R did the interview to some students about the English lesson.

After the researcher did some observations in the classroom, she had interviews with the English teacher and the students. Then, based on the observations and the interviews, she and the English teacher identified some problems occurring in the English teaching-learning process. The problems are presented as follows.

- a. Some students were bored and passive during the teaching and learning of English process.
- b. Students did not pay attention when the teacher explained the material.
- c. The students lacked vocabulary mastery in understanding texts.
- d. The students translated the meaning word for word; they did not consider context.
- e. The students had difficulties in memorizing unfamiliar English words.
- f. The students had difficulties in doing the task.
- g. The students often made noise during the teaching-learning process.
- h. The students pronounced words incorrectly.
- i. The students had low motivation in learning English.
- j. Some students were afraid and shy to ask or answer the teacher's questions in English.
- k. The students rarely checked the unfamiliar words in the dictionary; they waited for the teacher's explanation about the meaning of the words.
- l. The students had a little opportunity to explore various English texts.
- m. The students were not interested in the material given by the English teacher.

- n. The teacher still used a monotonous technique; GTM (*Grammar Translation Method*) in the English teaching and learning process.
- o. The teacher had difficulties in managing the class.
- p. The teacher did not implement some interesting activities.
- q. There were not enough books for all students; the materials were mostly taken from course books and LKS.

2. Identification of Field Problems to be Solved

After identifying the problems in the English teaching-learning process, the researcher and the research members discussed the most important problems. Those problems could influence the teaching-learning process if they were not solved soon. They could give bad effects to students in order to achieve the materials given by the teacher. There were five most important problems identified in the discussion session.

- 1. The students had a little opportunity to explore various English texts.
- 2. The students were passive during the English teaching and learning process.
- 3. The students got bored with the classroom activities.
- 4. The students had difficulties in understanding the meaning of the word.
- 5. The students had difficulties in memorizing the new English words.

After identifying the most important problems, they analyzed the problems to find the main causes. This step was needed to recognize the obstacles and weakness in relation to the field problems found.

Table 3: **Field Problems and Causes**

No	Field Problems	Main Causes
1	The students had a little opportunity to explore various English texts.	The teacher only gave a short text from the course book and LKS to improve vocabulary mastery.
2	The students were passive during the English teaching and learning process.	The teacher rarely gave motivation.
3	The students got bored with the classroom activities.	The teaching and learning activities were monotonous; too many reading aloud.
4	The students had difficulties in understanding the meaning of the word.	The students translated the meaning word for word without considering a context and they rarely opened the dictionary.
5	The students had difficulties in memorizing the new English words.	The teacher did not know how to present the words in interesting way.

3. Determining the Actions to Solve the Field Problems

After analyzing the main cause of the problem, the researcher implemented the appropriate way to improve the students' vocabulary mastery. There were two options agreed by English teacher (ET) and the researcher in order to improve students' vocabulary mastery. They were using extensive reading activities and the crossword puzzles. Considering the strengths and the weaknesses of extensive reading activities and the crossword puzzles, finally ET and the researcher decided to use the extensive reading activities to improve students' vocabulary mastery. This is because crossword puzzles were difficult to find or to create. In addition, it did not explore the texts especially based on genre text-based approach.

Finally, ET and the researcher decided to use the extensive reading activities to improve students' vocabulary mastery. It was interesting, motivated, and enjoyable for the students of XI IPA 2 at SMA N 1 Pleret. The actions are presented in the following table.

Table 4: Field Problems, Main Causes, and Actions

No	Field Problems	Main Causes	Actions
1	The students had a little opportunity to explore various English texts.	The teacher only gave a short text from the course book to improve vocabulary mastery.	Giving various reading materials (books flood) and implementing sustained silent reading
2	The students were passive during the English teaching and learning process.	The teacher very rarely gave motivation.	
3	The students got bored with the classroom activities.	The teaching and learning activities were monotonous (reading aloud and translating the text word by word)	Implementing various interesting extensive reading activities to improve students' vocabulary mastery
4	The students had difficulties in understanding the meaning of the word.	The students translated the meaning word for word without considering the context and they rarely opened the dictionary.	
5	The students had difficulties in memorizing the new English words.	The teacher did not know how to teach vocabulary mastery.	

B. The Report of Cycle I

1. Planning of Cycle I

Based on the result of the discussion with the research members on July 14th 2011, a plan of action would be implemented in the first cycle. The focus of the action in this cycle was to improve the students' vocabulary mastery. The action is presented as follows.

a) Implementing Various Extensive Reading Activities to Improve Students' Vocabulary Mastery

In this cycle, the researcher used extensive reading activities in order to improve students' vocabulary mastery. There were four meetings in Cycle I. In the first and second meetings, she discussed the report text as the materials. The third and the fourth meetings, she discussed short functional texts (pamphlets and posters). At the beginning of the meeting she explained the topic as in the syllabus. Then, she gave students an opportunity to explore various English texts in the classroom activity. The extensive reading activity was done in the beginning of the meeting to arise the students' motivation and improve students' reading interest. In the last meeting the students did the task about the topic and submitted the summary as reading reports.

Supporting Nation's statement in Cameron (2001: 84) that the "look and remember" way of vocabulary learning seems not very effective for learners of the English language, a new word needs to be met at least five or six times in a text book unit before it has any chance of being learnt. The researcher designed some steps in applying the extensive reading activities to solve the problems related to vocabulary above. The steps are as follows:

1) Giving Various Reading Materials (The Book Flood Activity)

The researcher used the book flood activity to give students an opportunity to explore various English texts. Students learnt best when they were actively involved in the process. In this activity, they read a large amount of very easy reading materials. Thus, they could read smoothly and pleurably.

Some students were still confused in choosing the appropriate reading materials for their reading ability. Then, English teacher and she helped some students who had the difficulties in finding the appropriate reading materials. All the students were enthusiastic in reading different kinds of reading materials. They had ample opportunity to choose what they wanted to read. They might skip the book when the book was too difficult for them. During this activity, the students were very enthusiastic because it was something new for them.

2) Implementing Sustained Silent Reading

The sustained silent reading was the time when students and the researcher were allowed to read without any distractions and look up into the dictionary. The purpose of sustained silent reading was to improve students' vocabulary mastery and to learn reading for pleasure. Sustained silent reading was implemented for 30 minutes.

Sustained silent reading time offered the students an opportunity to read material of their own choice. The students liked to reading their favorite topic for example sport, fashion, and automotive. They did not need to read the whole paragraph in the texts. They were able to find the important information in the text

to make a summary in the quick book report. The students sometimes shared the interesting parts of the text to their classmates.

3) Quick Book Report

The quick book report activity was conducted in the first and second meetings. In this activity, the students had to make a summary and vocabulary list of the report text in the newspaper, magazines, and others materials. The students had to use the scanning and skimming skills to find the important information and make a summary of the report text in the newspapers and magazines.

Before conducting this activity, researcher gave some models of how to scan and skim the newspapers and magazines in order to get important information in the text. She also gave an example of how to make a summary and vocabulary list. The students enjoyed this activity since they could explore various English texts. However, many students did not like to make the reading report in other materials. It was because they did not know the meaning of the words. As a result, they only searched and looked at the pictures in the newspaper. She warned them that they had to find the interesting materials about report text and not only to look at the pictures in the newspaper.

b) Doing a Vocabulary Test

The aim of doing a vocabulary test was to make the students learn vocabulary list easily in the end of extensive reading activity. In addition, they memorized best a new word when they met at least five times. They did the task

to learn more of what was read and retain vocabularies longer. Those who did the task in the end of extensive reading activity also appeared more satisfied with their work. In this case, doing the task follows identifying the topic and generic structure of the text, identifying 5 W 1 H questions related to the text, finding the meaning of the difficult words of the text, finding the synonym of the words, and completing the sentence with the suitable words.

c) Discussing the answer

After the students finished their work, they discussed the answer with the researcher. Through this activity, they were expected to be able to know and understand the content of the text and meaning of the words, and finally could remember the words easily. In this case, the researcher discussed all the answers and gave a chance to all students to answer and even correct their friends' answers. For the students who did not have a chance to answer, could learn from them.

Table 5: Plans of Cycle I

MEETING	STANDARD COMPETENCY	BASIC COMPETENCY	LEARNING ACTIVITY	INDICATORS
1	1. Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of report	BKOF and MOT <ul style="list-style-type: none"> Introducing and exploring texts by using book flood activity JCOT <ul style="list-style-type: none"> Implementing sustained silent reading Answering the 5 W 1 H questions related to the text finding texts' vocabularies with the partner discussing the answer ICOT <ul style="list-style-type: none"> Doing the task individually LRT <ul style="list-style-type: none"> finding report text and making summary (quick book report) 	<ul style="list-style-type: none"> Reading the report text Identifying the topic and generic structure of the text Finding the meaning of the difficult words of the text Finding the synonym of the words Completing the sentence with the suitable words
2	1. Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and	To comprehend and respond the meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of report	JCOT <ul style="list-style-type: none"> Discussing the task Doing quick book report 	<ul style="list-style-type: none"> Reading the report text Identifying the topic and generic structure of the text

(continued)

(continued)

MEETING	STANDARD COMPETENCY	BASIC COMPETENCY	LEARNING ACTIVITY	INDICATORS
	communicatively in daily life context and to access science		ICOT <ul style="list-style-type: none"> • Doing book flood activity • Implementing sustained reading activity • Doing the task • Discussing the answer together 	<ul style="list-style-type: none"> • Finding the spesific information with 5W1H Questions • Finding the meaning of the underline words from the text • Finding the meaning of noun • matching the word with its synonym
3	1. Reading To understand the meaning of short functional text both formal and informal accurately, fluently and communicatively in daily context and to access science	To comprehend and respond to the meaning of short functional text (e.g. banner, poster, pamphlet, etc.) both formal and informal accurately, fluently and communicatively in daily context and to access science	BKOF <ul style="list-style-type: none"> • Introducing and exploring texts by using book flood activity MOT <ul style="list-style-type: none"> • Explaining poster and pamphlet JCOT <ul style="list-style-type: none"> • Book flood activity • implementing sustained silent reading ICOT <ul style="list-style-type: none"> • Doing the task • Discussing the task LRT <ul style="list-style-type: none"> • Finding poster and pamphlet and present in front of class. 	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic and spesific information of the text • Identifying the meaning of the sentence • Identifying the meaning of the difficult wods of the text • Finding the synonym of the words

(continued)

(continued)

MEETING	STANDARD COMPETENCY	BASIC COMPETENCY	LEARNING ACTIVITY	INDICATORS
4	1. Reading To understand the meaning of short functional text both formal and informal accurately fluently and communicatively in daily context and to access science	To comprehend and respond to the meaning of short functional text (e.g. banner, poster, pamphlet, etc.) both formal and informal accurately, fluently and communicatively in daily context and to access science	JCOT <ul style="list-style-type: none"> • Discussing the homework • Giving feedback to the homework • Book flood activity • Doing sustained silent reading ICOT <ul style="list-style-type: none"> • Doing the task Individually • Discussing the answer together 	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic and important information of the text • Identifying the meaning of the sentence • Identifying the meaning of the unfamiliar words of the text • Finding the synonym of the words

2. Action and Observation of Cycle I

The implementation of the actions in the first cycle was done in four meetings, on July 23, 28, 30, and August 4, 2011. The learning materials were report text and short functional text (poster and pamphlet). The researcher acted as the teacher and the English teacher became the observer. The data of Cycle I were collected based on observations, interviews, and photographs. Data were in the form of field notes, interview transcript, and photographs. The results can be presented as follows.

1) Implementing Various Extensive Reading Activities to Improve Students' Vocabulary Mastery

The extensive reading activities were activities used to improve students' vocabulary mastery. The researcher used these activities as a part of the English teaching-learning process. In implementing them, she designed some activities in order to make the students master vocabulary well. Those activities were book flood activity and quick book report.

Before implementing the extensive reading activities, the researcher explained the rule and how to do it first. The students seemed confused at first. However, they were enthusiastic to hear it because these activities were the first time for them. There was a student who asked her to repeat the explanation. She repeated it and finally they understood.

While implementing the extensive reading activities, the researcher herself monitored everything she needed to get the data. The English teacher as the collaborator helped her observe the English teaching and learning process from the back side of the classroom. At that time, the students were happy when they did it. It could be seen from their behavior. They looked serious and most of them were busy to finish their reading. She designed some steps in implementing the extensive reading activity. The steps are as follows:

a) Giving Various Reading Materials (The Book Flood Activity)

In every meeting, the researcher applied the book flood activity as the warming up to improve students' interest and motivation. She designed this activity for about ten minutes in the English teaching and learning process. In every beginning of the lessons, she provided various interesting reading

materials. To make students enjoy reading, they themselves had to choose one of the reading materials. Each student read different books, newspapers or magazines. The situation in the book flood activity is explained as follows.

Before implementing the book flood activity, the researcher introduced the topic on report text. She asked some questions related to the topic to arouse the students' attention to the lessons. Then, she explained the goal of the activity. After that, the activity was started by asking, *"Are you ready to learn now class?"* and then, they answered, *"Yes, Miss."*

The researcher provided various interesting materials to the students. *"Okay, today, I bring many interesting reading materials for you. You have to choose one of them to be read silently and individually."* She gave an example of one book and showed the interesting picture about football in front of the class. The students were happy since they still had many chances to choose and read their favorite books. Then, all students came to the front of class to choose the books. The situation in this activity was very noisy since the students wanted to get their favorite books. Ahmad said, *"I want to read a soccer magazine but Arif got it first"*. She tried to give alternative interesting materials for him. *"Okay, wait a minute, I will find it for you"*, she said. When he knew that there were no soccer magazines anymore, he was very disappointed. Then she tried to ask him to find other materials. Ahmad said, *"There's nothing else"*. Then, she gave him an interesting short story. *"How about this one?"* she asked. Ahmad answer, *"What is this report about?"*. *"Hmm, I will not tell you before you read it by yourself."*

But it is an interesting story so you must read it", she said. Ahmad answered, *"Are you sure, Miss?" "Yes, absolutely,"* she said.

In this activity, the researcher and English teacher help the students find an appropriate book or text based on their reading level and interest. She walked around the class to ensure that the students read the appropriate materials for them. They enjoyed in doing this activity very much because they were free to choose interesting reading materials. The reading materials were books, newspaper, magazine and article from the internet. They would not be confused because she provided the reading materials which were suitable with their level.

b) The Sustained Silent Reading

The sustained silent reading was always conducted for 30 minutes in each meeting. The researcher asked the students to read silently and individually the reading material. She asked, *"Has everybody got the materials?"*. Most of students said "yes" but there were four students answering "no". They were still searching for new materials. They asked, *"Miss, is there any latest soccer newspaper?"*. She answered, *"Wait a minute, I will find it for you."* The student was very happy when she got Dimitar Berbatov's profile in the newspaper. *"Cool! it is Berbatov"*, they said. Berbatov was a very famous striker from Manchester United. Hendi and his friends then read it together. They sometimes share their experiences when they watched their favorite team playing. Furthermore, female students preferred to read fashion style texts to sports news. The students read the texts until the time was up. They did not realize that they had read more than 30 minutes. One of the students

asked to borrow the magazines. He asked, *“Miss, may I borrow this magazine?”*. She answered, *“Sure, you may borrow and read them at home.”*

c) Quick book report

Quick book report was the activity done after the students finished their reading. They had to report the result of their reading in the quick book report. This activity was considered to be one of the important parts to improve students' vocabulary mastery. This is because while reading the text, they learned to find important information of the text. Thus, they were triggered to know the meaning of unfamiliar words. Finally, they summarized the text.

In the first and second meetings, the researcher introduced the topic about report texts. She asked the students to read the text that they had chosen. After finishing their reading, they had to make a summary about those texts and submit the quick book report. *“Please submit your quick book report”*, she asked. However, in the end of meeting some of the students said *“We find it difficult to make a summary in quick book report”*.

There were some students who had difficulties to make a summary in quick book report. It was because they did not understand the way to summary and did not know the vocabulary of the text in newspaper. This situation is shown in the following quotation:

- (1) R : *Kalo menurut kalian bagaimana quick book reportnya tadi, ada kesulitan gak?*
 (In your opinion, how about the quick book report activity?
 Any difficulty?)
 S : *Ada, Miss.*
 (Yes, Miss)
 R : *Yang mana?*
 (Which one?)

- S : *Yang merangkum bacaannya itu lho, mbak.*
(In making a summary, Miss)
- R : *Susahnya dimananya?*
(Could you show me which one?)
- S : *Saya nulis kalimatnya bingung yang mana karena bacaannya banyak.*
(I am confused how to write because the text is too long)
- R : *Ya bacaannya diambil sebagian dulu aja nanti kalo gak selesai dilanjutin dirumah merangkumnya.*
(I think you can read the first few pages and continue your reading as an assignment)
- S : *Oh gitu ya mbak.*
(Ok, Miss)

(Meeting 2, Interview 12)

The researcher decided to repeat the instruction and explained the strategies on how to make a summary through scanning and skimming skills. After a while, it seemed that they had finished their writing. She asked the students “*Has everybody finished in writing down the summary?*” Most of them answered “*Yes.*” When they had finished writing, she gave them an example of how to find important information using the scanning skill. In this activity, she gave some models of how to scan and skim the newspaper in order to get important information. This situation is shown in the following quotations:

- (2) R : *Kamu belajar apa aja tadi?*
(What did you learn?)
- S : *Saya belajar scan and skim Koran sama majalah*
(I learnt to scan and skim the newspapers and magazines)
- R : *Susah gak?*
(Was it difficult?)
- S : *Enggak sih, tapi sedikit suka bingung*
(No, but sometimes I’m still confused)
- R : *Kalau scanning sama skimming tuh apa to?*
(What are scanning and skimming?)
- S : *Tu ehm...kita baca yang bagian penting – penting aja!*
(Mmm...we read only the important part)

(Meeting 2, Interview 12)

In the third meeting, the topic was about short functional text (posters and pamphlets). The researcher took a newspaper and a magazine. The newspaper's edition was July 21th, 2011. She showed them and asked the students *"Do you know what it is?"* They answered loudly *"Newspaper."* *"What do you usually find in a newspaper?"* she asked. Some of the students answered *"News, advertisements, poster, pamphlet, TV schedule, and picture."* Then, she explained the definition of pamphlet and poster. She walked around the class to make sure that students understood the given task about finding poster and pamphlet in newspaper and making a quick book report.

1) Doing a Vocabulary Test

In doing a vocabulary test, the students were expected to be able to understand the meaning of unfamiliar words that they learnt in a text. The researcher asked them in doing a vocabulary test in a pair and individually. They prefer work in pairs to individually. They seemed happy in doing the task in pairs. However, the situation became a little bit noisy because they asked each other. They wanted to be the fastest one to finish the work.

Below are the examples of test:

Read the text carefully.

Sydney the Metropolitan City

Sydney is the most populous city in Australia, with a metropolitan area population around 4.12 million. It is the state capital of New South Wales and is the site of the first European colony in Australia. The city is Australia's largest financial centre.

Sydney is located on Australia's south-east coast. The city is built around Port Jackson, which includes Sydney Harbour, leading to the city's nickname, "the Harbour City".

This city is a major international tourist destination famous for its beaches and twin landmarks: the Sydney Opera House and the Harbour Bridge. The metropolitan area is surrounded by national parks, and contains many bays, rivers and inlets.

Sydney also has many shopping centres and retail outlets throughout the city. The Queen Victoria Building on George Street also contains many shops. Many of the large regional centres around the metropolitan area also contain large shopping complexes.

Sydney has several museums. The biggest are the Australian Museum (natural history and anthropology), the Powerhouse Museum (science, technology and design), the Art Gallery of New South Wales, the Museum of Contemporary Art and the Australian National Maritime Museum.

Sydney's Central Business District (CBD) extends southwards for about 3 kilometres (1.25 mi) from Sydney Cove. It is the point of the first European settlement in the area at the southern end of the bridge known as "The Rocks". It is densely concentrated with skyscrapers and other buildings including historic sandstone buildings such as the Sydney Town Hall and Queen Victoria Building are combined by several parks such as Wynyard and Hyde Park.

Find the words (noun) in the text above which have the following meanings.

1. Large area of land with grass and trees surrounding.
2. Someone who visits a place for pleasure and interest on holiday.
3. Building where objects of historical, scientific or artistic interest are kept.
4. Place where people live and work, containing many houses and shops.
5. Large room used for events involving a lot of people.
6. All the people living in a particular country, area, or place.
7. Building which is used for showing works of art.
8. An area of sand near the sea.
9. A musical play in which most of the words are sung.
10. A country controlled politically.

- | |
|---------------|
| a. museum |
| b. gallery |
| c. outlet |
| d. population |
| e. park |
| f. hall |
| g. tourist |
| h. sea |
| i. colony |
| j. opera |

From the tasks above, it could be concluded that the students could guess the meaning of words with the context. The researcher always corrected the wrong answers and they paid attention to her.

2) Discussing the Answer

In implementing this activity, the researcher and the students discussed the answers of a vocabulary test. This activity was done in the end of lesson or in the next meetings. It depended on the time available. After doing a vocabulary tests, they discussed the answer together. She started to discuss it from Task 1. There were many students raising their hands to answer the questions of the task. The students who raised their hands first had the opportunity to answer the question.

While raising their hands, they were saying “*I’am, Miss,,,I’am, Miss*”. The situation became noisy because they wanted to answer the questions.

Question number one was answered by Angga correctly. The researcher gave a chance to answer because he could raise his hand first. Before answering, he read the question first translating the meaning correctly. At that time, Angga could do it well. All students seemed enthusiastic to watch and listen to Angga. Then, question number two was answered by Danies. She could answer correctly but his translation was not accurate. Thus, the teacher corrected her translation and was followed by students. The next question was answered by Nurita correctly but she still miss-pronounced it. Then the researcher also corrected it and asked the students to repeat after her. The students repeated it loudly.

Even though most of the students seemed enthusiastic to follow the discussion, there were still some of them who seemed sitting on their chair for doing nothing. When the researcher asked them, they answered that they were shy and they were also afraid if their answers were wrong.

3. Reflection of Cycle I

After conducting the action of Cycle I, the research team had a discussion to make some reflections. In the discussion, the data were analyzed from the observations and the interview guides to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. The following are the results of the reflection:

1) Implementing Various Interesting Extensive Reading Activities

The extensive reading activities are one of techniques that can improve students' vocabulary mastery. It can be implemented inside and outside of class as an activity in teaching and learning process. Based on the observation during the action and the interview, the implementation of extensive reading activity in English teaching and learning process was successful to improve students' vocabulary mastery. It made students happy and enjoy the learning process. They did not get bored during teaching and learning process. Those statements are supported by the quotation of the interview with the students below:

- (3) R : *Setelah ada banyak bacaan Bahasa Inggris dalam extensive reading activity, kamu jadi suka gak sama pelajaran Bahasa Inggris?*
 (After there are various interesting reading materials of extensive reading activity, do you like learning English?)
 S : *Saya suka, membuat senang miss.*
 (I like it because it makes me happy, Miss)
(Interview 8, Meeting 1)

- (4) R : *Senang gak dengan pelajaran hari ini?*
 (Do you enjoy the lesson today?)
 S : *Senang.*
 (Yes, I do)
 R : *Gimana, merasa ada perubahan gak?*
 (Is there any progress?)
 S : *Ya jadi tahu Miss,,kata yang dulu ga tahu sekarang jadi tahu, he,he (tersenyum)*
 (I can know the words more, Miss)
(Interview 9, Meeting 1)

The following interview's quotation with ET also showed how effective the extensive reading activity was.

- (5) R : *Pada pembelajaran tadi intinya cycle pertama itu bagaimana ya bu?sudah ada peningkatan belum?*
 (What do you think of the first cycle, is there any improvement?)
 ET : *Ya, sudah ada mbak, sudah kelihatan.*

- (Yes)
- R : Terlihat dimana bu?*
(How do you know mom?)
- ET : Ya itu tadi mbak, antusiasnya.*
(It could be seen from their enthusiasm)
- R : Pada waktu menjawab itu ya bu?*
(When they do the tasks?)
- ET : Iya, pada waktu menjawab soal vocabulary, lagi pula kelihatanya kosakata yang mereka kuasai juga bertambah.*
(Yes, it seemed that there was an improvement on their vocabulary)

(Interview 19)

The quotation (5) shows that the students enjoyed the extensive reading activity. They felt happy and enjoy. Furthermore, they knew more about the new words. By implementing extensive reading activity in English teaching and learning process, the students did not get bored. This finding is consistent with Krashen (2004:12) who says that extensive reading is the promotion of confidence and motivation, and it also develops a positive attitude to reading and studying English. Students who do not feel confident in reading English texts tend to give up reading a whole book.

The various interesting extensive reading activities of Cycle I had some activities. They were book flood activity, sustained reading activity, and the quick book report. Although generally the extensive reading activities were considered successful, there were some weaknesses in the activities of extensive reading. The researcher and ET found that there were some students who had difficulties in understanding the instruction given.

a) Giving Various Reading Materials (The Book Flood Activity)

The book flood activity was applied in every extensive reading activity. It was effective to give students opportunity to explore the various English texts. These activities could improve students' reading interest and vocabulary mastery. Most importantly, it could motivate them to read smoothly in the classroom. Based on the result of the reflection, the English teacher advised the researcher to supply more authentic reading materials so that they would be more challenging to explore various reading materials. The researcher and collaborator agreed to continue book flood activity in Cycle II because they enjoyed and free to choose books or reading materials. It is not easy to ask them to stop reading. It was shown in the quotation:

(6) R : *Menurut kalian gimana kelas kita pagi ini terutama aktivitas book flood tadi?*

(What do you think of the book flood activity?)

S : *Menyenangkan!!*

(It is interesting.)

R : *Kenapa? Kamu suka berarti?*

(Why? Does it mean you like it?)

S : *Iya, karena banyak bacaan yang menarik*

(Yes, because there are many interesting reading materials.)

(Interview 11, Meeting 2)

In the beginning of book flood activity, the students were very confused to choose the appropriate reading materials for them. However, they could cope this problem because the researcher helped them choose an appropriate book based on their reading level and interest. There were too many books, novels, short stories, authentic reading materials and many more.

The students said that the lesson was more interesting. They enjoyed it very much as what can be seen in the interview below:

- (7) R : *Menurut kalian, gimana kelas kita pagi ini?*
(In your opinion, how is our class this morning?)
S : *Senang.*
(I am happy.)
R : *Kamu senang atau tidak? Kenapa?*
(Do you like that? Why?)
S : *Senang, karena banyak bacaan yang seru jadi saya senang membaca!*
(I like that, there are many interesting books so we love reading!!)

(Interview 14, Meeting 2)

The book flood activity made the students more enthusiastic in reading English texts because the reading materials were very simple and easy to understand. Thus, they did not need to open the dictionary. They said that extensive reading activities were more joyful and pleasant than the previous activities applied as the students said in the interview transcript below.

- (8) R : *Setelah pelajaran kita sekarang, kamu jadi tambah senang gak belajar bahasa Inggris?*
(After having our lesson today, do you like English more than before?)
S : *Senang! Jadi gak boring lagi*
(We are not bored anymore)
R : *Pas waktu membaca kalian masih suka buka kamus lagi gak?*
(Do you still open the dictionary?)
S : *Enggak.* (No)

(Interview 15, Meeting 3)

b) Implementing the Sustained Silent Reading

Practicing reading materials in the sustained silent reading time was expected to give students an opportunity to read without any distractions and to learn to enjoy reading for pleasure. It also successfully encouraged them to share the interesting parts of what they had read. However, there were still some weaknesses; the sustained silent reading time was too short so that they were not

their quick book report. This was because the time was limited and the text was too difficult for them.

2) Doing the Vocabulary Test

The implementation of doing a vocabulary test in the last activity was successful. The students could do the test in pairs or individually. This activity was one of the activities to measure whether there was an improvement in their vocabulary or not. From the activities done by the students, the researcher and the English teacher agreed that there was an improvement in their vocabulary although sometimes there were still some students making mistakes. Their mistakes were not about vocabulary but grammar. The other reason because they did not bring dictionary. Thus, they did not know the meaning.

- (11) R : *Hayo sekarang angga, gimana tadi bisa ngerjain soal latihannya?*
 How about you, Angga? Could you finish the task?)
 S : *Gak miss.....he,he,he.*
 (No, Miss)
 R : *Lah, kenapa gak bisa?*
 (Why?)
 S : *Gak tau artinya mbak.*
 (I do not know the meaning, Miss.)
 R : *O tadi gak bawa kamus ya?*
 (Do you bring the dictionary?)
 S : *Gak miss.*
 (No, Miss)

(Interview 18, Meeting 4)

In doing this activity, students felt happy and most of them wanted to come up to the front of the class to write down their answer on the blackboard. This quotation reflects that the students enjoyed in doing the tasks.

- (12) R : *Gimana tadi bisa gak ngerjain soal latihan tentang vocabularinya?*
(Well, can you do the test?)
- S : *Lumayan bisa mbak.*
(I can do it, Miss)
- R : *Berarti udah banyak menguasai kata-katanya ya?*
(So, you have known all words?)
- S : *Iya mbak. Kan tadi teksnya uda tahu isinya. Jadi tinggal guessing meaning aja.*
(Yes, Miss. Because I have known the content of the text. So, I just guess the meaning)
- R : *Ooo.....gitu. Iya pintar. Tingkatkan terus ya membacanya. Supaya banyak menguasai kata-kata.*
(Ok! Good. Keep your reading to improve your vocabulary)
- S : *Iya mbak.*
(Ok, Miss!)

(Interview 18, Meeting 4)

- (13) R : *Terus bagaimana dengan menemukan synonym tadi?*
(Then, what about the activities of finding the synonym?)
- S : *Senang miss.*
(I am happy)
- R : *Senangnya dimana?*
(What makes you happy?)
- S : *Senangnya jadi tahu banyak arti kata kata.*
(When I know more words)

(Interview 17, Meeting 3)

By implementing this activity, the students could know their vocabulary mastery. The following interview shows how effective this activity:

- (14) ET : *Iya, pada waktu menjawab, kelihatanya kosakata yang mereka kuasai juga bertambah.*
(Yes. When answering, it seems that there was an improvement on their vocabulary)
- R : *Tahunya bertambah dimana bu?*
(How do you know mom?)
- ET : *Ya bisa dilihat pada waktu memasangkan kata dengan artinya, walaupun masih ada yang salah namun secara keseluruhan bisa dibilang kosakata yang mereka kuasai bertambah.*

(It can be seen when matching the words. Although sometimes they still make mistakes, overall there is an improvement on their vocabulary).

(Interview 19)

3) Discussing the answer

The function of discussing the answer was to make students more familiar with the words they learnt. This activity was successful. They seemed enthusiastic in joining this activity; Most of them raised their hand to answer the question. However, there were still some students who were afraid of answering. They were just afraid for making mistakes. This situation is shown in the following quotation:

- (15) *“Walaupun hampir semua Ss terlihat antusias untuk menjawab namun masih ada beberapa orang yang terlihat diam. Diantara mereka yaitu Dewi dan Winda. Ketika ditanya ternyata mereka malu, takut salah jawabnya. setelah semua jawaban dibahas, R meminta Ss untuk melafalkan lagi vocabulary. Mereka terlihat kooperatif ketika disuruh mengulangi nya. Mereka melafalkanya dengan semangat.”*

(Field note 9)

(“Although most of the students seemed enthusiastic to answer, there were still some students who were shy and afraid, among them are Arif and Dinda, they were afraid if their answer was wrong. After all the answers were discussed, R asked S to pronounce again the vocabulary. They pronounced the words enthusiastically)

- (16) R : Tadi Arif ikut jawab gak waktu diskusi jawaban?
(Did you answer the questions when discussing the tasks?)
Arif : Engak miss. (No)
R : Kenapa? (why)
Arif : tadi itu mau mengacungkan tangan tuk jawab mas, tapi ragu.
(I wanted to raise my hand but I was not sure with my answer.)
R : O iya to, lah memangnya ragu karena apa Rif? (Why?)
Arif : Iya, tadi tu saya takut salah miss, malu,
(I was afraid if my answer was wrong, I was shy miss)

(Interview 16)

Discussing the answers, the students were expected to be able to have more chances to know and understand the meaning of the words but in fact the researcher and English teacher found that there were still some students who were shy and afraid to answer. They were shy and afraid if their answers were wrong.

4. Findings of Cycle I

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

a. The successful actions

- 1) The book flood activity was successful. The students had an opportunity to explore various English texts. Students learnt best when they were actively involved in the process.
- 2) The sustained silent reading was successful. It offered the students an opportunity to read material of their own choice without any distractions and looking up the dictionary.
- 3) Doing a vocabulary test was successful. It could measure whether the students could know or understand the words they learnt. In addition, it made the students to learn vocabulary list easily.

b. The unsuccessful actions

- 1) The quick book report was not successful yet because the students did not understand the way to make a summary and did not know the vocabulary of text in newspaper.

- 2) Discussing the answer was not successful yet because there were still some students who were afraid of answering the questions. They were shy if their answers were wrong.

C. The Report of Cycle II

The reflection of Cycle I reveals that some activities in implementing the extensive reading activities were not successful yet to improve students' vocabulary mastery. There were still some students who did not bring a dictionary and there were those who had difficulties to make a summary in quick book report. In addition, they were afraid in answering the questions. They were shy if their answers were wrong in discussing the answer activity.

The researcher decided to implement the new activities with the consideration that the students needed more enjoyable activities to make them much more interested and motivated in reading English texts.

1. Plans of Cycle II

The English Teacher and the researcher planned some efforts as treatments to solve the problems related to the problems identified above. They would still use the similar activities like in Cycle I, e.g. book flood activity and sustained silent reading. The action plans of the Cycle II are presented as follows.

- a. book flood activity,
- b. sustained silent reading,
- c. group work,
- d. telling the truth activity, and

- e. giving rewards.

The new efforts are described as follows:

a) Group work

The group work was applied in Cycle II. This activity was done during the extensive reading activity. The implementation of group work in this cycle was expected to improve the interaction among the members of the group. During the group work, the students could share the content of the story and finish their reading quickly. In addition, they worked together in doing the task given. They thought that it was easier to do the exercises when they worked in group than they had to work individually.

b) Telling-the-Truth Activity

The telling-the-truth activity was the activity in which the students of the group had to retell the short story in directly in front of the class. The other group asked them questions about the story. The steps of the activity were as follows: the students were put in groups of four. The members of each group had to decide which story they were going to retell to their classmates. They had to select a story that should be presented in front of the class.

c) Giving rewards

This action was aimed to arouse students' involvement during the vocabulary teaching-learning process, especially their involvement in extensive reading activity and doing the tasks. In this action, the researcher would give

chocolate to some students who were active and could get good score in doing vocabulary test.

Table 6: **Plans of Cycle II**

MEET ING	STANDARD COMPETENCY	BASIC COMPETENCY	LEARNING ACTIVITY	INDICATORS
5	Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of narrative	BKOF <ul style="list-style-type: none"> • Asking questions to the topic • Introducing and exploring the narrative texts • Book flood activity MOT <ul style="list-style-type: none"> • Explaining the generic structure of narrative text, the way to identify topic, important information and summarize the text JCOT <ul style="list-style-type: none"> • Sustained silent reading • Discussing texts' vocabularies with the partner ICOT <ul style="list-style-type: none"> • Doing vocabulary test individually LRT Giving homework to find narrative text	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic and generic structure of the text • Finding the important information with 5W1H Questions • Finding the meaning of the underlined words of the text • Finding the synonym and antonym of the words

(Continued)

(Continued)

MEETING	STANDARD COMPETENCY	BASIC COMPETENCY	LEARNING ACTIVITY	INDICATORS
6	Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of narrative	JCOT <ul style="list-style-type: none"> • Discussing the homework • Giving feedback to the homework • Book flood activity • Sustained silent reading • Telling the truth in group work ICOT <ul style="list-style-type: none"> • Doing the task individually • Discussing the answer LRT Giving homework to find narrative text	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic and generic structure of the text • Finding the important information with 5W1H Questions • Finding the meaning of the underlined words from the text • Finding the meaning of noun • Matching the words with their synonyms
7	Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of narrative	JCOT <ul style="list-style-type: none"> • Discussing the homework • Giving feedback to the homework • Book flood activity • Sustained silent reading 	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic • Finding the meaning of the underlined words from the text • Finding the words that have suitable meaning

(Continued)

(Continued)

MEETING	STANDARD COMPETENCY	BASIC COMPETENCY	LEARNING ACTIVITY	INDICATORS
			<ul style="list-style-type: none"> Telling the truth activity in group work ICOT <ul style="list-style-type: none"> Doing the task individually Giving rewards to the students 	
8	Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of narrative	JCOT <ul style="list-style-type: none"> Book flood activity Sustained silent reading Discussing texts' vocabularies with the partner ICOT <ul style="list-style-type: none"> Doing the vocabulary test individually Giving reward to the students. 	<ul style="list-style-type: none"> Reading the report text Identifying the topic Finding the meaning of the underlined words from the text Finding the words that have suitable meaning Matching the synonym words Completing sentences.

2. Action and Observation of Cycle II

Cycle II was done in four meetings; they were on August 6th, 11th, 13th, and 18th 2011. Below are the actions that the researcher implemented in Cycle 2:

a) The Books Flood Activities

In Cycle II, the book flood activity was still used to give students an opportunity to explore various English texts. They were still provided various interesting reading materials. Then, the students had to choose one of the materials to read silently and individually in the class. They understood the rule of the book flood activity very well; they did not find difficulties when they had to choose the appropriate materials for themselves.

The situation in the book flood activity is explained below. As what had been conducted in the previous cycle, the students were given many interesting materials. Without researcher's instruction, they themselves chose the materials. Students found the appropriate materials for them, and they enjoyed the activity. They were discussing the materials together. There were some students asking the teacher about the book. All students like reading English texts; they were not bored anymore. They assumed that reading was a pleasurable activity.

b) Implementing Sustained Silent Reading

The purpose of sustained silent reading was to improve students' vocabulary mastery and to learn to enjoy reading for pleasure. This activity was implemented in the last 20 minutes of teaching and learning process. In this activity, the researcher gave students opportunities to select their own reading materials. They read the materials silently for 30 minutes in the teaching and learning process. She provided some interesting reading materials. Those were a short story, novel, biographies, poem, and many more. He showed those materials

and asked the students *“Have you ever read this story?”* They answered, *“Yes.”* However some students answered *“No.”* When students were busy talking to each other about the story, she asked Nadya to retell the story to their classmates. *“What is the story about Nadya? Please tell your friends.”* She then retold the story to their friends. She knew the story well. The title of the story was *hot tea and cold tea*. It was about a young man who came to the city and he felt very thirsty. When she finished retelling the story, all students were laughing. It was because the story was very interesting and funny. He then asked students to choose one of their favorite short stories or other interesting materials to be read silently. *“Okay, you may choose the reading materials now, class.”* She was sure that the students got the appropriate materials for the sustained silent reading period, she explained the procedure of the activities that would be conducted. They looked very enthusiastic when they read the materials.

c) Group work

In this activity the students felt easy in finishing the extensive reading activities and doing the task. In addition, it increased the interaction among the members of the group. The arrangement of the group was arranged according to their seats. Therefore, group work helped them do the vocabulary test fast. It is shown in quotations (17) and (18):

- (17) R : *O gitu to. Lah tadi mengerjakanya berkelompok to?*
 (Did you do your work in groups?)
 Fida : *Iya mbak, tadi kami bagi bagi tugas.*
 (Yes Miss, we shared the tasks)
 R : *Senang?*
 (Were you happy?)
 Fida : *Senang mbak, bisa cepet.*

(Yes we were, we could do it faster)

(Interview 22)

- (18) R : *Gimana belajar dengan berkelompok, suka?*
 (Did you like learning in groups?)
 S : *Suka*(yes I did)
 R : *Karena apa?* (Why?)
 S : *Ya enak ja mas, bisa cepet ngerjainya, kan banyak mas.*
 (Because we could do the exercise faster)

(Interview 26)

d) Telling-the-Truth Activity

In this activity, the students still work in groups of four. They had to come in front of the class to share the story with their classmates. The researcher asked them to come in front the class “*Whose group wants to share the story?*”. They were still busy talking to each other and there were some students who kept reading the story. She found difficulties to handle them. It was because they enjoyed reading the story. Even, there were some who always brought the story to read wherever they went. The teacher decided to help her handle them.”*Come on Arif, Novico, and Hendi, please be quiet.*”. Hendi said “*yes, mam*”.

When she was sure that the students were ready to conduct the activities, she explained the procedure of conducting the activities. She explained that they had to tell the truth whether they had read the story or not outside the class. She then asked Arif’s group first to come in front of the class to tell the story. She said “*Please Arif’s group come in front of class. Who are the members of your group?*” Arif answered “*My group members were Elsa, Dwi and Wulan.*” They began telling the story, and they did it in turns.

The story was about a boy who did not admit his mother because he was ashamed with his friends that his mother only had an eye. When Dwi and her friends finished telling the story, the other groups asked some questions related to the story. Fida said “*Siapa peran utama dalam ceritanya?*”, (Who is the main character in the story?), Dwi answered “*Ya actornya Cuma anak sama ibunya aja*” (the main characters are the boy and his mother). Kholis asked a question “*Kenapa si anak tuh sampe tega gak ngakuin ibunya?*” (Why did not he admit his mother?). Wulan answered “*Ya karena dia sering diejek trus sama teman-temannya di sekolah. Jadi dia tuh merasa malu punya ibu matanya cuma satu gitu!*” (It is because he feels ashamed with his friends that his mother has only one eye and he is always be mocked by his friends.). Meanwhile, Waskito asked a question “*Trus gimana ending ceritanya?*” (How is the end of the story?). Arif answered “*Ya akhirnya anak itu tau kalau matanya itu adalah mata ibunya. Karena pada waktu kecil dia jatuh trus dioperasi.*” (Finally, he knows that one of his eyes belongs to his mother since he got an accident when he was a kid). When the first group finished their task, it seemed that the other groups were not patient to wait for their turns. They did not want to sit down. They did not stop sharing until the time was up and the actions were closed by saying a prayer together.

e) Giving Rewards

In the third and fourth meetings of the second cycle, the researcher told the students that there was a reward for them who were active and could answer the questions correctly. In addition, the rewards were given to the students who could tell, present, and describe the books that they had read.

The students were very happy when they heard it and would be more motivated in reading English texts. Then, they asked the researcher about the rewards. They looked so curious. She told them that they would get a chocolate. They did not want to lose their opportunity to get the rewards.

When they finished their work, the researcher started to discuss the answer with the students. Here, there were many students who raised their hands to answer the questions. In this activity, the students who were usually shy and afraid to answer a question raised their hands. They competed to answer the questions. They were willing to retell the short story. The pictures of this situation could be seen in the documentation.

3. Reflection of Cycle II

This subchapter describes important matters concerning the reflection of the actions. The researcher had a discussion with the English teacher as the collaborator in order to have an evaluation about the action. In addition, she interviewed the students about the implemented action. From the implementation of the action above, some findings are described as follows:

a) The Book Flood Activity

In Cycle II, the implementation of the book flood activity was effective in motivating and giving students exposure to the various reading materials in the first cycle. This activity had a big influence to the students' attitude toward reading. They were more enthusiastic and interested in reading. All the materials

given, especially short story and magazines, made them much more interested in reading English texts as shown in quotation (19).

- (19) R : *Gimana pelajarannya tadi? Perasaannya gimana?*
 How was the lesson today? How did you feel?
 S : *Cool, senang*
 (It's cool. I was happy)
 R : *Seneng gimana?*
 (How was that?)
 S : *"Seneng karena ceritanya seru seru dan ada yang romantic juga*
 (I was happy because the story was interesting and romantic)
 R : *Kamu nemu kesulitan gak pas milih bacaanya?*
 (Did you find difficulties in finding the materials?)
 S : *Enggak miss*
 (No miss!)

(Interview 20)

b) Implementing Sustained Silent Reading

Sustained silent reading offered the students an opportunity to read the materials of their own choice. They enjoyed reading the short story and novel. They did not need to read the whole paragraph in the texts. They were able to find the important information in the text. They sometimes shared the interesting parts of the story to their classmates.

This quotation is taken from an interview with one of the students. It reflects that the students enjoyed reading in the sustained silent reading.

- (20) R : *Suka gak aktivitas sustain silent reading?*
 (Do you like sustained silent reading activity?)
 S : *Ya!*
 (Yes)
 R : *Buku bacaan apa yang paling kamu suka?*
 (What kinds of reading material do you like most?)
 S : *Saya suka baca Twilight*
 (I like to read Twilight)

- R : *Oh, baca Twilight to! Trus kata-katanya banyak yang ngerti gak?*
(Oh I see, reading Twilight! How about your vocabulary mastery?)
- S : *Ya saya lebih tau tentang kosakatanya. Saya menebak-nebak artinya*
(Yes, I know more about its vocabulary. I guess about the meaning).
- R : *Ibu Dara mengajarnya gimana?*
(How does Mrs. Dara teach?)
- S : *Kita biasanya cuma membaca text pendek terus disuru baca nyaring satu per satu. Lalu diterjemahin satu per satu.*
(We usually read a short text to be read loudly one by one. then, we translated one by one)

(Interview 24)

c) Group work

The implementation of group work in the extensive reading activity was successful. Group work helped the students finish their reading quickly. In addition, through this activity, they could share the story. In conclusion, through group work, the interaction among the members of the group increased. The conclusions is supported by the quotations below:

- (21) *“Sambil memonitor, R juga mencatat hal hal yang dianggap perlu untuk mengolah data. Siswa terlihat begitu serius, mereka antusias. Hal ini terbukti dengan tidak gaduhnya suasana kelas saat itu, mereka sibuk dengan kegiatan membacanya. Ada yang mengerjakan task, membuat rangkuman, mencari arti kata, dan ada juga yang bagian menulis. Mereka terlihat begitu kompak mengerjakannya.”*

(Field note 12)

(While monitoring, R took a note everything that was considered important to support the data. Students seemed so serious; they were busy with the reading activity. There were students who did the task, made a summary, translated the words, and wrote. They looked so cooperative in doing it)

- (22) R : *Gimana dengan kelompoknya?*
(What did you think about the group?)

- Wulan : *Enak miss, bisa tambah cepet.*
 (That was good, it could make faster)
 R : *Tambah cepet apanya?*
 (What did you mean?)
 Wulan : *Ngerjainnya.*
 (In doing a vocabulary test, miss)

(Interview 25)

The argument above is supported by quotation below:

- (23) R : *Terus gimana dengan kelompoknya, merasa nyaman g?*
 (Then what about group work, did you enjoy it?)
 Elsa : *Iya miss.*
 (Yes I did)
 R : *Iya nya kenapa?*
 (Why?)
 Elsa : *Bisa saling tanya miss.*
 (We could ask each other miss)

(Interview 24)

d) Telling-the-Truth

Telling-the-truth activity was successful. All the students seemed happy and enthusiastic to do this activity. In this situation, the group had to select a story and finish their reading. When all of the groups were ready, one of the groups stood in front of the class and each member of the group said, '*I have read the story*'. Then, they had to retell the story to their classmates. Each group was given only 10 minutes. The limited time given stimulated them to tell as much as possible. Finally, the other students started asking them questions about the story. It was very exciting moment when they started asking questions. They asked "*Who are the main characters?*", "*Where does the story take place?*", and "*What happen at the end of the story?*". In this activity, all students and teacher got involved in the enjoyable teaching and learning process.

Those all are illustrated in interview transcript (24).

- (24) R : *Saya suka banget dengan moment setelah kelompok I mendapat giliran maju, sebagian kelas langsung berdiri dan pengen maju ke depan juga pas waktu aktivitas telling the truth.*
 (Actually, I liked the moment when Group 1 finished their task; a half of the students in the class directly stood up and waited for their turns impatiently in telling the truth activity.)
- ET : *Saya juga suka Mbak, waktu itu semua kelompok ingin cerita di depan kelas dan kayaknya tuh ga mau kalah satu sama lain. Bagus, Mbak.*
 (I loved it. Every group wanted to have their chances. They did not want to be defeated by other groups. It was great!)
- R : *Jadi kalo kita boleh simpulin, anak-anak sudah termotivasi untuk banyak membaca ya?selain itu, penguasaan vocabularinya jug sudah meningkat, seperti mereka sudah sering membaca dan menggunakan kamus.*
 (can we say that the students are motivated to read a lot. In addition, the students' vocabulary mastery improved, they often read and open the dictionary.)
- ET : *Ya, harapannya ke depan, kelasnya seperti ini.*
 (Yes, I think. Hopefully, the next meeting would be better and better.)

(Interview 29)

e) Giving rewards

The implementation of giving rewards was successful. The students felt happy when they received a chocolate. Their involvement also increased in the second cycle. In this cycle, they were more enthusiastic. They were motivated to read and answer the questions. Furthermore, it made the students who were shy and afraid to answer in the first cycle more active. This situation could be seen in the following quotations:

- (28) R : *Jadi lebih suka diberi hadiah atau gimana?*
 (So, did you like given a rewards?)
- S : *Iya miss lebih semangat majunya. Kan ada hadiahnya coklat.*
 (Yes, it motivated me. I got a chocolate)

(Interview 30)

The statement above is also supported by the quotations below:

- (29) *R : Menurut ibu bagaimana dengan rewards yang saya aplikasikan di cycle ini?*
ET : Bagus mbak. Menurut saya ini tambah membuat siswa lebih active mbak, mereka juga terlihat senang tadi dalam pelajaran. Siswa lebih termotivasi lagi untuk presentasi karena ada hadiahnya coklat.
 (It is very good. I thought it made the students more active. In addition, it seemed that they enjoyed in the teaching learning process. They seemed more enthusiastic to present in front of class because there is a chocolate)

(Interview 31)

From the quotations above, it could be concluded that by giving rewards, the students were motivated and also happy. In addition, it also increased their involvement during the teaching learning process. It was shown by the situation in the class, the students were active to answer the questions and did presentation in front of class.

4. Findings of Cycle II

The reflection reveals that all the actions in the Cycle 2 were successful to improve students' vocabulary mastery. The successful and unsuccessful actions are presented below.

a. The successful actions

- 1) Book flood activity was successful. There were some reading materials used in the reading teaching and learning process, such as novels, short stories, and authentic reading materials. It could improve students' vocabulary mastery because they had more opportunities to know English words largely.

- 2) The sustained silent reading was successful. The students enjoyed reading their favorite books.
- 3) The group work activity was successful. This activity helped the students finish the reading activity and do the task quickly. In addition, through group work, they could share the result of reading.
- 4) The telling-the-truth activity was successful. The activities became more interesting, because there were discussions and presentations in the front of the class. Therefore, the teaching and learning process involved the students actively.
- 5) Giving rewards was successful. The students became more excited and motivated to join the activities, especially because of the rewards.

Below is the table showing the differences of vocabulary learning process in Cycles I and II.

Table 7: The Changes Results of the Action

Before the Action	After Cycle 1	After Cycle II
The students had a little opportunity to explore various English texts.	The students had more opportunities to explore various English texts. They could learn to read by reading a lot of the materials provided.	The students had more opportunities to know English texts better, since the kinds of texts given were more varied than the ones in the first cycle.
The students were passive during the English teaching and learning process.	Some students were involved actively in the activities given.	Most of the students were active. Furthermore, they also asked more frequently.

(continued)

(continued)

Before the Action	After Cycle 1	After Cycle II
The students got bored with the classroom activities.	Students enjoyed the vocabulary learning process through extensive reading activities.	The students enjoyed the vocabulary learning process. They were more excited and interested to read English texts.
The students had difficulties in understanding the meaning of the English words.	Students could guess the meaning of the English words from the context.	The Students could differ the meaning of the English words in different context.
The students had difficulties in memorizing the new English words.	Most of the students could memorize the words used in the extensive reading activities.	Most of the students not only could memorize the new English words but also could answer the questions in the vocabulary test.
There were not enough media in teaching and learning process.	There were enough media in teaching and learning process through extensive reading activities.	There were enough media in teaching and learning process through extensive reading activities. Thus, the students were motivated to follow the activities.
Some students felt afraid and shy to ask or answer the teacher's questions in English.	There were still some students who were afraid and shy to involve in discussing activity.	There were no students who were afraid and shy again to get involved in discussing activity. They all involved actively in the discussing activity.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter is divided into three sections. They are conclusion, implication and suggestion. The explanation of each point is presented below.

A. Conclusions

This action research was conducted in two cycles. It began on 11th July and ended on 18th August 2011. In both cycles, some activities in the extensive reading activities were implemented. In Cycle I, there were successful and unsuccessful actions. The successful actions were book flood, sustained silent reading, doing vocabulary test. The unsuccessful actions were the quick book report and discussing the answer.

In Cycle II, there were some changes in this action. First, quick book report was replaced with group work because in Cycle I there were some students who did not understand the way to make a summary and did not know the vocabulary of text in newspaper. Second, discussing the answer was replaced with telling the truth because in Cycle I there were still some students who were afraid of answering the questions if their answers were wrong. The last, the researcher gave rewards for students who were active, could answer the questions correctly, tell, present, and describe the books that they had read. It needed to be done because in Cycle I, the researcher still found some students were shy and passive. By giving rewards to students, it was expected that the students became more

excited and motivated to follow the activities. In the second cycle, the extensive reading activities using various interesting activities were successfully done.

Overall, it could be concluded that the extensive reading activities could improve students' vocabulary mastery. Through this activity, they were familiar with the words they had learnt. They could memorize the words easily because the words were met several times in extensive reading activity and they had more opportunities to explore various English texts.

B. Implications

Based on the research conclusions, the implications of the research are presented as follows:

First, the improvement of teaching quality specifically in teaching vocabulary needs more efforts. It has to give opportunities to the students to explore the English texts more and introduce English words and their meaning clearly by considering the contexts in vocabulary teaching and learning process. Furthermore, the graded reading technique can be used in choosing suitable materials for students' competence level. The simplified materials can be graded according to the language in vocabulary level, language difficulty and sentence structure so that the students can move to a higher level as their reading fluency develops. Thus, the creative and various activities design are essential to make the students get involved and actively participate in the vocabulary teaching and learning process.

Second, the changes are concerned with the teaching technique. Based on the success of improving students' vocabulary mastery and reading through

extensive reading activities, teaching technique must give various interesting materials that were appropriate to students' levels, needs, and capacity. Therefore, the mapping or designing of students' ability should be observed.

Third, the changes are related to the materials in teaching vocabulary. In providing reading materials, it should be various, interesting, up-to-date and appropriate to students' levels. In addition, before teaching and learning process, the topic of reading materials must be prepared.

C. Suggestions

Based on the conclusion and the implications, there are some suggestions for English teachers, students of English Education Department, and other researchers. The suggestions are as follows:

1. English teachers

Based on the success of the implementation of extensive reading activities, it is expected that English teachers must be selective and creative in choosing reading English materials that can help to improve the English teaching and learning process which are suitable with students' levels, needs, and capacity. Furthermore, material should be various and up to date in the library that could support the teaching and learning process.

2. Students of English Education Department

The result of this research is important for students of English Education Department as an input that the use of various materials is very helpful and useful to improve vocabulary teaching quality. Furthermore, it gives information for

them that it is essential to use graded reading in choosing suitable materials for students' competence level in vocabulary teaching and learning process. Thus, it inspires them to develop and use the various interesting materials to improve the vocabulary teaching quality.

3. Other researchers

This research can be used as a reference in doing action research. There are still many actions which have not been implemented to improve vocabulary teaching and learning process through interesting activities. It is the time for other researchers to implement other actions in improving vocabulary teaching and learning process. It is also possible for them to conduct this study in other classes or other grades and to use some other interesting activities or other activities in conducting this study.

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APPENDIX 1

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview 1

Perijinan

July 11th 2011

- R : Bu ini saya mau nanya-nanya tentang keadaan anak-anak disini dan proses belajar mengajar di kelas. Sebelumnya saya mau mengucapkan terima kasih karena sudah diberi kesempatan melakukan penelitian disini.”
- ET : Monggo. Gak apa-apa Mbak. Selama saya bisa bantu, akan saya bantu”
- R : Iya ibu, terimakasih banyak. Pertama-tama saya ingin menanyakan mengenai prestasi belajar siswa-siswa disini bagaimana ibu?
- ET : Ya sami mawon sama sekolah lain. Lumayan lah. Standar aja disini prestasinya
- R : Lalu bagaimana karakteristik dari siswanya bu?
- ET : Ya pada awalnya memang mereka punya latar belakang yang beda-beda. Ada yang pintar, ada yang biasa, ada yang agak kurang malahan. Kalo yang pintar biasanya rajin sebelum disuruh mengerjakan biasanya sudah mencoba mengerjakan dulu. Beda dengan yang males, agak susah memotivasinya.
- R : Lalu bagaimana dengan kemampuan membacanya bu?
- ET : Ya biasanya siswa yang rajin mambacanya lancar. Saya biasanya pake kamus *genie* itu lho kalo banyak siswa yang salah pronounciationnya.
- R : Oh, iya ibu. Lalu, bagaimana proses Pembelajaran bahasa inggris di SMA N 1 Pleret terutama di kelas XI IPA 2 Bu?
- ET : Ya, saya masih pake traditional aja mbak! Yang biasa-biasa.
- R : Maksudnya pembelajaran traditional itu bagaimana Bu?
- ET : Ya itu saya yang lebih banyak ceramah di depan kelas trus siswa tak suruh ngerjain latihan soal di buku paket.
- R : Trus bagaimana sama teknik pembelajaran kemampuan penguasaan vocabularinya bu?
- ET : Pertama saya biasanya nyuruh siswa membaca teks yang ada di buku paket satu persatu, trus saya membetulkan pronounciationnya. Setelah selesai membaca saya suruh cari arti kata yang susah kalau sudah gitu mereka tak minta jawab soal latihan dan nerjemahin teks biar faham dulu isi teksnya. Kalo gak ya saya memberi glossary dulu sebelum siswa membaca teks.
- R : Bagaimana dengan aktivitas pembelajaran di kelas?
- ET : Ah gak ada Mbak! Ya Cuma gitu gitu aja!
- R : Trus bagaimana sama media atau sumber Pembelajaran?
- ET : Saya Cuma pake buku paket yang dikasih pinjam perpustakaan. Dulu ada LKS tapi siswa pada gak mau beli karena kemahalan. Paling kadang-kadang pake media LCD untuk menjelaskan di depan kelas agar lebih mudah dimengerti biar siswa fokus.

- R : Kalo fasilitas di sekolah apa aja bu untuk menunjang belajar bahasa inggris
 ET : Ya paling kalo listening saya pake laptop sama speaker.
 R : Kalo perpustakaannya lengkap bu.
 ET : Ya lumayan lengkap.
 R : Ya terima kasih ya bu!
 ET : Sama-sama Mbak!

Interview 2

Observation 1

July 14th 2011

- R : Hi! namamu siapa?
 S : Angga.
 R : Mbak boleh Tanya-tanya sebentar gak?
 S : boleh Mbak. Mau tanya apa Mbak?
 R : Tanya tentang pelajaran bahasa Inggris yang baru saja diajarkan oleh bu Dara?
 R : Sudah berapa kali bu Dara mengajar bahasa Inggrisnya?
 S : sudah 2 kali.
 R : Belajar apa saja?
 S : tentang teks report.
 R : Baru itu saja ya, yang lain belum?
 S : Belum
 R : Bu Dara pernah ga pake bantuan media sewaktu mengajar?
 S : Belum.
 R : jadi Cuma pake LCD kalo mengajar?
 S : iya.
 R : terus kalo ngajar materinya darimana?
 S : ya dari buku paket mbak biasanya ato slide gitu.
 R : Terus sulit gak pahami pelajarannya?
 S : Ya lumayan mbak. Kadang gampang kadang susah.
 R : ngmong-ngomong dah bisa memahami teks tanpa membuka kamus belum?
 S : Belum.
 R : Pernah buat kelompok gak sewaktu belajar dikelas, misalnya meja diputar kebelakang jadi satu kelompok berempat.
 S : Belum mbak.
 R : Tapi secara keseluruhan enak to dengan bu Dara?
 S : Enak. Ibunya juga gak galak.
 R : kalo mbak dan mas KKN sudah pernah mengajar kalian belum?
 S : Belum mbak.
 R : O iya, artinya kalian belum pernah diajar pake materi tambahan apa gitu?
 S : Belum mbak.

Interview 3

Observation 1

July 14th 2011

- R : Hi! What's your name?
 SS : Hi Mbak!!
 R : namanya siapa aja ini?
 S1 : Nurcholis
 S2 : Bagus
 S3 : Rizal
 R : Gimana belajar bahasa inggrisnya tadi?
 SS : Sulit, bosenin, dan bikin ngantuk (menjawab secara berempak)
 R : Kenapa emangnya? Apanya sih yang susah?
 S1 : Ngertiin katanya mbak, teksnya terlalu susah bahasa Inggris.
 R : Kalo kamu?
 S2 : Mengerjakannya soal bahasa Inggris
 R : Kalo kamu?
 S3 : Bacanya
 R : Membacanya? Mmmm kira-kira ada cara ga ya biar kalian bisa senang dengan kegiatan membaca?
 S3 : Gak tau Mbak.
 R : Kalo dikasih bacaan yang kalian sukai seperti tentang bola, atau balap motor GP suka gak kira-kira?
 S3 : Kalo itu suka banget Mbak. Kan kita fansnya MU. Kalo di Koran ada berita Bola pasti aku baca Mbak.
 R : Jadi kalian senang dengan materi bacaan yang seru menurut kalian?
 S3 : Iya Mbak.
 R : Trus selama ini ketika diajarin Bahasa Inggris gimana kalian rasanya?
 S3 : Mmm ga enak, kadang teksnya susah dimengerti. Kita cuma disuruh ngerjain soal terus dan diminta nerjemahin teks yang ada di buku paket.
 R : Kurang senang ya? Trus kalo gitu apa yang disenengin?
 S3 : Yang ada bacaan-bacaan yang seru
 R : Aktivitasnya seru seru biar gak ngantuk
 S1 : Iya sama juga
 R : Oh iya, tadi kenapa kalian tidak mengerjakan PR?
 S3 : Karena kemarin saya ikut kegiatan tonti, ya kaya paskibra gitu Mbak. Jadi malamnya saya kecapean.
 R : Kenapa gak dikerjain dari kemarin?
 S3 : Lupa mbak.
 R : Terus kalo kamu?
 S1 : Sulit mbak. Saya bingung mau ngerjainnya gimana.
 R : Kenapa gak tanya temennya yang bisa?
 S1 : Rumahnya jauh Mbak.
 R : terus kenapa kamu gak membawa buku paket?
 S2 : saya lupa Mbak. Tadi pagi berangkatnya buru-buru.
 R : Thank you ya

Interview 4

Observation 1

July 14th 2011

- R : Hi, namamu siapa?
- S : Arif
- R : Mau tanya-tanya bisa kan?
- S : Tanya apa Mbak?
- R : Tanya tentang pelajaran bahasa Inggris. Kan tadi habis belajar bahasa inggris di kelas. Menurut kamu bahasa Inggris itu gimana?
- S : Sulit
- R : Kenapa sulit? Mungkin memahami teksnya ato gimana?
- S : Iya ngartiin kata banyak yang gak tau trus sama membaca teks, susah pelafalannya beda banget sama bahasa indonesia
- R : Biasanya kamu baca teks bahasa inggris seperti apa?
- S : Ya bacanya perkata trus kalau nemu kata asing harus buka kamus!
- R : Kenapa harus baca kata per kata?
- S : Karena gak ngerti setiap kata katanya
- R : Berarti penguasaan vocabulary masih kurang gitu ya?
- S : Iya
- R : Trus kalau Bu Guru suka ngajarin teknik atau kemampuan membaca gak?
- S : Enggak!
- R : Mm tapi sebenarnya kamu gimana seneng gak sama Pelajaran Bahasa Inggris?
- S : Seneng
- R : Seneng tapi ngerasa sulit? Mmm susahnya disebelah mana?
- S : Membaca
- R : Membacanya ya, oo gitu. Trus kalo tentang Guru, Bu Dara gimana, gimana waktu pelajarannya
- S : Ga enak.
- R : Ga enakunya gmn sih? Trus cara belajarnya gimana? Biasanya apa aja kegiatannya?
- S : Biasane baca teks di buku paket trus ngerjain soal dan menerjemahkan teks, gitu gitu Mbak.
- R : O gitu, trus suka ga kalian
- S : Ga mbak.bosenin...
- R : Oke kedepannya gimana, kamu pengen belajar bahasa Inggrisnya gimana?
- S : Ya belajar yang asyik gitu!
- R : Maksudnya?
- S : Menyenangkan pas belajar tuh gak tegang
- R : Maksudnya? kalau dikasih aktivitas yang menyenangkan yak?,
- S : Iya

- R : dikasih banyak materi bacaan yang menarik trus ada teks tentang artis, kayak gitu?
- S : Iya boleh
- R : Berarti dikasih aktivitas yang menyenangkan ya?
- S : Iya Pak.
- R : Nah seandainya kamu udah dikasih banyak bacaan yang menyenangkan, kamu bakal lebih seneng ma bahasa Inggris ya?
- S : Iya tergantung bacaannya mbak.
- R : Makasih ya...
- S : sama-sama mbak.

Interview 5

Observation 2

July 16th 2011

- R : Hi, what's your name?
- S : Ellsa
- R : Ngomong-ngomong pelajaran bahasa Inggris gimana, maksudnya apa mengasyikkan, menyenangkan, atau menegangkan ato gimana gitu menurutmu?
- S : Lumayan seneng.
- R : Kamu suka apanya kalo belajar bahasa Inggris?
- S : Translate & reading
- R : Membaca teks seperti apa yang kamu seneng?
- S : Suka baca cerita yang menarik.
- R : Kalo pelajaran ada banyak bahan bacaan yang kamu sukai seneng gak? misalnya pas pelajaran ada buku cerita yang seru kaya Twilight atau harry potter....
- S : Iya, saya malah suka cerita kaya cinderalla gitu, atau gak baca ramalan bintang atau Zodiak.
- R : Thank you ya
- S : Ya.

Interview 6

Observation 2

July 16th 2011

- R : Habis belajar bahasa Inggris kan tadi, menurut kalian gimana bahasa Inggris itu?
- SS : Membosankan!!
- R : Membosankann gimana?
- SS : Ya membosankan aja, dari dulu aktivitasnya cuma gitu- gitu aja gak ada peningkatan

- R : Kenapa emangnya? Apanya sih yang membosankan? Satu-satu ya jawabnya, oh iya namanya siapa aja ini?
- S1 : Nurita
- S2 : Stefani
- S3 : Nita
- R : Nah, sekarang yang membosankan apanya?
- S1 : Aktvitasnya cuma jawab soal di buku paket trus di bahas bareng bareng.
- S2 : Dari dulu Cuma disuruh nerjemahin teks trus, udah gitu teksnya suka susah jadi kita mesti harus sering buka kamus
- S3 : Iya kita sering disuruh baca teks keras-keras biar pronounciationnya bisa dibenerin sama bu Dara. Kita kadang malah suka dimarahin kalau salah atau gak ya diulang beberapa kali.
- R : O ya udah kalo begitu, makasih ya...
- SS : Ok

Interview 7

Meeting 1

- R : hi! Mau tanya-tanya bentar bisa gak?
- S : iya mbak gak apa2.
- R : mudeng gak tentang pelajaran tadi?
- S : yang report teks ya Mbak? Iya lumayan dong.
- R : iya apa aja hayo generic structurenya?
- S : general classification sama description kan Mbak??
- R : pinter, maksudnya masing-masing apa tu?
- S : general classification berisi pernyataan umum untuk mengenalkan sesuatu trus description berisi tentang deskripsi dari sesuatu secara khususnya. Iya kan Mbak?
- R : iya, pinter. Trus teks report tujuannya buat apa sih?
- S : untuk menyampaikan informasi tentang sesuatu apa adanya dan dari hasil pengamatan.
- R : betul sekali. Makasi ya.

Interview 8

Meeting 1

- R : Hi! menurut kalian gimana aktivitas book flood?
- Rizki : Menyenangkan!!
- R : Menyenangkan gimana?
- Rizki : Iya, seru mbak. Bisa milih buku.
- R : Kamu baca apa tadi?
- Rizki : Zodiak
- R : Trus pas waktu kamu disuruh milih buku bacaan, kamu merasa kesulitan gak?

- Rizki : Pertamanya sih iya, soalnya bukunya kebanyakan jadi bingung topiknya mbak!!
- R : *Setelah ada banyak bacaan bahasa inggris dalam extensive reading activity, kamu jadi suka gak sama pelajaran bahasa inggris?*
- Rizki : *saya suka, membuat senang Miss.*
- R : *Kenapa lumayan senang sama bahasa inggris?*
- Rizki : *Ya senang aja gak bosenin.*

Interview 9

Meeting 1

- R : Hello semua! Selamat pagi
- Dwi : Iya.....
- R : Mau Tanya-tanya. *Mmm gimana kelas pagi ini perasaan kalian?*
- Dwi : *Senaaang (serempak)*
- R : *gimana, merasa ada perubahan gak?*
- Dwi : *ya jadi tahu mbak,,kata yang dulu ga tahu sekarang jadi tahu, he,he (tersenyum)*
- R : terus, senang kenapa alasannya?
- Dwi : Karena ada profile striker favoriteku...
- R : Kamu?
- April : Iya sama, ada buku buku yang bagus
- R : Kamu?
- Ahmad: Sama miss
- R : Gimana tadi waktu disuruh milih buku kalian nemu kesulitan gak?
- Ahmad: gak! Malah seru aja miss
- April : Iya saya rebutan sama Arif!!!
- R : Oke kalo gitu besok kita cari lagi teks yang seru ya!!!!
- Ss : Iya!!!

Interview 10

Meeting 1

- R : Pagi bu!!!! Mohon maaf, mau interview bisa bu?
- ET : Pagi. Iya boleh mbak. Silahkan. Gimana mbak?
- R : Mengenai implementasi hari ini gimana bu?
- ET : Wah tambah tertarik mbak. Kan ada tambahan reading material khususnya sebagai supplementary material. Dengan menggunakan Koran sama majalah siswa tampak lebih tertarik untuk membaca. Jadi mereka termotivasi untuk terus membaca walaupun sebenarnya mereka banyak yang tidak ngerti semua.
- R : Iya bu, makasih buat pinjaman buku-buku di perpustakaan yang tadi kan jadi tambah banyak, Terus mengenai aktivitas book flood yang siswa lakukan bagaimana bu?

- ET : Waktu aktivitas itu, bagus juga. Siswa jadi lebih bisa berlatih untuk scanning sama skimming. Tapi saya rasa siswa tambah termotivasi membaca jika pada akhir pertemuan ada pekerjaan yang dikumpulkan. Jadi tidak ada siswa yang males membaca jika diberi tugas.
- R : Iya ya bu. berarti anak-anak terlihat kurang terlihat termotivasi membaca ya bu? Kalo missal saya kasih tugas seperti merangkum apa yang telah mereka baca bagaimana bu?
- ET : Iya, cara ini juga baik untuk memotivasi dalam kegiatan membaca. Jadi tidak ada siswa yang males membaca dan rame sendiri kalo disuruh mengumpulkan.
- R : iya bu. Jadi besok kegiatannya saya tambahin quick book report bisa bu.
- ET : Iya tentu saja bisa, malah lebih bagus itu.
- R : O ya udah bu....begitu dulu. Makasih ya Bu. Kalo gitu saya pamit. Assalamu'alaikum
- ET : Sama-sama, Wa'alaikum salam

Interview 11

Meeting 2

- R : Hello! What's your name?
- Putri : Putri
- R : And you? What's your name?
- Lia : Lia
- R : Menurut kalian *gimana kelas kita pagi ini terutama aktivitas book flood?*
- Lia : *Senang.*
- R : *Kenapa? Kamu suka berarti?*
- Putri : *Senang, karena banyak bacaan yang seru and menarik!*
- Lia : Iya senang juga karena tadi malah ada cerita favoritku
- R : Oh ya? Apa itu cerita favoritmu?
- Lia : bacaan tentang fashion. Apalagi gambarnya bagus-bagus.
- Putri : Kalau saya malah senang newspaper in education karena ada music sama bahas film
- R : Trus kamu ngerti gak sama teks sama yang dibaca tadi?
- Lia : Ngerti tapi dikit
- Putri : Ngerti kan teksnya gampang
- R : Besok kita masih ada banyak buku sama cerita seru, Mau ga?
- Lia : Mau.... (serempak)
- R : Nah menurut kamu gimana sekarang belajar bahasa inggris?
- Putri : Lumayan jadi senang
- Lia : Iya....
- R : Seneng membaca maksudnya? ke depannya kamu pengen apa lagi?
- Lia : Iya. Ke depannya pengen baca cerita-cerita yang lebih menarik apalagi kalo ada novelnya.
- R : Berarti nambah buku buku dan cerita yang ada gambarnya ya?

Lia : Iya
 R : Jadi seneng ya.. hehehe ok makasih...

Interview 12

Meeting 2

R : *Kamu belajar apa tadi?*
 Danang : *Saya belajar scan and skim Koran sama majalah.*
 R : *susah gak?*
 Danang : *enggak sih, tapi sedikit agak bingung.*
 R : *kalau scanning dan skimming itu apa sih?*
 Danang : *itu....emm...kita membaca bagian yang penting-penting aja. hehe (tertawa)*
 R : *Kalo menurut kalian bagaimana quick book reportnya tadi, ada kesulitan gak?*
 Danang : *Ada, Miss.*
 R : *Yang mana?*
 Danang : *Yang merangkum bacaannya itu lo mbak.*
 R : *susahnya dimananya?*
 Danang : *nulis kalimatnya bingung yang mana karena bacaannya banyak.*
 R : *ya bacaannya diambil sebagian dulu aja nanti kalo gak selesai dilanjutin dirumah merangkumnya.*
 Danang : *oh gitu ya mbak.*
 R : *Tapi tadi cepat ya ngerjainnya?*
 Danang : *iya mbak karena saya kira langsung dikumpulkan. Jadi ngerjainnya sejadiya aja.*
 R : *iya uda makasi ya.*

Interview 13

Meeting 2

R : *Hello! Rizki, mmm tadi pelajarane gimana?*
 Rizki : *Senang....*
 R : *Kenapa?*
 Rizki : *Aktivitasnya menyenangkan...*
 R : *Ooo gitu, tadi waktu belajar menemukan arti kata dalam teks udah paham lum?*
 Rizki : *Udah....*
 R : *Kamu bisa ga aktivitas membacanya?*
 Rizki : *bisa....*
 R : *Kamu membaca apa aja tadi?*
 Rizki : *Koran sama majalah*
 R : *trus artinya banyak yang ngerti gak?*
 Rizki : *ya lumayan susah mbak.banyak yang gak tau.*

- R : *trus tadi buka kamus gak?*
 Rizki : *iya sih, tapi sedikit suka bingung. Kalo nentuin arti kata.soalnya kadang di kamus artinya banyak.*
 R : *Oh gitu. Berarti kamu harus sesuaikan dengan konteks kalimatnya.*
 Rizki : *Iya mbak*
 R : *Terus kegiatan buat rangkumannya bisa gak?*
 Rizki : *Bisa mbak. bikin pertanyaan 5W1H dan mencari jawabannya di teks kan mbak*

Interview 14

Meeting 2

- R : *Hallo, You must be rizal? Kamu rizal kan?*
 Rizal : *Iya miss*
 R : *Gimana pelajaran kelas kita pagi ini?*
 Rizal : *senang!*
 R : *kamu senang atau tidak? kenapa?*
 Rizal : *senang karena banyak bacaan yang seru jadi saya senang membaca!*
 R : *Pas aktifitas quick book reports, bagaimana perasaanmu?*
 Rizal : *Seneng, bisa mengerjakannya, miss. Aku tadi malah ambil 2 majalah.*
 R : *Trus ada kesulitan gak ngerjakannya??*
 Rizal : *Iya miss waktunya kurang. Jadi bacaan yang terakhir belum selesai merangkumnya.*
 R : *iya.... Tapi kamu gimana tuh baca 2 majalah? apa gak kebanyakan?*
 Rizal : *Kan kita udah bisa membaca pake scanning sama skimming*
 R : *O gitu ya. OK bagus.. makasih ya*
 Rizal : *Sama-sama miss...*

Interview 15

Meeting 3

- R : *Tadi suka ga dengan aktifitasnya?*
 Sandi : *Suka.*
 R : *aktivitas apa yang kamu suka?*
 Sandi : *menganalisis poster sama pamphlet.*
 R : *kamu mempresentasikan pamphlet apa tuh?*
 Sandi : *musik.*
 R : *kenapa milih pamphlet musik?*
 Sandi : *Ya karena saya suka music, mbak.*
 R : *Setelah pelajaran kita sekarang, kamu jadi tambah senang gak belajar bahasa Inggris?*
 Sandi : *senang! Jadi gak boring lagi.*
 R : *Pas waktu membaca kalian masih suka buka kamus lagi gak?*
 Sandi : *tidak, Miss.*

Interview 16

Meeting 3

- R : Siapa namanya?
 Arif : arif.
 R : Gimana pelajarannya tadi?
 Arif : Senang.
 R : *aktivitas apa yang kamu suka?*
 Arif : *aktivitas membacanya Miss.*
 R : *kenapa suka aktivitas itu?*
 Arif : *karena saya senang membaca bacaan yang menarik.*
 R : *terus tadi kamu pilih apa?*
 Arif : *aku pilih tentang membaca tentang furniture.*
 R : *Tadi arif ikut jawab g waktu diskusiin jawaban?*
 Arif : *Gak, miss.*
 R : *kenapa?*
 Arif : *tadi itu mau mengacungkan tangan tuk jawab mas, tapi ragu.*
 R : *O iya to, lah memangnya ragu karena apa Rif?*
 Arif : *Iya, tadi tu saya takut salah miss, malu,*

Interview 17

Meeting 3

- R : gimana tadi pelajarannya, cholis?
 Cholis : ya lumayan miss.
 R : lumayan gimana?
 Cholis : ya ada yang gampang ada yang susah.
 R : *Terus bagaimana dengan menemukan synonym tadi?*
 Cholis : *Senang miss.*
 R : *Senangnya dimana?*
 Cholis : *Senangnya jadi tahu banyak arti kata kata.*

Interview 18

Meeting 4

- R : *Gimana tadi bisa gak ngerjain soal latihan tentang vocabularinya?*
 Dinda : *lumayan bisa mbak.*
 R : *berarti udah banyak menguasai kata-katanya ya?*
 Dinda : *Iya mbak. Kan tadi teksnya uda tahu isinya. Jadi tinggal guessing meaning aja.*
 R : *ooo.....gitu. Iya pintar. Tingkatkan terus ya membacanya. Supaya banyak menguasai kata-kata.*
 Dinda : *iya mbak.*
 R : *Hayo sekarang angga, gimana tadi bisa ngerjain soal latihannya?*
 Angga : *gak miss.....he,he,he.*

R : Lah, kenapa gak bisa?
 Angga : gak tau artinya mbak.
 R : O tadi gak bawa kamus ya?
 Angga : gak miss.
 R : Tadi kelihatanya mbak lihat kamu jalan-jalan dikelas, kenapa?
 Angga : Tadi mau pinjam kamus, tapi kamusnya dipake semua tadi.
 R : Ya makanya besok jangan lupa bawa kamus trus belajar yang rajin.
 Angga : Iya miss.

Interview 19

R : Assalamualaikum bu!!!! Mohon maaf, mau interview bisa bu?
 ET : wa'alaikumsalam. Iya boleh mbak. Silahkan. Gimana mbak?
 R : pada pembelajaran tadi intinya cycle pertama itu bagaimana ya bu? sudah ada peningkatan belum?
 ET : ya sudah ada mbak, sudah kelihatan.
 R : terlihat dimana bu?
 ET : ya itu tadi mbak. Antusiasnya.
 R : pada waktu mengerjakan itu ya bu?
 ET : Iya, pada waktu menjawab soal, lagi pula kelihatanya kosakata yang mereka kuasai juga bertambah.
 R : Tahunya bertambah dimana bu?
 ET : Ya bisa dilihat pada waktu memasang kata dengan artinya, walaupun masih ada yang salah namun secara keseluruhan bisa dibilang kosakata yang mereka kuasai bertambah.
 R : ya sudah ibu, kalo begitu terimakasih.

Interview 20

Meeting 5

R : Hello! What's your name?
 Danies : Danies
 R : And you? What's your name?
 Nurita : Nurita
 R : Gimana pelajarannya tadi? Perasaannya gimana?
 Nurita : Cool seneng, hehe....
 R : seneng gimana?
 Nurita : seneng karena ceritanya seru seru dan ada yang romantic juga
 R : kamu nemu kesulitan gak pas milih bacaanya?
 Nurita : Enggak miss
 Danies : Iya seneng membaca juga! Saya jadi ketagihan membaca.
 R : Oh berarti kalian seneng membaca ya sekarang? Terus Menurut kalian buku apa yang paling menarik?
 Nurita : Semuanya menarik tapi saya paling seneng baca novel Dracula

Interview 21

Meeting 5

- R : Siapa namanya?
 Naomi : Naomi.
 R : Tadi pelajaranya suka ga?
 Naomi : Suka mbak.
 R : Yang suka dimananya?
 Naomi : aktivitas membacanya tadi.
 R : sukanya kenapa??
 Naomi : iya suka karena banyak buku bagus.
 R : kamu baca apa tadi?
 Naomi : novel mbak.
 R : berarti kamu suka baca novel ya?
 Naomi : iya mbak.
 R : Sulit ga buat memahami bacaannya?
 Naomi : Lumayan mbak.
 R : berarti kamu kurang menguasai vocabnya ya? terus tadi buka kamus gak?
 Naomi : Engak mbak. habis kamusnya gak bawa mbak, he.
 R : pertemuan berikutnya bawa kamus ya.

Interview 22

Meeting 5

- R : Gimana belajar bahasa inggris tadi sulit gak?
 Fida : Sulit mbak.
 R : Yang mana yang sulit?
 Fida : soal latihan mencari sinonim katanya mbak.
 R : Kenapa?
 Fida : Kata-katanya ada yang susah mbak.
 R : *O gitu to. Lah tadi ngerjainya berpasangan to?*
 Fida : *Iya mbak, tadi kami bagi bagi tugas.*
 R : *Senang?*
 Fida : *Senang mbak, bisa cepet.*
 R : Fida bagian apa tadi?
 Fida : Kebagian menemukan sinonim kata.
 R : Tapi melengkapi kalimatnya bisa gak?
 Fida : Bisa mbak, sedikit.
 R : Senang gak dengan pelajaran hari ini?
 Fida : Senang, seru milih bacaanya.
 R : Gimana, merasa ada perubahan ga?
 Fida : Iya mbak, sekarang jadi lebih tahu.
 R : Lebih tahu, apa maksudnya Fida?
 R : Ya jadi tahu mbak, arti kata yang dulu ga tahu sekarang jadi tahu, hehe.

Interview 23

Meeting 6

- R : menurut kalian *gimana materi bacaan Pelajaran hari ini?*
 S1 : *Bagus!*
 R : *Kamu senang atau tidak?*
 S1 : *Senang.*
 S2 : *Iya seneng membaca juga!*
 R : *Setelah pelajaran kita sekarang, kalian jadi tambah senang gak belajar bahasa Inggris?*
 S1 : *senang! Jadi gak boring lagi, soalnya bacaanya aku suka.*
 R : *Pas waktu membaca kalian masih suka buka kamus lagi?*
 S1 : *Enggak?*
 R : *Kenapa gak buka kamus?*
 S1 : *Ya kita dah tau caranya guessing meaning aja mbak. jadi gak perlu buka kamus lagi.*
 S2 : *Teksnya juga mudah dipahami.*

Interview 24

Meeting 6

- R : *Haloo!!!!*
 Elsa : *Hallo juga!!!*
 R : *Gimana tadi, perasaanmu habis belajar bahasa Inggris?*
 Elsa : *Baik, bisa, seneng....*
 R : *Kenapa?*
 Elsa : *Mendapat pengetahuan*
 R : *Selain itu?*
 Elsa : *Asyik!!!*
 R : *suka gak aktivitas sustain silent reading?*
 Elsa : *ya*
 R : *buku bacaan apa yang paling kamu suka*
 Elsa : *saya suka baca Twilight*
 R : *Oh, baca Twilight to! Trus kata-katanya banyak yang ngerti gak?*
 Elsa : *iya lumayan bisa memahami mbak. Ditebak aja kira-kira apa artinya.*
 R : *trus kalo sama bu dara biasanya gimana?*
 Elsa : *kita biasanya cuma membaca text pendek terus disuruh baca nyaring satu per satu. Lalu diterjemahin satu per satu.*
 R : *Terus gimana dengan kelompoknya, merasa nyaman g?*
 Elsa : *Iya miss.*
 R : *Iya nya kenapa?*
 Elsa : *Bisa saling tanya miss.*

Interview 25

Meeting 6

R : Hi!!!!

Wulan : Hii!!!!

R : You must be Wulan.... Kamu Wulan kan??

Wulan : Iya...

R : Gimana tadi pelajarannya? perasaanya gimana?

Wulan : Seneng

R : Seneng gimana?

Wulan : *"itu miss ceritanya seru seru dan ada yang romantic juga*

R : kamu nemu kesulitan gak pas milih bacaanya?

Wulan : Enggak miss!

R : *Gimana dengan kelompoknya?*

Wulan : *Enak miss, bisa tambah cepet.*

R : *Tambah cepet apanya?*

Wulan : *ngerjainya.*

Interview 26

Meeting 6

R : Gimana pelajaran hari ini???

Dwi : Ya seneng banyak bacaan yang menarik....

R : Gimana dengan soal latihan vocabularinya? Bisa gak?

Dwi : *Bisa, tapi ada yang sulit.*

R : *Terus gimana?*

Dwi : *Cari dikamus yang lainya miss.*

R : *Temen temenya bawa kamus semua?*

Dwi : *Iya miss.*

R : trus gimana mengingat vocabularinya mudah lupa tidak?

Dwi : Mudah lupa miss.

R : Kalo mudah lupa berarti kalian harus sering membaca agar sering menemukan kata-kata yang sama. Sehingga menjadi mudah untuk mengingatnya

Dwi : Iya miss

R : *Gimana belajar dengan kelompoknya, suka?*

Dwi : *suka*

R : *karena apa?*

Dwi : *Ya enak ja mas, bisa cepet ngerjainya, kan banyak mas.*

R : Ok makasih ya...

Interview 2

Meeting 6

- R : Permissi Bu...
- ET : mau wawancara lagi ya mbak???
- R : Iya Bu, Makasih ya buat waktunya... Jadi gimana bu pembelajarannya hari ini?
- ET : Bagus!!!
- R : *bagusnya gimana bu?*
- ET : *Ya itu tadi mbak, sewaktu saya memonitor dari belakang tadi mereka itu sekarang sudah bawa kamus semua, tidak ada lagi siswa yang minjam kamus dengan teman lainnya jadi mereka lebih konsentrasi.*
- R : Bagaimana dengan siswa yang biasanya tidak suka membaca? Kelihatannya sekarang sudah ada peningkatan jadi suka membaca ya Bu?
- ET : Ya.
- R : Siswa lebih pada tertarik baca sama materi yang mudah dipahami dan menarik ya Bu?
- ET : Ya, siswa pada seneng baca materi yang menarik dan mudah gitu
- R : Mereka nampak asyik membaca ya?
- ET : Ya! Mereka sangat enjoy skali membaca bahan bacaan yang mereka sukai seperti novel.

Interview 28

Meeting 7

- R : Hi, mau Tanya-tanya lagi ini
- Fia : Halo juga miss...
- R : Gimana kelas kita hari ini? gimana prasaanmu?
- Fia : Senang sekali
- R : Senang gimana?
- Fia : Belajar diluar kelas sangat menyenangkan. Gak bosen miss.
- R : Memang kalo di kelas bosen ya?
- Fia : Iya miss. Suasananya monoton. Gitu-gitu aja.
- R : Oh....jadi kamu lebih senang belajar di luar kelas ya?
- Fia : Iya miss rasanya enak aja.
- R : Trus gimana dengan bacaannya tadi suka gak?
- Fia : *Itu miss ceritanya seru seru dan ada yang romantic juga*
- R : *kamu nemu kesulitan gak pas milih bacaanya?*
- Fia : Enggak!
- R : Merasa ada peningkatan dengan kosakatanya gak?
- Fia : Iya merasa banget.
- R : Dari hari pertama sampai hari ini merasa meningkat ya?
- Fia : Iya miss

- R : O....artinya vocabnya ya yang meningkat, sudah banyak kata kata baru yang diingat ya.
 Fia : Iya miss.
 R : Ya sudah, terimakasih ya untuk waktunya.

Interview 29

Meeting 7

- R : Pemisi Bu, saya mau tanya-tanya. Tadi gimana bu pembelajarannya?
 ET : Bagus
 R : Oh sudah Bagus ya bu!
 ET : Bagus, lebih maju daripada kemarin...Hari ini seru banget sebenarnya menurut saya, dari aktivitasnya lalu mungkin karena kegiatan kali ini dilakukan diluar kelas. Mereka sangat termotivasi dengan moving class. Murid yang biasanya rame sendiri jadi bisa diam dan serius membaca. Saya sangat senang.Pembelajarannya lebih menarik ya, terus materinya lebih disukai oleh siswa juga....
 R : Oya Bu tadi waktu presentasinya gimana dengan cara seperti telling the truth?
 ET : Oke itu.
 R : *Iya ibu, Saya suka banget dengan moment setelah kelompok I mendapat giliran maju, sebagian kelas langsung berdiri dan pengen maju ke depan juga pas waktu aktivitas telling the truth.*
 ET : *Saya juga suka Mbak, waktu itu semua kelompok ingin cerita di depan kelas dan kayaknya tuh ga mau kalah satu sama lain. Bagus, Mbak.*
 R : *Jadi kalo kita boleh simpulin, anak-anak sudah termotivasi untuk banyak membaca ya?selain itu, penguasaan vocabularinya juga sudah meningkat, seperti mereka sudah sering membaca dan menggunakan kamus.*
 ET : *Ya, harapannya ke depan, kelasnya seperti ini.*

Interview 30

Meeting 8

R : Hi semua.

Naomi : Halo....

R : Gimana pelajaran hari ini?

Naomi : Asyik, Seneng

R : Kenapa senengnya?

Naomi : Aktivitasnya seru!

R : Terus lebih merasa seneng kemarin atau hari ini?

Naomi : Lebih seneng hari ini.

R : Kenapa lebih seneng hari ini?

Naomi : Soalnya ada hadiah pas maju presentasi.

R : *Jadi lebih suka diberi hadiah atau gimana?*

Naomi : *Iya miss lebih semangat majunya. Kan ada hadiahnya coklat.*

R : Terus tadi gimana? Waktu di suruh maju ke depan buat telling the truth activity

Naomi : Tadi bisa dong.

R : Kalo rizal?

Rizal : Ga enak tadi, lum dapat giliran maju. Jadi gak dapet coklat.

R : Wah wah gitu ya.... Wah mungkin kamu kurang cepet

Rizal : Yaaa bukan gitu miss.

R : Ok, ok.... Thanks ya semua....

Interview 31

Meeting 8

- R : Permissi Bu...
- ET : Mau wawancara lagi ya mbak??? (tersenyum)
- R : Iya Bu,....
- ET : gimana mbak?
- R : *menurut ibu bagaimana dengan rewards yang saya aplikasikan di cycle ini?*
- ET : *bagus mbak. Menurut saya ini tambah membuat siswa lebih active mbak, mereka juga terlihat senang tadi dalam pelajaran. Siswa lebih termotivasi lagi untuk presentasi karena ada hadiahnya coklat.*
- R : Iya ibu, lalu waktu pembelajarannya reading silently mereka terlihat sangat serius membaca. trus apa lagi Bu? Input yang dikasih ke mereka gimana?
- ET : Materinya masuk, bagus. Cuma tadi aja waktu yang mepet jadi gak banyak kesempatan buat presentasi.
- R : Jadi menurut ibu gimana pembelajaran kali ini?
- ET : Sangat bagus sekali, mereka sangat enjoy sekali baca baca diperpustakaan juga. Saya suka banget dengan moment ini, mereka merasa tidak bosan lagi seperti di dalam kelas kemarin.
- R : Lalu bagaimana dengan aktivitas telling the truth?
- ET : Bagus juga itu mbak. Saat mendapat giliran maju, sebagian kelas langsung berdiri dan pengen maju ke depan juga pas waktu aktivitas telling the truth. Semua siswa ingin cerita di depan kelas dan kayaknya tuh ga mau kalah satu sama lain. Bagus, Mbak.
- R : jadi, telling the truth tadi membangkitkan motivasi dan antusias siswa ya berarti kita boleh simpulin, anak-anak sudah termotivasi untuk banyak membaca ya Bu?
- ET : iya, selain itu, saya lihat kemampuan vocabularinyanya juga sudah meningkat, seperti mereka sudah banyak menguasai kata-kata baru.
- R : iya ibu, terimakasih banyak atas bantuannya dan bimbingannya selama saya disini.
- ET : iya mbak sama-sama.

APPENDIX 2

FIELD NOTES

FIELD NOTE

FIELD NOTE 1

July 11th 2011

Ruang kepala sekolah

Perijinan

R : researcher

KS : kepala sekolah.

Ini adalah pertama kalinya R datang lagi kesekolah. R datang kesekolah sekitar jam 9. Sesampainya disekolah, R lapor terlebih dahulu dengan Guru piket. R pun kemudian ditanya oleh guru piket tersebut tentang maksud kedatangannya. R pun menjawab pertanyaan guru piket. Setelah beberapa lama berbincang dengan guru piket, R pun dipersilahkan untuk langsung masuk ke ruang kepala sekolah. Setiba diruang kepala sekolah, R pun disambut dengan baik dan dipersilahkan duduk oleh KS. Setelah itu KS menanyakan kepada R tentang maksud kedatangannya. R pun menjawab bahwa dia datang kesini untuk meminta izin kepada KS untuk melakukan observasi guna penelitian lebih lanjut. Kemudian R pun mengeluarkan surat ijin observasi dan penelitian dari kampus. KS membacanya dan kemudian mengizinkan. KS menyarankan kepada R agar menemui ET terlebih dahulu untuk kegiatan lebih lanjut. KS menyerahkan sepenuhnya kepada ET untuk membantu dan membimbing R dalam melakukan penelitian ini. R pun setuju dan merasa sangat senang karena penelitiannya diijinkan.

FIELD NOTE 2

July 11th 2011

Ruang guru

Perijinan

R : researcher

ET : English teacher

Setelah mendapat perijinan dari KS mengenai penelitian yang akan dilakukan lalu R menemui ET di ruang guru sekitar pukul 11.00 untuk membahas masalah-masalah yang dihadapi dalam pengajaran bahasa Inggris di SMA N 1 Pleret, Bantul. Disana R bertemu dengan ET yang kebetulan sedang jam istirahat. R mulai menjelaskan maksud kedatangannya dan R pun mulai mewawancarai ET mengenai PBM pada kelas XI. R dan ET mulai membahas masalah masalah yang dihadapi pada saat pengajaran bahasa Inggris. R juga menanyakan mengenai prestasi siswa dalam pelajaran bahasa Inggris, karakteristik siswa-siswanya, dan juga fasilitas-fasilitas yang dimiliki sekolah untuk menunjang PBM Bahasa Inggris dikelas. Dan juga mengenai fasilitas di sekolah seperti perpustakaan. R juga menanyakan masalah-masalah yang biasanya dihadapi para guru dalam mengajar anak-anak di sekolah itu. Kemudian ET dan R sepakat untuk melakukan penelitian ini dikelas XI IPA 2.

Setelah mendapat persetujuan dari ET, kemudian R pun bertanya kepada ET kapan R bisa melakukan observasi dikelas XI IPA 2. ET menjawab bahwa R bisa melakukannya mulai lusa, setelah ada kesepakatan mengenai ijin observasi dan penelitian, R berterimakasih dan mohon pamit kepada ET untuk pulang.

FIELD NOTE 3

July 14th 2011

Ruang kelas XI IPA 2 SMA N 1 Pleret

Observasi 1

R : researcher

ET : English teacher

S : student

SS : students

PBM : proses belajar mengajar

Pukul 07.00 R sudah tiba didepan kelas. Lalu bel tanda masuk berbunyi, ET pun mengajak R masuk kedalam kelas untuk melakukan observasi kelas yang pertama. ET masuk kelas dengan memberi salam dalam bahasa Inggris, namun masih terlihat beberapa bangku yang kosong dikelas. Beberapa siswa terlihat masih berada diluar kelas ngobrol dengan temannya. ET menyuruh murid yang masih berada diluar untuk duduk ditempatnya masing masing. Setelah suasana kelas mulai terkendali, ET meminta ketua kelas untuk memimpin doa. Selanjutnya mengabsen siswa. pada saat itu semua murid hadir. Kemudian ET mulai mengenalkan R pada para murid. ET berkata pada murid bahwa R akan mengajar untuk beberapa pertemuan. Kelas pun mulai ramai lagi, diantara mereka ada yang bertanya "*mbaknya kuliah dimana?*". Kemudian ET memberikan waktu tersendiri pada R untuk memperkenalkan diri. Setelah itu pelajaran dimulai. ET bertanya tentang PR pada pertemuan sebelumnya, "*Kemarin PR nya apa?*", SS menjawab, "*Suruh mentranslate teks yang di buku, Bu*". Suasana terlihat ramai lagi pada saat SS menyiapkan buku dan alat tulis. Namun,ada beberapa siswa yang terlihat berbicara sendiri. Setelah didekati oleh ET, ternyata mereka tidak membawa buku paket. ET bertanya "*siapa yang tidak mengerjakan PR? dan siapa yang tidak membawa buku paket?*" ternyata ada beberapa siswa yang tidak membawa buku paket. Guru memberi hukuman kepada siswa yang tidak membawa buku paket dengan menyuruh menerjemahkan teks yang ada di buku paket dan harus dikumpulkan di pertemuan berikutnya. ET berkeliling kelas mengecek PR siswa dan menuntun siswa yang tidak membawa buku paket mengerjakan latihan yang disuruh tadi. Beberapa siswa terlihat membuka kamus jika menemukan kata yang tidak tahu artinya.

ET menyuruh siswa membuka buku paket hal 68 tentang teks report. Lalu guru menyuruh S membaca nyaring teks reporte. Satu siswa satu paragraph. Ketika siswa membaca nyaring teks, guru memperhatikan pelafapan siswa dan membetulkan pronounciationnya. Setelah selesai membaca nyaring siswa disuruh mengerjakan latihan soal tentang pemahaman membaca dan mencari arti kata yang sulit dalam buku paket.

ET bertanya, *“Have you finished class?”*, *Belum selesai ya? gak apa-apa sekarang dengarkan ibu dulu.*” Kemudian dia membacakan teks dan menerjemahkan per kata teks report. ketika guru menerjemahkan teks, siswa menuliskan arti kata yang sulit dibawah kata yang dianggap sulit. Kemudian ET meminta siswa menjawab pertanyaan reading comprehension satu per satu. *“Ayo dimulai dari belakang dulu jawab pertanyaan No 1”*. Saat guru memperhatikan siswa yang menjawab pertanyaan, siswa yang lainya malah asyik bercanda, ribut dan ngobrol sendiri atau bahkan melakukan aktivitas lainnya dengan teman sebangku ketika PBM berlangsung. Ada yang bermain dengan penggaris, beberapa anak menyanyi lagu *“ lupa lupa ingat”*, beberapa anak bejalan-jalan di kelas. Ada juga beberapa siswa laki-laki yang membicarakan pertandingan sepak bola dan balap motor.

Sehingga guru memperingatkan SS supaya tidak ribut sendiri. Setelah selesai menjawab soal pemahaman membaca, guru membahas jawaban soal bersama. Kemudian dia menerangkan kembali secara singkat tentang teks report. Tidak lama kemudian terdengar bunyi bel pergantian pelajaran. Kemudian ET mulai menutup pelajaran, namun sebelumnya ET mengingatkan para murid untuk mempelajari materi selanjutnya. Setelah itu ET menutup pelajaran dengan salam perpisahan.

Setelah PBM selesai saya mencoba mewawancarai beberapa siswa tentang pelajaran bahasa Inggris yang baru saja berlangsung.

FIELD NOTE 4

July 16th 2011

Ruang kelas XI IPA 2 SMA N 1 Pleret

Observasi 2

R: researcher

ET: English teacher

S: student

SS: students

ET dan R masuk ke ruang kelas XI IPA 2. R langsung duduk dibelakang untuk mengamati jalannya PBM. Diruang kelas ada 18 meja dan 36 kursi. Ada 31 siswa, 21 perempuan dan 10 laki-laki. Ada gambar garuda, presiden dan wakil presiden, beberapa gambar-gambar pahlawan di dinding. Di kelas itu terdapat juga media diantaranya 1 papan tulis, 1 LCD, dan 1 proyektor. ET memulainya dengan salam dan mengabsen SS satu per satu. Pada saat mengabsen, kelas menjadi tampak kurang kondusif and sedikit berantakan. Ada sebagian siswa sedang sibuk mengobrol dengan teman sebangku masing-masing. Ada seorang siswa yang tidak bisa duduk, dan jalan-jalan terus di kelas, tampaknya dia seorang siswa yang suka berulah, ada siswa yang menyanyi sendiri dan ada juga yang bermain. Mereka tampak sekali menikmati aktivitas mereka itu dengan sedikit mengobrol kesana kemari.

Setelah mengabsen, ET langsung bertanya tentang PR menerjemahkan teks report di buku paket. ET menyuruh siswa membuka PR mereka lalu mengerjakan soal-soal reading terkait dengan teks tersebut. ET kemudian

membahas bersama-sama dengan siswa. “*what is the answer of number 1?*” asked ET. Ketika ada siswa yang tidak paham, guru memberikan pengulangan atau drilling.

Semua siswa mengerjakan tugas menerjemahkan teks. Ada yang membuka kamus, ada juga yang malas membuka kamus, hanya menyontek temannya. Selain itu, ada juga siswa yang tampak asyik ngobrol bersama teman sebangkunya sehingga ET menghampirinya lalu bertanya “*why don't you do the task?*”, siswa menjawab materinya sulit, mam dan saya juga lupa mambawa kamus. Setelah semua selesai mengerjakan, ET memanggil mereka satu persatu ke depan, mereka menuliskan jawaban mereka di papan tulis, lalu dikoreksi bersama-sama. Ketika kegiatan itu berlangsung, ada bermacam-macam aktivitas dilakukan siswa. Ada yang mengobrol, mencari jawaban yang masih kurang, bercanda dengan teman sebangku, menyanyi lagu ada band, bermain, sampai pada satu waktu, ada beberapa siswa yang meminta untuk segera istirahat. Ada yang berkata “istirahat bu!” Tidak lama kemudian, suara bel tanda pergantian jam pelajaran terdengar. ET pun segera menutup pelajaran dengan salam perpisahan.

ET pun keluar dari kelas dan diikuti oleh R. kemudian R meminta izin kepada ET untuk berbincang bincang sebentar kepada siswa kelas XI IPA 2 tadi. ET pun mengijinkan kemudian saya mencoba mewawancarai beberapa siswa. Disini saya bertanya tentang pelajaran bahasa inggris dan PBM yang dilakukan disekolah dan yang baru saja berlangsung.

FIELD NOTE 5

July 16th 2011

Ruang guru

Perencanaan

R : researcher

ET : English teacher

Setelah melakukan observasi yang kedua, ET dan R duduk diruang guru untuk membicarakan masalah masalah yang dihadapi dalam PBM. Setelah melakukan pembahasan, ET dan R sepakat bahwa banyak siswa yang ribut dalam PBM, kurangnya motivasi, siswa kurang berani meyampaikan atau berbicara dalam bahasa Inggris, siswa mempunyai vocabulary yang terbatas dan kemampuan membaca siswa masih kurang. Dengan melihat masalah masalah yang dihadapi ini, ET setuju dengan judul yang dibawa oleh R pada saat pertemuan pertama, yaitu meningkatkan penguasaan vocabulary siswa dengan extensive reading activities. Lalu R membahas rencana pembelajaran yang akan diimplementasikan besok. Untuk pertemuan pertama extensive reading yang akan diterapkan adalah, The book flood dan sustained silent reading. P dan ET sepakat bahwa action yang pertama ini akan diimplementasikan empat kali, dengan jenis teks yang sama yaitu *report text* namun dengan input materi yang berbeda sesuai dengan ketertarikan siswa. R juga menjelaskan teknik yang digunakan serta prosedur implementasi teknik extensive reading activities.

ANALISIS MASALAH DARI OBSERVASI 1 & 2

Berbagai masalah yang dihadapi di kelas diantaranya:

1. Beberapa siswa merasa bosan dan menjadi pasif selama PBM
2. Para siswa tidak memperhatikan ketika guru menerangkan di depan
3. Beberapa siswa menemukan kesulitan dalam memahami arti kata
4. Siswa mengartikan kata per kata tidak melihat keseluruhan konteksnya
5. Siswa kesulitan mengingat arti kata baru.
6. Siswa menemukan kesulitan dalam mengerjakan *task*
7. Siswa sering ramai sendiri di kelas.
8. Siswa mengucapkan pronunciation yang salah.
9. Siswa punya motivasi yang rendah untuk belajar bahasa inggris.
10. Beberapa siswa merasa takut jika ditanyai atau menjawab pertanyaan dari guru
11. Siswa jarang membuka kamus karena mereka menunggu guru untuk mentranslatekannya.
12. Siswa tidak diberi kesempatan membaca banyak teks di kelas
13. Siswa kurang tertarik pada materi bacaan yang diberikan
14. Guru masih menggunakan traditional teknik; (GTM) *Grammar Translation Method* dalam PBM.
15. Guru menemukan kesulitan dalam memanage kelas yang ramai
16. Guru kurang ide untuk membuat PBM lebih menarik
17. Kurangnya ketersediaan media pembelajaran
18. Materio pembelajaran hanya mengacu pada coursebook saja

FIELD NOTE 6

July 21th 2011

Ruang kelas XI IPA 2 SMA N 1 Pleret

Pre-Test

R: researcher

ET: English teacher

S: student

SS: students

ET masuk kekelas pukul 08.30 diikuti oleh R.pada saat R dan ET masuk, kelas masih ramai kemudian ET mencoba untuk mengkondisikan suasana agar siap untuk pelajaran Bahasa Inggris. kemudian ET mempersilahkan R untuk mulai melakukan treatment dan ET langsung berjalan menuju kursi paling belakang dan ET pun mulai menjadi observer selama PBM berlangsung. Setelah kelas siap, R mulai membuka pelajaran dengan Greeting "*Good morning class! How are you today?*". SS menjawab "*good morning, Miss. Fine, thank you*".

Sebelum mengimplementasikan extensive reading activities. R pun menjelaskan mengenai pre-test yang akan dikerjakan SS hari ini, untuk mengetahui seberapa jauh kemampuan dalam penguasaan vocabulary. SS terlihat bingung, beberapa dari mereka bertanya, “*miss, boleh buka kamus gak?*” dan “*nanti testnya dinilai gak miss?*” terus “*bole nyonto gak miss?*”. R pun menjelaskan lagi secara detail mengenai pre-test tersebut. R mulai membagikan soal pre-test satu per satu mulai dari depan. Lalu pukul 09.00 SS telah siap mengerjakan soal Pre-test tersebut secara individual dan diberi waktu 1 jam untuk menyelesaikannya. P berkeliling kelas terus mengawasi siswa.

Pukul 10:00 SS harus mengumpulkan lembar soal yang telah dikerjakan hari itu karena waktu habis. kemudian R menutup pelajaran hari itu dengan salam.

FIELD NOTE 7

July 23th 2011

Jam : 08.30-10.00 WIB

Ruang kelas XI IPA 2

Meeting 1, cycle 1

R: researcher

ET: English teacher

S: student

SS: students

R dan kolaborator masuk kelas dan memberi salam “Good morning class!” tapi hanya sekitar sepuluh orang siswa yang menjawab dengan liris, yang lainnya diam dan sebagian lagi malah sama sekali tidak memperhatikan apa yang R ucapkan. R mengulangnya lagi lebih keras dan hampir semuanya menjawab, “*Good moring, Miss!*” R kemudian menanyakan kabar , “*How are you today?*” “*I’m fine, thank you, and you?*” jawab semua siswa, lalu R menjawab, “*I’m fine too.*” R kemudian mengecek kehadiran kelas dengan memanggil nama mereka. “*Who is absent today?*” “Tanya R.” “*no one*”, jawab SS. Saat itu semua siswa hadir.

Para siswa terlihat heran dengan media, buku, majalah, Koran, dan bahan bacaan yang dibawa R dan ada yang bertanya “*Apa itu mbak? untuk apa?*”. R mulai dengan pelajaran pertama yaitu mengenai teks report. R memberikan pertanyaan terkait dengan teks report yang berjudul ‘Kangaroo’ menggunakan LCD. R menunjukkan gambar kangaroo dan bertanya gambar apa ini? “*kangaroo*”, jawab SS, Dimana mereka tinggal? “*Australia*” jawab SS. Setelah selesai bertanya jawab tentang teks, R menyuruh membaca teks report yang berjudul “kangaroo” satu siswa satu paragraf. Setelah itu R menjelaskan mengenai *generic structure report text* dan menjawab pertanyaan 5W1H Questions terkait dengan text berasama-sama. “*Any questions about report text?*” asked R, “*no*” answered SS. Setelah semua siswa dianggap mengerti mengenai teks report, lalu R bertanya “*apakah ada yang hobi membaca?*” Sebagian siswa tidak menjawab dan hanya saling bertatap muka. Hal ini membuktikan bahwa siswa tidak hobi membaca. Sebagai pemanasan, R menunjukan majalah yang didalamnya ada berita bola. Kontan saja siswa laki laki langsung meminta untuk dibaca. Mereka langsung meminjam buku – buku yang sebelumnya telah ditunjukan ke siswa.

R kemudian memberikan siswa kesempatan untuk memilih materi bacaan masing – masing. Para siswa pun tampak sangat antusias ketika mengetahui banyak materi yang sangat menarik. Bahkan, ada siswa yang saling berebut untuk mendapatkan buku tersebut. R pun mencoba menegahi dengan meminta salah satu siswa untuk mencari materi bacaan yang lain. Namun, siswa tidak mau karena di dalam materi tersebut terdapat sosok striker idolanya yaitu Lionel messi. Akhirnya, kedua siswa pun harus membaca secara bergantian. Beda halnya dengan siswa putri mereka tampak sangat asyik membaca berita tentang fashion yang ada dalam sebuah media massa terkenal yaitu Koran “The Jakarta Post”. Mereka sangat senang sekali melihat berbagai macam pilihan gaya busana yang ada.

R memberikan siswa waktu selama 40 menit untuk membaca materi bacaan favorite dalam aktivitas *sustained silent reading*. Siswa sangat serius membaca teks bahkan ada yang tidak mau diganggu. Mereka tetap terus membaca karena mereka merasa penasaran dengan akhir cerita yang mereka baca. Setelah dirasa cukup dengan membaca, P melanjutkan dengan materi pembelajaran yaitu tentang “Thanksgiving Day”. P memberikan pertanyaan terkait dengan text, “*who knows about thanksgiving day that is done by American and Canadian?*”, para siswa menjawab dengan berbagai jawaban. R kemudian menerangkan dan memberi contoh bagaimana cara mencari informasi penting dalam teks dengan menggunakan *scanning dan skimming skills*. Awalnya, siswa sangat bingung dengan cara *scanning dan skimming skill*. R pun mencoba untuk mengulangi sampai para siswa mengerti.

Setelah itu P memberikan waktu kepada siswa untuk mengerjakan task 2, 3, dan 4 yaitu mencari sinonim kata, memasangkan kata dengan artinya, dan melengkapi kalimat dengan kata yang tepat secara individu. Mereka sangat antusias mengerjakan tugas tersebut walaupun ada siswa yang masih bingung dengan tuganya. R kemudian menghampiri siswa yang masih bingung. Setelah diberi pengarahan, siswa mulai paham mengenai tugas yang diberikan.

R meminta siswa untuk menuliskan jawaban mereka di papan tulis untuk dibahas bersama. Dari hasil pekerjaan siswa tampak siswa sudah bisa menggunakan kemampuan mencari dan menebak arti kata secara maksimal. Pada awalnya siswa masih harus membuka kamus untuk melihat kata yang sulit, kali ini siswa lebih percaya diri dan hanya sesekali membuka kamus.

Setelah selesai membahas bersama-sama, R memberikan siswa pekerjaan rumah yaitu mencari artikel tentang report teks dalam berita di koran atau majalah, buku, internet dan mengerjakan soal yang diberikan terkait dengan teks yang ditemukan untuk dipresentasikan di pertemuan berikutnya. Bel pun berbunyi dan pelajaran diakhiri dengan ucapan salam.

FIELD NOTE 8**July 28th 2011****Jam : 12.00-13.30 WIB****Ruang kelas XI IPA 2****Meeting 2, cycle 1**

R: researcher

ET: English teacher

S: student

SS: students

R sampai disekolah pukul 11:00. R langsung menuju ruang Guru untuk menemui ET. Disana R dan ET berbincang-bincang sejenak membahas materi yang akan diajarkan. Pada pukul 12:00 R dan ET berjalan masuk kelas XI IPA. Ketika masuk kelas, suasana masih ramai dan ada juga beberapa siswa yang masih sibuk dengan Koran atau majalah yang dipinjamkan oleh R pada pertemuan sebelumnya atau yang mereka bawa sendiri dari rumah. ET mempersilahkan R untuk memulai kelas dan ET pun langsung menuju kursi paling belakang untuk membantu R menjadi observer. R memberi salam dan menanyakan kabar siswa. *"Good afternoon everyone! How are you today?"* SS menjawab *"good afternoon! I am fine, thank you, and you?"*.

R mulai mereview dengan bertanya jawab tentang materi pelajaran yang dibahas pada pertemuan sebelumnya. Lalu R menanyakan *"did everyone do the homework?"* SS menjawab *"yes, miss"*. lalu R bertanya lagi *"do you bring reading material from megazines or newspaper? Yes, miss"*. R juga menanyakan apakah siswa ada kesulitan dalam mengerjakan tugas, R memberikan pegasaran kembali mengenai cara mengerjakan task dengan benar. Lalu R menyuruh siswa mengumpulkan tugas mereka.

Seperti biasa, R memulai pelajaran dengan mengajak siswa untuk memilih materi bacaan yang sudah disediakan di depan kelas. Kali ini R menyediakan berbagai materi bacaan yang lebih banyak dan menarik diantaranya sumber bacaan dari internet mengenai report teks seperti mengenai hewan, tumbuhan dan fenomena alam lainnya atau dari majalah dan koran. Sebelum kegiatan membaca dimulai R menjelaskan mengenai cara membaca cepat yaitu scan and skim Koran dan majalah. R juga meminta siswa untuk mengembalikan materi bacaan yang sudah dipinjam oleh siswa pada pertemuan sebelumnya untuk dipinjam kembali kepada siswa yang belum mendapatkan giliran membaca. SS sangat antusias untuk memilih materi bacaan sesuai keinginan mereka. Ada juga siswa yang melanjutkan materi bacaan yang belum selesai pada pertemuan kemarin. R memberikan siswa waktu selama 40 menit untuk membaca sebanyak-banyaknya materi bacaan favorite dalam aktivitas *sustained silent reading*. Lalu R menjelaskan bagaimana cara merangkum dalam quick book report. R pun menyuruh siswa melanjutkan membaca dirumah untuk menulis laporan hasil baca dengan merangkum bacaan, lalu membuat dan menjawab pertanyaan tentang topic dan 5W1H Questions dalam teks yang dibaca dalam kegiatan *quick book report*.

Setelah waktu selesai membaca, R melanjutkan materi pembelajaran tentang teks report yang berjudul *"The Red Bird of Paradise"* dan *"Sydney the Metropolitan City"* lalu siswa mengerjakan task 1 secara berpasangan dan dibantu

oleh R jika ada siswa yang menemui kesulitan. Siswa sangat *enjoy* dengan task yang diberikan karena mereka mulai terbiasa membaca bahan bacaan, membuka kamus dan menebak jenis dan arti kata dalam teks, sehingga tidak merasa terbebani.

Setelah selesai mengerjakan Task 1, R menyuruh siswa mengerjakan task 2, 3 & 4 secara individual untuk mengambil penilaian dalam kegiatan ICOT (Independence Construction of Text) dan menggunakan waktu yang tersisa selama 30 menit. Lalu setelah waktu habis, R menginstruksikan SS untuk mengumpulkan task yang telah dikerjakan dan tidak lupa R memberi motivasi belajar supaya SS banyak membaca bahan bacaan bahasa Inggris. R mengakhiri pelajaran dengan berdoa dan memberi salam penutup.

FIELD NOTE 9

July 30th 2011

Jam : 08.30-10.00 WIB

Ruang kelas XI IPA 2

Meeting 3, cycle 1

R: researcher

ET: English teacher

SS: students

Pukul 08:30 R dan ET memasuki ruang kelas tapi keadaan kelas masih ramai karena siswa baru saja moving class. Sebelum memulai pelajaran, R mengkondisikan terlebih dahulu keadaan kelas dibantu dengan ET. Setelah situasi dinilai kondusif, ET segera duduk dipojok belakang untuk membantu R menjadi observer. Seperti biasa, R mengawali pelajaran hari itu dengan salam dan absen. Saat itu semua siswa masuk atau nihil.

R memulai pelajaran dengan bertanya pada siswa apakah mereka sudah belajar bahasa Inggris atau membaca bacaan yang menarik tadi malam dan ada beberapa siswa yang menjawab sudah tapi kebanyakan mereka menjawab belum. R menerangkan apa yang akan dipelajari pada hari itu yaitu tentang pamphlet dan poster. R mulai bertanya jawab pada siswa tentang apa definisinya, contohnya, isinya dari Pamphlet dan poster. R juga membawa dan menunjukan teks fungsional pendek seperti pamphlet dan poster.

R mendistribusikan majalah dan Koran dan memberikan siswa waktu selama 30 menit untuk membaca materi bacaan favorite dalam aktivitas sustained silent reading. Setelah waktu habis, R meminta siswa untuk mencari contoh dari pamphlet dan poster sebanyak-banyaknya dan memahami isi teks fungsional pendek tersebut. Siswa terlihat sangat antusias sekali dan sangat percaya diri karena mereka sudah merasa bisa setelah diberi penjelasan oleh R. Para siswa kemudian diminta untuk mempresentasikan hasil pekerjaan di depan kelas. Mereka melakukannya secara berkelompok.

Setelah selesai dengan pembahasan. R meminta kembali siswa untuk mengerjakan task 5 yaitu memasang sinonim kata selama 20 menit secara individu. R kemudian mendiskusikan jawaban soal yang telah dikerjakan oleh siswa. *“Walaupun hampir semua Ss terlihat antusias untuk menjawab namun*

masih ada beberapa orang yang terlihat diam. Diantara mereka yaitu Dewi dan Winda. Ketika ditanya ternyata mereka malu, takut salah jawabnya. Setelah semua jawaban dibahas, R meminta Ss untuk melafalkan lagi vocabulary. Mereka terlihat kooperatif ketika disuruh mengulangi nya. Mereka melafalkanya dengan semangat.”. Setelah selesai mendiskusikan soal bersama-sama, R memberikan tugas rumah mencari pamphlet dan poster dalam Koran atau majalah dan mengingatkan Ss agar besok tidak lupa membawa kamus. Dan akhirnya R menutup pelajaran hari itu dengan salam penutup, ”Ok class, time is up see you next week!”.

FIELD NOTE 10

August 4th 2011

Jam : 12.00-13.30 WIB

Ruang kelas XI IPA 2

Meeting 4, cycle 1

R: researcher

ET: English teacher

S: student

SS: students

Saat itu R tiba disekolah sekitar jam 11:00. Setelah tiba disekolah, R langsung menuju keruang guru untuk menemui ET. Karena masih ada banyak waktu yang tersisa sebelum masuk kelas pukul 12:00, maka R membicarakan lagi tentang materi yang akan diajarkan hari ini dengan ET. R mengutarakan rencananya untuk mengadakan ulangan harian pertama pada pertemuan ini, dan ET pun melihat lembar soal dan menyetujuinya. Bel tanda masuk berbunyi, ET dan R pun segera menuju kekelas. Pada saat sampai dikelas, masih terlihat beberapa siswa yang masih asyik mengobrol dengan temannya. P masuk kelas kemudian menenangkan siswa dulu dengan berkata “*Pay attention, please!*” Setelah semua siswa tenang, R mengucapkan salam dan bertanya siapa yang tidak masuk, “*Who is absent today?*”, mereka menjawab, “*Gak ada yang absen mbak*”. R memulai pelajaran dan mereview sedikit mengenai poster dan pamphlet pada pertemuan yang lalu.

Seperti biasa, R memulai pelajaran dengan mengajak siswa untuk memilih materi bacaan yang sudah disediakan di depan kelas. Kali ini R menyediakan berbagai materi bacaan yang lebih banyak dan menarik. R meminta siswa untuk membaca materi bacaan tentang poster dan pamphlet yang disukai dan mempresentasikan hasil bacanya di depan kelas.

Setelah itu, R membagikan soal test sebagai ulangan harian pertama (UH1) dan siswa diberi waktu selama 40 menit untuk mengerjakannya. Siswa terlihat tenang dan bersungguh-sungguh saat mengerjakan soal yang diberikan. Karena waktu sudah habis, maka lembar test harus dikumpulkan. R lalu mengakhiri pelajaran dan memberikan salam perpisahan, “*Ok class, time is up see you next week!*” Kelas Bahasa Inggris pun berakhir.

FIELD NOTE 11**August 6th 2011****Jam : 08.30-10.00 WIB****Ruang kelas XI IPA 2****Meeting 5, cycle 2**

R: researcher

ET: English teacher

S: student

SS: students

R sampai disekolah pukul 08:00. R langsung menuju ruang Guru untuk menemui ET. Disana R dan ET berbincang bincang sejenak membahas materi yang akan diajarkan. Pada pukul 08:30 R dan ET berjalan menuju kelas XI IPA 2. ET dan R masuk keruang kelas. ET langsung menuju kursi paling belakang untuk membantu R menjadi observer. saat itu suasana masih ramai, masih ada beberapa Ss yang terlihat masih berlarian dalam kelas jadi R mengkondisikan suasana terlebih dahulu sebelum pelajaran dimulai. Seperti biasa R memulainya dengan “greeting” setelah itu R mengabsen Ss. Saat itu semua Ss hadir.

R memulai pelajaran dengan bertanya apakah mereka belajar Bahasa Inggris tadi malam. *“Did you study English last night?”* Ada siswa yang menjawab ya dan tidak tetapi banyak yang menjawab tidak. *“Ok! We begin class now. And topic today is about narrative text. Do you know what narrative text is? Let me give you an example”*. R menjelaskan tentang narrative text dan memberikan contoh bacaan narrative seperti novel, short story, fable, folktale, dll. R juga menjelaskan cirri-ciri dan generic structure dari narrative text.

Setelah itu, R memulai kegiatan JCOT menggunakan extensive reading activities dengan mengajak siswa untuk memilih materi bacaan yang sudah disediakan di depan kelas. Kali ini P menyediakan berbagai materi bacaan yang lebih banyak dan menarik tentang narrative text seperti cerpen, dongeng, dan novel. Ada beberapa siswa yang bertanya kepada R. *“Miss, di mana beli majalah ini?”* Tanya siswa. *“Oh, saya beli itu di tempat jual koran dekat kampus”*, jawab R. *“Belinya berapa, Miss?”*. *“Harganya cuma Rp 6.500,00 kok. Mau beli, po?”*. *“Ya, Miss, bagus, e!”*.

R meminta siswa untuk membaca secara berpasangan lalu mempresentasikannya di depan kelas mengenai isi bacaan dan share tentang vocabulary. Setelah waktu dirasa cukup, R memanggil kelompok siswa yang ingin maju terlebih dahulu dalam aktivitas *telling the truth*. Para siswa masih terlihat ragu ragu untuk maju ke depan karena mereka belum pernah melakukan sebelumnya. R pun membimbing siswa agar tidak *nervous* saat presentasi di depan kelas. Siswa pun bergegas untuk maju ke depan dan bersiap siap untuk melakukan aktivitas *telling the truth*. Dalam aktivitas ini, kelompok siswa telah memilih sebuah cerita pendek yang telah dibaca dan didiskusikan tadi. Saat di depan kelas, salah satu siswa mempresentasikan cerita pendek sehingga partnernya mempresentasikan tentang vocabularinya. Para siswa saling berinteraksi satu sama lain saat presentasi dengan memberikan masukan mengenai cerita dan vocabulary yang dibahas.

Setelah beberapa kelompok selesai presentasi, R memberi latihan soal mengenai narrative text. Ss cukup antusias untuk mengerjakannya, tapi terlihat beberapa siswa yang masih ribut sendiri. Setelah ditanya oleh R, ternyata mereka tidak membawa kamus. *"Who did not bring the dictionary?"* lalu beberapa siswa mengacungkan tangannya. R memberi hukuman siswa yang tidak membawa kamus untuk menghafalkan kata-kata yang ada dalam task yang akan dibahas pada pertemuan berikutnya. Karena waktu sudah habis, maka latihan dilanjutkan di rumah. R kemudian mereview apa yang sudah dipelajari hari itu. Kemudian, R juga memberikan siswa pekerjaan rumah yaitu merangkum bacaan narrative teks di novel atau majalah, buku, internet untuk dipresentasikan di pertemuan berikutnya. Bel pun berbunyi dan pelajaran diakhiri dengan ucapan salam perpisahan, *"Ok class, time is up see you next week!"* Kelas Bahasa Inggris pun berakhir.

FIELD NOTE 12

August 11th 2011

Jam : 12.00-13.30 WIB

Ruang kelas XI IPA 2

Meeting 6, cycle 2

R: researcher

ET: English teacher

S: student

SS: students

Bel tanda masuk jam ke-7 pun berbunyi, ET dan R pun segera menuju ke kelas. Pada saat sampai di kelas, siswa masih terlihat ramai sendiri dengan aktivitasnya masing-masing. Kemudian R mengkondisikan kelas saat itu dibantu oleh ET. Seperti biasanya, R memulai pelajaran saat itu dengan salam, dan absen. Setelah itu R meminta pada Ss yang kemarin tidak membawa kamus untuk mengacungkan tangannya. R bertanya pada seorang siswa yang tidak membawa kamus pada pertemuan kemarin *"Angga, did you memorize the words yesterday?"* Angga menjawab *"yes, miss"*. Kemudian R meminta pada Ss tersebut untuk maju kedepan kelas satu persatu dan melafalkannya. Saat itu yang pertama kali maju adalah Angga kemudian disusul dwi, rizal, cholis dst. Mereka berhasil menghafalkan kata kata tersebut dengan baik. Setelah mereka melafalkannya, kemudian R mengingatkan lagi pada semua siswa agar jangan sampai tidak membawa kamus.

R mulai pelajaran dengan mereview dan bertanya jawab tentang materi pelajaran yang dibahas pada pertemuan sebelumnya. Lalu R menanyakan *"did everyone do the homework?"* SS menjawab *"yes, miss"*. lalu R bertanya lagi *"do you bring reading material from magazines, novels or books? Yes, miss"*. R juga menanyakan apakah siswa ada kesulitan dalam mengerjakan tugas, *"any difficulty about the homework?"*.

R mulai membahas tugas dengan menunjuk kelompok yang ingin maju terlebih dahulu dalam aktivitas *telling the truth*. Pada presentasi kali ini, Para siswa tidak ragu ragu lagi untuk maju ke depan. Siswa pun bergegas untuk maju

ke depan dan bersiap siap untuk melakukan aktivitas *telling the truth*. Siswa sangat percaya diri dan antusias melakukan aktivitas *telling the truth* karena telah memilih sebuah cerita pendek yang telah dibaca dan dikerjakankan di rumah secara berkelompok. *“Sambil memonitor, R juga mencatat hal hal yang dianggap perlu untuk mengolah data. SS terlihat begitu serius, mereka antusias. Hal ini terbukti dengan tidak gaduhnya suasana kelas saat itu, mereka sibuk dengan kegiatan membacanya. Ada yang mengerjakan task, membuat rangkuman, mencari arti kata, dan ada juga yang bagian menulis. Mereka terlihat begitu kompak mengerjakannya.”*

Kemudian R memberi siswa bacaan tentang narrative teks dan mengerjakan latihan soal mengenai teks tersebut selama 30 menit dalam kegiatan ICOT. Ss sangat tenang saat membaca dan mengerjakan soal vocabulary. Tugas kali ini akan dinilai sebagai ulangan harian. Setelah waktu habis, semua tugas dikumpulkan dan akan dinilai oleh R. karena waktu sudah habis R mengakhiri pelajaran dan memberikan salam perpisahan, *“Ok class, thank you for your attention and see you next week! wassalamualaikum.wr.wb”*. Setelah selesai KBM. R diajak masuk keruang guru. Disana R dan ET membicarakan lagi tentang materi dan tentang proses pembelajaran yang baru saja dibahas.

FIELD NOTE 13

August 13th 2011

Jam : 08.30-10.00 WIB

Ruang kelas XI IPA 2

Meeting 7, cycle 2

R: researcher

ET: English teacher

SS: students

Pada pertemuan ke-7 ini KBM diadakan diluar kelas yaitu di perpustakaan. Hal ini diharapkan agar siswa bisa lebih tertarik dan termotivasi untuk memilih bahan bacaan. Pukul 08:30 SS sudah berada di perpustakaan. Mereka terlihat senang karena bisa belajar dengan suasana yang berbeda. R dan ET masuk ke perpustakaan. Siswa sudah duduk ditempatnya masing-masing dengan tertib. Setelah semuanya tenang. R memulai pelajaran dengan member salam, berdoa dan mengecek kehadiran siswa.

R memulai pelajaran dengan menanyakan *“Did you read something last night?”*. Siswa menjawab dengan lantang *“saya baca novel Twilight”* ada juga yang jawab *“saya baca Short story the hands prayer”*. R menyediakan berbagai macam bacaan di meja dan mengajak siswa untuk memilih materi bacaan yang sudah disediakan di meja. Kali ini R menyediakan berbagai materi bacaan yang lebih banyak dan menarik. R juga mengizinkan siswa untuk meminjam bahan bacaan yang ada di perpustakaan. Mereka sangat antusias untuk memilih bahan bacaan.

Siswa diberikan waktu selama 45 menit untuk membaca dan setelah itu mereka mempresentasikan hasil baca secara berkelompok yang terdiri dari 4 orang dalam aktivitas *telling the truth*. Dalam aktivitas *sustained silent reading*,

semua siswa terlibat secara penuh dalam proses pembelajaran. Mereka berdiskusi dengan kelompok masing-masing tentang apa yang akan dipresentasikan nanti. Mereka tidak lagi merasa bosan dan jenuh selama di perpustakaan. Merasa sangat menikmati selama proses Pelajaran Bahasa Inggris. Hal ini disebabkan karena Siswa senang dan menikmati proses pembelajaran yang menyenangkan. Keanthusiasan Siswa bisa dilihat ketika mereka melihat R membawa Materi bacaan yang baru, mereka langsung meminjam untuk dibaca. Mereka semua sudah terbiasa membuka kamus dan tidak saling meminjam satu dengan lainnya. *Suasana kelas saat itu tidak ramai, hanya terlihat kelompok kelompok yang sibuk membagi tugas untuk mempresentasikan hasil baca mereka.. Mereka bekerja sama, mereka terlihat benar benar tidak mengganggu kelompok lainnya. Mereka fokus dengan pekerjaan mereka sendiri.*

Setelah waktu hamper habis, Siswa sudah hafal dengan aktivitas yang akan dilakukan menjelang Pelajaran akan berakhir, yaitu mereka menyiapkan rangkuman dan mengartikan kata yang dianggap sulit secara berkelompok untuk dipresentasikan.. Setiap kelompok sudah memiliki bacaan favorite masing – masing dan telah mengerjakannya. R lalu menyuruh kelompok maju untuk presentasi. Ada beberapa kelompok yang ingin maju. Akhirnya setelah selesai presentasi siswa diberi bacaan narrative text dan mengerjakan latihan soalnya.

Setelah waktu habis, kemudian R meriview apa yang sudah dipelajari dan member tugas untuk membaca lagi dan akan dipresentasikan di pertemuan berikutnya. Karena waktu sudah habis R lalu mengakhiri pelajaran dan memberikan salam perpisahan,”Ok class, time is up see you next week!” Kelas Bahasa Inggris pun berakhir.

FIELD NOTE 14

August 18th 2011

Jam : 12.00-13.30 WIB

Ruang kelas XI IPA 2

Meeting 8, cycle 2

R: researcher

ET: English teacher

SS: students

Pada pertemuan ke-8 ini KBM juga diadakan diluar kelas seperti pertemuan ke-7 yang lalu yaitu di perpustakaan. Karena siswa terlihat sangat antusias saat kegiatan membaca dilakukan di luar kelas. Mereka merasa senang, tertarik dan lebih termotivasi. Bel tanda masuk pun berbunyi SS sudah mempersiapkan diri di perpustakaan. Saat R dan ET masuk ke perpustakaan, SS terlihat sedang asik memilih dan membaca bahan bacaan. *“pay attention, please!”* Lalu R menyuruh mereka duduk ke tempatnya masing-masing terlebih dahulu, setelah mereka tenang dan diam, R memberi ucapan “greeting”, menanyakan kabar siswa dan mengabsen.

R memulai pelajaran dengan menanyakan *“Did you read something last night? What is your favorite novel?”* Lalu beberapa siswa menjawab,”*Sheila,*

Dracula, kidnapped, etc”. kali ini R menyediakan berbagai materi bacaan yang lebih banyak dan menarik. Sebelum memulai membaca R menjelaskan peraturan hari ini, akan ada hadiah bagi siswa yang maju presentasi hari ini. *“I’ll give you a gift if you do the presentation. It is a delicious chocolate”*. SS menjawab, *“iya miss. horeeee”*. R juga mengizinkan siswa untuk meminjam bahan bacaan yang ada di perpustakaan. Mereka sangat antusias untuk memilih bahan bacaan. Setelah mengetahui akan diberi hadiah jika maju. Lalu SS membaca dan mencari arti kata yang tidak tahu di kamus secara sungguh-sungguh dalam aktivitas *sustained silent reading*. Ruangan terasa sangat tenang. R memberi waktu selama 45 menit.

Setelah selesai membaca, R menyuruh mereka untuk mempresentasikannya. SS mempresentasikan hasil baca mereka dalam aktivitas *telling the truth*, semua siswa terlibat mengacungkan tangan sehingga R bingung untuk menunjuk salah satu dari mereka. Akhirnya R menunjuk siswa yang mengacungkan tangannya terlebih dahulu. Ada beberapa siswa yang ingin maju sehingga berebutan. Waktu presentasi sudah hampir habis. Kira-kira sudah 8 siswa yang sudah presentasi hari itu. Lalu karena waktu sudah habis R lalu mengakhiri pelajaran dan memberikan salam perpisahan, *“Ok class, that’s all the time we have for today. Thank you for your attention. wassalamualaikum.wr.wb”*.” Kelas Bahasa Inggris pun berakhir.

APPENDIX 3

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA N 1 Pleret
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI IPA 2/ 1
Jenis teks : Report teks
Aspek / Skill : Reading
Alokasi Waktu : 2 x 45 menit
Pertemuan : 1

Standar Kompetensi : Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

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

I) Indikator Pembelajaran

- Membaca pelan wacana ragam tulis yang dibahas,
- Mengidentifikasi topik teks yang dibaca,
- Mengidentifikasi *generic structure* dari teks *report*
- Menemukan informasi rinci dari teks dengan kata tanya 5 W 1 H,
- Menemukan sinonim kata yang bercetak tebal dalam teks,
- Menemukan arti kata benda(*noun*) dalam kotak, dan
- Melengkapi kalimat dengan kata benda (*noun*) yang tepat di dalam kotak.

II) Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Memahami topik teks yang dibaca,
- Memahami *generic structure* dari teks *report*,
- Memahami isi dan informasi rinci dalam teks dengan baik,
- Mengetahui sinonim kata dengan melihat konteks dalam teks,
- Mengetahui arti kata kerja dalam teks,

- Memahami makna kata/frasa yang sulit dalam teks.
- Mengetahui kata kerja yang tepat untuk melengkapi kalimat.

III) Materi Pembelajaran:

Text based; report text (terlampir)

IV) Metode/ Teknik Pembelajaran:

Genre based technique; BKOF – MOT – JCOT – ICOT - LRT

V) Langkah-langkah Kegiatan

1 Pendahuluan

- a. Guru membuka pelajaran (salam, menanyakan kabar siswa, memimpin doa, mengecek kehadiran siswa),
- b. Guru bertanya jawab tentang topik yang akan dibahas,
- c. Guru menyampaikan tujuan pembelajaran, dan
- d. Guru menanyakan apakah siswa suka membaca koran atau majalah.

2 Kegiatan inti

• BKOF

- a. Guru bertanya jawab tentang topik yang akan dibahas,
- b. Guru menanyakan apakah siswa suka membaca koran atau majalah,
- c. Guru menunjukkan contoh berbagai macam bahan bacaan teks report yang terdapat dalam koran, course book, atau majalah.

• MOT

- a. Guru menjelaskan tentang *generic structure* teks report,
- b. Siswa diberi contoh cara mengidentifikasi *generic structure*, gagasan utama, dan informasi rinci dalam teks serta meringkas isi teks.
- c. Siswa diminta mereview tentang *generic structure* dan tujuan umum dari teks report.
- d. Guru menjelaskan tentang aturan dalam *extensive reading activities*.

• JCOT

- a. Siswa melakukan kegiatan *extensive reading activities* yaitu *book flood*; memilih bahan bacaan teks report yang disukai di dalam koran atau majalah dan melakukan *reading silently*.

- b. siswa menemukan arti kata yang sulit dalam teks dan difasilitasi oleh guru apabila mengalami kesulitan, dan
- c. Siswa diberi feedback atas jawaban mereka.

- **ICOT**

- a. Siswa membaca teks report yang diberikan oleh guru,
- b. Siswa mengerjakan worksheet yang berkaitan dengan teks report secara individual, dan
- c. Guru dan siswa membahas apa yang telah dikerjakan.

- **LRT**

- a. Siswa diberikan tugas untuk mencari teks report atau teks lainnya yang disukai di internet, koran atau majalah dan mengerjakannya di rumah untuk dipresentasikan di pertemuan berikutnya.

3 Kegiatan penutup

- a. Guru memberi kesempatan kepada siswa untuk bertanya,
- b. Guru menyimpulkan inti dari pembelajaran, dan
- c. Guru memberi salam penutup dan motivasi belajar.

VI) Sumber Pembelajaran

- Koran, majalah, English course book; *Look Ahead*, dan materi bacaan lainnya.

VII) Penilaian

1. Teknik Penilaian

Latihan secara tertulis (*essay*) mengenai pemahaman arti kata dan isi bacaan.

2. Bentuk Penilaian

Latihan tertulis menjawab pertanyaan-pertanyaan seputar teks bacaan melalui diskusi.

Mengetahui,
Kepala Sekolah

Pleret, 23 July 2011

Guru Bahasa Inggris

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dara Zukhana, S.Pd
NIP. 19690906200501201

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA N 1 Pleret
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI IPA 2/ 1
 Jenis Teks : Report teks
 Aspek / Skill : Reading
 Alokasi Waktu : 2x45 menit
 Pertemuan ke : 2

Standar Kompetensi :Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

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

I) Indikator Pembelajaran

- Membaca pelan wacana ragam tulis,
- Mengidentifikasi topik teks yang dibaca
- Mengidentifikasi *generic structure* dari teks *report*,
- Menemukan informasi rinci dari teks dengan kata tanya 5 W 1 H,
- Menemukan arti kata yang bergaris bawah dalam teks,
- Menemukan arti kata benda(*noun*) dalam teks, dan
- Memasangkan sinonim kata dalam daftar.

II) Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Memahami *generic structure* dari teks *report*,
- Memahami isi dan informasi rinci dalam teks dengan baik,
- Mengetahui arti kata yang digaris bawahi dalam teks,
- Mengetahui arti kata kerja dalam teks, dan

- Mengetahui sinonim kata dengan melihat konteks.

III) Materi Pembelajaran:

Text based; report text (terlampir)

IV) Metode Pembelajaran/Teknik:

Genre based technique; JCOT- ICOT

V) Langkah-langkah Kegiatan

1 Pendahuluan

- Guru membuka pelajaran (salam dan menanyakan kabar siswa), dan
- Guru mereview karakteristik teks monolog *report*.

2 Kegiatan inti

• JCOT

- Siswa membahas tugas rumah yang diberikan sebelumnya,
- Guru memberikan feedback pada tugas rumah siswa,
- Siswa melakukan kegiatan *extensive reading activities* yaitu *book flood*; memilih bahan bacaan teks report yang disukai di dalam koran atau majalah dan melakukan *reading silently*.
- Siswa menemukan arti kata yang sulit dalam teks yang dibaca dan difasilitasi oleh guru apabila mengalami kesulitan,

• ICOT

- Siswa membaca teks report yang diberikan oleh guru,
- Siswa mengerjakan worksheet yang berkaitan dengan teks report secara individual, dan
- Siswa mempresentasikan jawaban dari soal yang telah dikerjakan.

3 Kegiatan penutup

- Guru memberi kesempatan kepada siswa untuk bertanya,
- Guru menyimpulkan inti dari pembelajaran, dan
- Guru memberi salam penutup dan motivasi belajar.

VI) Sumber Pembelajaran:

koran, majalah, English course book; *Look Ahead*, dan materi bacaan lainnya.

VII)Penilaian

Teknik : responding

Bentuk: pertanyaan tertulis

Soal:

Soal	Bobot
Task 1	@6
Task 2	@9
Task 3	@7
Task 4	@8
Total	30

Nilai = Jumlah benar : 3 = 10

Mengetahui,
Kepala Sekolah

Pleret, 28 July 2011

Guru Bahasa Inggris

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dara Zukhana, S.Pd
NIP. 196909062005012012

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA N 1 Pleret
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI IPA 2/ 1
Jenis teks	: Teks fungsional pendek
Aspek / Skill	: Reading
Alokasi Waktu	: 2 x 45 menit
Pertemuan	: 3

Standar Kompetensi : Memahami makna teks fungsional pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet*, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

I) Indikator Pembelajaran

- Membaca pelan wacana ragam tulis yang dibahas,
- Mengidentifikasi topic dari teks yang dibaca,
- Mengidentifikasi informasi tertentu dari *banner, pamphlet, and poster*,
- Mengidentifikasi makna kalimat dalam teks yang dibaca
- Mengidentifikasi makna kata dalam teks yang dibaca
- Menemukan sinonim kata dalam kotak,

II) Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Membaca dan memahami teks dengan baik dan mampu digunakan dalam konteks kehidupan sehari- hari,
- Memahami topic dari teks yang dibaca,
- Mengidentifikasi tujuan dan informasi dari teks *banner, pamphlet, and poster*
- Mengetahui arti kata dan kalimat dalam teks, dan

- Mengetahui sinonim kata dengan melihat konteks dalam teks,

III) Materi Pembelajaran:

Teks fungsional pendek; *banner, pamphlet, and poster* (terlampir)

IV) Metode/ Teknik Pembelajaran:

Genre based technique; BKOOF – MOT – JCOT – ICOT - LRT

V) Langkah-langkah Kegiatan

1 Pendahuluan

- a. Guru membuka pelajaran (salam, menanyakan kabar siswa, memimpin doa, mengecek kehadiran siswa), dan
- b. Guru menyampaikan tujuan pembelajaran.

2 Kegiatan inti

• BKOOF

- a. Guru bertanya jawab tentang topik yang akan dibahas, dan
- b. Guru menunjukkan berbagai macam *banner, pamphlet, and poster* yang terdapat dalam koran, course book, atau majalah.

• MOT

- a. Guru menjelaskan tentang tujuan dan informasi tertentu dari *banner, pamphlet, and poster*,
- b. Siswa diminta mereview tentang tujuan dan fungsi dari teks, dan
- c. Guru menyediakan berbagai macam bacaan untuk *extensive reading activities*.

• JCOT

- a. Siswa melakukan kegiatan *extensive reading activities* yaitu *book flood*; memilih bahan bacaan *banner, pamphlet, and poster* yang disukai di dalam koran atau majalah dan melakukan *reading silently*.
- b. Siswa menemukan kosakata yang sulit dalam teks dan difasilitasi oleh guru apabila mengalami kesulitan,
- c. Siswa diberi feedback atas jawaban mereka.
- d. Siswa membaca *banner, pamphlet, and poster* yang diberikan oleh guru,
- e. Siswa mengerjakan worksheet yang berkaitan dengan teks secara berpasangan, dan

f. Siswa mempresentasikan apa yang telah dikerjakan.

- **ICOT**

Siswa mengerjakan task yang diberikan guru secara individual.

- **LRT**

Siswa diberikan tugas untuk mencari *banner, pamphlet, and poster* yang disukai dari internet atau dalam koran atau majalah dan mengerjakannya di rumah untuk dipresentasikan di pertemuan berikutnya.

3 Kegiatan penutup

- a. Guru memberi kesempatan kepada siswa untuk bertanya,
- b. Guru menyimpulkan inti dari pembelajaran, dan
- c. Guru memberi salam penutup dan motivasi belajar.

VI) Sumber Pembelajaran

- Koran, majalah, English course book; *Look Ahead*, dan materi bacaan lainnya.

VII) Penilaian

1. Teknik Penilaian

Penilaian dilakukan dengan mengerjakan latihan tertulis mengenai pemahaman arti kata dan isi bacaan.

2. Bentuk Penilaian

Latihan soal menjawab pertanyaan-pertanyaan seputar teks bacaan melalui diskusi.

Mengetahui,
Kepala Sekolah

Pleret, 30 July 2011

Guru Bahasa Inggris

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dara Zukhana, S.Pd
NIP. 196909062005012012

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA N 1 Pleret
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI IPA 2/ 1
Jenis teks	: Teks fungsional pendek
Aspek / Skill	: Reading
Alokasi Waktu	: 2 x 45 menit
Pertemuan	: 4

Standar Kompetensi : Memahami makna teks fungsional pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet*, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

I) Indikator Pembelajaran

- Membaca pelan wacana ragam tulis yang dibahas,
- Mengidentifikasi topic dari teks yang dibaca,
- Mengidentifikasi informasi tertentu dari *banner, pamphlet, and poster*,
- Mengidentifikasi makna kalimat dalam teks yang dibaca
- Mengidentifikasi makna kata dalam teks yang dibaca

II) Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Membaca dan memahami teks dengan baik dan mampu digunakan dalam konteks kehidupan sehari- hari,
- Memahami topic dari teks yang dibaca,
- Mengidentifikasi tujuan dan informasi dari teks *banner, pamphlet, and poster*, dan
- Mengetahui arti kata dan kalimat dalam teks.

III) Materi Pembelajaran:

Teks fungsional pendek; *banner, pamphlet, and poster* (terlampir)

IV) Metode/ Teknik Pembelajaran:

Genre based technique; JCOT – ICOT

V) Langkah-langkah Kegiatan

1 Pendahuluan

- a. Guru membuka pelajaran (salam, menanyakan kabar siswa, memimpin doa, mengecek kehadiran siswa),
- b. Guru menyampaikan tujuan pembelajaran, dan
- c. menanyakan tentang kesulitan siswa dalam mengerjakan tugas pada pertemuan sebelumnya.

2 Kegiatan inti

• JCOT

- a. Siswa membahas tugas rumah yang diberikan sebelumnya,
- b. Guru memberikan feedback pada tugas siswa,
- c. Siswa melakukan kegiatan *extensive reading activities* yaitu *book flood*; memilih bahan bacaan *banner, pamphlet, and poster* yang disukai di dalam koran atau majalah dan melakukan *reading silently*.
- d. Siswa menemukan kosakata yang sulit dalam teks dan difasilitasi oleh guru apabila mengalami kesulitan,
- e. Siswa diberi feedback atas jawaban mereka.

• ICOT

- a. Siswa membaca *banner, pamphlet, and poster* yang diberikan oleh guru,
- b. Siswa mengerjakan task yang diberikan guru secara individual.

3 Kegiatan penutup

- a. Guru memberi kesempatan kepada siswa untuk bertanya,
- b. Guru menyimpulkan inti dari pembelajaran, dan
- c. Guru memberi salam penutup dan motivasi belajar.

VI) Sumber Pembelajaran

- Koran, majalah, English course book; *Look Ahead*, dan materi bacaan lainnya.

VII) Penilaian**1. Teknik Penilaian**

Penilaian dilakukan secara tertulis (tugas, kuis, dan uraian).

2. Bentuk Penilaian

Latihan soal menjawab pertanyaan-pertanyaan seputar teks bacaan melalui diskusi maupun individual.

Mengetahui,
Kepala Sekolah

Pleret, 4 Agustus 2011

Guru Bahasa Inggris

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dara Zuhana, S.Pd
NIP. 196909062005012012

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA N 1 Pleret
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI IPA 2/ 1
 Jenis teks : Narrative teks
 Aspek / Skill : Reading
 Alokasi Waktu : 2 x 45 menit
 Pertemuan : 5

Standar Kompetensi : Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

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

I) Indikator Pembelajaran

- Membaca pelan wacana ragam tulis yang dibahas,
- Mengidentifikasi topic teks yang dibaca,
- Mengidentifikasi langkah-langkah retorika dalam wacana; *narrative*,
- Menemukan informasi rinci dari teks dengan kata tanya 5 W 1 H,
- Menemukan arti kata yang bercetak tebal dalam teks, dan
- Menemukan sinonim dan antonim kata dalam kotak.

II) Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Memahami topic teks yang dibaca,
- Memahami langkah-langkah retorika dalam wacana; *narrative*,
- Memahami isi dan informasi rinci dalam teks dengan baik,
- Mengetahui arti kata kerja dalam teks, dan
- Mengetahui sinonim dan antonim kata dengan melihat konteks dalam teks.

III) Materi Pembelajaran:

Text based; Narrative text (terlampir)

IV) Metode/ Teknik Pembelajaran:

Genre based technique; BKOF – MOT – JCOT – ICOT - LRT

V) Langkah-langkah Kegiatan

1 Pendahuluan

- a. Guru membuka pelajaran (salam, menanyakan kabar siswa, memimpin doa, mengecek kehadiran siswa), dan
- b. Guru menyampaikan tujuan pembelajaran.

2 Kegiatan inti

• BKOF

- a. Guru bertanya jawab tentang topik yang akan dibahas,
- b. Guru menanyakan apakah siswa suka membaca cerita pendek dalam novel, koran atau majalah,
- c. Guru menunjukkan contoh berbagai macam bahan bacaan cerita pendek yang terdapat dalam koran, course book, novel, atau majalah.

• MOT

- a. Guru menjelaskan tentang *generic structure* teks narrative,
- b. Siswa diberi contoh cara mengidentifikasi *generic structure*, gagasan utama, dan informasi rinci dalam teks serta meringkas isi teks.
- c. Siswa diminta mereview tentang *generic structure* dan tujuan umum dari teks narrative.
- d. Guru menjelaskan tentang aturan dalam *extensive reading activities*.

• JCOT

- a. Siswa melakukan kegiatan *extensive reading activities* yaitu *book flood*; memilih bahan bacaan *narrative text* yang disukai di dalam koran, majalah, novel, buku, atau artikel lainnya dan melakukan *reading silently*.
- b. Siswa menemukan arti kata yang sulit dalam teks dan difasilitasi oleh guru apabila mengalami kesulitan, dan
- c. Siswa diberi feedback atas jawaban mereka.

- **ICOT**

Siswa mengerjakan worksheet mengenai sinonim dan antonim kata dalam teks secara individual.

- **LRT**

Siswa diberikan tugas untuk mencari teks narrative yang disukai di internet, novel, buku, koran atau majalah dan mengerjakannya di rumah untuk dibahas di pertemuan berikutnya.

3 Kegiatan penutup

- a. Guru memberi kesempatan kepada siswa untuk bertanya,
- b. Guru menyimpulkan inti dari pembelajaran, dan
- c. Guru memberi salam penutup dan motivasi belajar.

VI) Sumber Pembelajaran

- Novel, koran, majalah, English course book; *Look Ahead*, dan materi bacaan lainnya.

VII) Penilaian

1. Teknik Penilaian

Penilaian dilakukan secara tertulis (*essay*) mengenai pemahaman arti kata dan isi bacaan.

2. Bentuk Penilaian

Latihan soal menjawab pertanyaan-pertanyaan seputar teks bacaan melalui diskusi.

Mengetahui,
Kepala Sekolah

Pleret, 6 Agustus 2011

Guru Bahasa Inggris

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dara Zukhana, S.Pd
NIP. 196909062005012012

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA N 1 Pleret
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI IPA 2/ 1
 Jenis Teks : Narrative teks
 Aspek / Skill : Reading
 Alokasi Waktu : 2x45 menit
 Pertemuan ke : 6

Standar Kompetensi : Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

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

I) Indikator Pembelajaran

- Membaca pelan wacana ragam tulis,
- Mengidentifikasi topic teks yang dibaca
- Mengidentifikasi langkah-langkah retorika dalam wacana; *narrative*,
- Menemukan informasi rinci dari teks dengan kata tanya 5 W 1 H,
- Menemukan arti kata yang bergaris bawah dalam teks,
- Menemukan arti kata benda(*noun*) dalam teks, dan
- Memasangkan sinonim kata dalam daftar.

II) Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Memahami langkah-langkah retorika dalam wacana; *narrative*,
- Memahami isi dan informasi rinci dalam teks dengan baik,
- Mengetahui arti kata yang bergaris bawah dalam teks,
- Mengetahui arti kata kerja dalam teks,
- Mengetahui sinonim kata dengan melihat konteks dalam teks,

III) Materi Pembelajaran:

Teks fungsional pendek; Narrative text (terlampir)

IV) Metode Pembelajaran:

Genre based technique; JCOT- ICOT- LRT

V) Langkah-langkah Kegiatan

1 Pendahuluan

- a. Guru membuka pelajaran (salam dan menanyakan kabar siswa),
- b. Guru menanyakan materi yang dibahas sebelumnya,
- c. Guru menanyakan kesulitan siswa dalam mengerjakan tugas yang diberikan pada pertemuan sebelumnya, dan
- d. Guru menyampaikan tujuan pembelajaran.

• JCOT

- a. Guru dan siswa membahas tugas yang diberikan sebelumnya
- b. Guru memberikan feedback pada tugas siswa,
- c. Siswa melakukan kegiatan *extensive reading activities* yaitu *book flood*; memilih bahan bacaan teks narrative yang disukai di dalam buku, novel, koran atau majalah dan melakukan *reading silently*.
- d. Siswa memahami arti kata yang sulit dan menjawab pertanyaan mengenai isi teks yang difasilitasi oleh guru apabila mengalami kesulitan.

• ICOT

- a. Siswa mengerjakan worksheet; melengkapi kalimat secara individual, dan
- b. Siswa mempresentasikan jawaban dari soal yang telah dikerjakan.

• LRT

- a. Siswa diberi tugas untuk mencari teks narrative yang disukai di internet, novel, buku, koran atau majalah dan mengerjakannya di rumah untuk dipresentasikan di pertemuan berikutnya.

2 Kegiatan penutup

- a. Guru memberi kesempatan kepada siswa untuk bertanya,
- b. Guru menyimpulkan inti dari pembelajaran, dan
- c. Guru memberi salam penutup dan motivasi belajar.

VI) Sumber Pembelajaran:

koran, majalah, English course book; *Look Ahead*, dan materi bacaan lainnya.

VII) Penilaian

Tertulis (kuis dan uraian)

Soal:

Soal	Bobot
Task 2	@10

Nilai = Jumlah benar = 10

Mengetahui,
Kepala Sekolah

Pleret, 11 Agustus 2011

Guru Bahasa Inggris

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dara Zukhana, S.Pd
NIP. 196909062005012012

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA N 1 Pleret
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI IPA 2/ 1
 Jenis Teks : Narrative teks
 Aspek / Skill : Reading
 Alokasi Waktu : 2x45 menit
 Pertemuan ke : 7

Standar Kompetensi : Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

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

I) Indikator Pembelajaran

- Membaca pelan wacana ragam tulis,
- Mengidentifikasi topic teks yang dibaca
- Menemukan arti kata yang bercetak tebal dalam teks,
- Menemukan kata sesuai dengan artinya dalam teks.

II) Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Memahami langkah-langkah retorika dalam wacana; *narrative*,
- Memahami isi dan informasi rinci dalam teks dengan baik,
- Mengetahui arti kata yang bercetak tebal dalam teks, dan
- Mengetahui arti kata yang sesuai dalam teks.

III) Materi Pembelajaran:

Teks fungsional pendek; Narrative text (terlampir)

IV) Metode Pembelajaran:

Genre based technique; JCOT- ICOT

V) Langkah-langkah Kegiatan

1 Pendahuluan

- a. Guru membuka pelajaran (salam dan menanyakan kabar siswa),
- b. Guru menanyakan materi yang dibahas sebelumnya,
- c. Guru menanyakan kesulitan siswa dalam mengerjakan tugas yang diberikan pada pertemuan sebelumnya, dan
- d. Guru menyampaikan tujuan pembelajaran.

• JCOT

- a. Guru dan siswa membahas tugas yang diberikan sebelumnya
- b. Guru memberikan feedback pada tugas siswa,
- c. Siswa melakukan kegiatan *extensive reading activities* yaitu *book flood*; memilih bahan bacaan teks narrative yang disukai di dalam buku, novel, koran atau majalah dan melakukan *reading silently*, dan
- d. Siswa memahami arti kata yang sulit dan menjawab pertanyaan mengenai isi teks yang difasilitasi oleh guru apabila mengalami kesulitan.

• ICOT

- a. Siswa mengerjakan worksheet; menemukan arti kata, dan
- b. Siswa mempresentasikan jawaban dari soal yang telah dikerjakan.

2 Kegiatan penutup

- a. Guru memberi kesempatan kepada siswa untuk bertanya,
- b. Guru menyimpulkan inti dari pembelajaran, dan
- c. Guru memberi salam penutup dan motivasi belajar.

VI) Sumber Pembelajaran:

koran, majalah, English course book; *Look Ahead*, dan materi bacaan lainnya.

VII)Penilaian

Tertulis (kuis dan uraian)

Soal:

Soal	Bobot
Task 1	@ 10

Nilai = Jumlah benar = 10

Mengetahui,
Kepala Sekolah

Pleret, 13 Agustus 2011

Guru Bahasa Inggris

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dara Zukhana, S.Pd
NIP. 196909062005012012

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA N 1 Pleret
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI IPA 2/ 1
 Jenis Teks : Narrative teks
 Aspek / Skill : Reading
 Alokasi Waktu : 2x45 menit
 Pertemuan ke : 8

Standar Kompetensi : Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

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

I) Indikator Pembelajaran

- Membaca pelan wacana ragam tulis,
- Mengidentifikasi topic teks yang dibaca,
- Menemukan arti kata yang bergaris bawah dalam teks,
- Menemukan arti kata dalam teks,
- Memasangkan sinonim kata dalam daftar, dan
- Melengkapi kalimat dengan kata yang tepat.

II) Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

- Mengetahui arti kata yang dalam teks,
- Mengetahui sinonim kata dengan melihat konteks dalam teks, dan
- Mengetahui kata kerja yang tepat untuk melengkapi kalimat.

III) Materi Pembelajaran:

Teks fungsional pendek; Narrative text (terlampir)

IV) Metode Pembelajaran:

Genre based technique; JCOT- ICOT

V) Langkah-langkah Kegiatan

1 Pendahuluan

- a. Guru membuka pelajaran (salam dan menanyakan kabar siswa),
- b. Guru menanyakan materi yang dibahas sebelumnya,
- c. Guru menanyakan kesulitan siswa dalam mengerjakan tugas yang diberikan pada pertemuan sebelumnya, dan
- d. Guru menyampaikan tujuan pembelajaran.

• JCOT

- a. Siswa melakukan kegiatan *extensive reading activities* yaitu *book flood*; memilih bahan bacaan teks narrative yang disukai di dalam buku, novel, koran atau majalah dan melakukan *reading silently*.
- b. Siswa memahami arti kata yang sulit dan menjawab pertanyaan mengenai isi teks yang difasilitasi oleh guru apabila mengalami kesulitan,

• ICOT

- a. Siswa mengerjakan worksheet; melengkapi kalimat secara individual, dan
- b. Siswa mempresentasikan jawaban dari soal yang telah dikerjakan,
- c. Guru memberikan *vocabulary award certificate* kepada *the best vocabulary master*.

2 Kegiatan penutup

- a. Guru memberi kesempatan kepada siswa untuk bertanya,
- b. Guru menyimpulkan inti dari pembelajaran, dan
- c. Guru memberi salam penutup dan motivasi belajar.

VI) Sumber Pembelajaran:

koran, majalah, English course book; *Look Ahead*, dan materi bacaan lainnya

VII)Penilaian

Tertulis (kuis dan uraian)

Soal:

Soal	Bobot
Task 3	@ 10

Nilai = Jumlah benar = 10

Mengetahui,
Kepala Sekolah

Pleret, 18 Agustus 2011

Guru Bahasa Inggris

Drs. H. Edison Ahmad Jamli
NIP. 195811291978031011

Dara Zukhana, S.Pd
NIP. 196909062005012012

APPENDIX 4

COURSE GRID

COURSE GRID OF TEACHING VOCABULARY THROUGH EXTENSIVE READING ACTIVITIES

School : SMA N 1 Pleret
Subject : Bahasa Inggris
Grade/ Semester : XI IPA 2/ 1

STANDARD COMPETENCY	BASIC COMPETENCY	LEARNING MATERIAL	LEARNING ACTIVITY	INDICATORS	ASSESMENT	SOURCES	MEETING/TIME
1. Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of report	<p>The Report text</p> <ul style="list-style-type: none"> • The kangaroo text • The thanksgiving day • The authentic reading materials from the magazines, newspaper, and books <p>Vocabularies: Thankfulness, rich, gathering, antique, celebrate, harvest, dish, survival, pouch, long, tail, island</p>	<p>BKOF</p> <ul style="list-style-type: none"> • Introducing and exploring texts by extensive reading activities technique <p>MOT</p> <ul style="list-style-type: none"> • Explaining the generic structure of report text, identify topic and important information <p>JCOT</p> <ul style="list-style-type: none"> • Sustained silent reading • Identifying the topic and generic structures • Answering the 5 W 1 H questions 	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic and generic structure of the text • Finding the meaning of the difficult words of the text • Finding the synonym of the words • Completing the sentence with the suitable words 	<ul style="list-style-type: none"> • Home work • Performance assessment (orally responding the text) • Group assessment • Individual assessment (essay) 	<p>Look Ahead</p> <p>Text Type in English</p> <p>Interlanguage : English for Senior High School Students XI by Joko Priyana</p> <p>LIA magazine</p> <p>Jakarta Post</p>	1/ 2X45'

		grow, environment, occasion, ceremony, festival.	related to the text <ul style="list-style-type: none"> Finding texts' vocabularies with the partner Discussing the answer ICOT <ul style="list-style-type: none"> Doing the task individually LRT <ul style="list-style-type: none"> Giving homework to find and make a summary of report text (quick book report) 				
2. Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond the meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of report	The Report text <ul style="list-style-type: none"> The Red Bird of Paradise Sydney the Metropolitan City New York City The authentic reading materials from the magazines, newspaper, and books Vocabularies: Bird, bill, feather,	JCOT <ul style="list-style-type: none"> Discussing quick book report Book flood activity Discussing texts' vocabularies with the partner Doing quick book report ICOT <ul style="list-style-type: none"> Sustained silent reading Doing the vocabulary test Discussing the answer 	<ul style="list-style-type: none"> Reading the report text Identifying the topic and generic structure of the text Finding the spesific information with 5W1H Questions Finding the meaning of the underline words from the text Finding the meaning of noun 	<ul style="list-style-type: none"> Performance assessment (orally responding the text) Group assessment Individual assessment (essay) 	Look Ahead Text Type in English Interlanguage : English for Senior High School Students XI by Joko Priyana LIA magazine Jakarta Post	2/ 2X45'

		emerald, bay, coast, harbor, settlement, site, museum,		<ul style="list-style-type: none"> • matching the words with their synonyms 			
3. Reading To understand the meaning of short functional text both formal and informal accurately, fluently and communicatively in daily context and to access science	To comprehend and respond to the meaning of short functional text (e.g. banner, poster, pamphlet, etc.) both formal and informal accurately, fluently and communicatively in daily context and to access science	<p>poster and pamphlet</p> <p>vocabularies: provide, further, passenger, business, show, foreign, various, held, satisfied, entrance, recognize, branch, present, arrangement.</p>	<p>BKOF</p> <ul style="list-style-type: none"> • Introducing and exploring texts by extensive reading activities <p>MOT</p> <ul style="list-style-type: none"> • Explaining the important information of poster and pamphlet <p>JCOT</p> <ul style="list-style-type: none"> • Applying book flood activity • Sustained silent reading • Discussing texts' vocabularies with the partner • Doing the task with the partner • Discussing the answer <p>ICOT</p> <ul style="list-style-type: none"> • Implementing the real-world reading project about poster, and pamphlet • Doing the task Individually 	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic and spesific information of the text • Identifying the meaning of the sentence • Identifying the meaning of the difficult wods of the text • Finding the synonym of the words 	<ul style="list-style-type: none"> • Homework • Performance assessment (orally responding the text) • Group assessment • Individual assessment (essay) 	<p>Look Ahead</p> <p>Text Type in English</p> <p>Interlanguage : English for Senior High School Students XI by Joko Priyana</p> <p>LIA magazine</p> <p>Jakarta Post</p>	3/2X45'

			<ul style="list-style-type: none"> Discussing the task LRT <ul style="list-style-type: none"> Finding poster and pamphlet to present in front of the class. 				
<p>4. Reading</p> <p>To understand the meaning of short functional text both formal and informal accurately, fluently and communicatively in daily context and to access science</p>	<p>To comprehend and respond to the meaning of short functional text (e.g. banner, poster, pamphlet, etc.) both formal and informal accurately, fluently and communicatively in daily context and to access science</p>	<p>banner, poster, and pamphlet</p> <p>vocabularies: global warming, green house, produce, temperature, trap.</p>	JCOT <ul style="list-style-type: none"> Discussing the homework Giving feedback to the homework Book flood activity Implementing the real-world reading project about poster, and pamphlet ICOT <ul style="list-style-type: none"> Reading the banner, poster, pamphlet, etc. Doing the task individually Discussing the answer together 	<ul style="list-style-type: none"> Reading the report text Identifying the topic and specific information of the text Identifying the meaning of the sentence Identifying the meaning of the unfamiliar words of the text Finding the synonym of the words 	<ul style="list-style-type: none"> Performance assessment (orally responding the text) Group assessment Individual assessment (essay) 	<p>Look Ahead</p> <p>Text Type in English</p> <p>Interlanguage : English for Senior High School Students XI by Joko Priyana</p> <p>LIA magazine</p> <p>Jakarta Post</p>	<p>4/2X45'</p>

5. Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of narrative	<p>The narrative text</p> <ul style="list-style-type: none"> • Why Does the Cock Eat the Millipede? • The authentic reading materials from the magazines, newspaper, and books <p>Vocabularies: Horn, lack, return, complain, demand, order, consider, annoy, descend, honesty, shout, climb, paradise, hell, dawn, hesitation.</p>	<p>BKOF</p> <ul style="list-style-type: none"> • Asking questions to the topic • Introducing and exploring the narrative texts • Book flood activity <p>MOT</p> <ul style="list-style-type: none"> • Explaining the generic structure of narrative text, the way to identify topic, important information and summerize the text <p>JCOT</p> <ul style="list-style-type: none"> • Sustained silent reading • Discussing texts' vocabularies with the partner <p>ICOT</p> <ul style="list-style-type: none"> • Doing vocabulary test ndividually <p>LRT</p> <ul style="list-style-type: none"> • Giving homework to find narrative text 	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic and generic structure of the text • Finding the important information with 5W1H Questions • Finding the meaning of the underline words of the text • Finding the synonym and antonym of the words 	<ul style="list-style-type: none"> • Homework • Performance assessment (orally responding the text) • Group assessment • Individual assessment (essay) 	<p>Look Ahead</p> <p>Text Type in English</p> <p>Interlanguage : English for Senior High School Students XI by Joko Priyana</p> <p>LIA magazine</p> <p>Jakarta Post</p>	5/ 2X45'
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6. Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of narrative	<p>The narrative text</p> <ul style="list-style-type: none"> • Androcles and the Lion (Greece) • The authentic reading materials from the magazines, newspaper, and books. <p>Vocabularies: Fawn, flee, roar, thorn, swollen, pardon, weary, stumble, behavior, emperor, approach, stem, prisoner, proper, mistake, loud, fast, down.</p>	<p>JCOT</p> <ul style="list-style-type: none"> • Discussing the homework • Giving feedback to the homework • Book flood activity • Sustained silent reading • Telling the truth in group work <p>ICOT</p> <ul style="list-style-type: none"> • Doing the task individually • Discussing the answer <p>LRT Giving homework to find narrative text</p>	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic and generic structure of the text • Finding the important information with 5W1H Questions • Finding the meaning of the underline words from the Text • Finding the meaning of noun • matching the words with their synonyms 	<ul style="list-style-type: none"> • Homework • Performance assessment (orally responding the text) • Group assessment • Individual assessment (essay) 	<p>Look Ahead</p> <p>Text Type in English</p> <p>Interlanguage : English for Senior High School Students XI by Joko Priyana</p> <p>LIA magazine</p> <p>Jakarta Post</p>	6/ 2X45'
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7. Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access scienc	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of narrative	<p>The narrative text</p> <ul style="list-style-type: none"> • The Jackal who Saved the Lion • Miss Mole Catches a Ghost • The authentic reading materials from the magazines, newspaper, and books <p>Vocabularies: Chase, lucky, large, sad, hunt, shock, assure, amity, involve.</p>	<p>JCOT</p> <ul style="list-style-type: none"> • Discussing the homework • Giving feedback to the homework • Book flood • Sustained silent reading • Telling the truth activity in group work <p>ICOT</p> <ul style="list-style-type: none"> • Doing the task individually • Giving rewards to the students 	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic • Finding the meaning of the underline words from the Text • Finding the words that have suitable meaning 	<ul style="list-style-type: none"> • Performance assessment (orally responding the text) • Group assessment • Individual assessment (essay) 	<p>Look Ahead</p> <p>Text Type in English</p> <p>Interlanguage : English for Senior High School Students XI by Joko Priyana</p> <p>LIA magazine</p> <p>Jakarta Post</p>	7/ 2X45'
8. Reading To understand the meaning of monolog / essay text in the form of report, narrative, and analytical exposition accurately, fluently and communicatively in daily life context and to access science	To comprehend and respond meaning in monolog / essay text using written cycle accurately, fluently and communicatively in the form of narrative	<p>The narrative text</p> <ul style="list-style-type: none"> • A miracle • The authentic reading materials from the magazines, newspaper, and books <p>Vocabularies: Develop, pharmacist, sick, operation, miracle, hopeless, belief, marvelous, anxiety, accident.</p>	<p>JCOT</p> <ul style="list-style-type: none"> • Book flood • Sustained silent reading • Discussing texts' vocabularies with the partner <p>ICOT</p> <ul style="list-style-type: none"> • Doing the vocabulary test individually • Giving reward to the students. 	<ul style="list-style-type: none"> • Reading the report text • Identifying the topic • Finding the meaning of the underline words from the text • Finding the words that have suitable meaning • Matching the synonym words • Completing sentences. 	<ul style="list-style-type: none"> • Performance assessment (orally responding the text) • Group assessment • Individual assessment (essay) 	<p>Look Ahead</p> <p>Text Type in English</p> <p>Interlanguage : English for Senior High School Students XI by Joko Priyana</p> <p>LIA magazine</p> <p>Jakarta Post</p>	8/ 2X45'

APPENDIX 5

**PRE-TEST, POST-TEST
AND STUDENTS' SCORE**

PRE-TEST
THE 2000 WORD LEVEL VOCABULARY TEST

Choose the right word with each meaning and write the number of that word next to its meaning.

1. Profit
2. Tip
3. Copy
4. Event _____ end or highest point
5. Motor _____ this moves a car
6. Pity _____ thing made to be like another

1. Roar
2. Thread
3. Accident
4. Debt _____ loud deep sound
5. Fortune _____ something you must pay
6. Pride _____ having a high opinion of yourself

1. Stage
2. Wage
3. Coffee
4. Disease _____ money of work
5. Justice _____ a piece of clothing
6. Skirt _____ using the law in the right way

1. Clerk
2. Frame _____ a drink
3. Noise _____ office worker
4. Respect _____ unwanted sound
5. Theatre
6. Wine

1. Relief
2. Opportunity
3. Dozen
4. Empire _____ chance
5. Gift _____ twelve

6. Tax _____ money paid to the government

1. Introduce

2. Stretch

3. Admire

4. Complain _____ make wider or longer

5. Fix _____ bring in for the first time

6. Hire _____ have a high opinion of someone

1. Prefer

2. Seize

3. Arrange

4. Develop _____ grow

5. Lean _____ put in order

6. Owe _____ like more than something else

1. Manufacture

2. Elect

3. Jump _____ make

4. Blame _____ choose by voting

5. Melt _____ become like water

6. Threaten

1. Ancient

2. Curious _____ not easy

3. Difficult _____ very old

4. Entire _____ relate to God

5. Holy

6. Social

1. Bitter

2. Slight _____ beautiful

3. Lovely _____ small

4. Merry _____ liked by many people

5. Popular

6. Independent

POST-TEST
THE 2000 WORD LEVEL VOCABULARY TEST

Complete the underline words below.

1. The will restore the house to its orig_____ state
2. My favorite spo_____ is football.
3. Each room has its own priv_____ bath and WC.
4. The tot_____ number of students at the university is 12, 500.
5. They met to ele_____ a president.
6. Many companies were manufac_____ computers
7. In AD 636 an Arab army won a famous vict_____ over another army.
8. The lakes become ice-free and the snow mel_____.
9. They managed to steal and hi_____ some knives.
10. I asked the group to inv_____ her to the party
11. It is difficult to sol_____ the problem.
12. You must spend less until your deb_____ are paid.
13. His mother looked at him with love and pri_____.
14. The wind ro_____ through the forest.
15. He lost a lot of blood in the acci_____.
16. She earns a high sal_____ as a lawyer.
17. The sick child had a very high temp_____.
18. The bir_____ of her first child was a difficult time for her.
19. You should more resp_____ to your parents.
20. Students have to reg_____ for the new course by the end of July.
21. The secretary will arr_____ a meeting schedule.
22. He cut three large sli_____ of bread.
23. He saw an ang_____ from heaven.
24. This is an an _____ building.
25. The president had a big house in the cape pro_____.
26. This area is a ho_____ place for many Muslims.

27. Everyone will have oppor_____ to ask.

28. He is paid a good wa_____ in this company.

29. She is the pop_____ singer in Britain.

I pre_____ red wine to white.

Students' Score

NOMOR		NAMA SISWA	JK	STUDENTS' SCORES		
URUT	INDUK			PRE-TEST	POST-TEST	
1	4967	DANANG HUSNI PAMBUDI	L	6,6	8	1,4
2	4973	EKA RAHAYU KHOIRUNNISA	P	5,6	8,3	2,7
3	4974	ELLSA RATRI APRILLA	P	5,3	7,6	2,3
4	4979	MUHAMMAD ARIEF SETYO W.	L	7	8,6	1,6
5	4980	NAOMI DIDA TAMARA	P	9,3	9,3	-
6	4982	NURITA FEBRIANI	P	4,3	9	4,7
7	4984	RANI PALUPI NURHIDAYATI	P	4	7,3	3,3
8	4985	REGA PRAMAISHELA	P	4,6	8	3,4
9	4986	RIFANTI LESTARI	P	4,6	8,3	3,7
10	4988	WULAN PRIANDARI	P	5,3	9	3,7
11	4991	AHMAD RIJAL HIDAYAN	L	6	9	3
12	4995	DANIES RATNA DEWI	P	5,3	7,6	2,3
13	4996	DIANA SEPTIYA	P	7	8,6	1,6
14	5006	NANDIA ANGGRAINI	P	7,6	8,6	1
15	5007	NITA LISTIAN	P	4,3	8,3	4
16	5008	NOVITA HARTANTI	P	3,6	7,6	4
17	5009	NURCHOLIS WAHYUDI	L	6	8,6	2,6
18	5010	PUTRI KUSUMANINGRUM	P	7,3	9	1,7
19	5015	RIZKI FIYAMANTI	P	9,3	9,3	-
20	5018	SENTANANING PURWA	L	4	7,3	3,3
21	5019	STEVANI MARINA ANGGITA	P	5,3	7,6	2,3
22	5021	TRATIKA DELA MENTARI	P	5	8	3
23	5022	WAHYU HERU KURNIAWAN	L	4,3	8,6	4,3
24	5023	WASKITO NURHADI SANTOSO	L	4,3	8,6	4,3
25	5025	ADINDA FITRIANI	P	7,3	8	0,7
26	5026	AFDELA FIFTINA MERDEKAWATI	P	6,3	8,3	2
27	5027	ANGGA YANUAR RINTAKA	L	5,6	7	1,4
28	5029	APPRILIA SULISTYOWATI	P	8	8,3	0,3

29	5030	APRILIAN DWI PUTRANTO	L	5	7,6	2,6
30	5032	AZILIA ISMA ANGGRAINI	P	6,6	8,3	1,7
31	5033	BAGUS KANANG IBRAHIM	L	5,3	8,6	3,3
AVERAGE SCORE				5,8	8,3	2,5
PARAF GURU MATA PELAJARAN						

APPENDIX 6

MATERIALS AND SHORT STORY

MATERI PEMBELAJARAN I

TOPIC: REPORT TEXT



Kangaroo

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

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

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

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

**General
classification**

Description

TASK 1

Answer these following questions based on the text.

1. Where does kangaroo can be found?
2. What is the name of kangaroo's relative?

3. What is the difference between wallaby and kangaroo?
4. What is the use of their strong back and tail?
5. How fast can kangaroo run?
6. Mention two largest kangaroos?
7. Do all the kangaroos have pouch on the front of their body?
8. How long the baby kangaroo stay on the pouch?
9. What is the generic structure of the text?
10. What is the social function of the text?

Study the explanation below.

General Characteristic of Report

1. Report Text Types

A report is a text that presents information about the subject. We would use this type of the text if we had to give a lecture on a topic or write about such things as computers, sport, or natural disasters. Some examples of information reports are text books, lectures, research assignments, reference articles, etc.

2. Social Function of Report

To describe the way things are, with reference to a range of natural, man made, and social phenomena in our environment.

(Menyampaikan informasi tentang sesuatu apa adanya, sebagai hasil pengamatan sistematis atau analisis, yang dideskripsikan dapat meliputi gejala alam, lingkungan, benda buatan manusia, atau gejala sosial.)

3. Generic Structure of a Report

- a. **General classification** or general opening statement that introduces the subject of the report. It tells phenomenon under discussion is. It includes a short description and a definition.
- b. **Description** tells what the phenomenon under discussion is like in terms of parts, qualities, habits or behaviors, habitat, way of survival.

Read the text carefully.

Thanksgiving Day



Thanksgiving or Thanksgiving Day is a celebration of harvest, **thankfulness** for peace, and the attempt of Native Americans. It is celebrated in late autumn. In the past, Thanksgiving was celebrated for their **rich** harvest in New England. In North America, however, it was originally held to thank God for their survival in the new land which was not easy for them. However, in Canada, it had been celebrated as in New England. Thanksgiving now is celebrated in United States of America and in Canada. Thanksgiving festivals are held every fourth Thursday of November in the U.S and on the second Monday of October in Canada.

It is usually celebrated in four to five days in the North America and for three days in Canada. It is celebrated through families and friends **gathering** to eat and give good luck. Turkey is the main dish in the thanksgiving dinner. Thanksgiving parades are also usually held.

In Thanksgiving homes are decorated with wreaths, fresh and dried flowers. Lamps are lighted to brighten the environment. Tables are decorated with best china and **antique** silver dishes to mark the occasion.

Adapted from: www.thanksgiving-day.org and www.wikipedia.com

Picture: www.beachfrontonlyfiles.wordpress.com

TASK 2

Read the following information on thanksgiving celebrations in USA and Canada and then find the answers to the following questions.

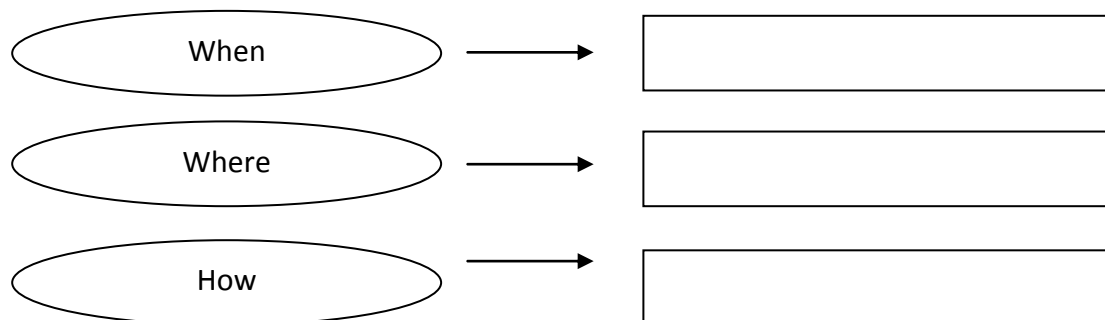
➤ General idea of the text

What does this text tell us about?

➤ Detail information of the text

What





TASK 3

Comprehension questions:

1. What is Thanksgiving Day?
2. Where is it celebrated?
3. When is it celebrated?
4. How long does the celebration last in the USA?
5. How is it celebrated?

TASK 4

Read the following text above once, and then look carefully at each of the words printed in **bolds**. Choose the word which seems closest in meaning to the word quoted from the passage.

1. thankfulness (*n*)
 A gratefulness B fairness C happiness D sadness
2. rich (*adj*)
 A rough B rude C wealthy D healthy
3. gathering (*n*)
 A collecting B meeting C standing D coming
4. antique (*adj*)
 A unique B anxious C adequate D ancient

TASK 5

Match the following words from the text with its meaning.

1. harvest (*n*)
2. wreath (*n*)
3. china (*n*)
4. dish (*n*)
5. dishes (*n*)
6. occasion (*n*)

- | |
|--|
| <ol style="list-style-type: none"> a. circle of flowers or leaves especially given at a funeral in memory of the dead person. b. happening time when something happens. c. cups, plates, etc., made of fine white clay. d. picking ripe crops. e. part of a meal; plate of prepared food. f. plates and cups, etc. |
|--|

TASK 6

Learn the meaning of the following words. Then, complete the sentences with the suitable word from the list.

1. Maras Taun is a thanksgiving ... of Belitung island.
2. Indonesian students have a flag ... on Monday morning.
3. There is usually a ... in a wedding reception.
4. We are going to hold the New Year ... tomorrow.
5. Thanksgiving Day is ... in Canada and North America.

Festival	(n) : festival
ceremony	(n) : upacara
celebration	(n) : perayaan
celebrated	(n) : merayakan
feast	(n) : makan besar

WORKSHEET

Find two or more reports in the library, internet, newspapers, magazines, books, or any sources. Then, complete the points below.

TASK 1

- Find the meaning of the unfamiliar words in your text report.
- What does the report text tell us about?
- Make the question with 5 W 1 H questions and answer it.
- Make a summary of the report text!
- Report it in front of the class!

MATERI PEMBELAJARAN 2

TOPIC: REPORT TEXT

TASK 1

Read the text carefully and find the meaning of the underlined words in the text below. Then, translate the text. Work in pairs.



The Red Bird of Paradise

An Indonesian endemic, the Red Bird of Paradise is distributed to lowland rainforests of Waigeo and Batanta islands of West Papua. This species shares its home with another bird of paradise, the Wilson's Bird of Paradise. Hybridisation between these two species are expected but not recorded yet.

The Red Bird of Paradise, *Paradisaea rubra* is a large, up to 33cm long, brown and yellow bird of paradise with a dark brown iris, grey legs and yellow bill. The male has an emerald green face, a pair of elongated black corkscrew-shaped tail wires, dark green feather pompoms above each eye and a train of glossy crimson red plumes with whitish tips at either side of the breast.

The male measures up to 72 cm long, including the ornamental red plumes that require at least six years to fully attain. The female resembles the male but is smaller in size, with a dark brown face and has no ornamental red plumes. The diet consists mainly of fruits, berries and arthropods.

TASK 2

Find the kind of words and meaning of the underlined words in the text above. You may open your dictionary and work with your partner.

For example :

1. Bill (noun) : paruh burung
2. Emerald
3. Elongate
4. Wires

5. Feather
6. Crimson
7. Plume
8. Require
9. Attain

Read the text carefully.

Sydney the Metropolitan City



Sydney is the most populous city in Australia, with a metropolitan area population around 4.12 million. It is the state capital of New South Wales and is the site of the first European colony in Australia. The city is Australia's largest financial centre.

Sydney is located on Australia's south-east coast. The city is built around Port Jackson, which includes Sydney Harbour, leading to the city's nickname, "the Harbour City".

This city is a major international tourist destination famous for its beaches and twin landmarks: the Sydney Opera House and the Harbour Bridge. The metropolitan area is surrounded by national parks, and contains many bays, rivers and inlets.

Sydney also has many shopping centres and retail outlets throughout the city. The Queen Victoria Building on George Street also contains many shops. Many of the large regional centres around the metropolitan area also contain large shopping complexes.

Sydney has several museums. The biggest are the Australian Museum (natural history and anthropology), the Powerhouse Museum (science, technology and design), the Art Gallery of New South Wales, the Museum of Contemporary Art and the Australian National Maritime Museum.

Sydney's Central Business District (CBD) extends southwards for about 3 kilometres (1.25 mi) from Sydney Cove. It is the point of the first European settlement in the area at the southern end of the bridge known as "The Rocks". It is densely concentrated with skyscrapers and other buildings including historic sandstone buildings such as the Sydney Town Hall and Queen Victoria Building are combined by several parks such as Wynyard and Hyde Park.

Adapted from: <http://www.wikipedia.com>

Picture: <http://www.destination360.com>

Task 3

Comprehension questions:

1. Where is Sydney located?

2. Where was the city built?
3. What is the city well known for?
4. How many museums in the city?
5. What is the biggest museum in Sydney?

Task 4

Read the report above on Sydney. Then, find the meanings of the following words based on the context.

- | | | | |
|--------------------------------|--------|-------------------------------|--------|
| 1. Bay (<i>kb</i>) | : | 6. Metropolitan (<i>kb</i>) | : |
| 2. Coast (<i>kb</i>) | : | 7. Settlement (<i>kb</i>) | : |
| 3. Colony (<i>kb</i>) | : | 8. Site (<i>kb</i>) | : |
| 4. State capital (<i>kb</i>) | : | 9. Skyscraper (<i>kb</i>) | : |
| 5. Harbor (<i>kb</i>) | : | 10. Outlet (<i>kb</i>) | : |

Task 5

Find the words (noun) in the text above which have the following meanings.

1. Large area of land with grass and trees surrounded.
2. Someone who visits a place for pleasure and interest on holiday.
3. Building where objects of historical, scientific or artistic interest are kept.
4. Place where people live and work, containing many houses and shops.
5. Large room used for events involving a lot of people.
6. All the people living in a particular country, area, or place.
7. Building which is used for showing works of art.
8. an area of sand near the sea
9. a musical play in which most of the words are sung
10. a country controlled politically

- | |
|---------------|
| a. museum |
| b. gallery |
| c. outlet |
| d. population |
| e. park |
| f. hall |
| g. tourist |
| h. sea |
| i. colony |
| j. opera |

Task 6

Match the words on the left with its synonym on the right.

- | | |
|---------------|---------------|
| 1. famous | a. follow |
| 2. surrounded | b. cove |
| 3. contain | c. group |
| 4. combine | d. hold |
| 5. include | e. building |
| 6. coast | f. well known |
| 7. large | g. besieged |
| 8. first | h. former |
| 9. complex | i. big |
| 10. extend | j. reach |

MATERI PEMBELAJARAN 3

TOPIC: Pamphlet and Poster

Study the explanation bellow

A pamphlet is a thin book with a paper cover that gives you information about something.

(Oxford Dictionary for ESL, 1996)

A poster is a large printed picture or a notice that is used to advertise something or to decorate room.

(Oxford Dictionary for ESL, 1996)


Task 1

Study the following slogans with the advertisements.

1. Poster

Come abroad with us

We come to your district. |
 No need to go to Bali
 to find tickets.
 We have a branch office in Ubud.
 We're happy if you're satisfied.



Phone (0361) 204576

2. Poster

Use a razor for a closer shave.



Task 2

Study these banner, poster and pamphlet.



1



2

Biggest band show "Jim Band"

Held: Saturday, June 24
 Time: 07.00 p.m. – 10.00 p.m.
 Place: Parking area
 Taman Impian Jaya Ancol

We present the famous singers:
Sherly Hamington
Bill Stewart
Tom Barbara

Tickets: Rp75,000,-/adult
 Rp50,000,-/child

For entrance tickets, please call:
 Ayu : (021) 4563287
 Devy : (021) 3265446
 Reza : (021) 7834568

3



4

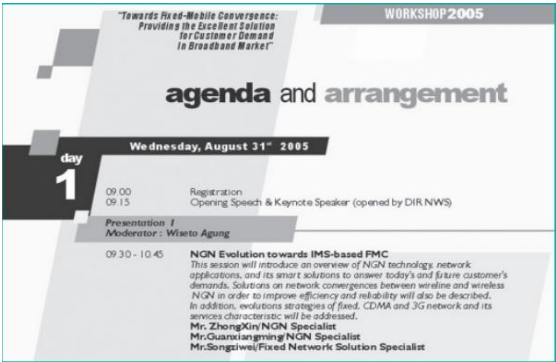
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5



6

Task 3

In pairs, classify the information pictures above in the right column by writing 1,2,3,4,5 and 6. Can you show the differences?

Pamphlet	... , ...
Poster	... , ...

Task 4

Still in pairs, discuss the information in pictures above. What does each information tell you about?

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

Task 5

Read the information above. Then, in pairs find the meanings of the following words based on the context. You may use your dictionary.

1. provide : ...
2. passenger : ...
3. district : ...
4. satisfied : ...
5. branch : ...
6. Held : ...
7. Entrance : ...
8. Present : ...
9. Arrangement : ...
10. Foreign : ...

Task 6

Match the words with its synonym on the box.

1. recognized
2. provide
3. held
4. present
5. arrangement

- | |
|---|
| <ol style="list-style-type: none">a. introduceb. make happenc. pland. supply |
|---|

WORKSHEET

Find a poster and pamphlet that you consider interesting in internet, newspapers, magazines, books, or any sources. Then, complete the points below.

Task 1

- Find the meaning of the unfamiliar words in your pamphlet and poster!
- What do the pamphlet and poster tell us?
- Report them to your class!

MATERI PEMBELAJARAN 4

TOPIC: Pamphlet, Banner, and Poster

Task 1

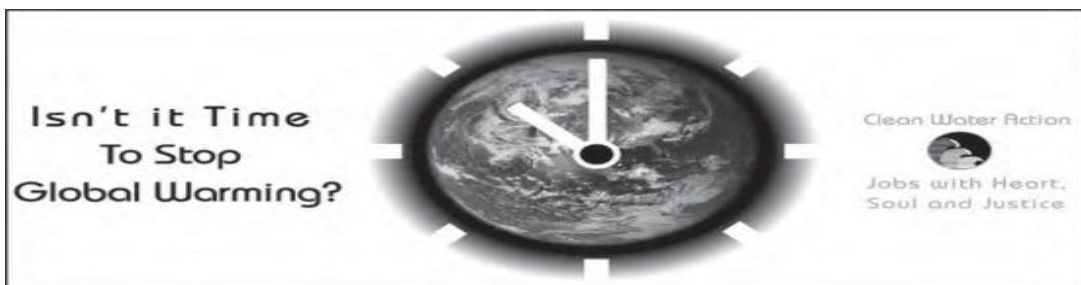
Study the poster and answer the questions.



1. What do you see in the poster?
2. What does the poster try to say?
3. What does the picture in the poster try to show or say?
4. What is the meaning of the message in the poster?
5. What does “watch your step” mean?
6. What is the meaning of “ecological footprint” in the poster?

Task 2

In pairs, study the poster and answer the questions based on your knowledge.



1. What does the poster tell you?
2. Why is it important for us to stop global warming?
3. Do you know how we can help stop global warming?

Task 3

Match each word/phrase with its meaning.

1. global warming

2. greenhouse gas

3. carbon dioxide

4. emissions

5. methane

a. the production or release of something

b. the gas breathed out by people by people and animals from the lungs or produced by burning carbons

c. the increase of the earth's temperature because green house gases trapped the sun's heat in the atmosphere

d. a colourless gas, produced naturally from rotting organic waste and is one of the main greenhouse gas

e. gases which are thought to contribute

MATERI PEMBELAJARAN 5

TOPIC: NARRATIVE TEXT

Why Does the Cock Eat the Millipede?



Orientation

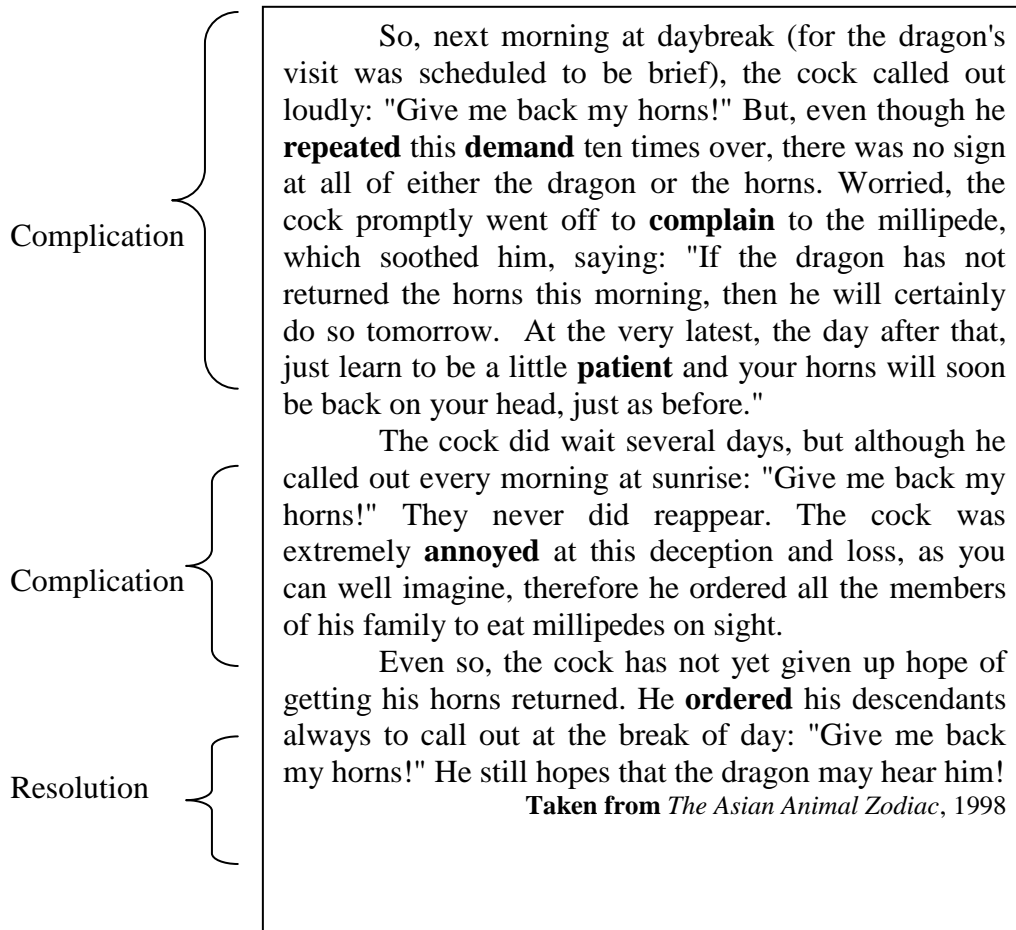
Long ago the cock had a pair of beautiful horns on his head. But at that time there was a dragon who was **prevented** from ascending into heaven because he **lacked** a pair of horns. And so he **offered** the millipede as a **guarantor**, and borrowed the **horns** from the cock!

Evaluation

When the millipede came for the horns, he said to the cock: "When you want your horns back, you must call out at dawn: 'Give me back my horns!' and they will be returned to you at once. You need have no **occasion** to be concerned in the least."

Evaluation

The kind cock knew how difficult it was to ascend to heaven, so, reassured by the good **security** the millipede offered, he loaned his horns without hesitation, just twisting them right off his head. He also **thought** to himself that when the dragon **returned** from his visit to heaven, they could sit down and have a good conversation; he would ask the dragon to tell him how things were in heaven, and if it really was beautiful there, as he had always heard. If it was true, he might **consider** going there himself someday, he thought.



Narrative

Social function : to amuse, entertain and to deal with problematic events

which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:

Orientation : containing plot and characters.

Evaluation : evaluating the plight of the story.

Complication : crisis of the story.

Resolution : the crisis is resolved, for better or for worse.

Narrative

Stories consist of several parts. They are the beginning, the problem that occurred, how the problem was solved, and the ending of the story.

- The beginning of the story has the function of introducing the characters of the story, where and when the story occurred. This part of the story is called orientation.
- How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face is called the complication.
- How the problem is solved or ended is called the resolution.
- The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer is called re-orientation. However, this part of the story is optional. You may or may not find it in a story.

The social purpose of this type of text is entertaining because they deal with the unusual and unexpected development of events. It also instruct because they teach readers and listeners that problems patterns of behavior that are generally highly valued.

TASK 1

Comprehension questions.

1. What is the topic of the text?
2. Why didn't the cock have horns on his head?
3. Who did give the horns to millipede?
4. What was a pair of cock's beautiful horns asked for?
5. Why did the cock give his horns to the millipede?
6. What is the moral value from the story?

TASK 2

Work in pairs. Read the following text above and then find the meaning in Indonesian equivalent of the words printed in bolds.

- | | | |
|------------|---------------|---------------|
| 1. Horn : | 4. Consider : | 7. Return : |
| 2. Lack : | 5. Annoy : | 8. Order : |
| 3. Offer : | 6. Complain : | 9. Occasion : |

10. Patient :

11. Demand :

12. Security :

13. Guarantor :

TASK 3

Find the synonyms and antonyms of the words by choosing the words provided in the box.

Words	Synonyms	Antonyms
1. ascend		
2. dawn		
3. heaven		
4. hesitation		
5. call out		
6. deception		

a. day break g. trickery
b. reluctance h. descend
c. honesty i. certainty
d. shout j. keep silent
e. climb k. hell
f. paradise l. sunset

WORKSHEET

Find two or more short story or narrative text in the library, internet, newspapers, magazines, books, or any sources. Then, complete the points below.

TASK 1

- Find the meaning of the unfamiliar words in your text narrative!
- What does the narrative text tell us about?
- Make the generic structure of narrative text!
- Make a summary of the narrative text!
- Report it in front of the class!

MATERI PEMBELAJARAN 6

TOPIC: NARRATIVE TEXT

Glossary

Study the following words.

fawn (<i>kkt</i>)	:menjilat
flee (<i>kki</i>)	:melarikan diri
fond (<i>ks</i>)	:suka
forepaw (<i>kb</i>)	:telapak tangan
game (<i>kb</i>)	:hasil buruan
groan (<i>kki</i>)	:suara gerangan keras
limp (<i>kki</i>)	:pincang
pardoned (<i>kkt</i>)	:melepaskan
roar (<i>kki</i>)	:raung
sentence (<i>kkt</i>)	:menjatuhkan hukuman
stumble (<i>kki</i>)	:tersandung
swollen (<i>ks</i>)	:bengkak
thorn (<i>kb</i>)	:duri
weary (<i>ks</i>)	:sangat lemah

Read the text carefully.

Androcles and the Lion

(Greece)



This story takes place in Rome, where a Greek slave named Androcles escaped from his master and fled into the forest. There he wandered for a long time until he was weary, hungry and hopeless. Just then he heard a lion near him moaning and groaning and at times roaring terribly. Tired as he was, Androcles rose

up and rushed away, as he thought, from the lion; but as he made his way through the bushes he stumbled over the root of a tree and fell down. When he tried to get up, there he saw the lion coming towards him, limping on three feet and holding his forepaw in front of him.

Poor Androcles was hopeless; he had not strength to rise and run away, and there was the lion coming upon him. But when the great beast came up to him instead of attacking him it kept on moaning and groaning and looking at Androcles, who saw that the lion was holding out his right paw, which was covered with blood and much swollen. Looking more closely at it Androcles saw a big thorn pressed into the paw, which was the cause of all the lion's trouble. *Plucking up courage* he held the thorn and drew it out of the lion's paw, who roared with pain when the thorn came out, but soon after finding such relief from it that he fawned upon Androcles and showed, in every way that he knew, to whom he owed the relief. Instead of eating him up he brought him a young deer that he had killed, and Androcles managed to make a meal from it. For some time the lion continued to bring the game he had killed to Androcles, who became quite fond of the huge beast.

But one day a number of soldiers came marching through the forest and found Androcles. As he could not explain what he was doing, they took him prisoner and brought him back to the town from which he had fled. Here his master soon found him and brought him before the authorities. Soon Androcles was sentenced to death for fleeing from his master. Now it used to be the custom to throw murderers and other criminals to the lions in a huge circus, so that while the criminals were punished the public could enjoy the scene of a fight between them and the wild beasts.

So Androcles was sentenced to be thrown to the lions, and on the appointed day he was led forth into the Arena and left there alone with only a spear to protect him from the lion. The Emperor was in the royal box that day and gave the signal for the lion to come out and attack Androcles. But when it came out of its cage and got near Androcles, what do you think it did? Instead of jumping into him it fawned him and stroked him with its paw, it made no attempt to do him any harm.

It was of course the lion which Androcles had met in the forest. The Emperor, surprised at seeing such a strange behavior in so cruel a beast, called Androcles to him and asked him how the lion lost all its cruelty. So Androcles told the Emperor all that had happened to him and how the lion was showing its gratitude for his having relieved it of the thorn. The Emperor pardoned Androcles and ordered his master to set him free, while the lion was taken back into the forest and let loose to enjoy liberty once more.

Adapted from: www.storiestogrowby.com

Picture: <http://www.mikelockett.com>

TASK 1**Comprehension questions**

1. Who is the main character in the story?
2. Who is Androcles?
3. How did he feel when he heard the lion' roar?
4. What happened when the lion approached him?
5. Why did the lion limp?
6. What did Androcles do to the lion?
7. What did the lion do in return to Androcles' help?
8. In the arena, what did the lion do to Androcles?
9. What did the emperor do seeing the lion's behavior?
10. How did the story end?

TASK 2

Complete the sentences with the suitable words in the box.

a. fawn	e. stumble	i. game
b. sentence	f. roar	j. pardon
c. limp	g. swollen	k. weary
d. fond	h. thorn	l. flee

1. I'm really ... of the story because it is very exciting.
2. The prisoner was ... to death.
3. Rose's stems are full of
4. The king ... him for his mistakes.
5. The lion ... loudly.
6. The old woman looks very
7. The lion eat its ... very fast.
8. I can't walk properly with my ... ankle.
9. The lion ... on its cub.
10. It was dark that I ... down.

MATERI PEMBELAJARAN 7

TOPIC: NARRATIVE TEXT

Read the text carefully.

The Jackal who Saved the Lion

Once upon a time, there lived a lion in a forest. One day, when he went to drink water in a river, one of his feet got stuck into the river. He tried a lot to get out of the mud, but didn't achieve. He had to lie without food for days because he didn't find any help. On one fortunate day, a kind jackal came to drink water from the river. When he saw the lion, he went closer to the lion and said, "What is the matter? Why are you resting here?"

The lion narrated him the pathetic story. The Jackal instantly made a way out from the sand but the lion was unable to move his feet. As he was set in the same posture for last several days, his body became stiff. The jackal understood the condition of the lion and helped him to get out of the mud with an extra effort. The Lion was really thankful to jackal for his kind help. He was very happy to get free after so many days.

The Lion appreciated the effort made by the jackal. He offered the jackal to live close to him and also promised to give food to him whenever he caught food. The jackal accepted the offer and started living with the lion. Thus, they lived happily sharing the food. With the passing time, they expanded their families. The lion had cubs and the jackal had kid jackals. Both, the lion and the jackal were passing their days happily. They didn't have any idea that their friendship was not liked by their families.

One day after a long time, the lioness, lady of the lion's house, told her cubs that she didn't like the amity between the jackal and her husband. The cubs passed the message to the kid jackals. The kids complained the matter to the lady jackal. The lady jackal passed the complaint to her husband.

The jackal went to the Lion and asked, "I helped you without any thought in return. You had asked me to live with you, so I started living with you. Now, if you don't want me to live with you, you should have told me yourself. What did you involve your wife and cubs to convey this?" The Lion was shocked to hear such words. He said, "My dear friend, what are you saying? I don't find any problem with you or your friendship". He assured the jackal that he had no such ill-feelings for the friendship between them.

The Lion also assured that he would talk to the lioness and solve the whole matter. The jackal was intelligent and understood the situation. He said to the lion,

“Dear friend, I know you are sincere, but our families could not exactly respond the same level of friendship. So, let us stay apart and meet often as friends. We could also hunt together. It would be better, if our families stay apart”. The Lion agreed to the proposal with a heavy heart.

The two families parted from each other as friends. The Jackal and the Lion continued to share the friendship. They often met each other and hunt together. Thus, the two friends shared a healthy friendship throughout their life.

Adapted from: www.storiestogrowby.com

Picture: <http://www.mikelockett.com>

TASK 1

Comprehension questions

1. What is the story about?
2. Who are the main characters of the story?
3. What does the lion do in return of the Jackal’s help?
4. What did the lioness feels of the lion’s and the jackal’s friendship?
5. From whom did the jackal heard that the lion’s family doesn’t like the friendship between them?
6. How did the story end?

TASK 2

Find the synonyms of the words by choosing the words provided in the box.

- | | | | |
|-------------|---|-----------|---|
| 1. Pathetic | : | 6. Hunt | : |
| 2. Matter | : | 7. Assure | : |
| 3. Fortune | : | 8. Convey | : |
| 4. Shock | : | 9. Expand | : |
| 5. Involve | : | 10. Amity | : |

a. chase
b. include
c. say
d. surprise
e. lucky
f. large
g. friendship
h. sad
i. problem
j. surprise

Glossary

Study the following words.

- Sigh : bernapas panjang
 Gaze : menatap, memandang
 Grumble : mengeluh, menggerutu
 Giggle : tertawa
 Joke : lelucon
 Laugh : tertawa
 Grab : merebut, menyerobot
 Rustle : mendesir, mendesau
 Chase : mengikuti
 Whisper : membisik

Read the text carefully.

Miss Mole Catches a Ghost

Quite often Miss Mole would look after the young ones who lived in the woodland, when their parents went out in the evening.

"I just love baby-sitting," **sighed** Miss Mole, as she **gazed** at the little animals, "you're all such darlings!"

"But we're not babies," **grumbled** the field mice twins, "we're almost grown up!"

"Well you'll always be babies to me," **giggled** Miss Mole, as she gave them all a great big hug.

But one evening when Miss Mole was baby-sitting, something very strange happened ...

All the little animals had walked over to Miss Mole's house just before dark. They were laughing and **joking** and making lots of noise as they went along.

All of a sudden one of the rabbits heard a strange sound. Then one or two of the little animals saw something move near the top of the trees.

"What was that?" gasped a baby badger as he **grabbed** one of the squirrels.

Then, as the wind **rustled** the leaves on the tree ... they all saw it ... a spooky white thing flying through the branches!

"It's a ghost!" screamed a small hedgehog. And everyone ran as fast as they could and landed on a heap at Miss Mole's front door.

"Whatever is wrong?" cried Miss Mole as she opened her door, and in fell all the little animals.

"We've seen a ghost!" sobbed the rabbit. "It's **chased** us all the way through the wood, and now it's up in that tree!"

Miss Mole put on her extra strong glasses and took a good look. "Goodness me," she gasped, "there it is!"

Right then and there, brave Miss Mole reached for her longest broom and pulled something out of the branches above.

"Here's your ghost," laughed Miss Mole. "It's a plastic bag. I lost it on my way back from the woodland supermarket!"

All the little animals breathed a big sigh of relief as Miss Mole took them inside and closed the door.

"Gather round and I'll tell you a story," she said kindly.

"As long as it's not a ghost story," **whispered** the baby badger.

Taken from 50 Bedtime Stories, 2002

Task 3

Find the words in the text which have the following meanings.

1. Took a long deep breath that can be heard
2. Said something while crying noisily
3. Looked long at somebody or something
4. Made a gentle light sound
5. Laughed lightly in nervous way
6. Complained in bad tempered way
7. Took something firmly, suddenly, roughly
8. Took one or more quick deep breaths

MATERI PEMBELAJARAN 8

TOPIC: NARRATIVE TEXT

Read the text carefully.

A Miracle

Sally was only eight years old when she heard Mommy and Daddy talking about her little brother, Georgi. He was very sick and they had question. She heard Daddy say it with a whispered desperation, “Only a miracle can save him now.”

Sally went to her bedroom and pulled her piggy bank from its hiding place in the closet. She shook all the change out on the floor and counted it carefully. Three times. The total had to be exactly perfect. No chance here for mistakes. Tying the coins up in an old-weather-kerchief, she slipped out of the apartment and made her way to the corner drug store. She waited patiently for the pharmacist to give her attention. But he was too busy talking to another man to be bothered by an eight-year-old. Sally twisted her feet to make a scuffing noise. She cleared her throat. No good. Finally she took a quarter from its hiding place and banged it on the glass counter. That did it! “And what do you want?” the pharmacist asked in an annoyed tone of voice. “I’m talking to my brother.”

“Well, I want to talk to you about my brother,” Sally answered back in the same annoyed tone. “He’s sick . . . and I want to buy a miracle.”

“I beg your pardon,” said the pharmacist.

“My Daddy says only a miracle can save him now . . . so how much does a miracle cost?” “We don’t sell miracles here, little girl. I can’t help you.”

“Listen, I have the money to pay for it. Just tell me how much it costs.”

The well-dressed man stooped down and asked, “What kind of a miracle does your brother need?”

“I don’t know,” Sally answered. A tear started down her cheek. “I just know he’s really sick and Mommy says he needs an operation. But my folks can’t pay for it . . . so I have my money.

“How much do you have?” asked the well dressed man.

“A dollar and eleven cents,” Sally answered proudly. “And it’s all the money I have in the world.”

“Well, what a coincidence,” smiled the well dressed man. A dollar and eleven cents . . . the exact price of a miracle to save a little brother. He took her money in one hand and with the other hand he grasped her mitten and said “Take me to where you live. I

want to see your brother and meet your parents.”

That well-dressed man was Dr. Carlton Armstrong, renowned surgeon specializing in solving Georgi’s malady. The operation was completed without charge and it wasn’t long until Georgi was home again and doing well.

Mommy and Daddy were happily talking about the chain of events that had led them to this place.

“That surgery,” Mommy whispered.

“It’s like a miracle. I wonder how much it would have cost.

Sally smiled to herself. She knew exactly how much a miracle cost... one dollar and eleven cents... plus the faith of a little child.

Adapted from: <http://www.gagirl.com>

TASK 1

Work in pairs and find the meaning in Indonesian which is equivalent with the underlined words in the context.

1. Desperation :
2. Pull :
3. Slip out :
4. Scuff :
5. Miracle :
6. Stoop :
7. Folk :
8. Grasp :
9. Whisper :
10. Faith :

TASK 2

Read the following text above once, and then find the words which seems closest in meaning to the word quoted from the passage. Work in pairs.

1. Great sadness : ...
2. A marvelous event that happens: ...
3. Problem, difficulty : ...
4. Anxiety, hopelessness : ...
5. Exclusive, extravagant : ...
6. Persons who sell medicines : ...
7. Ill, disease : ...
8. Improve, increase : ...
9. Treatment by cutting open the body: ...
10. Belief, trust : ...

- | |
|---------------|
| a. develop |
| b. worry |
| c. pharmacist |
| d. sick |
| e. operation |
| f. condolence |
| g. sure |
| h. miracle |
| i. matter |
| j. elegant |

TASK 3

Complete the sentences with the suitable word.

1. The _____ of a new house in London is very expensive.
2. We spent much _____ to decorate the house.
3. It is _____ nobody died in the accident.
4. The wound became recovered after _____
5. The _____ try to stop a bleeding artery.
6. I bought some medicines in _____
7. I heard a loud _____ and ran to the window.
8. I will explain, if you give me a _____ to speak.
9. Nancy has a nice _____ on her face.
10. Children need lots of attention from their _____

- | |
|--------------|
| a. smile |
| b. chance |
| c. money |
| d. parents |
| e. cost |
| f. operation |
| g. noise |
| h. drugstore |
| I. surgeon |
| j. miracle |

SHORT STORY

Love and Time

Once upon a time, there was an island where all the feelings lived: Happiness, Sadness, Knowledge, and all of the others, including Love. One day it was announced to the feelings that the island would sink, so all constructed boats and left. Except for Love.

Love was the only one who stayed. Love wanted to hold out until the last possible moment.

When the island had almost sunk, Love decided to ask for help.

Richness was passing by Love in a grand boat. Love said, "Richness, can you take me with you?" Richness answered, "No, I can't. There is a lot of gold and silver in my boat. There is no place here for you."

Love decided to ask Vanity who was also passing by in a beautiful vessel. "Vanity, please help me!" "I can't help you, Love. You are all wet and might damage my boat," Vanity answered.

Sadness was close by so Love asked, "Sadness, let me go with you." "Oh . . . Love, I am so sad that I need to be by myself!"

Happiness passed by Love, too, but she was so happy that she did not even hear when Love called her.

Suddenly, there was a voice, "Come, Love, I will take you." It was an elder. So blessed and overjoyed, Love even forgot to ask the elder where they were going. When they arrived at dry land, the elder went her own way. Realizing how much was owed the elder, Love asked Knowledge, another elder, "Who helped me?"

"It was Time," Knowledge answered. "Time?" asked Love. "But why did Time help me?" Knowledge smiled with deep wisdom and answered, "Because only Time is capable of understanding how valuable Love is."

The 4 Wives

There was a rich merchant who had 4 wives. He loved the 4th wife the most and adorned her with rich robes and treated her to delicacies. He took great care of her and gave her nothing but the best. He also loved the 3rd wife very much. He's very proud of her and always wanted to show off her to his friends. However, the merchant is always in great fear that she might run away with some other men.

He too, loved his 2nd wife. She is a very considerate person, always patient and in fact is the merchant's confidante. Whenever the merchant faced some problems, he always turned to his 2nd wife and she would always help him out and tide him through difficult times.

Now, the merchant's 1st wife is a very loyal partner and has made great contributions in maintaining his wealth and business as well as taking care of the household. However, the merchant did not love the first wife and although she loved him deeply, he hardly took notice of her.

One day, the merchant fell ill. Before long, he knew that he was going to die soon. He thought of his luxurious life and told himself, "Now I have 4 wives with me. But when I die, I'll be alone. How lonely I'll be!"

Thus, he asked the 4th wife, "I loved you most, endowed you with the finest clothing and showered great care over you. Now that I'm dying, will you follow me and keep me company?" "No way!" replied the 4th wife and she walked away without another word.

The answer cut like a sharp knife right into the merchant's heart. The sad merchant then asked the 3rd wife, "I have loved you so much for all my life. Now that I'm dying, will you follow me and keep me company?" "No!" replied the 3rd wife. "Life is so good over here! I'm going to remarry when you die!" The merchant's heart sank and turned cold.

He then asked the 2nd wife, "I always turned to you for help and you've always helped me out. Now I need your help again. When I die, will you follow me and keep me company?" "I'm sorry, I can't help you out this time!" replied the 2nd wife. "At the very most, I can only send you to your grave." The answer came like a bolt of thunder and the merchant was devastated.

Then a voice called out: "I'll leave with you. I'll follow you no matter where you go." The merchant looked up and there was his first wife. She was so skinny, almost like she suffered from malnutrition. Greatly grieved, the merchant said, "I should have taken much better care of you while I could have!"

Actually, we all have 4 wives in our lives

- a. The 4th wife is our body. No matter how much time and effort we lavish in making it look good, it'll leave us when we die.
- b. Our 3rd wife? Our possessions, status and wealth. When we die, they all go to others.
- c. The 2nd wife is our family and friends. No matter how close they had been there for us when we're alive, the furthest they can stay by us is up to the grave.
- d. The 1st wife is in fact our soul, often neglected in our pursuit of material, wealth and sensual pleasure.

Guess what? It is actually the only thing that follows us wherever we go. Perhaps it's a good idea to cultivate and strengthen it now rather than to wait until we're on our deathbed to lament.

Trees That Wood

Once there were three trees on a hill in the woods. They were discussing their hopes and dreams when the first tree said, "Someday I hope to be a treasure chest. I could be filled with gold, silver and precious gems. I could be decorated with intricate carving and everyone would see the beauty."

Then the second tree said, "Someday I will be a mighty ship. I will take kings and queens across the waters and sail to the corners of the world. Everyone will feel safe in me because of the strength of my hull."

Finally the third tree said, "I want to grow to be the tallest and straightest tree in the forest. People will see me on top of the hill and look up to my branches, and think of the heavens and God and how close to them I am reaching. I will be the greatest tree of all time and people will always remember me."

After a few years of praying that their dreams would come true, a group of woodsmen came upon the trees. When one came to the first tree he said, "This looks like a strong tree, I think I should be able to sell the wood to a carpenter" ... and he began cutting it down. The tree was happy, because he knew that the carpenter would make him into a treasure chest.

At the second tree a woodsman said, "This looks like a strong tree, I should be able to sell it to the shipyard." The second tree was happy because he knew he was on his way to becoming a mighty ship.

When the woodsmen came upon the third tree, the tree was frightened because he knew that if they cut him down his dreams would not come true. One of the woodsmen said, "I don't need anything special from my tree so I'll take this one", and he cut it down.

When the first tree arrived at the carpenters, he was made into a feed box for animals. He was then placed in a barn and filled with hay. This was not at all what he had prayed for. The second tree was cut and made into a small fishing boat. His dreams of being a mighty ship and carrying kings had come to an end. The third tree was cut into large pieces and left alone in the dark. The years went by, and the trees forgot about their dreams.

Then one day, a man and woman came to the barn. She gave birth and they placed the baby in the hay in the feed box that was made from the first tree. The man wished that he could have made a crib for the baby, but this manger would have to do. The tree could feel the importance of this event and knew that it had held the greatest treasure of all time. Years later, a group of men got in the fishing boat made from the second tree. One of them was tired and went to sleep. While they were out on the water, a great storm arose and the tree didn't think it was strong enough to keep the men safe. The men woke the sleeping man, and he stood and said "Peace" and the storm stopped. At this time, the tree knew that it had carried the King of Kings in its boat.

Finally, someone came and got the third tree. It was carried through the streets as the people mocked the man who was carrying it. When they came to a stop, the man was nailed to the tree and raised in the air to die at the top of a hill. When Sunday came, the tree came to realize that it was strong enough to stand at the top of the hill and be as close to God as was possible, because Jesus had been crucified on it.

The moral of this story is that when things don't seem to be going your way, always know that God has a plan for you. If you place your trust in Him, He will give you great gifts. Each of the trees got what they wanted, just not in the way they had

imagined. We don't always know what God's plans are for us. We just know that His ways are not our ways, but His ways are always best.

Two Frogs

A group of frogs were traveling through the woods, and two of them fell into a deep pit. When the other frogs saw how deep the pit was, they told the two frogs that they were as good as dead. The two frogs ignored the comments and tried to jump up out of the pit with all their might. The other frogs kept telling them to stop, that they were as good as dead. Finally, one of the frogs took heed to what the other frogs were saying and gave up. He fell down and died.

The other frog continued to jump as hard as he could. Once again, the crowd of frogs yelled at him to stop the pain and just die. He jumped even harder and finally made it out. When he got out, the other frogs said, "Did you not hear us?" The frog explained to them that he was deaf. He thought they were encouraging him the entire time.

This story teaches two lessons:

1. There is power of life and death in the tongue. An encouraging word to someone who is down can lift them up and help them make it through the day.
2. A destructive word to someone who is down can be what it takes to kill them. Be careful of what you say. Speak life to those who cross your path. The power of words... it is sometimes hard to understand that an encouraging word can go such a long way. Anyone can speak words that tend to rob another of the spirit to continue in difficult times. Special is the individual who will take the time to encourage another.

The Praying Hands

Back in the fifteenth century, in a tiny village near Nuremberg, lived a family with eighteen children. Eighteen! In order merely to keep food on the table for this mob, the father and head of the household, a goldsmith by profession, worked almost eighteen hours a day at his trade and any other paying chore he could find in the neighborhood. Despite their seemingly hopeless condition, two of Albrecht Durer the Elder's children had a dream. They both wanted to pursue their talent for art, but they knew full well that their father would never be financially able to send either of them to Nuremberg to study at the Academy.

After many long discussions at night in their crowded bed, the two boys finally worked out a pact. They would toss a coin. The loser would go down into the nearby mines and, with his earnings, support his brother while he attended the academy. Then, when that brother who won the toss completed his studies, in four years, he would support the other brother at the academy, either with sales of his artwork or, if necessary, also by laboring in the mines.

They tossed a coin on a Sunday morning after church. Albrecht Durer won the toss and went off to Nuremberg. Albert went down into the dangerous mines and, for the next four years, financed his brother, whose work at the academy was almost an immediate sensation. Albrecht's etchings, his woodcuts, and his oils were far better than those of most of his professors, and by the time he graduated, he was beginning to earn considerable fees for his commissioned works.

When the young artist returned to his village, the Durer family held a festive dinner on their lawn to celebrate Albrecht's triumphant homecoming. After a long and memorable meal, punctuated with music and laughter, Albrecht rose from his honored position at the head of the table to drink a toast to his beloved brother for the years of sacrifice that had enabled Albrecht to fulfill his ambition. His closing words were, "And now, Albert, blessed brother of mine, now it is your turn. Now you can go to Nuremberg to pursue your dream, and I will take care of you."

All heads turned in eager expectation to the far end of the table where Albert sat, tears streaming down his pale face, shaking his lowered head from side to side while he sobbed and repeated, over and over, "No ...no ...no ...no."

Finally, Albert rose and wiped the tears from his cheeks. He glanced down the long table at the faces he loved, and then, holding his hands close to his right cheek, he said softly, "No, brother. I cannot go to Nuremberg. It is too late for me. Look ... looks what four years in the mines have done to my hands! The bones in every finger have been smashed at least once, and lately I have been suffering from arthritis so badly in my right hand that I cannot even hold a glass to return your toast, much less make delicate lines on parchment or canvas with a pen or a brush. No, brother ...for me it is too late."

More than 450 years have passed. By now, Albrecht Durer's hundreds of masterful portraits, pen and silver-point sketches, watercolors, charcoals, woodcuts, and copper engravings hang in every great museum in the world, but the odds are great that you, like most people, are familiar with only one of Albrecht Durer's works. More than merely being familiar with it, you very well may have a reproduction hanging in your home or office.

One day, to pay homage to Albert for all that he had sacrificed, Albrecht Durer painstakingly drew his brother's abused hands with palms together and thin fingers stretched skyward. He called his powerful drawing simply "Hands," but the entire world almost immediately opened their hearts to his great masterpiece and renamed his tribute of love "The Praying Hands."

The next time you see a copy of that touching creation, take a second look. Let it be your reminder, if you still need one, that no one - no one - - ever makes it alone!

My Mother

My mom only had one eye. I hated her.... She was such an embarrassment. My mom ran a small shop at a flea market. She collected little weeds and such to sell.... Anything for the money we needed she was such an embarrassment. There was this one day during elementary school. I remember that it was field day, and my mom came. I was so embarrassed. How could she do this to me? I threw her a hateful look and ran out. The next day at school ... “Your mom only has one eye?!” and they taunted me. I wished that my mom would just disappear from this world so I said to my mom, “Mom, why don’t you have the other eye?! You’re only going to make a laughingstock. Why don’t you just die?” My mom did not respond. I guess I felt a little bad, but at the same time, it felt good to think that I had said what I’d wanted to say all this time.

Maybe it was because my mom hadn’t punished me, but I didn’t think that I had hurt her feelings very badly. That night ... I woke up, and went to the kitchen to get a glass of water. My mom was crying there, so quietly, as if she was afraid that she might wake me. I took a look at her, and then turned away. Because of the thing I said to her earlier, there was something pinching at me in the corner of my heart. Even so, I hated my mother who was crying out of her one eye. So I told myself that I would grow up and become successful, because I hated my one-eyed mom and our desperate poverty.

Then I studied really hard. I left my mother and came to Seoul and studied, and got accepted in the Seoul University with all the confidence I had. Then, I got married. I bought a house of my own. Then I had kids, too. Now, I’m living happily as a successful man. I like it here because it’s a place that doesn’t remind me of my mom.

This happiness was getting bigger and bigger, when someone unexpected came to see me “What?! Who’s this?! ... It was my mother ... Still with her one eye. It felt as if the whole sky was falling apart on me. My little girl ran away, scared of my mom’s eye.

And I asked her, “Who are you? I don’t know you!!!” as if I tried to make that real. I screamed at her “How dare you come to my house and scare my daughter! GET OUT OF HERE! NOW!!!” And to this, my mother quietly answered, “oh, I’m sorry. I may have gotten the wrong address,” and she disappeared. Thank goodness ... she doesn’t recognize me. I was quite relieved. I told myself that I wasn’t going to care, or think about this for the rest of my life.

Then a wave of relief came upon me ... one day, a letter regarding a school reunion came to my house. I lied to my wife saying that I was going on a business trip. After the reunion, I went down to the old shack, that I used to call a house ... just out of curiosity there, I found my mother fallen on the cold ground. But I did not shed a single tear. She had a piece of paper in her hand ... it was a letter to me.

She wrote:

My son ...

I think my life has been long enough now. And ... I won’t visit Seoul anymore ... but would it be too much to ask if I wanted you to come visit me once in a while? I

miss you so much. And I was so glad when I heard you were coming for the reunion. But I decided not to go to the school ... For you ... I'm sorry that I only have one eye, and I was an embarrassment for you.

You see, when you were very little, you got into an accident, and lost your eye. As a mother, I couldn't stand watching you having to grow up with only one eye ... so I gave you mine ... I was so proud of my son that was seeing a whole new world for me, in my place, with that eye. I was never upset at you for anything you did. The couple times that you were angry with me. I thought to myself, 'it's because he loves me.' I miss the times when you were still young around me.

I miss you so much. I love you. You mean the world to me.

My world shattered!!! Then I cried for the person who lived for me ... MY MOTHER

APPENDIX 7

PHOTOGRAPH OF ACTIONS

PHOTOGRAPH



The researcher discussed the plans with English teacher



The teacher explained the rules of the activities



The teacher was explaining the materials



The students were choosing the materials by themselves



The students read their favorite materials



The teacher and the researcher helped the students in choosing appropriate reading materials



The students seemed enthusiast in reading activity



The teacher helped students in doing the vocabulary tests



Extensive reading materials



Extensive reading materials



Extensive reading materials



Extensive reading materials

APPENDIX 8

PERMISSION LETTERS



**PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL
SMA NEGERI 1 PLERET**

Alamat : Kedaton, Pleret, Pleret, Bantul, Yogyakarta 55791 Telp.(0274) 7116950
Website : <http://sman1-pleret.sch.id>

SURAT KETERANGAN

NOMOR: 442/I13.2/SMA.08/H/2011

Yang bertandatangan di bawah ini:

Nama : Drs. H. EDISON AHMAD JAMLI
NIP : 19581129 198503 1 0 11
Jabatan : Kepala Sekolah
Unit kerja : SMA N 1 Pleret

Dengan ini menerangkan bahwa:

Nama : DIAN AYUNINGTYAS
NIM : 06202244102
Prodi : Pendidikan Bahasa Inggris Fakultas Bahasa dan
Seni Universitas Negeri Yogyakarta

Telah melakukan penelitian dengan judul:

Improving Students' Vocabulary Mastery through Extensive Reading Activities at Grade XI
IPA 2 of SMA N 1 Pleret Bantul in the academic year of 2011/2012

Dengan guru pembimbing :

Nama : DARA ZUKHANA, S.Pd.
NIP : 196909062005012012
Jabatan : Guru
Mata Pelajaran : Bahasa Inggris

Yang dilaksanakan pada tanggal 21 Juli sampai 24 Agustus 2011 di SMA N 1 Pleret.

Demikian surat keterangan ini kami berikan untuk digunakan sebagaimana mestinya.

Kepala Sekolah

Drs. H. EDISON AHMAD JAMLI
NIP. 19581129 198503 1 011

Tembusan kepada:

- Yth. 1. Rektor UNY (sebagai laporan)
2. Pembantu Dekan 1 FBS
3. Ketua Jurusan Pend. Bhs. Inggris FBS



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/5853/V/2011

mbaca Surat : Dekan Fak Bahasa dan Seni UNY.

Nomor : 1500/UN34.14/PL/2011.

gal Surat : 18 juli 2011.

Perihal : Ijin Penelitian

- ingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

INAKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *)
ada :

a : DIAN AYUNINGTYAS.

NIP/NIM : 06202244102.

at : Karangmalang Yogyakarta.

il : IMPROVING STUDENTS VOCABULARY MASTERY THROUGH EXTENSIVE READING ACTIVITIES
AMONG ACADEMIC YEAR OF 2011/2012.

si : Kabupaten bantul.

tu : 3 (tiga) Bulan.

Mulai tanggal : 19 Juli s/d 19 Oktober 2011

gan ketentuan :

Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;

Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;

Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;

Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;

Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta
Pada tanggal : 19 Juli 2011

An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub. Kepala Biro Administrasi Pembangunan

usan disampaikan kepada Yth.

Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);

Bupati Bantul, Cq. Bappeda

Dinas Pendidikan Pemuda dan Olah Raga Provinsi DIY

Dekan Fak Bahasa dan Seni UNY.

ang Bersangkutan.



J. SURAT DJUMADAL

NIP. 19560403 198209 1 001



**PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website <http://www.bappeda.bantulkab.go.id>
E-mail : bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / 1635

Membaca Surat : Dari : Pemerintah Prop DIY Nomor : 070/5853/V/2011
Tanggal : 19 Juli 2011 Perihal : **Ijin Penelitian**

Mengingat : 1 Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2 Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3 Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2007 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan Daerah Istimewa Yogyakarta.

Diizinkan kepada

Nama : **DIAN AYUNINGTYAS**

No.Nim : 06202244102 Mhs. UNY Yk.

Judul : **IMPROVING STUDENTS VOCABULARY MASTERY THROUGH EXTENSIVE READING ACTIVITIES AMONG ACADEMIC YEAR 0 2011/2012**

Lokasi : SMA Negeri 1 Pleret

Waktu : Mulai Tanggal : **21 Juli 2011 s/d 21 Oktober 2011**

Dengan ketentuan :

1. Terlebih dahulu menemui/melapor kepada pejabat Pemerintah setempat (Dinas/Instansi/Camat/Lurah setempat) untuk mendapat petunjuk seperlunya ;
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat;
3. Wajib memberikan laporan hasil penelitian kepada Gubernur Daerah Istimewa Yogyakarta (c/q Badan Perencanaan Pembangunan Daerah Istimewa Yogyakarta) dengan tembusan disampaikan kepada Bupati lewat Bappeda setempat;
4. Izin ini tidak disalahgunakan untuk tujuan yang dapat mengganggu kesetabilan Pemerintah dan hanya diperlukan untuk keperluan kuliah
5. Surat izin ini dapat diajukan lagi untuk mendapatkan perpanjangan bila diperlukan ;

Kemudian diharap para pejabat Pemerintah setempat dapat memberikan bantuan seperlunya.

Dikeluarkan di : Bantul
Pada Tanggal : **21 Juli 2011**

Tembusan dikirim kepada Yth.:

1. Bupati Bantul
2. Ka. Kantor Kesbangpollinmas Kab. Bantul
3. Ka. Dinas Dikmenof Kab Bantul
4. Ka. SMA N 1 Pleret
5. Yang bersangkutan

A.n Bupati Bantul
Kepala Bappeda Kabupaten Bantul
Sekretaris



Ir. PULUNG HARYADI, MSc
NIP. 19640819.199003.1.010



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01

10 Jan 2011

18 Juli 2011

Nomor : 1500/H.34.12/PP/VII/2011
 Lampiran : --
 Hal : Permohonan Izin Survey/Observasi/Penelitian*)

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Propinsi DIY
 Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Vocabulary Mastery Through Extensive Reading Activities Among Academic Year of 2011/2012

Mahasiswa dimaksud adalah :

Nama : DIAN AYUNINGTYAS
 NIM : 06202244102
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Tanggal Pelaksanaan : Bulan Juli s.d. September 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan
 Pembantu Dekan I,

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