

**USING WEBQUEST TO IMPROVE STUDENTS' READING
COMPREHENSION OF THE SECOND GRADE AT SMKN 1
DEPOK, SLEMAN IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

**Presented as a partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* Degree
on the English Language Education**



By

Umi Rachmawati

07202244065

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

2011

APPROVAL

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By

Umi Rachmawati

07202244065

First Consultant,

Second Consultant,

Drs. Sugirin, M.A., Ph.D.

NIP. 19491127 198403 1 001

Nur Hidayanto P. S. P, M.Pd.

NIP. 19821122 200604 1 001

RATIFICATION

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Umi Rachmawati

07202244065

Accepted by the Board of Examiners of Faculty of Languages and Arts,
Yogyakarta State University on December 23rd, 2011 and Declared to Have
Fulfilled the Requirements for the Attainment of the Degree of *Sarjana*
Pendidikan in English Language Education

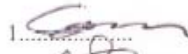

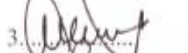
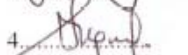
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Chairperson : Drs. Samsul Maurif, M.A.

Secretary : Nur Hidayanto P.S.P., M.Pd.

Examiner 1 : Drs. Margana, M.Hum., M.A.

Examiner 2 : Drs. Sugirin, M.A., Ph.D.

1. 
2. 
3. 
4. 

Yogyakarta, December 23rd, 2011

Faculty of Languages and Arts

Yogyakarta State University

Dean,



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

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Umi Rachmawati
NIM : 07202244065
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Using WebQuest to Improve Students' Reading
Comprehension of the Second Grade in SMK N 1 Depok,
Sleman in the Academic Year of 2011/2012

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

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

Yogyakarta, Desember 2011

Penulis



Umi Rachmawati

MOTTOS

Dream, believe, and make it happen. (Agnes Monica)

It's nice to be important but it is more important to be nice.

*"Kebahagiaanmu adalah kebebasan untuk melakukan yang ingin kau lakukan,
dan dalam melakukannya engkau dikenali dengan kekayaan yang utuh."*

(Mario Teguh)

To handle yourself, use your head; to handle others, use your heart.

DEDICATION

The writer highly dedicates this thesis to her great parents *Bapak* and *Ibu* for being her main reason for every single step she takes.

ACKNOWLEDGEMENTS

Praise to Allah SWT the Almighty for His countless love and blessing. Peace be upon Muhammad SAW, the last messenger of the only greatest teaching.

Upon the process of the accomplishment of this thesis, I want to sincerely address my gratitude to Almighty God, Allah SWT, whose blessing, guidance, and mercy have strengthen me along the hard path of my life. I would also like to thank Him for the precious lessons I gained through the events I encountered in life. I also realized that it was all His miracles through people around me in mysterious ways so that I am able to finish this thesis.

My first appreciation and thank are due to my beloved family; my parents whose endless love and support ask nothing in returns. I am sincerely grateful to them for teaching me how this life is worth living. I would also like to thank my brother for his best treatment and love to make her mature and independent.

My deepest gratitude goes to my first consultant Drs. Sugirin, MA., Ph.D. and my second consultant Nur Hidayanto, M.Pd. for their patience, guidance, assistance, and useful feedbacks during the completion of this thesis. My sincere gratitude also goes to my academic consultant, Ani Setyaningsih, S.Pd. for giving me solution in the completion of this thesis. I would also like to thank all PBI lectures and staffs, who have devoted their work, valuable knowledge, lessons and experiences during my study in Yogyakarta State University.

I would like to express my appreciation to all my PBI friends, specifically all students of PBI 2007: Nenny, Siwi, Tri, Bekti, Ida, Ria, Iis, Hengky, Mega, Tyas and Wuwuh for the friendship and support. It was great to spend the years with them. My special thanks go to Annida, for the ideas shared to me. I thank her for her corrections and suggestions for each single page of my thesis. My special thanks also go to Galih, for his patience to support me when I'm in ups and downs and for being there when I needed at the most. I would also like to dedicate my thanks to Mrs. Tari, the English teacher of SMKN 1 Depok, Sleman and the students of XI AK 2 class in SMKN 1 Depok, Sleman in the academic year of 2011/2012, for their support and participation. There are many other people whom

I cannot mention here one by one, but surely, I cannot complete this thesis without their helps and support. God blesses them all.

Finally, the researcher realizes that this thesis is still far from being perfect. There will be many mistakes made though she has already worked hard to complete the thesis. She hopes that this thesis has some benefits and usefulness.

Yogyakarta, December 2011

Umi Rachmawati

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ABSTRACT

Using WebQuest to Improve Students' Reading Comprehension of the Second Grade at SMK N 1 Depok, Sleman in the Academic Year of 2011/2012

**Umi Rachmawati
07202244065**

This action research is aimed at describing the actions conducted to improve the students' reading comprehension in the teaching and learning of reading in Grade XI AK 2 of SMKN 1 Depok Sleman. The use of WebQuest is expected to improve the students' reading comprehension.

The research was conducted collaboratively among the research team members namely, the researcher, the English teacher, the students, and the headmaster. There were two cycles in this research. In each cycle, there were two main steps of the research, namely, reconnaissance, the steps of identifying the field problems and actions-the steps of planning, implementing, evaluating, and reflecting the actions. The data of the research were qualitative and quantitative. The qualitative data were collected through observation, and interview. The data were presented in the form of field notes, interview transcripts, and photos. Then, the quantitative data were collected through pre- and post-test which were presented in the form of scores.

The result of this study shows that the use of the WebQuest is believed to be effective to improve students' reading comprehension. Students' reading problems can be reduced by applying the WebQuest. The sections of WebQuest facilitate students to be able to comprehend authentic texts by relating it to their knowledge. The Introduction section invites students to predict the content of the texts they will read. The Task and Process sections give opportunities for students to comprehend the texts provided. The Evaluation and Conclusion sections offer a summary to students which help them to evaluate their understanding. Students' gain score from pre-test to post-test which the questions are equal to reading section of TOEIC increases. It is also proved that the use of internet and computer laboratory leads to the students' motivation in reading due to the opportunity for them to access authentic texts.

CHAPTER 1 INTRODUCTION

A. Background of the Problem

Reading should receive a special focus on the English teaching and learning process since it gives much contribution in the development of the productive skills such as speaking and writing. Moreover, reading is essential for students of vocational school due to the Indonesian final examination. Mostly, students interact with texts during their test so they need good reading skill in order to be able to pass it. In this case, reading has become primary activity in teaching and learning process. However, there are many students who cannot pass the examination because they have no adequate skill in reading. This is not only because of the students but also the teacher's ability in teaching and their knowledge of English. A surprising fact is that still there are a lot of English teachers who do not have good knowledge about English (Kompas.com, 17 January 2011). Teachers' English and teaching skills highly influence the students' reading comprehension. In addition, students are not interested in reading any English passage. This can be seen from the fact that learners are not willing to read the text directly but they like to have a chat with their friends. This can create difficulties to transfer information from the foreign language to the first language. The result is that there are some smart students who are not able to translate scientific passages in the right way (Kompas.com, 13 October 2010).

During the teaching and learning process, English teachers of SMKN 1 Depok ask for students' attention on the teachers only, the teacher-centered method. The

teachers obviously get themselves as the center of the teaching and learning process. The students will have to keep their attention on the teachers' explanation. They get the knowledge and information mostly only from the teachers. Meanwhile, the learners surely feel bored and do not have high curiosity in learning.

From the researcher's informal observation, the materials used by the English teachers of SMKN 1 Depok did not relate to the learners' fields. For example, the teacher gave a song entitled telephone for the telephone conversation but the song does not have any conversation through telephone. The teachers use general topics and content which are not appropriate enough for the learners. The materials are mismatched. When the researcher came in to the class, the materials used for Business and Management class was not about their field. The learners were taught grammar through materials given to senior high school students. The materials should support the learners' needs because they are vocational schools students who are directly prepared for the real world of work.

The text provided by the teachers should be appropriate to students of vocational school. Based on their ages, the students of vocational schools belong to teenagers. They have different characteristics from the young and adult learners based on their ages. Learners in this age are common to have unordinary, futuristic, and attractive behaviors, habits, and taught. However, the teachers do not supply the students with the materials which are suitable with their ages. Students of SMKN 1 Depok, Sleman, feel that the materials are out of date and unattractive. The English teachers do not present the materials in more creative ways than the students'

expectation. This is a double problem. The teachers seem have low creativity in choosing materials given to the students and do not present the materials in attractive ways.

The low reading comprehension of students of SMKN 1 Depok is seen from the students' difficulty in finding meaning of a certain unknown word. The students feel difficult to memorize and make use of English vocabulary. One of the examples is that some students do not know how to use the word *capital* and they do not know the correct meaning for the same word placed in different sentences. Students of SMKN 1 Depok also find the same problem for example they miss how to find a meaning or the part of speech of *plant* which can mean "a living thing which grows in the earth" and "a machine used in industry".

Written texts invite students to know the forms and the purposes of texts which can be carried out by recognizing the communication function. Sometimes, the learners of SMKN 1 Depok, Sleman, do not know the content and the purpose of the texts they read. This problem exists as a result of students' limited background knowledge. The background knowledge of the learners can help them understand and comprehend the text more easily and faster.

The last factor affecting the students' success in English learning at SMKN 1 Depok, Sleman, is the use of media. Based on the researcher's observation, the teachers still use textbook based-teaching so the media used by the teachers are mostly textbooks. This can be categorized as a staid medium for the students. The content of textbooks is so monotonous that is not interesting and engaging for the

learners to open their books. Some teachers even use old books that have already been out of date. One of the teachers' books is *Function in English* which was printed in 1989. There is nothing new in the way the books present the materials. However, the teachers have selected a new text book for the learners but the content is old. The learners find that their textbooks are lack of peripherals, such as pictures, graphs, figures, entertaining side, etc., which can improve the students' motivation in reading. Sometimes, the students do not feel enthusiastic because they have known what they will learn or get for the next meeting from the textbooks. They state that they will lose their curiosity once they know the materials in advance.

One of the sources which can be a good medium for learning English, especially at SMKN 1 Depok, Sleman is internet. Most of the students usually fulfill their daily lives by using internet. They have been familiar with the internet because they can search and find any information they want. They may spend their time to use the internet. Reflecting to the teenagers, the students need something new and interesting for them. Nowadays, internet becomes familiar for people as a means of communication. Teenagers like to get connected with the internet to be able to explore the world. This also gives a new view for the teaching learning processes. Language is a means of communication. From the same characteristics of internet and a language, it creates new view that the teaching and learning process will be better done by combining those two things. The use of internet may be beneficial to the improvement of students' reading achievements since they have high motivation in using it.

SMKN 1 Depok Sleman is provided with internet devices which become one of the school facilities intended to support the teaching and learning process. The learners and teachers can use the facility related to the learning. In fact, the teachers do not use the facility in the teaching and learning process. They only use the internet when the Higher-Learning (HL) hours scheduled by the school principal. HL is a medium that enables the students learn the language through internet by using Dyned application. The teachers are expected to use the internet in the daily teaching and learning process by the learners.

The use of internet in language learning is closely related to Computer Assisted Language Learning (CALL) which becomes more popular in teaching and learning process. One example of CALL is the use of WebQuest which has been popularized by Bernie Dogde and Tom March in Ruddel (2005: 267). Reading comprehension can be increased by the use of WebQuest. She argues that WebQuest can require learners to analyze a body of knowledge deeply, transform it in some way, and demonstrate an understanding of the materials by creating something that others can respond to on-line or off- (Ruddle, 2005: 267). It is suggested that WebQuest is appropriate for improving the students' reading comprehension.

Therefore, conducting such a study is urgently needed on the grounds that presenting English materials in more interesting ways by making use of internet facilities to be actively involved for using WebQuest. It encourages learners in the teaching English focusing on reading.

B. Identification of the Problem

In reference to the background above, the researcher identifies some problems related to the teaching of English focusing on reading at SMKN 1 Depok. They are as follows.

1. English teachers of SMKN 1 Depok still use textbook-based teaching in their teaching processes. Most of them only use some books and have the students do the activities in the books. The teachers do not give any additional up to date materials from other books or sources.
2. The teacher-centered method is used by the English teachers at SMKN 1 Depok. It keeps on the old method in which the teacher is the center of the learning processes. The students only focus on the teacher to be their main resources. The students are not provided with activities which may let them learn by themselves.
3. The students of vocational schools are given materials which are related to their fields. The materials chosen by the teachers at SMKN 1 Depok, Sleman, are sometimes mismatched with the students' fields. The teachers keep giving their students with general materials which are suitable for senior high school students.
4. The additional problem is the novelty of the materials. Teachers sometimes do not realize that the materials they choose are out of date. The learners experience the materials which are inconvenient with their impulse in learning.
5. The despicable materials used by the teachers consist of less creativity and have no attractive contents to the students. The teachers should choose materials

which consist of creativities which can improve the students' motivation in reading the materials.

6. The students of SMKN 1 Depok have low motivation in reading English texts. Their curiosities in reading are influenced by the existence of a situation and a condition of the teaching and learning process which enable them not to read the texts.
7. Many students of SMKN 1 Depok are still lack of vocabulary mastery. They only mastered hundreds of words. They are lazy to open their dictionary and find the best and appropriate meaning for each word in each sentence which has different discourses. It is quite difficult for students to recognize and guess meaning of certain forms of written symbols for interpretation.
8. The English teachers of SMKN 1 Depok do not consciously care of the students' background knowledge. Students do not have sufficient knowledge needed in learning reading.
9. The media used by the English teachers of SMKN 1 Depok are conventional in nature as they only use old textbooks. The teachers present materials from the old books and do not give additional materials from other resources such as Fuction in English printed in 1989. They do not maximally use the teaching and learning media provided by the school for example, internet. Sometimes, they have some difficulties in preparing and using the media so they choose not to use the modern media.

C. Limitation of the Problem

Based on the problem identification, it is impossible to deal with the problems of the students of SMKN 1 Depok Sleman, the researcher limits the problem in this research. The students' reading comprehension of SMKN 1 Depok is mostly still low. This fact is influenced by the reading learning activities. Students expect to have new ways in the teaching – learning of reading. It deals with how the students access and use the texts or passages. The researcher had a study in improving students' reading comprehension. It needs a new learning method which corresponds to the use of internet to improve the students' reading comprehension. Using WebQuest to present the materials encouraged the students' interest in reading because it may embrace authentic and various materials which are interactive enough for the learners.

D. Formulation of the Problem

Based on the background and the limitation of the problem, the researcher formulates the problem of this research in this following question:

How could the use of WebQuest be applied to improve the students' reading comprehension?

E. Objective of the Study

The objective of this research is to improve the reading comprehension of the students of SMKN 1 Depok, Sleman. The researcher applies the internet use by having WebQuest to improve the reading comprehension.

F. Significance of the Study

The finding of this study is expected to give contribution to the development of the language teaching which concentrates more on the method to improve the students reading comprehension. The advantages of this study are as follows.

1. To students

The significance of the study can assist students to improve reading comprehension, to create their curiosity, and to facilitate them to be good at the use of recent technology.

2. To teachers of English

The significance of the study can give new information, medium and varieties for the teacher on the teaching of reading comprehension for students of vocational school.

3. To the researcher

The significance of this study presents new view about the importance of reading comprehension and the teaching English focuses on reading for students of vocational school. This also gives experience about action research which gives opportunity for future researchers to have further study on the use of internet in the teaching of reading.

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

It has been mentioned in the previous section that the aim of the study is to improve students' reading comprehension. Thus, in this section the discussion reviews on reading comprehension, teaching reading in vocational schools, problems in teaching reading, CALL, and WebQuest. In addition, review on related research studies will be highlighted.

1. Reading Comprehension

a. Definition of Reading Comprehension

Ruddle (2005: 30) says that reading is an interaction between the writer and the reader by using text which expands the reader's knowledge to make sense of print. The readers construct information transferred from the writer through written symbols which bear meanings inferred by the writer of the text. This interaction may contribute world information or schemata to understand the text which is new and may be useful for the readers who may live far from the writer. This includes particular information for the students.

Birch (2002: 7) explains that

“Reading process is actually an expert decision-making system, a highly sophisticated computing system that allows good readers to make split-second decision about what they are reading in such an effortless and unconscious way that they do not realize they are doing anything special.”

Readers might have different interpretations in understanding a text. They may build different understanding because of their different background

knowledge. The readers need to find and choose the suitable and correct interpretation which relates their background knowledge and the writer's background knowledge.

Reading comprehension is the ability to read texts more comprehensively using the readers' prior knowledge. The readers do not only need prior knowledge but also much knowledge of the texts when they are reading. Readers are able to make use both the language mastery and background knowledge. This is in line with Richards and Schmidt (2002: 99) who say that comprehension is an active process composing both on information gained in the message as well as background knowledge. This is a process by which the readers achieve information from the context and from readers' and writer's purposes or intentions. To comprehend a text, a reader needs to have good knowledge about the topic of the text that they read. This is also explained by Mikulecky (2007: 74) who states that comprehension is making sense of what you read and connecting the content of the text to existing knowledge. Comprehending means thinking while you read. The more the readers have knowledge of the topic being discussed, the more comprehensive reading they get.

Lems, et al. (2010: 170) state that reading comprehension is the ability to construct meaning from a written text. Reading comprehension leads the readers to construct meanings which can help them get the main idea and topic being talked easily in the form of written texts. The comprehension can be drawn by constructing meaning from considering the written signs in the text. The written signs are from the smallest part of a word, letters which are structured in words

and become sentences. The readers compose the content of the text that has been formulated by the writer who expects that the readers have the same schemata and linguistics knowledge to the text so the message of the text can be sent properly.

The use of schemata and knowledge of linguistics relates to some skills in reading. There are some micro-skills for reading comprehension. Brown (2001: 307) has formulated micro-skills for reading comprehension. He classifies the micro-skills into fourteen micro-skills. Some micro-skills are mentioned as follows.

- 1) Recognizing a core of words and interpret word order patterns and their significance.
- 2) Recognizing that a certain meaning may be expressed in different grammatical forms.
- 3) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 4) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- 5) Recognizing the communicative functions of written texts, according to form and purpose.
- 6) Inferring links and connections between events, ideas, etc, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given, information, generalization, and exemplification.
- 7) Distinguishing between literal and implied meanings.

- 8) Developing and using a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words.

In summary, reading comprehension is a process by which readers make use their knowledge of linguistics and schemata and link it with the text being read. To get the comprehension in reading, readers need to master some micro-skills. Those micro-skills start from the simple part of a written text such as recognizing words, into the complex ones, such as distinguish literal and implied meanings.

b. Types (Genres) of Reading

Every passage has a certain purpose and function. The different kinds of texts occur because each text has different purpose and function. This is supported by Brown (2004: 186-7) classifies three genres of reading.

1) Academic reading

This genres involves general interest articles (in magazines, newspapers, etc.); technical reports (e.g. lab reports); professional journal articles; reference material (dictionaries, etc.); textbooks, theses, essays, papers; and test directions; editorials and opinion writing.

2) Job-related reading

The second genres consists of messages (e.g. phone messages); letters/emails; memos; reports (e.g. job evaluations, project reports); schedules, labels, signs, announcements; forms, applications, questionnaires; financial documents (bills, invoices, etc.); directories (telephone, office, etc.); and manuals, directions.

3) Personal reading

The last type deals with newspapers and magazines; letters, emails, greeting cards, invitations; messages, notes, lists; schedules (train, bus, plane, etc); recipes, menus, maps, calendars; advertisements (commercials, wants ads); novels, short stories, jokes, drama, poetry; financial documents (e.g. checks, tax forms, loan applications); forms, questionnaires, medical reports, immigration documents; and comic strips, cartoons.

In conclusion, there are three types or genres of reading. They are academic reading which includes general interest articles or writings, the job-related reading which is about more functional texts used in job matters, and the last one is personal reading which deals with more personal reason for the readers to select texts for examples, magazines, novels, poetry, etc.

c. Process of Reading Comprehension

There are three types of reading process. They are bottom-up, top-down and interactive process. Brown (2004: 185) states that the processes for reading comprehension are bottom-up in which students process separate letters, words, and phrases, while, top-down in which students are conceptually sent for comprehension. Students make use of their knowledge of letters to get the bottom-up process to infer the meanings. Then, they infer the meanings correctly of the first process to comprehend the content of the text.

The top-down process lets readers use the information from the text with the existing knowledge or background knowledge to comprehend it. The use of the background knowledge about the text being read is to help the readers easily

understand what the writer's intention. This also helps the readers to comprehend the text which may bear new information for the readers. Hudson (2007: 33-34) elaborates that top-down approaches applies the readers' background knowledge to the textual level in order to construct meaning which makes senses, personally and contextually. This means that the readers are expected to compose meaning logically to make it easier to be understood by the readers.

On the other hand, the bottom-up process according to Brown (2001: 299) is to perceive a multiplicity of linguistic signals and use the readers' linguistic data processing mechanism to impose sorts of order on the signals of linguistics. Readers recognize from the smallest parts of the linguistic signals; letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers which give much contribution on the success of comprehension by composing sensible meanings of the text.

The last reading process is the interactive process. Interactive reading process is the combination of the two processes, bottom-up and top-down process, which is got from the sum of the parts (Brown, 2001: 299). This process appears when the teachers think that those two processes are important and should be used in the teaching of reading. First, the students focus on the top-down process, predicting the meaning of the text. Then they check the writer's ideas stated in the text by having bottom-up process which is composing meaning.

In conclusion, there are three types of reading processes, bottom-up, top-down and interactive process. Bottom-up process deals more with linguistics signals than the meanings of the text. Then, the top-down process lets the students

use their background knowledge to construct meanings from texts. The interactive process is the use of the two processes, top-down and bottom-up, to get the writer's ideas. However, reading comprehension can also be done through scanning and skimming. Scanning is finding specific information while skimming is finding the main idea of the text. Those processes that will influence the reading comprehension are suggested by experts.

d. Strategies for Reading Comprehension

Reading cannot be done in scrambled ways. The readers should have good strategies to comprehend the texts they read. Reading combines the prior knowledge and the information of the text. In order to make the reader comprehend the content of the text, there are some strategies which can be used by the readers. Brown (2001: 306-310) elaborates ten strategies for reading comprehension as presented below.

(1) Identifying the purpose in reading

Readers need clear and exact purposes of their learning activities. When they know the aim in reading any single text, they can predict and arise their reading motivation.

(2) Using graphemic rules and patterns to aid in bottom-up decoding

This is for beginning level students. They connect the written and oral language.

(3) Using efficient silent reading techniques for relatively rapid comprehension

This strategy is for intermediate to advance levels. Readers can pay attention on the text when they read silently as they need more comprehension than graphemic rules.

(4) Skimming the text for main ideas

As the first strategy, the readers are expected to know the purpose in reading. Skimming the text may help the readers to find the purpose of the text because they have known the main ideas.

(5) Scanning the text for specific information

In this strategy, the readers have to find more specific information stated in the text. The goal of scanning the text is to help the readers correlate the information to bear a general topic

(6) Using semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos (Brown, 2001: 308).

(7) Guessing when the students aren't certain

Sometimes, the teachers should give opportunities for the students to guess meanings logically when they do not know the meaning

(8) Analyzing vocabulary

This is how the readers analyze the words in guessing the meaning. This makes use of linguistic knowledge.

(9) Distinguishing between literal and implied meanings

There will be a gap between the readers and the writer in constructing meanings of the text because of their different background knowledge. Literal meaning is stated in the text so it is easily understood by the readers. However, the readers find it difficult to construct implied meanings. They need to find the suitable discourse.

(10) Capitalizing on discourse markers to process relationships.

Readers can get the discourse of the text by finding the discourse markers. The discourse markers guide the readers to receive the text in logic.

Those are the strategies for having good reading comprehension. The strategies go in line with the two processes, bottom-up and top-down procedures. The students start the reading by having the first strategy which is identifying the purpose in reading and ends with capitalizing on discourse markers to process relationships. The ten strategies above are highly required for the reading comprehension.

e. Types of Reading Performance

During the reading activities, there are some cues which inform the students' reading performance. There are some reading performances proposed by Brown (2001: 312-312). They are as follows.

1) Oral and silent reading

Oral reading is usually done by the students. This is aimed to serve as an evaluation check on bottom-up processing skills, double as a pronunciation check,

and serve to add some extra student participation if the teachers want to highlight a certain short segment of a reading passage.

However, practically, the students will find it difficult to comprehend texts if they read orally. They need to read silently because the readers can rehearse the next paragraph and other readers will not lose their attention for other readers who are reading aloud.

2) Intensive and extensive reading

Intensive reading attempts to focus on linguistic or semantic details. The students will pay more attention on the surface structure details to get the literal meanings, implications, rhetorical relationships, and others. This reading is sometimes called content-related reading which deals with short texts.

Extensive reading gives more concentration on the general understanding of a longer text. Extensive reading deploys to more than one page text which may be essays, articles, technical reports, short stories, and books (Brown, 2004: 189). Although the students read longer texts, they still have to comprehend the text as the main objective of reading. That is the reason which the teachers motivate their students to read.

Those two types of reading, reading aloud and silently and intensive and extensive can give opportunities for teachers to create various activities in the teaching of reading. The teachers are free to choose since each type contributes different purposes which apply different types of ways and texts in reading.

f. The Teaching of Reading

Teaching is a process by which a teacher sends materials to the students consciously so that the students can get new information based on their levels. The teaching of reading is transferring skills for the language students in which the goal is to make the students able to read and get the ideas or understand any written texts. In this study, the researcher concentrates on the reading comprehension. The teaching and learning process deals with how students comprehend any English passages. The students will interact with written texts consisting of words, numbers, symbols, etc.

In teaching reading, the teacher is expected to give opportunities for the students to read the texts comprehensively. The teacher should create situations to comprehend the text in which the students can read the texts silently and right after that discuss the texts with their partners. However, reading aloud is also needed for the students in order to be able to interact well with the texts which belong to the students' favorite materials or topics. This is stated by Campbell (1989) in Richards and Renandya (2002: 297) that having students read silently and aloud will send a strong message that the reading signifies for the teachers and that the students. To do this, the materials are focused on the students' favorites. It is believed that they can achieve the message of the texts.

The success of reading class depends on a large extent on the teacher. There are some works to do this. Mikulecky (2007: v-vi) has formulated some activities which the students may do, such as an anxiety-free environment in which students feel comfortable taking risks and trying new ways of reading, enough practice so

the students can master new strategies, friendly pressure in the form of persuasion and timing, and an inspiring example of an enthusiastic reader.

The students' enthusiasms in joining the teaching of reading are influenced by the teachers' contribution on the students' learning activities. The teachers are expected to give more materials to the students. Krashen (1985) in Brown (2001: 76) gives a formula for the teachers to give "i+1" which presents sufficient possibilities of being resolved that the students will go after that resolution. The students' motivation in learning can be arisen by having one more level higher than before to get the students curiosity in finding the resolution of the problems (learning materials).

Teaching reading is not simple but the teacher can create a lot of activities which can raise the students' motivation in reading. The teachers should organize the teaching and learning processes in order to help the students understand the materials easily. Teaching reading in more interactive ways is believed to contribute positive effects on the students' comprehension. By adding one thing more in the materials in each meeting, the readers can have high enthusiasm in joining the lessons,

g. Principles of Teaching Reading

Teachers should concern the teaching of reading comprehension to achieve the goals of the teaching and learning processes. It is better for them to go on the principles in teaching reading. Harmer (1998: 70-71) formulates six principles in teaching reading. They are as follows.

- 1) Reading is not a passive skill.

Students do not only catch the surface structure of the texts but also grab the content. Reading is an incredible active occupation. The students need to draw the content of the text, the writer's argument, and works which agree with them.

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

When the readers are not interested in the texts or the lesson, they will not get the benefits of the learning. It is easy for them to receive the materials or content stated in the text.

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

The use of language in a text is important but the meaning of the language used is also a considerable part which the students respond to that message in some ways. It is necessary for giving opportunities for the readers to express feelings about the topic.

- 4) Prediction is a major factor in reading.

The readers need to find the hint when they start to read the text. They guess the content or topic being discussed in the text by looking at the title. This can be an exciting task for the students who have imagination.

- 5) Match the task to the topic.

Teachers are expected to choose good reading tasks which can be interactive for the students. The interactive texts may be undermined by asking boring and inappropriate questions.

6) Good teachers exploit reading texts to the full.

Teachers should integrate the reading texts into more interesting and engaging class sequences, using topic for discussion and further tasks, using the language for the *study* and later *activation*.

Reading comprehension can stand itself. It forces the students to count the principles in reading to be good readers. Good readers are as results of good teachers. That is the cause that Harmer formulates six principles in teaching reading. However, the writer only takes some principles which are suitable for the teaching of reading comprehension for students of vocational schools. Being encouraged to respond to the content of a reading text, not just to the language is one of the principles which are close to the reading comprehension. The interactive reading techniques also need to be applied in order to improve the students' reading comprehension.

h. The Teaching of Reading in SMK

Indonesian government has formulated English syllabus and materials for students of vocational schools. Based on the curriculum of vocational school, the objectives of learning English are mastering knowledge and basic skills of English to achieve skilled program competences and applying the knowledge and skills of English to communicate both in the oral and written in the intermediate level. Students of vocational schools have different materials needed during their learning processes. The students will focus on the language as functions in communication which is in line with the fields taken by the students. Students are expected to be able to communicate in English when they are in their working

area. Therefore, the suitable syllabus for vocational students is the functional syllabus.

English teachers of vocational school apply the functional syllabus. A syllabus is a document which says what will (or should) be learnt in a period of time (Hutchinson and Waters, 1986: 80). The preparation of the teaching and learning process is based on the students' needs and wants. The functional syllabus gives more applicable materials related to the students' fields. The examples of functional syllabus are making arrangements, taking parts in interviews, dealing with forms, etc. According to Harmer (2001: 297), the functional syllabus includes communicative functions which are followed by the appropriate exponents chosen by the teachers. The functions are chosen based on the students' characteristics, for example, requesting, apologizing, introducing, etc.

The target of the study is the second grade of vocational school students. Standard of Content for SMK (*Standar Isi SMK*), regulated by the Ministerial Education Regulation No. 22/2006, shows that the main objective of English learning process of second grade students of vocational school is to be able to communicate in the elementary level. The concerns of the teaching reading are to have basic knowledge and abilities of English for supporting the competencies needed in the programs or fields and to make use of the knowledge of the language and skills mastered by the students for communication purposes both in spoken or written form.

The teaching of English for students of vocational schools is aimed to functional texts which is more real and applicable in the real world. Duffy (2009: 8-9) has elaborated opportunities for real reading. The readers may apply the content areas of social studies, science, and health for real reading opportunities which consist of more practical utilizations. Real reading also combines reading and writing into a content area. It may be time-efficient but, more important; doing so illustrates how reading and writing are useful tools. Then, it can also develop week-long or month-long themes or units that give the students times for real reading and for explicitly teaching skills and strategies inside the real reading task. The final opportunity is to make sure that themes or units have a complete activity or a tangible product or some other obvious conclusion that students see as important; this gives students a clear goal to work toward.

In line with the syllabus stated by the government, the focus of the English learning is to communicate properly in certain fields. The use of language features and genre will be influenced by the needs and functions. The students of vocational school need more functional texts. However, the students still need other types of texts because they are in academic phase. The students of vocational schools mostly need the job-related reading and personal reading. This is because those two kinds of reading are close to the students' needs. The students need to have more real materials so they can apply the knowledge. The students also expect to have more engaging activities during the lesson.

The education stakeholders have decided that English teachers of vocational schools use the functional syllabus. The teachers need to make the language more

meaningful which bear functions. A function according to Spratt et al. (2005: 17) is a reason why people communicate. This includes the goals, the purposes and the reason of the communication. The language has functions which can be apologizing, thanking, greeting, agreeing, inviting, refusing, etc. The language used to express the functions is called exponents.

To deliver an exponent, the language user needs to pay attention on his or her way in expressing it. Spratt et al. (2005: 18) state that exponents are expressed in some different levels of formality. They are formal, informal and neutral. Formal exponents are exponents used in the formal occasion, informal exponents which are exponents used in informal situations, and the last one is neutral which can be used in both formal and informal occasions. Those three levels of formality are used as the result of appropriateness. It deals with the appropriate and inappropriate exponents that are used by the language users. They are influenced by the culture and society.

The teaching of reading in SMK focuses on the functions of the language. The result of this fact is the use of functional syllabus. The students need to know how to use the language in the correct and suitable functions based on a certain field. The teachers are able to select the appropriate genres for them. Dealing with texts, the teachers also need to focus on the discourse which shows how and when to use an exponent. This deals with the formality and informality which are full of appropriateness.

i. Assessing Reading Comprehension

In this study, the researcher focuses on the reading comprehension which relates to the interactive reading. The suitable and correct tasks and activities to assess the students' reading comprehension are proposed by Brown (2004: 201-212) who formulates some tasks to interactive reading.

1) Cloze Task

This task lets the students' ability fill the gaps in an incomplete image which may be visual, auditory, or cognitive) and supply which comes from background schemata. The readers can guess, use formal schemata, background experience and other strategic competences. A cloze test at least has two paragraphs in length which is to account discourse expectancies. It is constructed as the specifications for choosing deletion and scoring.

The deletion can be fixed-ratio deletion in which every seventh word. Then another deletion is rational deletion. This is based on the grammatical and discourse functions of the words. Both of those deletions give opportunities for the readers to improve the reading comprehension.

The scoring of cloze tests are exact word method and appropriate word method. The exact word method supply credits to test-takers when they insert the exact word deleted. The appropriate word method lets the test-takers give any word that is correct in the term of grammar and sense.

2) Impromptu Reading Plus Comprehension Questions

This task belongs to a traditional test which involves the impromptu reading and responding to questions. This test resembles the reading section of TOEFL.

The set of questions of TOEFL covers some features which are main idea, expressions/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, and vocabulary in context.

3) Short-Answer Tasks

In this task, the readers are provided with a reading passage and questions which must be answered in a sentence or two. The features of the questions may be the same as in the TOEFL reading. This can be called open-ended reading comprehension questions.

4) Editing (Longer Texts)

This provides the readers opportunities to detect the error or unrelated sentences that are stated by the writer in the text. This test is appropriate for texts which consist of 200 to 300 words. In this test, the test-maker can create one error for each question which may be multiple-choice format, such as, a question stated by Imao (2001) in Brown (2004: 208), ex. Ever since supermarkets first appeared, they have been take over the world.

5) Scanning

Readers find out the relevant information in a text. They are provided with prose or chart or graph format and require identification of information. The possible stimuli are a one-to two-page news article, an essay, a chapter in a textbook, a technical report, a table or chart depicting some research findings, a menu, and an application form. The scoring process of scanning is the time to recognize important elements.

6) Ordering Tasks

Ordering task serves overall understanding of a story and the cohesive devices which shows the ordered events or ideas (Brown, 2004: 209). It draws back to the students' understanding in connecting sentences and ideas of a story.

7) Information Transfer: Reading Charts, Maps, Graphs, Diagrams

Charts, maps, graphs, and diagrams presupposed the reader's appropriate schemata for interpreting them. The readers infer information and ideas stated in those texts because they can create different interpretation.

To know the improvement of the students in learning reading, the teachers assess the students' reading comprehension. There are various types of assessments in reading. The students and materials influence the use of suitable and correct type of assessment. The choice of reading assessment is based on the students and needs. The assessment is also better reflecting on the materials given to the students.

j. Problems in Teaching Reading

Teaching reading is not easy though the teachers have followed the strategies and materials which are suitable for the students. The fact is that still there are many problems in teaching reading. Brown (2001: 298) states that students still have low ability in reading. Sometimes, the existence of reading is not merely stated for the second language acquisition. The students find it difficult to read and even to construct meaning.

Teachers feel that it is difficult for them to find the best method and strategies to teach reading because of various characteristics of students for each

class. The use of bottom-up and top-down processing become the center of reading methodology of teaching reading (Brown, 2001: 298).

English teachers are facilitators that facilitate the students' learning activities. In line with this, many English teachers read and try to use new method that some researchers have suggested. However, there are gaps between the teachers and the researchers since they have different background. Chen (2005) states that many teachers in Asia attempt to use the motivation research results from the West, but they contribute risk frustration because the underlying assumptions do not align with local reality.

Problems in reading have been found in many subjects and situations in learning English especially for the ESL students. It is clear enough that there are some inappropriateness in the teaching and learning processes. The teachers make use of their knowledge in guiding their students. Based on this, the students' characteristics and needs become the main count of this business.

2. Technology in Language Teaching

a. CALL

The teaching materials are chosen based on the students' needs and characteristics. The use of more real and modern materials during the learning processes will encourage the students' motivation in learning. One way and effort to have this is by having internet learning which is through computer assisted language learning. The use of internet can enhance the learning activities for the students.

The use of internet brings the students into computer-assisted language learning (CALL). CALL lets the students search and find the materials of language learning in the internet by the use of computer. Students are free to find any materials that are in line with the purpose or topic being taught by the teachers. The students face their own computer to find out the information they want to get, related to the materials being taught. When the students are having internet connections and searching the materials they need, they will do the searching activities many times. It is repeated for several times and it can be categorized as drills. Having the drills, students can memorize and remember the materials and how to get the materials. According to Chapelle (2003: 119) CALL is typically used as one source of language practices for students in a larger program of instruction.

According to Benson (2001: 137), there are three phases of the history of CALL. They are behaviorism, communicative and integrative. The first phase is giving drills and testing knowledge of vocabulary and grammatical structure which can be multiple choice exercise or matching students input to pre-programmed answers. The students are expected to choose instructional, practice or testing modes. This is a model of a computer as tutor and behaviorism assumptions about language learning as habit formation. Then, the second phase is communicative one. It focuses on application such as word processors, desktop publishing packages, concordances and databases. This facilitates the linguistics processes involved in achieving non-linguistics goals. It is a self-directed learning. The last phase is interactive which is characterized by the use of multimedia,

hypermedia and integrative technologies to promote integration of skills. This gives opportunities for students to get both linguistics and non-linguistics input by presenting new materials through a variety of media, and offering branching options. (Benson, 2001: 138-139).

CALL is applied in software with the addition of sound and images. According to Healey (1998) in Benson (2001: 139), the internet represents an integrative CALL as it runs into the limitation of the CD-ROM as a mode of delivery. Along with the development of technology especially internet, the learning through computer also becomes broader. The use of internet may be handy for the students because it can provide sounds and images which are related to the content of language learning.

Internet consists of a lot of parts which each of them has different function and purpose. The use of email, chatting, web site, etc. can contribute advantages to the learning processes through CALL. They can be used as media to deliver the language input for the students. This bears good impacts for the success of teaching and learning processes. In addition, the students can use the internet, means of social networks to control the interaction among the teachers and students. Benson (2001: 139) states that the most significant internet-based activities carry on e-mail, on line discussion, and web authoring.

Reading concerns the use of written language which is searched in internet. The teachers should consider the characteristics and the roles of the written language. The written texts are supposed to have formal and appropriate English role. The aim is to let the students find correct and suitable materials based on the

curriculum. Chapelle and Jamieson (2008: 63) have say that the value of CALL materials in reading, teachers need to pay attention on the role that written language plays in helping students acquire the language, English. The reading materials should consist of clear linguistic objectives and the readers are expected to be able to read and comprehend the texts.

Chapelle and Jamieson (2008: 64) have formulated some tips to help the teacher get students working online productively using internet. In the teaching and learning process, the teacher should select CALL materials with appropriate reading passages. This is done by looking for the important words and phrases which should be emphasized on the screen. Then, the teacher gives the students opportunities to interact with the computer to let them learn the language in the passage. After that, the teacher can let the passage presented in the screen spark interaction among the students. The teacher also has to choose CALL materials that guide the students to learn English through reading. In selecting the materials, the teachers are expected to insert evaluation of the students' comprehension and language knowledge. The last tip is that the teacher helps the students to build their reading strategies. Those tips are delivered by the researcher to help the teacher in presenting the learning materials by using CALL.

The need of the students is to be able to read and comprehend the texts. There are some steps that the teachers must do to get the students learn to read more comprehensive by using CALL. Chapelle and Jamieson (2008: 69) state that there are three steps of the teaching processes using CALL. The first one is pre-teaching with some particular language. Then, the teachers do the while-teaching

by giving the students the materials being taught in that meeting. The last step is post-teaching by giving follow up activity that let the students summarize or conclude and evaluate their understanding of the materials.

Having those two explanations on learning and internet, the researcher may conclude that learning through internet is an active and constructive process which lets students learn something new by using computer to communicate and get the real materials or knowledge from all over the world, in more meaningful and purposeful ways. The students can explore the world to get their expected information in a purpose. They can get more real materials and this contributes an easy process for them to understand the materials that they are learning through internet.

b. Practices of CALL

Some researchers argue that the use of CALL provides interaction between the students and the computer for exploring language learning materials. Ellis (1999) in Chapelle and Jamieson (2008: 72) states that the interaction does not only mean to have conversation but also emphasizes other meanings of interactions. The interactions with CALL are used for helping and responding questions for the students.

The teachers guide the students to create more comprehensive questions in the activities to avoid cheating because CALL is freely accessed. The teachers also need to create interactive activities to keep the students interact with the text presented through internet. Based on a research done by Plass Chun, Mayer, &

Leutner, (1998), the students will have high curiosity in acquiring the language when they have more good interaction.

Having CALL in the learning processes provides the students to have a lot of chances to interact with words. The students who have poor understanding of the text because of lack of vocabulary mastery are expected to guess the words which can help them understand the text (Nassaji, 2003 in Chapelle and Jamieson, 2008: 80). When the students draw attention on the language, they may understand new vocabulary and grammatical constructions (Chapelle and Jamieson, 2008: 80). Getting the students concentrate on the text being read contributes easiness for the students to construct meanings from the new vocabulary which may have different grammatical constructions.

In conclusion, the use of CALL has been tested by some researchers and they have found positive effects on the students' improvement in language learning. The focus of using CALL is for improving reading comprehension. CALL helps the students to construct meanings of a text which have new written symbols.

c. WebQuest

The use of CALL which deals with improving reading comprehension can be the use of WebQuest. WebQuest is one of the inquiry-oriented activities. Inquiry activities are activities had by students which give opportunities for students to formulate any hypothesis of their learning materials. They are invited to search the materials freely based on their oriented questions made by the students with the teacher handling. The teachers are needed to guide the students

into the correct materials based on their levels. Coffman (2009: 16) has elaborated that inquiry – oriented learning is a creative form of learning in which students take an active role and are guided by the teacher.

WebQuest belongs to an inquiry learning. According to Coffman (2009: 7), an inquiry process involves four processes. The first is identifying questions to ask to find possible answers. The teachers compose the appropriate answers on the materials after they find the materials based on the questions. Then, the teachers identify appropriate and quality resources to aid students in answering the identified questions. The effects of this can help the students to find the correct and appropriate information. The third step is manipulating resources to ensure that correct information is identified and answers to specific questions are explored. The final step is formulating answers discovered and identifying how these answers relate back to the original questions. The teachers formulate the correct answer to give feedback to the students' works.

Moreover, the term WebQuest is not quite common for both the teacher and students. It is an inquiry-oriented activity where most if not all of the resources that the students explore and analyze are provided on the internet. The resources searched by the students are guided by the teachers. There should be various and meaningful content for the sources. This give assumption for the students that the materials are new and it can give them opportunities to reach the world. The goal of this medium is to provide students with opportunities to discover content in meaningful and engaging ways (Coffman, 2009: 33).

WebQuest is a new way to attract the students in reading English passages which may be categorized as quite functional in the use. Vocational school students need more real texts which correspond to their majors. An advantage of using this program is the reality and the novelty of the materials, texts. Students can search more real information related to their needs and expectation. This begins using real-world data and information found on the internet (Coffman, 2009: 33-34).

According to Coffman (2009: 34-35), WebQuest allows students to ask questions, make hypotheses, test hypotheses, and present new understanding to others. Using this medium, the students can create many questions related to the topic so they will get appropriate information for the topic discussed. Then, the students make hypotheses based on their information they get. To get the correct information expected by the teacher, the students should test the hypotheses. This can be done by cross-checking with their partners and teacher. Finally, the students are asked to present their new understanding of the materials that they have searched to the others. By following those four steps, the students can put the knowledge in their long term memory.

A good WebQuest cannot stand by itself without any completion. In a good WebQuest, the teachers are required to focus on some areas which correspond to the students' needs. Coffman (2009: 35) gives explanation on the areas that must be presented in this good medium. It is better to have standards and learning objectives, authentic activities and assessments, instructional strategies that encourage collaboration, opportunities for knowledge creation and exploration

through discovery and exploration, resources that identify real-world data and relevant up-to-date information, and technology tools and resources to enhance the big idea question. When a WebQuest has those criteria, it is categorized as a good one for teaching and learning.

WebQuest belongs to an inquiry learning which lets the students create questions that correspond to texts they read in order to comprehend them. The process of learning must follow some steps and rules to achieve the goal in learning reading. The contributions of learning reading through this medium is the use of more real and relevant data and also gives new strategies in presenting the materials which are expected not to become boring.

d. Teaching Reading with WebQuest

According to Coffman (2009: 34), WebQuests are perfect examples of constructivist learning. The teacher presents a “big idea” question, and provides appropriate resources and instructional strategies so the students can explore and discover the information to answer important questions.

Dodge (1997) in Ruddle (2005: 267-8) states that the use of WebQuest may give critical attributes which are an introduction, task, information, process, guidance, and conclusion. Introduction means sets the stage and provides some background information. The task chosen by the teacher should be doable and interesting. Then, a set of information sources which are mostly web-based is needed to complete the task. The elaboration of process is that the students are able to go through to accomplish the task. On the other hand, guidance is dedicated on the organization of the information required. The last is the

conclusion which brings closure to the quest, reminds the students of the materials they learn, and encourages them to reach their learning.

An inquiry-oriented activity is wrapped around big idea questions as well as learning standards and objectives and it should provide authentic tasks to engage students in exploring and creating their own understanding about a topic (Coffman, 2009: 36).

Table 2.1. WebQuest design section (Coffman, 2009: 37)

No.	Section	Description
I.	Introduction	<ul style="list-style-type: none"> - It introduces the students to the activity. - It emphatically captures the student's attention. - It is written from a student perspective. - It consists of options to use an advanced organizer or overview to prepare the student for what is to come. - Should be short in length.
II.	Task	<ul style="list-style-type: none"> - Task must be doable and interesting. - Task allows students to learn so they will enhance their current knowledge and gather new understanding with others. - The big idea question is presented here. - Possible tasks include: <ul style="list-style-type: none"> • Solving a problem • Preparing and participating in a debate • Designing a product or procedure • Multimedia presentation • Article to be written
III.	Process	<ul style="list-style-type: none"> - It provides specific steps students should take to accomplish and complete the intended task. - Specific details on groups, roles, resources, and strategies are given. - Specific handouts students will use to complete each process are made available here - It provides this section in an ordered list, identifying the procedures that must be followed to ensure success in the WebQuest activity.

		<ul style="list-style-type: none"> - It should be very specific and detailed.
IV.	Evaluation	<ul style="list-style-type: none"> - A check sheet and/or rubric for students to review allow them to determine what is important to accomplish and understand in the WebQuest. - It identifies whether the grade will be individual, group, or both.
V.	Conclusion	<ul style="list-style-type: none"> - It provides closure to the WebQuest by providing a summary of what students accomplished and its relevancy to their overall learning. - Questions could also be posed for students to investigate further if they are interested. - This identifies learning is as a continuous process.
VI.	Resources	<ul style="list-style-type: none"> - It provides a list of resources that students can use to find necessary information. - It organizes the information in categories so students can find appropriate information at a glance.
	Teacher's page	<ul style="list-style-type: none"> - This is the only section that is not written for the student. - It provides as much detail as possible about standards, objectives, and the WebQuest itself so another teacher can adopt your WebQuest or adapt it to his or her students.
	Credits	<ul style="list-style-type: none"> - It provides a list of references and credits that were used in the WebQuest. - It remembers to reference all images, music, recordings, and text.

Using WebQuest, the teacher is able to present teaching materials which will be taught in the meeting or in the next meeting. The teacher can show the topic or issue related to the next materials. This can improve the students' motivation in learning because they have known what they will talk about. Here, stating the next materials is done in more exciting ways. As a consequence of using internet in learning through this, the teacher is expected to create a fun and

suitable condition for the students to learn both in group and individually. The students work in a collaborative group which will discuss a series of questions maintaining a big topic. Actually, the learning materials are based on the standard of competences and basic competencies. Coffman (2009: 56) says that in WebQuest, students work in collaborative groups on an appropriate topic that is in line with the learning standards, and enable them explore the material in more detail.

In the process of teaching and learning of English reading, the researcher adapts the use of PPP method. PPP stands for Presentation, Practice and Production which will be applied by the teacher. According to Spratt et al. (2005: 63), PPP lets the teacher presents the new language in a certain context, has students practicing the new language in controlled practice activities, and gives opportunities for the students to use the new language with little controlled activities in a more communicative way. Based on this method, the teacher presents the new language use in the presentation phase in which the teacher creates a bridging assumption to the students of the previous materials followed by presenting the new materials with a series of presentation. The teacher may use the introduction section of the WebQuest. Then, in the practice, the teacher applies it as an activity which has a clear design as stated above, for the students. The teacher can use some sections of this program. They are task and process whether the PPP is as a process of teaching and learning. There are steps called evaluation and conclusion. Those steps are placed in the last phase of the method in PPP, which is production. The students are expected to have self assessments

and create an individual activity which represents their own understanding to the new material and relates it with the real live in the evaluation and conclusion.

B. Relevant Studies

There are some researchers who have studied the use of WebQuest which influences the students' reading comprehension. One of them is a research by Abbit and Ophus (2008) had an experiment about the impacts of this medium on the teaching and learning. They observed some articles of experiments using it. The articles were collected from some educational research sites for examples, ERIC (Educational Resources Information Center), EBSCO Academic Search Premier Educational Research Complete, the Education and Information Technology (ED/IT) digital library, Ohio Library and Information Network (OhioLINK), and also Google. The research was aimed to get the answers on three general categories, attitudes and perceptions of students, impacts on learning content and skills, and investigations of the cognitive requirements of WebQuests. Based on a research done by Carrol, Legg, & Taylor, 2003; Fox, 1999; Gaskill, McNulty, & Brooks, 2006; Santavenere, 2003), they found that the use of WebQuest give positive impacts on the students attitudes and perceptions. Tsai (2006) received facts that there are positive correlation between motivation and perceived learning vocabulary and reading skills in an EFL course. This supports that WebQuest is an engaging activity which against the traditional type of learning. He also found that this activity serves as an advanced organizing mechanism for students of EFL to complete reading. It is believed that the use of WebQuest could achieve a higher grade on the assignment which closely related

to achievement. It is also proved that WebQuest can develop collaboration among students as a research result of Milson (2002). The students perceive the value of inquiry-oriented investigations differently which may be beneficial to students for working collaboratively with higher ability.

Moreover the impact of WebQuests on learning is that the students can have good vocabulary performance and story reading performance. This influences the students' critical thinking and problem-solving activities. The students are able to think core critically to find the best and solution for each problem.

C. Conceptual Framework

Reading comprehension is the ability to read texts more comprehensively using their existing knowledge. A higher level of reading is the reading comprehension which can help the readers easily get the main idea and topic being talked in a real text. The teaching of English for students of vocational schools is aimed for functional texts which are more real and applicable in the real world which may be by constructing meaning from words written in the text. Because there will be different interpretation of each reader for a certain text. Students are expected to comprehend the texts in more flourishing ways.

Students are more interested in using internet than using other tools to communicate with others. The use of internet can enhance the learning activities for the students. This is so global in which the users have opportunities to explore the world. Get more real materials and this contributes an easy process for them to understand the materials can be accessed by learning through internet.

The existence of Computer-Assisted Language Learning frequently starts to be used by some teachers and some researchers have done scientific research on this field. CALL is typically used as one source of language practice for students in a larger program of instruction; the idea that students would “master” the language of the CALL activity is not realistic. It can also be done through providing students with opportunities to self-direct their own learning. Materials needed by the students to develop their skills are associated with autonomy both individually or collaboratively. CALL is aimed to give a new view for the students especially in reading activities which will encourage students’ motivation in reading.

So the researcher focused on the use of WebQuest that lets the students search materials taught at school from the internet freely but guided by the teacher. The use of WebQuest may give opportunities for the students to find answers on the teacher’s questions. From this, the use of WebQuest gives good effects on the students’ motivation especially for students of SMKN 1 Depok, Sleman, because they can collect and analyze all materials needed in more interactive way. Having materials presented in higher technology attract the students’ attention and curiosity in learning. This is an inquiry-oriented activity where most if not all of the resources that the students explore and analyze are provided on the internet.

D. Research Hypothesis

According to the literature review and the review of related research studies, the use of WebQuest will improve the students’ reading comprehension.

CHAPTER III RESEARCH METHODS

A. Type of the Research

This study is an action research study. According to McNiff and Whitehead (2006: 7), action research is a form of enquiry that enables practitioners to investigate and evaluate their works. This deals with how to improve something. The action will focus on the learning which takes accounts of practical theories of practices. This research is aimed to enrich the teachers' capability and ability in teaching and the learners who have problems in learning. Burns (2010: 1) states action research can be a very valuable way to extend the teachers' teaching skills and get more knowledge of the teachers, the classrooms, and the students. The researcher needs to really understand the learners' characteristics to really know the suitable and appropriate way to solve the problem.

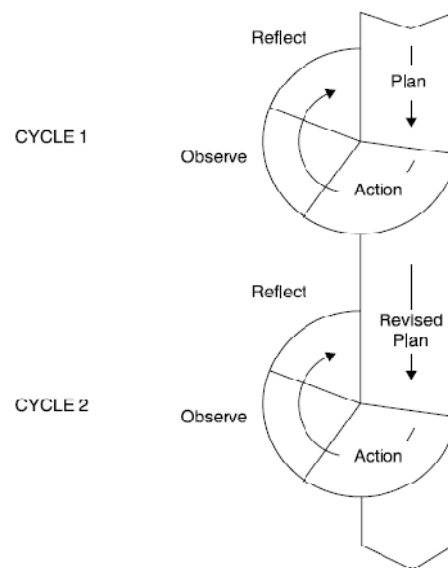


Figure 1. Cyclical AR model based on Kemmis and Mc Taggart (1988) in Burns (2010: 9)

B. Subjects of the Research

The researcher concerns the second grade students of SMKN 1 Depok, Sleman in the academic year of 2011/ 2012. They are majoring in accounting which is one of three majors in that business management vocational school. This class is chosen based on the preliminary observation. The researcher found that they have problems in reading comprehension. They find it hard to comprehend some English passages.

C. Target Community Setting

In this research, the target community setting is SMKN 1 Depok, Sleman. This school belongs to a favorite school since it is the public vocational school which concerns business and management fields located in Depok, Sleman. This school has 24 classrooms which consist of three grades. Each grade has three majors which are accounting, office administration, and marketing. There are a lot of facilities which serve the learners during their school time especially in the teaching and learning processes. The school also provides some extracurricular as media for the learners to succeed in their achievements in non-academic ones.

Besides, the researcher finds that the learners have a good habitual activity in the morning before the class starts. The learners who are Moslem have to read the Holy Al Qur'an in the first ten minutes every day. This activity is believed as a good starting point for the learners to get good understanding in the learning processes.

The teaching hour per meeting is 2 x 45 minutes. English has two meeting per week. During the teaching and learning processes, the learners are permitted

to open books. They may make use of some other resources related to the learning materials. The teachers mostly give presentation on the materials and provide some activities about the materials. The learners are expected to listen to the teacher's explanation and do what the teacher orders. In the middle of the meeting or at last, the teachers ask students to discuss the activity given with their partners and so on. They give a few real materials which correspond to the syllabus which shows that the materials for the learners of vocational schools should be more real and have functions. They argue that the topic of the materials is the same as the materials given to senior high school students.

D. Place and time of the Research

This research was conducted at SMKN 1 Depok, Sleman with the eleventh grade students in Accounting 1 class as the participants. They were in the first semester by the academic year of 2011/2012. The research was carried out during the English class which was held twice a week in each class.

E. Procedures of the Action Research

According to Kemmis and McTaggart (1988) in Burns (2010: 7-8), there are four steps in action research which are dynamic to achieve satisfactory outcomes. They are planning, action, observation, and reflection.

1. Planning

The researcher identified the problem or issue and right after, she made a plan for solving the problems or making improvements in the context of the research. The lesson plans, learning and teaching materials, and other instruments needed in this research were prepared by the researcher. The materials had been

selected from the internet as the implementation of WebQuest. The materials were chosen based on the syllabus and lesson plans. While the research instruments such as the interview guideline, the pretest scoring rubric and its criteria, and the questionnaire were designed by considering the kinds of data needed.

There were two cycles in this research. In the first cycle, the researcher had six meetings, one was for introduction and the five meetings were the teaching and learning processes by using WebQuest. The time allocated per cycle was out of the planning. As the researcher has stated above that there were lesson plans and other instruments relate to this project.

2. Action

After the researcher made a plan, the researcher applied some interventions to the teaching situation that the researcher put into action. This action was organized for a period of time. The lesson plans contained new and alternative ways to cure the problem or issue. The lesson plans were made for each meeting.

3. Observation

This step gave time for the researcher to observe the effects resulted in the action. The researcher documented the context, actions, and opinions of all participants of the research. Open-eyed and open-minded tools were used to collect the information of the action. Open-eyed tool gave opportunities for the researcher and collaborators to collect data based on the physical observation. Meanwhile the open-minded was considering opinions or ideas which were news or different for each data collector.

While the lesson plans were going to be implemented, the teaching and learning process was observed and recorded in the form of field notes, and some changes are made in relation to the students' learning progress. In this stage, the researcher and the collaborator took notes of some problems appearing during the teaching and learning process.

4. Reflection

This was the last step which invited the researcher to reflect on, evaluate, and describe the effects of the action research. It was the phase when the researcher made sense and of things happened during the action. This reflection was based on the observation results.

The researcher, the teacher and the collaborator were going to discuss the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the first cycle as a consideration to plan for the next cycle.

In the next cycle, the researcher had the same steps done in the first cycle. However, in this cycle, the researcher only needed six meetings because there was no need to have an introduction meeting. As the result of the reflection in the first cycle, there were some changes to solve problems faced in the first cycle.

The evaluation was utilized in three ways, the first was formative evaluation, that was held in every meeting and the second one was summative evaluation that was done in every cycle, and the last was the evaluation of the overall practices which was conducted in the end of the cycle 2. The evaluations involved the researcher, the collaborator, and the English teacher.

F. Instruments and Data Collection Techniques

The data which are collected should follow requirements to get the suitable and correct findings to answer the research question. In this research, the researcher used data collection techniques which were observation, interviews, test and student's diary. Observation, interview, and student's diary belong to qualitative data which are analyzed without using numbers (Burns, 2010: 106). Then, the data got from test are categorized as quantitative ones which are presented in numbers (Burns, 2010: 118).

This research was aimed at improving the reading comprehension of the second grade students of SMKN 1 Depok, Sleman. These data collection technique were used as sources for the evaluation and reflection so that the researcher revised her plan to be more effective ones. To get the data, the researcher had some data collection techniques and instruments. They were as follows.

1. Observation

Observation is a purposeful examination of teaching and learning events through systematic processes of data collection and analysis (Richards and Schimdt, 2002: 371). The activity was done formerly and headed to the aim of the teaching and learning processes. During the observation, the observers collected the data and analyze the data which were needed in the research.

The observation was scheduled to avoid the mistakes and problems coming from this activity. The observation was done by having audio or video record to give more trustable data of the research. Observation can be enhanced and

supported by audio and video records (McNiff et.al, 1996: 97). The voice recorder was used in getting the audio observation. Meanwhile, to get the video recording, the researcher was going to use handy cam.

2. Interview

The second data collection technique was interview in which the interviewer took data from the participants by having some questions for the interviewees. The principle of having interview was informality in collecting the data from the participants. This situation gave positive effects for the interviewer because she got richer feedback.

In this research, the researcher used unstructured interview in which the researcher had not prepared for the questions but there was a guideline or a certain aim. The interview was close to the situation and condition during the lesson. The participants contributed their opinion about the lesson which had been changed by adding a new method. The area included students' behavior, perception, observation, etc. The data gathered from the students should be conjunctions to other data collection techniques which helped the researcher validate the findings. The researcher gave additional questions based on the interviewees' previous answers.

3. Test

According to Richards and Schmidt (2002: 546) a test is any procedure for measuring ability, knowledge, or performance. In this research, the researcher had two tests. The first was done before the students get the new treatment, then the other one was held after the students get the treatment. Those were called pre test

and post test. The test was aimed to measure the students' reading comprehension. The test consisted of multiple choices and essay. There were about thirty questions for multiple choices.

4. Students' diary

The students' diary reflected the actions conducted by the researcher and was used to improve the next action in the next cycle. The students shared their feeling after the teaching and learning process. The researcher conducted this activity after each cycle.

G. Data Analysis

Miles and Huberman (1994: 11- 12) proposes steps to analyze data found in the research. The steps are as follows.

1. Reduction

Data reduction was analysis that sharpens sorts, focuses, discards, and organizes data so that final discussion can be drawn and verified. The data were reduced and transformed through selection, summary or paraphrase, being carried in a larger pattern etc. The researcher placed the data at the context in which they occurred.

2. Display

The researcher organized composed assembly of information that led to conclusion drawing and action. This was done to help the reader understand what was happening and to do something based on the understanding. The most frequently used of the display for the qualitative data was an extended text. Using this text the researcher found it easy to hasty, partial, unfound conclusion.

3. Conclusion drawing and verification

The researcher decided configurations, causal flows, and propositions from the data collected. The conclusion depended on the size of the corpus of the data. Verification was used as a fleeting second thought crossing back to the field notes, or it was thorough and elaborate with highly argumentation and review among the researcher and the collaborator. This was done to reduce the inter-subjective consensus.

In the previous part, the researcher divided the data into qualitative and quantitative ones. The qualitative data were analyzed through inductive coding. Inductive coding was analyzing the data from perspectives of people closely involved in the research context and their opinions and views as the researcher and collaborator find them (Burns, 2010: 107). In contrast to qualitative data, according to Burns (2010: 118), the quantitative data are analyzed to gain numerical picture, characterize or describe a set of numbers, present numbers in terms of averages, frequencies, percentages, and present how numbers vary around a central point. Those different types of data were analyzed following the suitable and appropriate techniques.

Before the researcher used the pre- and post-test, she did a try out of the instruments to different classes. This was done to find the validity and the reliability of each question which was used to collect quantitative data. To know the validity and the reliability, the researcher used ITEMAN program. By having this, the researcher got valid quantitative data.

The analysis of the quantitative data made use of the computation of the mean and the standard deviation. The mean was to know improvement of the students' reading comprehension by comparing the achievements of the students before and after the having the cycles. Meanwhile, the standard deviation was aimed to know the variability of each score of the students related the mean.

The formula of standard deviation (SD):

$$SD = \sqrt{\frac{\sum(X - \bar{X})^2}{(N - 1)}}$$

The formula of mean:

$$\bar{X} = \frac{\sum \text{values}}{n}$$

To strengthen the research finding, the researcher used t-Test which compared two means and standard of deviation. According to Hatch and Farhady (1982: 114) matched t-Test is used to compare two means come from the same group. The formulas are as follows.

$$t : \frac{\bar{X}_1 - \bar{X}_2}{SD} \quad (\text{The formula of } S\bar{D} \text{ stated below.})$$

$$S\bar{D} : \frac{SD}{\sqrt{n}} \quad (\text{The formula of SD stated below.})$$

$$SD : \sqrt{\frac{\sum D^2 - (\frac{1}{n})(\sum D)^2}{n-1}}$$

H. Validity and Reliability of the Data

In this research, the researcher analyzed the data in order to get the positive answer on the research question. To ensure the findings, the researcher needed to validate the data. Burns (1999: 161) has proposed some kinds of validation and reliability of action research. They are as follows.

1) Democratic validity

This was through collaborative and the inclusion of multiple voices. They were the ability to offer perspectives of all parties includes in the research (teachers, administrators, students, parents, etc.), the benefactions of the solution for all the parties, and the validity and the applicability of the solution to the context. To fulfil this validity; the researcher, the English teacher and the students were given a chance to express their opinions, ideas, and suggestions toward the problems faced where the focus was to look for the solution of the problems.

2) Outcome validity

The outcome needed to reflect on the research context. This is the resolution of the research questions but a good outcome may lead a new question (Anderson et al. in Burns, 1999: 162). The outcome depends on the validity of the process of the research.

3) Process validity

This was the dependability and competency of the research. The possibility was used to determine the process of conducting the research. The behaviors or events were observed and viewed from different perspectives and sources. To get the process validity, the data were gathered by doing observation, and taking notes during the research ran.

4) Catalytic validity

This validity concerned the way how the researcher deepened the participants' understanding, the social realities of the context and the way how the participants made changes. This was reflected on the teacher and learners'

understanding of their role in the research. The changes of their behavior were viewed by monitoring other participants' perceptions of the research. The teacher was allowed to give critics, comments, or evaluation about the change that might happen to the data resources.

5) Dialogic validity

This was peer reviews of the value and goodness of the research. This was done by having dialogues with the practitioner peers with critical friends or other practitioner researchers.

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

a) Time triangulation

The collection of the data was done at a point in time or over a period of time.

This was aimed to get the sense of the changes to the parties.

b) Space triangulation

There were differences of groups and subgroups of people. This was done to avoid the limitations of the studies.

c) Investigator triangulation

There was more than one observer in this research in the same setting. This avoided the observer's bias and provided checks on the reliability of the observation.

d) Theoretical triangulation

The data were analyzed from many perspectives. The researcher analyzed the data based on more than one theoretical review in interpreting the data.

The Triangulation was by comparing data from different informants (informant triangulation) or using data collected at different times (time triangulation). The data were gathered from those four techniques which were time, space, investigator, and theoretical triangulation.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

As stated in the previous chapter, this research was categorized as action research. In this research, WebQuest was used to improve reading comprehension in class XI AK 2 of SMKN 1 Depok Sleman in the academic year of 2011/2012. This chapter discusses the research procedure and findings, the implementation of the actions and discussion, and the test of the students' reading comprehension.

A. Research Procedure and Findings

This research used the Kemmis and McTaggart model. There were some procedures which the researcher did. The procedures were planning, action, observation, and reflection. In the planning step, the researcher and the collaborator worked collaboratively to identify the field problems. After that, they made some plans to be implemented in the action to solve the field problems. During the implementation of the actions, the researcher and the collaborators observed the teaching and learning process to know the students' responses and improvement toward the actions. Finally, the researcher made reflection by doing some interviews with the students and having discussions with the collaborator. In order to avoid the lack validity of the finding the researcher conducted the research on two cycles.

The research process began with the formulation of the identified problems in the field. The researcher conducted observations and interviews with the English teacher and the students of XI AK 2 of SMKN 1 Depok Sleman. The researcher observed the teaching and learning process on Wednesday, July 13,

2011 and Friday, July 15, 2011. The observations were carried out in the beginning of the first semester of the academic year of 2011/2012.

1. Identifying the field problems

The researcher as one of the research team members conducted the research and worked collaboratively with the collaborator. To identify the field problems of the reading teaching and learning process in XI AK 2, the researcher had some interviews with the English teacher and the students. The researcher also conducted observations during the reading teaching and learning process.

After conducting observations in XI AK 2 class, the researcher interviewed some students and had a discussion with the English teacher. Based on the observations, interviews, and discussion, the researcher and the English teacher identified some problems that occurred in the reading teaching and learning process. Those problems were lack of vocabulary mastery, less curiosities in learning English, less use of media, and the mismatch learning materials.

2. Research problems

After having observation before the implementation, the researcher searched and found problems in reading class. The problems were related to the students' reading comprehension and the reading teaching and learning process. The field problems were presented in Table 4.1. Field problems below.

Table 4.1. Field problems

No	Problems
1.	The students considered English as a difficult lesson.
2.	The students lacked vocabulary mastery.
3.	The students were shy and afraid to read texts.
4.	It was difficult for the students to pronounce English words correctly.
5.	The students were quite passive during the lesson.
6.	It was difficult for the students to comprehend English texts.
7.	The students had low motivation in joining the class.
8.	The English teaching learning activity was monotonous.
9.	The material was not interesting and not varied.

The researcher had a further discussion with the English teacher and the observer. They discussed the feasible problems to be solved related to the reading teaching and learning process in XI AK 2. In this discussion, of course, they considered the time, funds and the energy needed in solving the problems. Finally, they decided to choose the most feasible problems to be solved. They agreed to solve four field problems concerning the reading teaching and learning process. The problems were the students' lack of vocabulary mastery and the students' difficulties in comprehending English text. On the other hand, the problems related to the students' involvement were that the students were passive during the lesson and the students had low motivation in attending the English class.

3. Determining the actions to solve the problems

After having agreement on the feasible field problems, the researcher and the English teacher tried to look for actions to overcome the problems. They discussed the actions to improve the students' reading comprehension in the teaching and learning process. The actions were presented as follows.

- 1) Conducting question and answer activities to the students to improve students' involvement in the reading learning process.
- 2) Implementing WebQuest to improve students' vocabulary mastery, motivate the students in joining the lesson and enhance students' reading comprehension.

B. The Implementation of the Actions and Discussion

1. The Implementation of Cycle 1

a. Planning

The researcher and the English teacher formulated the field problems and the actions to solve the problems before they made some plans to be implemented in Cycle 1. In reference to the problems that had been determined, the researcher and the English teacher hoped that Cycle 1 could change the reading teaching and learning process into the following conditions.

- 1) There was an improvement of the students' vocabulary mastery.
- 2) There was an improvement of the students' reading comprehension.
- 3) The students became active.
- 4) The students had high motivation in joining the class.

To achieve the expected situation, the researcher and the English teacher planned to implement some actions in Cycle 1. They were conducting questions and answers activities with the students and implementing WebQuest in the reading teaching and learning process.

b. Actions and observation in Cycle 1

Based on the planning that had been agreed, the researcher and the English teacher divided Cycle 1 into three meetings. They were on September 14, 21 and 28 2011. The actions were done on Wednesday at 12.20 am. – 13.55 pm. During the English teaching learning process in the computer laboratory, the English teacher observed the implementation of the actions. It was the researcher who did the actions. The learning materials in Cycle 1 were “Handling guest”, “Pronouns”, and “Direct and indirect speech”.

1) Meeting 1

In the first meeting, the researcher acted as the teacher and the English teacher acted as the observer. She started the class by greeting the students and checking the students’ attendance list. Then, she conducted questions and answers activities. She tried to brainstorm the students’ background knowledge by providing some questions related to the material that they would learn. She encouraged the students to use background knowledge they have already known, such as knowledge of their daily activities related to the knowledge of their English subject at school. The detailed information of the action was presented as follow.

a) Conducting questions and answers activities to the students

This activity was used to improve the students’ involvement and to stimulate the students’ motivation in the teaching and learning process. The questions and answers activities were used in the warming up. The teacher asked the students what background knowledge they already had related to their

experience. She asked the students some questions such as *Have you ever gone to a hotel? Who can you meet in the hotel? What did you do in the hotel?* The students responded to those questions by giving short answers. They tried to answer the teacher's questions; though they spent several minutes to answer those questions. To answer those questions some of them answered in English but most of them answered in *Bahasa Indonesia*.

Generally, the questions and answers activities did not run in full English. The researcher as the teacher used English to ask questions, but students often used *Bahasa Indonesia* or mixed the languages. They found it difficult to answer the questions in English. From the activity above, it could be concluded that the students had limited vocabulary. It could be proven from the following extract of Interview transcript1.

- P* : *Oh iya, terus ada lagi masalah ga? (Is there any problem?)*
Y : *Enggak. (No, there isn't)*
N : ***Sama, Cuma kurang ngerti kosa katanya aja.*** *(The same, I only don't know the vocabulary)*
M : *Asing terhadap kosa kata yang ada. (D you feel unfamiliar with the vocabulary?)*
P : *Asik atau asing? (Is it enjoyable or unfamiliar?)*
M : ***Asing. Karena ga familiar kata-katanya.*** *(It is unfamiliar because I am not familiar with the vocabulary.)*

(Appendix B, Interview Transcript 1, September 14, 2011)

b) Implementing the WebQuest

After the questions and answers activities were conducted, the teacher introduced the use of WebQuest to the students. She used the WebQuest in delivering the materials to the students. In the first section of the WebQuest, she made use of it to bring the students' knowledge to the new materials would be

taught. The learning material was *handling guests*. The introductory section contained a text about receptionist. The students were asked to read the text presented with the computer. A computer was for two students in the teaching and learning process. However, the teacher also presented the text (the same as introductory section) with the LCD. The use of students' computers and LCD was aimed to support the teaching and learning activities for the slow internet connection. It was expected to become effective in motivating the students to read the text and to learn English.

When the teacher asked the students to open the webpage of the WebQuest, they were happy and enthusiastic. This condition was different from the previous one. Before she used the WebQuest, the students were bored since they always used textbook in their teaching and learning process. This finding could be inferred from the following extract of Interview transcript 1.

P : *Ya.. lalu, apakah kalian termotivasi untuk membaca kalau lewat WebQuest tadi itu? (Okay, then, are you motivated to read through the WebQuest?)*

T : ***Iya sangat termotivasi.** (Yes, I am. I am highly motivated)*

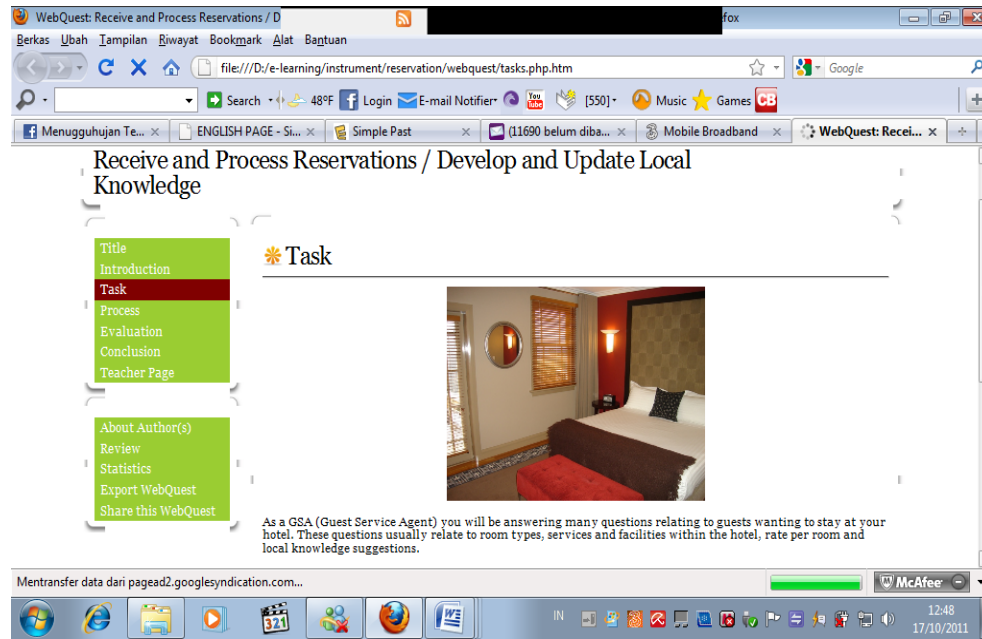
P : *Termotivasi untuk membaca dari pada membaca lewat kertas begini ya? (Are you more motivated to read through the WebQuest than through paper like this?)*

T : ***Iya mbak. Soalnya, ada gambarnya pertama, kedua lebih menarik aja kata-katanya untuk dimengerti.** (Yes, I am. It is because there are pictures and the words are more interesting to be understood.)*

(Appendix B, Interview Transcript 1, September 14, 2011)

After the teacher asked them to read the text, the students read and tried to comprehend the text. She asked the main idea of the text to the students. The teacher invited some volunteers to express their understanding of the text. Some

of them were curious to state their words though they used Indonesian in delivering their comprehension.



Picture 4.1. Task of meeting 1

Right after the students read the introduction section, the teacher asked them to go to the next section, which was Task. In this meeting, the task was about handling guest in a hotel that was a command which led them to the goal of the teaching and learning in this meeting. The command was booking accommodation for a number of guests who has never visited Tasmania before. This command would bring the students to have some knowledge or information both about the language and Tasmania. In this section, there was a map of Tasmania which could help the students imagine the place.

To do the command of the previous section (Task), in the Process section, the students would be provided some steps and sources to get the information of Tasmania and the knowledge of the language used to handle guests. The steps

which enabled students to complete the Task were research Tasmanian accommodations establishment, produce a confirmation letter stating where the guest(s) will be staying, list the services and facilities available to the guest during their stay at the hotel, and complete reservation slip and profile. Those steps were completed with the hypertext transfer protocol (HTTP) which helped them to do each step. They explored the sources and made use of their understanding to complete the Task.

From the observation done by the teacher and the observer, the students find it confusing because it was the first time for them to learn the language through WebQuest. They did not show that they were common to use the internet but some of them felt easy to follow the https. It can be seen in the transcript 1.

P : Terus, menurut kalian, apa ada yang kurang dalam penerapan WebQuest tadi? (Then, do you think that there is any missing activity in implementing the WebQuest?)

*T : **Jujur, belum mengerti. apa yang menjadi kekurangannya belum mengerti.** (Honesty, I have not known what the missing activity is.)*

*P : **Belum mengerti? Jangan – jangan kamu tidak tau apa WebQuestnya tadi? Kamu pernah buka dan paham WebQuest belum?** (Don't you understand the use of WebQuest? Have you ever opened this web?)*

*T : **Belum, belum. Soalnya baru pertama kali.** (Not yet. It is because of my first time.)*

(Appendix B, Interview Transcript 1, September 14, 2011)

Finding the students had difficulties in doing the Process, the teacher checked each student and taught the students how to do the Process. Many of them could open the webpage and read the text but there were some students who complained that their computers did not work appropriately. This was due to the

internet connection and the difficulty in copying the http. This is proved by the existence of the field note FN 8 #8.

Selanjutnya P meminta Ss untuk melihat komputer mereka bersama dengan kelompoknya. Ss diminta untuk membaca bagian Introduction dalam WebQuest. Pada kegiatan ini ada beberapa siswa yang kesulitan untuk membuka halaman web dikarenakan lamanya koneksi internet dan kesulitan dalam menyalin halaman internet oleh siswa sehingga P harus menerangkan beberapa kali.

(Then P asked Ss to look at their computer with their partners. Ss were invited to read the Introduction section of the WebQuest. In this activity, there were some students who felt difficult to open the web page because of the low internet connection and the difficulty in copying the source's link. The students had to do this many times.)

(Appendix A, Field Notes 8, September 14, 2011)

After the students read the text, the teacher asked them to present their works in front of the class. In fact, they asked the teacher to give overview of the Process. Then, she explained briefly to the students. In this activity, she invited two volunteers to come in front of the class and then to act as a hotel receptionist and guests. They presented the dialog in making a room reservation. It was done well and successfully. The students could catch the teacher's explanation. Having this explanation, they worked well and the practice of dialogs ran in chorus. The teacher walked around the class and checked for the students' works. They acted the dialogs for hotel reservation well and there was no problem in doing this. However, they made faults in pronouncing some words, for example, the word "travel" was pronounced [trafel], "adults" was pronounced [adult], and so on. It can be checked in the FN 8 #10.

Dalam prakteknya, ada beberapa siswa yang masih salah dalam mengucapkan kata-kata dalam bahasa Inggris seperti kata travel dan adults yang diucapkan [trafel] dan [adult]. Kebanyakan Ss masih sangat kentara sekali pelafalan bahasa Indonesia dalam pelafalan bahasa Inggris.

(In practise, there were some students who still pronounced some English words improperly, for example, the words travel and adults which were pronounced [trafel] and [adult]. Most of them still showed their Indonesian accent clearly.)

(Appendix A, Field Notes 8, September 14, 2011)

The teacher also asked students to make a reservation letter based on their practice on dialogs. She gave a guideline which helped the students in making a reservation letter. The students used the guideline in the questions they wanted to ask to the guests. The guideline consisted of guest's profile, room type, and other information needed in hotel reservation. After the students finished their works, they submitted their works. The teacher checked and found it was good and there was no problem in making the reservation letter though the students asked for some points of the guidelines, for example, arrival and departure, the reservation deposit, etc.

At the end of the class, the teacher asked the students to make a summary of Tasmania especially about its hotels and tourisms. The students read some sources about Tasmania stated in the Process of the WebQuest. They read and made a brief summary. They did it individually. The teacher only permitted them to write mostly one page. This was done to avoid the students copying the original texts. This activity was not finished because the time was up. So she asked them to complete the activity at home and submit it in the next meeting.

This class was ended by having summary which was done through questions and answers about the materials learned that day. The teacher provided questions and the students answered the questions. This activity ran well and satisfied the teacher because of the students' answers.

The obstacles of doing this method were that the students found it difficult to open the WebQuest since it was new for them. They felt that there were a lot of unfamiliar words that difficult enough for students to get the meaning of each word. This situation made the students ask the teacher to give permit to the students to open dictionary or *Google translate tool*. This following transcript of Interview 1 will enrich the writer's argument.

P : Terus, menurut kalian, apa ada yang kurang dalam penerapan WebQuest tadi? (Then, do you think that there is any missing activity in implementing the WebQuest?)

T :Jujur, belum mengerti. apa yang menjadi kekurangannya belum mengerti. (Honestly, I have not known what the missing activity is.)

P : Belum mengerti? Jangan – jangan kamu tidak tau apa WebQuestnya tadi? Kamu pernah buka dan paham WebQuest belum? ((Don't you understand the use of WebQuest? Have you ever opened this web?)

T : Belum, belum. Soalnya baru pertama kali. (Not yet. It is because of my first time.)

*Y : **Banyak kosa kata yang kurang ngerti lah.** (There are some words that I don't know.)*

P : Oh iya, terus ada lagi masalah ga? (Right, anything else?)

Y : Enggak.(No.)

*N : **Sama, cuma kurang ngerti kosa katanya aja.** (So do I. I just don't understand the vocabulary.)*

*M : **Asing terhadap kosa kata yang ada.** (I am not common to the vocabulary used.)*

(Appendix B, Interview Transcript 1, September 14, 2011)

2) Meeting 2

In the second meeting of this cycle, the researcher as the teacher started the class by greeting the students and checking the students' attendance list. Then, she conducted questions and answers activities again to check the students' understanding on the previous lesson. The objective of this activity was to recall the materials that the students got from the previous lesson which was handling guest in a hotel receptionist. When she explained the last materials, some students

gave their attention to the teacher and answered the teachers' question completely even she needed to guide them.

After she finished reminding the students about the previous materials, she led the students to the next material which was personal pronoun. She made some sentences which consisted of some personal pronouns such as *she* in the sentence "Diana goes to Malaysia once a month. *She* visits her parents." She gave emphasis on the personal pronoun.

The next activity was implementing the use of WebQuest. This was the second time that the students took the WebQuest as they expected from the previous meeting. In this meeting, the students opened the WebQuest by themselves by following the teacher's instructions. At first, the teacher asked the students to open Google with their computers. She wrote "WebQuest pronouns" in the search space of the Google. Then she told the students to choose the "WebQuest I am a pronoun". The students did not feel that this activity was difficult. They just had little patient in waiting for the connection. This was because the students had to wait for the internet with their friends.

As usual, the teacher asked students to read the text written in the introduction.

WebQuest: I AM A PRONOUN: created with Zun.


file:///D:/e-learning/instrument/pronoun/webquest/introduction.php.htm

I AM A PRONOUN

- Title
- Introduction**
- Task
- Process
- Evaluation
- Conclusion
- Teacher Page

- About Author(s)
- Review
- Statistics
- Export WebQuest
- Share this WebQuest

* Introduction



You are a student journalist trying to write an article about Harry Potter.
You are with a friend describing the best features of the guy next door.

Grammar and Language is very important in a person's daily life. In school, at the office, and even if you are just with your friends. The correct usage of words and the correct structure of sentences for describing a person, an object or a thing are very important. That is why there are PRONOUNS. Pronouns will help you in making describing persons or things much easier.

Generally (but not always) pronouns stand for (pro + noun) or refer to a noun, an individual or individuals or thing or things (the pronoun's antecedent) whose identity is made clear earlier in the text.

Last Updated: October 4, 2007 7:46 am
Page Visited: 204
The Public URL for this WebQuest:
www.zunal.com/webquest.php?w=283

Picture 4.2. Introduction of meeting 2

A few minutes later, the teacher asked for the students' understanding about the introduction. The students answered correctly and they continued to read the next part of the WebQuest which was Task. The task is below.

WebQuest: I AM A PRONOUN: created with Zun.


http://www.zunal.com/tasks.php?w=283

I AM A PRONOUN

- Title
- Introduction
- Task**
- Process
- Evaluation
- Conclusion
- Teacher Page

- About Author(s)
- Review
- Statistics
- Export WebQuest
- Share this WebQuest

* Task



At the end of this discussion, the student should be able to:

I. COGNITIVE OBJECTIVE

- know the meaning of pronoun, its kinds and correct usage

II. AFFECTIVE OBJECTIVE

- appreciate the use pronouns through daily use of it

III. PSYCHOMOTOR OBJECTIVE

- make a written output of an essay using pronouns

TASK 1

You must be able to go through the **PROCESS** of the lesson. It will direct you to **WEB Links** for a better understanding of the topic of the lesson.

TASK 2

After browsing through each **WEB Link**, answer the follow- up questions every after each chapter of the lesson.

Submit the said requirements written in Microsoft Word or Notepad with your name and e-mail address and send to liannegenry@yahoo.com.

TASK 3

Try the online game provided for you to have a practice of the correct use of Pronouns.

TASK 4

Proceed to the Online Quiz provided for you to be able to examine if you really understand the lesson discussed about Pronouns.

Selesai

McAfee

23:51
18/10/2011

Pictuter 4.3. Task of meeting 2

WebQuest: I AM A PRONOUN: created with Zunal.

Berkas Ubah Tampilan Riwayat Bookmark Alat Bantuan

http://www.zunal.com/process.php?w=283

Search 40°F Login E-mail Notifier [550] Music Games CB

ENGLISH PAGE - Si... Simple Past (11694 belum diba... WebQuest: Receive... Mobile Broadband WebQuest: I AM ...

I AM A PRONOUN

Title

Introduction

Task

Process

Evaluation

Conclusion

Teacher Page

About Author(s)


Review

Statistics

Export WebQuest

Share this WebQuest

Process



CHAPTER 1

So, what are pronouns?
Give the definition of pronouns.
<http://www.yourdictionary.com/and/p/60556800.html>
<http://ardictionary.com/Pronoun/12754>

CHAPTER 2

What are the different kinds or types of pronouns?
Identify the different types of pronouns.
http://en.wikipedia.org/wiki/Pronoun#Types_of_pronoun
<http://www.usingoalish.com/glossary/pronoun.html>

CHAPTER 3

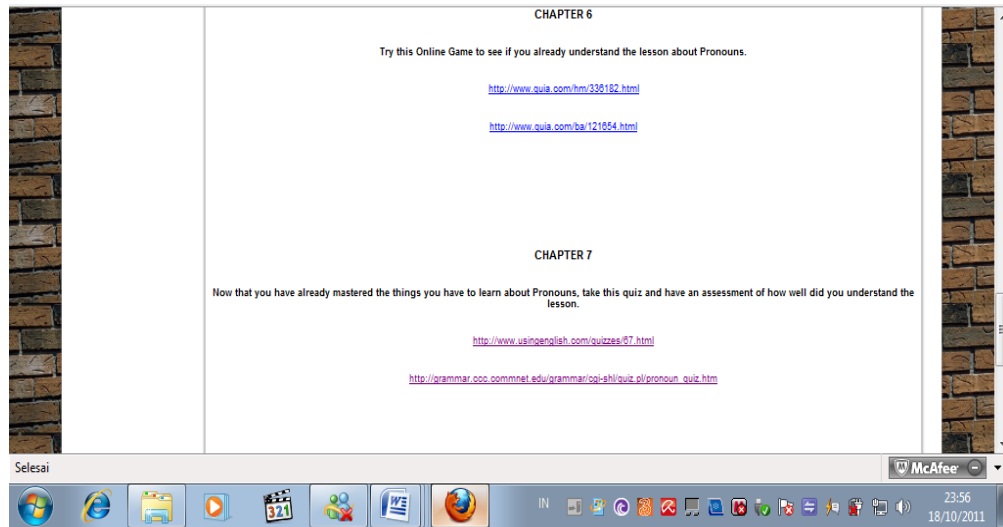
How do you use these different kinds of pronouns?
Identify the examples of pronouns and their uses.
<http://www.grammarforteachers.co.uk/Guide/Noun%20phrases/typesofpronoun.html>
<http://www.new.townson.edu/owk/pronouns.htm>

CHAPTER 4

What do you think is the correct and clear use of pronouns?
Explain the clear use of pronouns.
http://owl.english.purdue.edu/handouts/grammar/g_pronuse.html

CHAPTER 5

What is the rule in pronoun and pronoun-antecedent agreement?
Distinguish the correct use of the singularity and plurality of pronouns.



Picture 4.4. Process of meeting 2

In the implementation of the action, the students were enthusiastic. They became active in the lesson and were motivated to read an English text. Even though, they still felt hard to pronounce their answer correctly. It could be seen from FN 9 #8.

Selama Ss mengerjakan Task, P mengawasi dan mengamati apa yang Ss baca dan kerjakan. P meminta Ss membaca beberapa tautan dan menyimpulkan isi dari tautan tersebut. Beberapa siswa mengatakan, “We harus menemukan pengertian pronoun miss.”

(When the students did the Task, P looked around and observed what the students read and did. P asked them to read some sources and concluded the content of the sources. Some students said, “We have to find the use of pronouns, miss.”)

(Appendix A, Field Notes 9, September 21, 2011)

When the teacher asked for the students’ result in doing the online quiz, most of them got good scores. It can be seen in the score list in the table attached. Having the students’ good score, the researcher and the English teacher concluded that the students understood the texts they read. Overall, the second meeting was done in chorus. The students could achieve the learning objective and the use of WebQuest was successfully done.

3) Meeting 3

This meeting was the last meeting of Cycle 1. The researcher as the teacher started the lesson by greeting the students and checking the students' attendance list as usual. Then, she conducted questions and answers activities to the students to check their understanding on the previous lesson. The objective of this activity was done to recall the materials that the students got from the previous lesson which was pronouns. When she explained the last materials, some students gave their attention to the teacher and answer the teachers' question completely.

The materials of this meeting were direct and indirect speech. The teacher held a question and answer activity about the next material. She gave a bridge assumption for the students to connect their existent knowledge with the new knowledge. She knew that the students had got the materials in the first grade. Therefore she might remind the students' understanding to the previous. She gave questions for example, "The man in the black wore a black hat. What did I say?". Then the students answered in a very soft voice. They felt ashamed and afraid to talk. Then the teacher told the students that they would learn indirect speech.

In line with the previous meeting, the teacher asked students to open their computers and went to google.com. She typed "WebQuest direct and indirect speech" on the browse space. The students easily did her commands. After they opened the WebQuest, the teacher asked them to read the introduction, as usual. They read the text and told the teacher what they had read. The teacher asked the students to read the Task of the WebQuest. In this activity, she guided the students to get the main idea of the task. She also focused some words stated in the text for

example the word *transforming*. She wanted the students to find the correct meaning of this word. Most of the students answered “Transfer miss”. Then she said that the word came from trans and form which had meaning to change or *mengubah* and the form or *bentuk*. After getting the teacher’s explanation, the students composed the meaning of the word which was *mengubah bentuk*.

Next, the teacher asked students to open the Process. The Process consisted of some steps which guided the students to complete the task. This WebQuest had the same type as the previous one, WebQuest Pronouns, so the students did not have difficulty to understand the WebQuest. When they went to the links provided, the teacher checked for the students’ works by looking at their computers. Mostly, they could understand the explanation of the use of direct and indirect speech. Before they did the online quiz, the teacher invited some of them to tell what they had read and understood about the materials. She only gave a key that they had to pay attention to the use of tenses. Ten minutes for reading the explanation, then she started to do the exercises. This was an online quiz. To check the students’ writing, she asked the students to write their answers on a piece of paper. To do this activity, she gave about 20 minutes. The students felt that it would be difficult for them but she told that it was easy. She asked them to check for their last note when they were in the first grade. This helped them to do the Task.

The students had finished doing their works and submitted it. Then, the teacher asked students to summarize the lesson. They liked to explain the materials to the class so the teacher gave some questions that were able to be

answered by all of the class members, for example, “So, what is direct speech?” they answered, “*Kalimat langsung miss.*” The questions and answers activity was done in expected ways and the teacher could draw a conclusion that the students had understood the materials of this meeting.

The obstacle in having this meeting was the internet connection. It was difficult enough for the students to open the webpage because they had to queue with their friends. They also told the researcher that the vocabulary used in the WebQuest was difficult enough and it was new for them. This obstacle was the same as their previous difficulty. It can be seen in this extract of interview transcript 2.

P : *Apakah kalian senang? (Are you happy?)*

F : *Ya. Sangat senang sekali. Mengasyikkan, soalnya WebQuest itu ada gambarnya, trus kita juga bisa liat apa, video-video pembelajaran bahasa inggris, jadi ga bosan. (Yes, I am. I am very happy. This is interesting because the WebQuest consists of pictures, and videos of English learning which we can watch. So we don't feel bored.)*

N : ***Menyenangkana, tapi kadang juga masih bingung sama kosakatanya yang masih agak asing gitu.*** (It is enjoyable but sometime I still feel confused with the vocabulary which is unfamiliar for me.)

(Appendix B, Interview Transcript 2, September 28, 2011)

c. Summary of Cycle 1

From the implementation of the actions in Cycle 1, there were some actions that were successful and unsuccessful. The descriptions of the successful and unsuccessful actions were as follows.

- 1) The use of questions and answers activities to the students at the beginning and the end of the teaching and learning process was successful in improving the students' involvement. The number of the students who were active in answering the teacher's questions increased. The students also conducted

discussion with their friends. Even though; they used mixed languages, the reading teaching and learning process came alive. However, only the same students who were active. Most of them were still passive to answer the questions voluntarily.

- 2) The implementation of WebQuest was successful in improving the students' reading comprehension. This was caused by the success in improving the students' vocabulary mastery. They could find some new words when they read texts in the WebQuest. They were willing to open dictionary (online dictionary) to get the meaning of unfamiliar words. They found the meaning of the words and composed the main idea of each text of the WebQuest.

The WebQuest consists of some sections which lead the students to the goal of the learning. Each has introduction, task, process, and conclusion. When they read the text in the introduction, they had to understand what was being learned. Next, they read the task of the WebQuest, they would understand the task which could consist of questions, commands or instruction. They had to know the task to give a view on what they would do. The process done by the students in each WebQuest were the guidelines for them to complete the task. There were some steps that should be done and those could help them to improve their reading comprehension.

The difficulty in holding this activity was the media. The researcher needed to find the day when the language laboratory was available. The schedule should match with the students schedule in learning English at school. She also had to check for the internet connection. The obstacle in

having good internet connection was the biggest one. There were some days which the internet connection was bad. This interrupted the students in learning through WebQuest. The students were expected to be patient in waiting for the connection. Moreover, waiting for the internet connection was time consuming. Both the teacher and the students only had limited time in teaching and learning process. This forced the researcher as the teacher to organize teaching hours appropriately though some students argued that it was too fast.

In summary, the implementation of the actions in Cycle 1 could be seen in

Table 4.2.

Table 4.2 : **Summary of the actions implementation in Cycle 1**

Components	Descriptions
Questions and answers activities to the students	Questions and answers activities to the students were implemented in every meeting. The aim was to improve the students' involvement during the implementation of WebQuest in reading comprehension. The actions were implemented in the first, second and third meetings of Cycle 1. In the first meeting, this action was to brainstorm the students' background knowledge and to elicit them about the topic of the lesson. In the second meeting, the action was aimed at recalling the materials in the previous lesson. In the third meeting, the action was aimed to brainstorm the students' background knowledge. Here, the researcher who acted as the teacher used mixed languages, <i>Bahasa Indonesia</i> and English, to facilitate the students who got difficulty in understanding the questions and answers activities. However, some students were still passive to answer the questions voluntarily.
WebQuest	WebQuest was implemented in the first meeting. This action was to improve the students' reading comprehension. By using WebQuest the students found new words and understood the meanings of the unfamiliar words found in the text. Therefore, the students could comprehend the reading text.

d. Reflection of Cycle 1

After conducting the actions in Cycle 1, the researcher together with the collaborator did some reflections related to the implementation of the actions. The reflection was done based on the observations in the teaching and learning process and, the students' and the collaborator's opinions gained through interview at the end of Cycle 1. Those opinions were recorded by the researcher. To fulfill the democratic and dialogic validity, everybody had an equal opportunity to express their ideas, opinions, and feelings about the actions.

From the reflections, the researcher found that there were some results involving the successful and unsuccessful actions. There were two main actions in Cycle 1, conducting questions and answers activities to the students and implementing WebQuest. The results of the reflections of the actions in Cycle 1 were as follows.

1) Implementing questions and answers activities to the students

The first action was implementing questions and answers activities to the students. The action was implemented on September 14, 21, and 28, 2011. In the first meeting, the students were enthusiastic in doing the questions and answers activities. It was because they were familiar with the teacher. Usually, the English teacher explained the materials to the students at the beginning of the lesson. After that, she gave some tasks to the students. The tasks were from the students' handbook. Then, the students used to give their answer by writing it on their books or the whiteboard. In the second and the third meetings, they began to be

familiar with the activity. They could give their answer to the teacher's questions although they still asked their friends.

Implementing questions and answers activities to the students were effective to raise the students' involvement. The students were active in the reading teaching and learning process. The number of students who raised their hands in order to get involved in answering the teacher's questions increased. They also had discussion with their friends to answer the questions in English. It could be proven from the extract of Field Note FN 8 #7.

... Kemudian P melakukan kegiatan tanya jawab kepada Ss tentang pengalaman mereka tentang hotel yang pernah mereka kunjungi. Ss dengan antusias menjawab pertanyaan – pertanyaan yang diajukan oleh P. Ss menjawab dalam bahasa Indonesia namun lantang dan berani. Ss terlihat kooperatif dan bersemangat dalam tanya jawab. Hampir seluruh siswa berani menjawab pertanyaan yang diajukan oleh P tanpa rasa malu.

(...Then, P had the question and answer activity to know the students' experiences in visiting hotels. Students answered enthusiastically. They answered in *Bahasa Indonesia* loudly. They were cooperative and highly motivated in this questions and answers activity. Almost all of the students were curious in answering questions delivered by P without having shy.)

(Appendix A, Field Notes 8, September 14, 2011)

2) Implementing WebQuest

The last action in this cycle was implementing WebQuest. This action was effective to improve the students reading comprehension. The students were motivated to find the meaning of words by using online dictionary. They followed some steps in the implementation of WebQuest. They were curious to find the meaning of unfamiliar words. It could be seen from the following extract of Interview transcript 2.

N : Menyenangkan, tapi kadang juga masih bingung sama kosakatanya yang masih agak asing gitu. (It is interesting but sometime, I still am confused about the vocabulary which is unfamiliar for me.)

A : Sangat menyenangkan. (It is very interesting.)

- P* : *Apa kalian hanya membaca dari translataannya tok apa sama yang teks aslinya?* (Do you only read the translation of the original text?)
- F* : ***Perbandingan antara bahasa inggris dengan bahasa indonesianya. Jadi kan tau ooo ini tu artinya ini. Jadi bisa dong.*** (It is the comparison of the English text and Indonesian ones. So I can understand the meaning of each word.)
- N* : *Ya dibandingin, jadi lebih ngerti kalo ini artinya ini. Jadi maksudnya lebih paham gitu deh.* (Yes, I compare them. So I can know the meaning of the words and I can understand the text.)
- P* : *Jadi nambah kosa kata juga ya?* (So can you improve your vocabulary?)
- N* : *Iya.* (yes, I can.)

(Appendix B, Interview transcript 2, September 28, 2011)

There was a problem occurred in the implementation of WebQuest. It was related to the internet connection. Sometimes the connection was failed or low. This made the students complained to the teacher. They did not have a good patience because they were too curious in using internet. They made noise and chatted with their classmates. This forced the teacher to walk around the laboratory and helped them to connect their computers to the internet. This could be seen in the following extract of field note FN 10 #8 September 28, 2011.

*Ada beberapa siswa yang mencari komputer yang aktif sehingga ada beberapa Ss yang menggunakan komputer secara berpasangan. Ada beberapa komputer yang mengalami gangguan seperti koneksi internet yang kurang baik. Hal ini menyebabkan Ss gaduh di dalam kelas dan memilih untuk ngobrol dengan teman-temannya. **Melihat situasi ini, guru segera berkeliling untuk mengontrol Ss dan membantu mereka dalam menghubungkan koneksi internet.***

(There were some students who looked for active computers. So there were some students who had to share their computers with their friends. It was because there were some computers which had low internet connection. This caused some students had chit-chat with their friends. Knowing this situation, the teacher walked around to check and control the students' work. She also helped them to connect the computer to the internet.)

(Appendix A, Field Notes 10, September 28, 2011)

There were also some students who felt that the exercises in the online quizzes were not sufficient. They wanted something more. The teacher also argued that there were more minutes for having other exercises. The English

teacher stated that there should be any additional activity for the students. This can be seen in this following transcript.

P : Oh yea.. Is there any suggestion for the next implementation?

T : Yes, I think it.. **I think it is better if you use many of exercise about the reading text especially using true false, it is easy exercise I think, and then the multiple choice exercise, and then answer yes no, eee answer the questions and the last is about the retell the...**

Retell with their own words, using own words about the reading.

(Appendix B, Interview Transcript 3, September 30, 2011)

Therefore, some efforts needed to be done in order to make the students to improve their understanding during the reading teaching and learning activity. Based on the interview done with the English teacher, it was better to give any additional task for students related to the materials.

e. Results of reflection of the action implementation in Cycle 1

The actions in Cycle 1 were implemented through WebQuest which required the students to work in groups and in pairs. The use of the internet and other medium in the language laboratory were expected to improve the students' reading comprehension. The teacher made use of some medium there, for example, the use of LCD. She used the LCD to help the students in finding and understanding the content of the WebQuest. In summary, the reflection of the implementation of those actions could be seen in Table 4.3.

Table 4.3: Result of the reflection of Cycle 1

Components	Result in the Reflection	Conclusion of the Action	Recommendation for Cycle II
Questions and answers activities to the students	Questions and answers activities to the students were successful in improving the students' involvement. Some of the students	The questions and answers activities to the students were sustained to be used in Cycle II with some accompanying	There should be some accompanying actions since only some students were active in the questions and

	were encouraged to be active in the laboratory.	activities and actions.	answers activities. The accompanying action was hoped to be able to motivate all students in the reading teaching and learning process.
Implementing WebQuest	The implementation of WebQuest in Cycle 1 was successful in improving the students' reading comprehension. Most of the students actively participated in this action.	The implementation of WebQuest would be sustained to be used in Cycle II.	The researcher should provide more reading text and tasks to train the students to use WebQuest.

2. The Implementation of Cycle 2

a. Planning

Based on the reflections of the actions implemented in Cycle 1, the researcher found that there were some components in Cycle 1 that needed to be improved. Considering the improvement of reading comprehension and students' involvement, she still implemented the actions in Cycle 1. Hence, she made some improvements by adding some new actions to solve the problems occurred.

In general, the reading technique such as implementing WebQuest could improve the students' vocabulary mastery and improve their reading comprehension. However, there were some students who were bored and less motivated in doing the activities. Therefore, some new actions and some vocabulary activities were prepared to overcome the problems. Thus, the

researcher and the English teacher planned actions in Cycle 2. The plans were summarized as follows.

- 1) Implementing WebQuest.
- 2) Adding some tasks to enrich their ability of the materials.
- 3) Giving rewards to the active students in the questions and answers activities.

b. Actions and Observation in Cycle 2

Cycle 2 was done in two meetings. The fourth meeting was held on October 7, 2011, the fifth meeting was on October 12, 2010. They were on Friday at 08.25 am – 09.35 pm and Wednesday at 12.25 – 13.55 am. The implementation of each action could be seen from the process of the reading teaching and learning process in each meeting. As in the previous cycle, during the reading teaching and learning process in the computer laboratory, the English teacher observed the implementation of the actions. It was the researcher who did the actions. The learning materials in Cycle 2 were “Job Description” and “Writing Letters”.

1) Meeting 4

The third meeting was held on October 7, 2011. Here, the researcher acted as the teacher and the English teacher acted as the observer. She began the lesson by greeting the students and checking the students’ attendance list. After that, she started the lesson by conducting questions and answers activities to the students. She asked the students about the jobs around them. She tried to elicit the students by giving questions related to the materials.

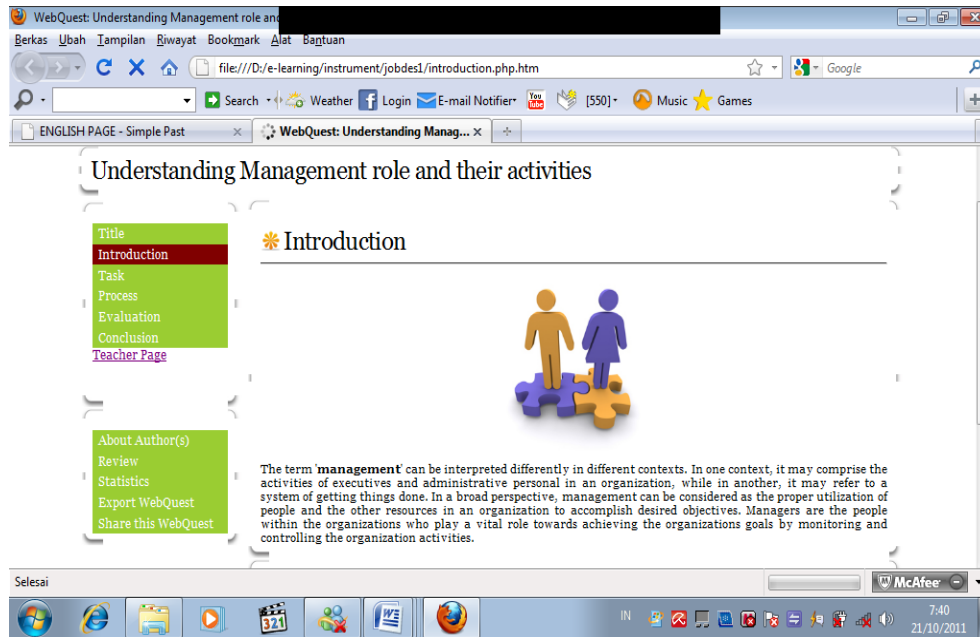
She showed a picture of a manager. The picture was taken from the introduction section of the WebQuest used. The picture helped the students to

brainstorm the materials. She discussed the jobs of a manager with the students. She gave questions to warm the students. The discussion of the job description of a manager was just overview. The students would have the more explanation on the WebQuest that they would learn. When the teacher did the question and answer activity, she also gave credit points. The action was aimed to improve the students' involvement.

a. Implementing the WebQuest

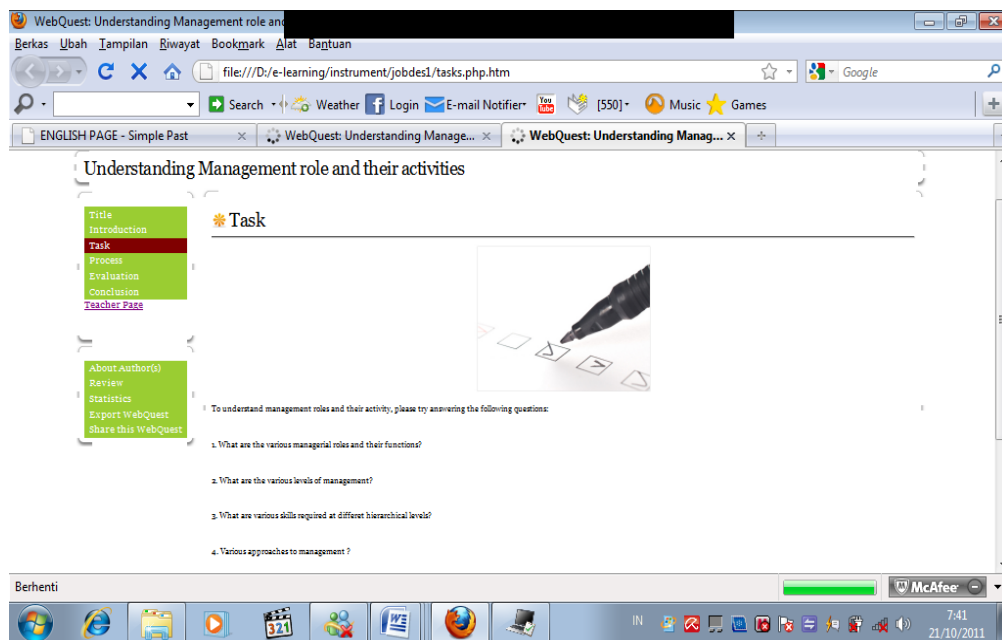
This action was implemented in order to avoid the students getting bored in the reading teaching and learning process. It also aimed at making the students become relax. This activity was put among other activities. The process of this activity was done similar to the previous meetings. The teacher tried to give more interesting WebQuest than the last ones.

The teacher asked students to open the WebQuest through Google.com. They had to select the WebQuest entitled "Understanding Management Role and Their Activities". After the students read the introduction, the teacher invited some students to tell their understanding about the text. Here, there were some students who answered the question together. They were always curious in answering questions together with their classmates.



Picture 4.5. Introduction of meeting 4

Next, the students opened the Task of the WebQuest. The page is as follows.



Picture 4.6. Task of meeting 4

The students had to get information on the roles of a manager, the activities, and the skills needed to be a good manager. In line with the previous meeting, they could find the answers by browsing some sources stated in the WebQuest. They did this activity individually but they could discuss it with their partners.

Most of them did not find any difficulty in the implementation of the WebQuest. The teacher asked them to identify the main idea of each text they read. This activity was done orally. They were able to answer the questions in the tasks correctly. The students were able to make conclusion of the text they read. They needed the dictionary only to check their guesses of the meaning of the unfamiliar words. They sometimes asked for the teacher's explanation to make sure that they were on the right track.

b. Adding some tasks to enrich their ability of the materials

Based on the previous discussion with the English teacher, Cycle 2 should provide more quizzes for the students. The researcher as the teacher looked for more activity for the students from any English text book. The activity was to check that the students had understood the materials as the teacher's expectation. The addition of the task was attached.

This activity ran well and completely. The students could answer the questions enthusiastically. They found the answer in the text since the task was about the description of jobs. This activity could also improve the students' motivation in learning because most of them felt that the activity was easy. They found some new words so it could improve the students' vocabulary mastery.

2) Meeting 5

Generally, the implementation of the WebQuest in the fifth meeting in Cycle 2 was the same as that in the second meeting in Cycle 1. In the fifth meeting, the researcher as the English teacher conducted questions and answers activities again to check the students' understanding of the materials in the previous lesson.

The questions and answers activities were combined with the implementation of giving rewards to the active students. The objective of this action was to increase the students' involvement during the reading teaching and learning process. The students' behavior toward the action reflected good improvement. They were active in answering the teacher's questions. This action was effective to improve the students' motivation in the reading teaching and learning process. It could be seen from extract of Field notes 11 #6 below.

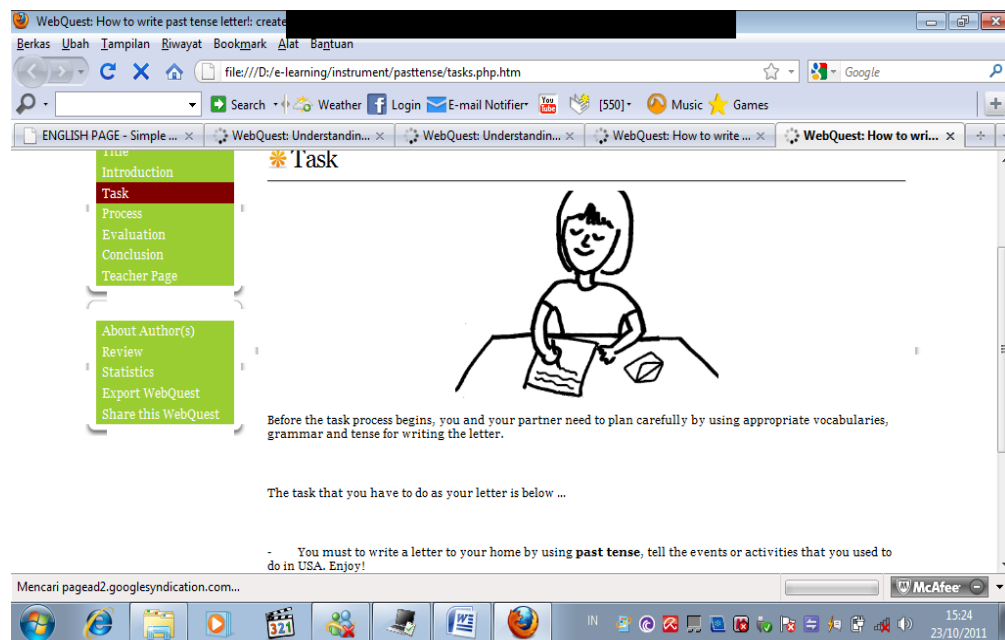
Ss yang kurang antusias dalam mengikuti pelajaran sehingga P memberikan reward kepada siswa yang bisa menjawab pertanyaan dengan benar. Hampir seluruh Ss menjadi antusias dan bersemangat dalam mengikuti aktivitas ini.

(Students were less motivated to join the lesson so the teacher gave rewards for students who could answer questions correctly. Most of them became enthusiastic and highly motivated to join the lesson.)

(Appendix A, Field Notes 11 #6, October 12, 2011)

After conducting questions and answers activities, the teacher introduced the materials would be taught in this meeting. She gave some questions to the students related to the students' experiences. The questions were around the students' academic background. In this activity, the teacher wanted to check for the students' knowledge of the use of simple past tense. However, there were some students who use *Bahasa Indonesia* to answer the questions.

Then, the teaching and learning process was continued by utilizing the use of WebQuest. The students had been familiar with the use of WebQuest. The teacher gave the title of the WebQuest which was “How to Write Past Tense Letter”. They found the WebQuest and read the Introduction. The next section was Task which would provide them what they have to do in this activity. They were asked to create a letter for their family in Thailand. It was imagined that they were studying in America. The teacher needed to change the Task which was Thailand into Indonesia. This was done because the language gap. Thailand has different written language from Indonesia and this will contribute difficulties to the students.



Picture 4.7. Task of meeting 5

The sources which were in line with the Task and stated in the Process were not appropriate for the students. The teacher had to change the source especially for the simple past tense. She gave another web for simple past tense which used

English. The source was easy enough for students to comprehend. So she did not need to explain the use of simple past tense. After the students finished reading the text, she asked them to do some online game of the WebQuest. She still had more time to give the students more activities. She distributed a new printed task prepared before which enabled her check for the students understanding. To do this activity, she only gave about 20 minutes. Before she ended the lesson, she discussed the task with the students. She invited some students to answer the questions. Most of them were able to answer the questions correctly. She also asked for the reason for their answers. To improve the students' motivation in joining the lesson, the teacher gave rewards to the students who were active during the lesson. She gave additional points and praise. This activity ran properly and in the right order so the aim of the teaching process could be succeeded.

c. Summary of Cycle 2

Based on the findings, the researcher and the collaborator agreed that implementing WebQuest in Cycle 2 was successful to improve the students' reading comprehension. The accompanying actions in Cycle 2 were successful in improving the students' involvement in the reading teaching and learning process. The descriptions of those actions were as follows.

- 1) The implementation of WebQuest was successful in improving the students' reading comprehension and in overcoming the students' boredom in the reading teaching and learning process. Moreover, the students were more active and motivated in joining the reading teaching and learning process.

- 2) The implementation of giving rewards was successful in improving the students' involvement in the reading teaching and learning process. After the implementation of the action, the students became more motivated to join the discussion voluntarily. The students more actively participated in the reading teaching and learning process.
- 3) The implementation of some quizzes was successful in improving the students' understanding of each material for every meeting. The students were able to do the task completely and correctly. This can be seen in the students' works attached.

Regarding the findings of Cycle II that all actions were successful to improve the students' reading comprehension and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle.

The obstacle in having WebQuest in the teaching and learning process was the same as the obstacle faced in Cycle 1. It was the low internet connection. The students had to be patient in opening the web page because of the low internet connection. They opened the same web page in the same time so they needed to wait for their opportunity to connect the computer to the internet and open the web page. This contributed some problems to the students. They would prefer having chat to paying attention to their personal computers. Some of them complained this to the teacher. This could be seen in the extract of interview transcript 4 below.

- Rsk* : *Itu lo nek belajar sendiri tu gmn menurut kamu?* (It is when you learn individually. What do you think of it?)
- Rtn* : *Ohh itu mbak kalo koneksinya lemot aja mbak.* (Oh, it is the low internet connection miss.)
- P* : *Oh lemot nya?*(Oh, is it too low?)
- Rtn* : *He em.. tadi tempat lain enggak, tapi tempat pas yang aku tempatin iya lemot.* (Yes, the internet connection was not low for some computers but the internet connection for my computer was low.)

(Appendix B, Interview Transcript 4, October 12, 2011)

d. Reflection of Cycle 2

It was the same as that in the previous Cycle, the researcher and the English teacher did reflection after the implementation of all actions in Cycle 2. The reflections were described as follows.

1) Implementing WebQuest

The implementation of WebQuest was successful in improving the students' reading comprehension. In the first meeting of Cycle 2, WebQuest activity was implemented. The students could comprehend the text by using this technique. They could do the activities because it was also done in Cycle 1. The students did not find any difficulty in doing the Tasks related to the WebQuest. There was no obstacle found in the implementation of those activities. They argued that this medium could improve their understanding of the texts they read. They only felt that they did not master the vocabulary but they could find the meaning of the unfamiliar words in the dictionary. However, they felt that the use of WebQuest was great and able to motivate the students in learning. It could be seen from the extract of Interview transcript 4 below.

- P* : *Oh ya. Kalo dibandingin kamu lebih seneng pake ini atau di kelas gitu?* (Oh yes, which one can make you happier in joining the lesson, using WebQuest or in the classroom?)

Rth : **Lebih seneng pake ini.** (I like using WebQuest better than ordinary lesson.)

P : *Kalo kamu?* (What about you?)

Rtn : **Ya lebih seneng pake ini.** (Yes, I like using WebQuest.)

(Appendix B, Interview transcript 4, October 12, 2011)

P : *Hemm bagaimana menurut pendapat kamu media yang digunakan, tadi ada LCD, LCD itu membantu juga ga?* (Hemm, in your opinion, how are the media used in the lesson like the LCD, internet, and computer? Do they help you?)

Rsk : **Ya udah maksimal, kalo apa itu, medianya udah maksimal, terus dengan media itukan kita bisa tau kemampuan diri kita tu kayak gimna. Udah maksimal atau belum. Memahami itu nya tu udah bener-bener maksimal atau cuma karena bantuan orang lain aja kek gitu.** (Yes, it is maximal. We use all of the media maximally. Then, with the media we can know our ability. Do we have maximal ability? Do we understand the use of WebQuest maximally or because of the help of others?)

(Appendix B, Interview transcript 4, October 12, 2011)

2) Giving rewards to the students in the questions and answers activities.

The implementation of giving reward was successful in improving the students' involvement. The students were active in doing the activities when rewards were given to them. For them, reward could awake their motivation in learning reading. The activity became more enjoyable and competitive when rewards were given. It could be seen from the extract of Field Notes 12 #6 and extract of this interview.

Ss yang kurang antusias dalam mengikuti pelajaran sehingga P memberikan reward kepada siswa yang bisa menjawab pertanyaan dengan benar. Hampir seluruh Ss menjadi antusias dan bersemangat dalam mengikuti aktivitas ini.

(Students were less motivated to join the lesson so the teacher gave rewards to students who could answer questions correctly. Most of them became enthusiastic and highly motivated to join the lesson.)

(Appendix A, Field Note 12 #6, October 12, 2011)

3) Adding some quizzes

The implementation of some quizzes was successful in improving the students' understanding of each material for every meeting. The students were able to do the task completely and correctly. This can be seen in the students' works attached and field note FN 12 #9 below.

Ss terlihat antusias dalam mengerjakan soal-soal yang diberikan oleh P setelah mereka mengerjakan online quizzes. Hal ini dapat dilihat dari tanggapan Ss ketika diminta untuk mengerjakan soal-soal tersebut. mereka langsung mengerjakannya. (Ss seemed enthusiastic to do the quizzes after they finished their online quizzes. This could be seen in the students' response when they were asked to do the quizzes. They did them directly.)

(Appendix A, Field Note 12 #9, October 12, 2011)

C. Students' Score

In this part, the researcher discusses the result of the students' score as performed in the pretest and posttest. The discussion dealt with the students' mean score. Those students' score is displayed in Table 4.4.

Table 4.4: Students' Score

No	Name	Students' score	
		Pre test	Post test
1.	Ade Eka Puspitasari	3,67	6
2.	Anis Qomariyah P.	4,33	5,67
3.	Anisa Nurfaiza	5,67	6,33
4.	Desi Rinawati	4,33	6
5.	Devi Septiananingsih	4	6
6.	Dian Putri Rahmawati	5,33	6,33
7.	Diana Nurhotimah Aprianingsih	4,67	5,67
8.	Eka Qusnul Khotimah	6	6,33
9.	Elsa Ratna Damayanti Sutrisno	3,33	5
10.	Farida Dwi Astuti	4,67	6,67
11.	Feni Ma'rifah	4,67	5,67
12.	Fitriana Nur Hidayati	6	6
13.	Mentari Ibrahim Lakoni	5,33	6
14.	Ninda Novita	4,33	6
15.	Nur Indah Wahyuni	7,67	6,33
16.	Oktavia Dewi Kurniasari	4	6
17.	Ratih Ambar Ayu Widayati	6	6

18.	Ratna Pratiwi	5,67	4,67
19.	Ratna Sari Dewi	6,33	6
20.	Ratna Widiadkha Saputri	4,33	4,67
21.	Riska Yuni Astuti	4,33	5,67
22.	Siknia Sari	7	5,33
23.	Sri Surani	6,33	6,33
24.	Thesa Sandika Bidari	3	5,67
25.	Tia Isnawati	7	6,33
26.	Tri Ningsih	2,67	5
27.	Triyani Febriyanti	3,67	5,336
28.	Yollaratma Yanti	7	6
29.	Yunita Sari	6	5,67
Mean		5,034	5,609

In reference to the students' scores in this research, the pre-test and the post-test showed that there was a difference between the score of the pre-test and post-test. The mean of the pre-test and the post-test was improved from 5.034 to 5.609. After having those two means, the researcher counted the t-Test. The result was 2.19. With the significant level 0.05, t-Table was 1.699., it shows that t-Test is bigger than the t-Table. So it could be concluded that the implementation of WebQuest could improve the students' reading comprehension in XI AK 2 of SMKN 1 Depok, Sleman.

D. Research Findings

The implementation of the actions in this research was over. Based on the actions and observations and the reflections, the researcher concluded that generally the actions resulted some improvement. The actions were able to improve some conditions related to the reading teaching and learning process in XI AK 2. The effective implementation of the actions meant, the actions were conducted and got positive responses from the research members.

Furthermore, the implementation of the actions was able to overcome the field problems. The main action which focused on the improvement of the students' reading comprehension was considered effective. It was implementing WebQuest. The other supporting activities to increase the students' involvement in the reading teaching and learning process were also considered effective. They were conducting questions and answers activities to the students, adding more quizzes, and giving reward.

The research finding is summarized in Table 4.5.

Table 4.51: The Result of the Action Research Study

No	Pre-Condition	Cycle 1	Cycle 2
1.	The students could not comprehend the reading text.	The students were able to comprehend the text. However, some students still confused in implementing WebQuest in order to comprehend the text.	The students were able to comprehend the text. They were able to use WebQuest and find the meaning of the unfamiliar words found in the text. Thus, they could comprehend the text better.
2.	The students were passive in their involvement and in the reading teaching and learning process.	By implementing questions and answers activities, the students were motivated to get involved in the reading teaching and learning process. However, there were some students who did not pay attention during the reading teaching and learning process.	Most of the students were actively involved in the activities. They competed to get rewards from the teacher.

In reference to the research findings, it could be said that this research had democratic validity for the reason that this action research was collaborative and it also allowed for the inclusion of the different voices. In making the conclusion of

the findings in this research, different resources namely the English teacher, the students, and the researcher gave their opinions toward the actions that were implemented in the research.

This research confirmed the principle of the action research. Therefore, the implementation of the actions was done in a cyclic system. To obtain the validated data of the main action, WebQuest, implemented in each cycle. This action research had two cycles. It was the researcher who performed the actions in the lesson. The English teacher observed the implementation of the actions.

Due to the limitation of the time, fund, and energy of the research members, this research focused only on describing the reading teaching and learning process. Through WebQuest, the students could improve their reading comprehension.

E. Discussion of the Findings

Based on the reflection, it could be concluded that the use of WebQuest and its accompanying in the Cycle 2 were successful to improve the students' reading comprehension. It was shown from the activities in using the WebQuest, especially in reading the texts stated in each page. From the reflection of the Cycle 2, it showed that most of the students were able to comprehend the texts. It could be checked from their works in the post-test. It could be used as a tool to measure whether there was an improvement on students' reading comprehension or not. Besides, the researcher found that students were more enthusiastic in joining the reading lesson in the Cycle 2. They involved in each activity during the lesson. The discussions of the findings are drawn as follows.

1. The finding showed that the use of WebQuest can be a new medium for the students to help them improve their reading comprehension. The students can access more authentic texts and the presentation of the medium guides them to comprehend texts more easily.
2. It was found that the students had low motivation in reading texts during the teaching of reading. To solve this problem, the teacher made use of WebQuest. The use of internet gave new views and presentations to the students in learning. It invited the students' enthusiasm.
3. The finding showed that some students who faced the low internet connection still gave little attention to the learning process. The use of LCD provided in the laboratory caught the students' attention during the lesson. The teacher presented the materials (WebQuest) in the LCD to limit the students' confusion because of the bad internet connection.
4. It was found that it was hard for some of the students to find the meaning of unfamiliar words stated in the texts. The teacher allowed the students to open on line dictionary or translate tool during the lesson to give solution on this problem. It was useful enough to help the students comprehend the texts properly.
5. It was found that the students had problem when the teacher gave unclear instruction before they started the lessons. The students had difficulties while using the WebQuest. The solution from the finding was giving a clear instruction was one of the important thing to use the medium.

6. The finding presented that the students had low motivation in joining the lesson for the two last meetings. To encourage the students' motivation in joining the class and compete with their classmates, the teacher gave rewards.

The researcher has discussed the research finding and discussion in this chapter. There are detail information of the implication and the findings of the use of WebQuests on both first and second cycles. Since the objectives of the research were achieved the researcher and the English teacher agreed to end the research in this cycle. In the next chapter, the researcher will discuss the conclusion of the research, implication, and suggestion that might be useful in teaching learning process.

CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter consists of three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusions

All stages in this action research were completely done. The research began on September 14 and ended on October 12 during the first semester of the academic year of 2011/2012. In both cycles, she implemented the WebQuest and some accompanying actions such as implementing questions and answers activities and giving rewards. To support this result, there are two kinds of data presented in this research, namely quantitative and qualitative data. In terms of qualitative data, she obtained some results. They are presented as follows.

In Cycle 1, there were some successful actions. They were questions and answers activities and implementing WebQuest. The use of WebQuest is believed to be effective to improve the students' reading comprehension. The questions and answers activities are believed to give a view of new materials for the students and connect it with the previous ones.

In Cycle 2, implementing WebQuest was combined with some accompanying actions. The actions were questions and answers activities, adding some quizzes, and giving rewards. Those actions were successful in improving the students' involvement by looking at the students' comments and pictures in the reading teaching and learning process. The student wrote that she was happy in joining the lesson because of the new condition and situation. Those actions were

also effective to motivate the students in joining the class. The students became active in the reading teaching and learning process. Moreover, by implementing those actions in Cycle 2, the students' reading comprehension could be improved. It could be seen from the students' involvement, students' opinions, and the collaborator's opinion about the actions.

Those results could be summarized as follows.

- (1) The students are active, and motivated to read English text and to take part in the teaching and learning process.
- (2) The students are able to improve their vocabulary mastery.
- (3) The students are able to improve their reading comprehension.
- (4) The students are able to make use internet as a medium, implementing WebQuest, for learning reading.
- (5) The students and the teacher can maximize the use of school facilities in achieving the goals of learning English.

In terms of quantitative data, the improvement of students' reading comprehension is supported by the students' reading scores in the form of pre test and post test which were conducted in the beginning and end cycles. The mean of the pre test is 5,034 and the mean of post test is 5,609. The results of this research showed that the implementation of WebQuest was successful enough to improve the students' reading comprehension. Through those activities, the students were able to comprehend the reading texts. Besides, the students could improve their vocabulary mastery. The students were also highly motivated in joining the lesson because of the use of the media.

In using this medium, there were some obstacles. The first one was the internet connection. When the internet connection was not good for students learning in a language laboratory, their motivation in learning decreased. They lose their patience to join the class. The second problem was the electricity. To have WebQuest in reading activity, the students needed computers and the internet connection. Both computers and the internet connection need electricity. It cannot run when the electricity is off. Those things contribute difficulties for the teacher and the students to implement WebQuest.

B. Implications

The research findings show that implementing WebQuest was successful to improve the students' reading comprehension. The students were able to comprehend the text. Besides, implementing WebQuest did not make the students bored. It implies that the teacher can use WebQuest in the teaching and learning process of reading. The students should maximize the use of WebQuest and the media completed by the school in order to get better understanding to comprehend the text.

Furthermore, conducting questions and answers activities, adding some quizzes, and giving rewards to the active students and giving rewards were effective to improve the students' involvement in the reading teaching and learning process. Those actions encourage the students to be more active because they were motivated to answer the teacher's questions. Another success was that the students were also not bored of doing the tasks. They were motivated and enthusiastic in doing the quizzes both computer-based and paper-based. The

students were more active and compete to answer the teacher's questions in the reading teaching and learning process.

It implies that the English teacher can use questions and answers activities, adding some computer and paper based quizzes, and giving rewards to improve the students' involvement in the teaching and learning process. Then, the English teacher should be creative in using interesting activities in order to attract the students' involvement in the teaching and learning process. She should make use of the media in the school for teaching English maximally.

C. Suggestions

Based on the conclusions and implications of the study above, some suggestions are directed toward the students, the English teacher, and the researcher.

1. To the students

The students should practice their reading skill regularly. If they do not have good vocabulary mastery, they cannot comprehend any English text. They will face a lot of new words by implementing WebQuest. They will find the meaning of the words by having online dictionary since the teaching and learning process make use of internet and computer which mostly placed in a language laboratory. However, they could also use other reading techniques to get better understanding in comprehending the texts.

2. To the English teacher

In teaching reading comprehension, it will be better for the teacher, to improve the students' involvement, to be more creative and attractive in order that

the students get interested to the reading teaching and learning process. It is necessary for the teacher to choose and make creative and attractive activities. Besides, she should be able to make the class atmosphere more enjoyable and comfortable. Furthermore, to improve the students' reading comprehension she should implement other reading techniques and provide various reading texts to the students.

3. To other researcher

This research was focused in improving the students' reading comprehension of the grade XI AK 2 students of SMKN 1 Depok, Sleman through WebQuest by combining some interesting activities. Other researchers can conduct this study in other grade of the students, either in senior high schools or junior high schools so that the findings will be more satisfactory. Also, they can conduct this study in other schools which have different characteristics from SMKN 1 Depok, Sleman so that the research findings can be more general. Moreover, this research is mainly to describe the use of a medium, namely WebQuest which is assumed can improve the students' reading comprehension. Meanwhile, there are some media to improve the students' reading comprehension that are not discussed in this research. Accordingly, it is recommended that other researchers who are interested in the similar action research use other media to improve the students' reading comprehension.

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APPENDIXES

A. FIELDNOTES

No : FN.1
Hari, tanggal : Kamis, 4 Agustus 2011
Jam : 09.00
Tempat : Ruang guru
Kegiatan : Permohonan ijin penelitian
Responden : P : Peneliti
BT : Bu Tari (Guru Bahasa Inggris)

1.	P datang ke sekolah sekitar pukul 09.00 untuk menemui guru bahasa Inggris.
2.	Pada awal pertemuan P ingin mengutarakan dan menjelaskan maksud kedatangan P ke sekolah kepada BT. Sebelumnya P telah mengenal BT sehingga P tidak perlu memperkenalkan diri dan langsung berbincang-bincang dengan BT.
3.	Setelah P menjelaskan maksud dan tujuan kepada BT, BT menyetujui dengan acuan bahwa surat ijin penelitian telah masuk ke sekolah dan BT telah ditunjuk sebagai guru yang akan membantu penelitian ini.
4.	Tujuan P datang ke sekolah untuk menemui BT telah terpenuhi. Kedua belah pihak sama-sama membuat perjanjian akan pertemuan dan penjadwalan. Karena bertepatan dengan liburan lebaran, P dan BT memperkirakan penelitian akan dilaksanakan setelah liburan sekolah.
5.	Pertemuan berakhir P pulang dari sekolah sekitar pukul 10.00.

No : FN.2
Hari, tanggal : Sabtu, 7 Agustus 2011
Jam : 08.00
Tempat : Ruang guru & Wakasek
Kegiatan : Permohonan ijin penelitian
Responden : P : Peneliti
BT : Bu Tari (Guru Bahasa Inggris)
KP : Kepala Sekolah
WK : Waka Kurikulum

1.	P datang ke sekolah sekitar pukul 08.00 untuk menemui guru bahasa Inggris.
2.	Pertemuan kali ini membahas pembatalan secara sepihak oleh BT atas penelitian yang akan dilakukan oleh P. P ingin mengetahui penyebab pembatalan penelitian ini. Dari hasil percakapan yang dilakukan oleh P dan BT di ruang guru, P mengetahui bahwa BT merasa keberatan dengan lamanya jadwal penelitian. P merasa bahwa akan ada banyak materi yang tidak tersampaikan. P berusaha menjelaskan dan mencari jalan keluar tetapi BT masih pada keputusannya untuk meminta P mencari guru bahasa Inggris yang lainnya dalam sekolah tersebut. BT menyarankan untuk menemui WK untuk memecahkan masalah ini.
3.	P merasa perlu berbicara kepada WK untuk membuat jalan keluar. Maka P pamit kepada BT untuk menemui WK. P menjelaskan maksud kedatangan P ke sekolah. P ingin mencari jalan keluar yang tepat dan benar dalam masalah ini. Pada awalnya WK terkejut dan bertanya kepada P siapa yang telah memutuskan BT sebagai guru pendamping dalam penelitian ini. Kemudian P memberitahukan bahwa P mendapat pemberitahuan dari TU (Tata Usaha) bahwa P harus menemui BT sebagai guru pendamping. WK terkejut dikarenakan WK tidak pernah menerima surat ijin dan menunjuk BT sebagai guru pendamping. Pada saat WK dan P berbincang-bincang, KP datang ke ruang Waka Kurikulum. KP langsung menyapa P dikarenakan P telah mengenakan KP pada saat KKN-PPL 2010. KP menanyakan maksud kedatangan P ke sekolah. WK menjelaskan kepada KP, kemudian KP menyampaikan bahwa yang memberi keputusan untuk menjadi guru pendamping dalam penelitian ini. Singkatnya setelah KP dan WK mengetahui permasalahan yang ada, KP meminta WK untuk mencari jalan keluar bagi permasalahan ini. Kemudian WK meminta P dan BT untuk bertemu dan membahas masalah ini.
4.	Setelah perdebatan dan perbincangan yang cukup lama dan alot, akhirnya BT menyetujui P menggunakan kelas tersebut dengan beberapa syarat yang diajukan oleh BT. P langsung menyetujui semua syarat yang diajukan yakni pengurangan penggunaan jam kelas bahasa Inggris, BT bukan sebagai pengajar namun sebagai observer sehingga P yang menjadi

	pengajar, dan segala materi atau bahan ajar yang akan disampaikan harus sesuai dengan permintaan guru yang didasarkan pada silabus. Melihat dan mengetahui situasi tersebut, P menyetujui dan akan membuat jadwal dan materi pembelajaran yang lebih fleksibel. Kesepakatanpun didapat.
5.	Pertemuan berakhir P pulang dari sekolah sekitar pukul 13.15.

No : FN.3
Hari, tanggal : Senin, 8 Agustus 2011
Jam : 09.00
Tempat : Ruang guru
Kegiatan : Pembahasan materi dan jadwal penelitian
Responden : P : Peneliti
BT : Bu Tari (Guru Bahasa Inggris)

1.	P datang ke sekolah sekitar pukul 09.00 untuk menemui guru bahasa Inggris.
2.	Pertemuan kali ini akan membahas perangkat guru yang akan menjadi acuan pengajaran. P meminjam perangkat guru terutama silabus, RPP, dan coursegrid. P dan BT membahas materi yang akan diajarkan selama penelitian. P menanyakan materi yang akan diajarkan pada pertemuan selanjutnya. Pertemuan yang akan digunakan oleh P adalah pertemuan setelah libur lebaran yang akan dilaksanakan pada awal September 2011.
3.	Setelah P dan BT membahas lebih lanjut tentang materi yang akan digunakan dalam pertemuan-pertemuan dalam penelitian, P pamit dan mulai menyiapkan RPP beserta medianya untuk pengajaran nanti.
5.	Dalam pertemuan kali ini P juga membuat janji pertemuan selanjutnya untuk mengonsultasikan RPP dan media kepada BT. BT meminta P untuk sms saja jika libur lebaran telah usai. Pertemuan berakhir P pulang dari sekolah sekitar pukul 10.30.

No : FN.4
Hari, tanggal : Kamis, 11 Agustus 2011
Jam : 09.00
Tempat : Ruang guru dan kelas XI AK 1
Kegiatan : Uji coba soal Pre-test
Responden : P : Peneliti
BT : Bu Tari (Guru Bahasa Inggris)

1.	P datang ke sekolah sekitar pukul 09.00 untuk menemui guru bahasa Inggris, BT.
2.	Pertemuan hari ini akan digunakan untuk uji coba soal untuk pre-test. Soal ini diterapkan pada siswa kelas XI AK 1. Ada beberapa siswa yang tidak masuk dikarenakan harus melaksanakan praktek pemasaran. Mereka adalah Rosita Oki Haryati, dan Dika Ayu F.
3.	Siswa mengerjakan soal-soal tersebut dengan lancar dan tenang. Siswa mengerjakan sesuai dengan alokasi waktu yang telah ditentukan oleh P.
4.	Setelah waktu pengerjaan soal usai, P meminta Ss untuk mengumpulkan hasil kerja mereka masing-masing kepada P.sebelum P meninggalkan sekolah, P berpamitan kepada BT.

No : FN.5
Hari, tanggal : Sabtu, 13 Agustus 2011
Jam : 09.00
Tempat : Ruang guru dan kelas XI AK 3
Kegiatan : Uji Coba Post-test
Responden : P : Peneliti
BT : Bu Tari (Guru Bahasa Inggris)

1.	P datang ke sekolah sekitar pukul 09.00 untuk menemui guru bahasa Inggris, BT.
2.	Pertemuan hari ini akan digunakan untuk uji coba soal untuk pre-test. Soal ini diterapkan pada siswa kelas XI AK 3. Ada beberapa siswa yang tidak masuk dikarenakan bertugas sebagai panitia pesantren kilat. Mereka adalah Diah, Dewi, Dita, Jodista, Reta, Triana, Wulan, dan Choirul. Semua siswa yang menjadi panitia telah mendapat surat ijin dari sekolah.
3.	Siswa mengerjakan soal-soal tersebut dengan lancar dan tenang. Siswa mengerjakan sesuai dengan alokasi waktu yang telah ditentukan oleh P.
4.	Setelah waktu pengerjaan soal usai, P meminta Ss untuk mengumpulkan hasil kerja mereka masing-masing kepada P.sebelum P meninggalkan sekolah, P berpamitan kepada BT.

No : FN.6
Hari, tanggal : Jum'at, 19 Agustus 2011
Jam : 08.25
Tempat : Ruang guru dan kelas XI AK 1
Kegiatan : Pelaksanaan Pre-test
Responden : P : Peneliti
BT : Bu Tari (Guru Bahasa Inggris)

1.	P datang ke sekolah sekitar pukul 08.00 untuk menemui guru bahasa Inggris.
2.	Pre-test diterapkan pada siswa kelas XI AK 2 . Soal yang digunakan dalam pelaksanaan pre-test menggunakan soal uji coba pada kelas XI AK 1 yangtelah dinyatakan valid sesuai dengan aturan yang telah dipastikan sebelumnya.
3.	Pada hari ini ada dua anak yang tidak masuk sekolah dikarenakan ikut lomba. Mereka adalah Lilis Cahaya Wati dan Rosalina Anggorowati N. H. Kegiatan ini berlangsung sesuai dengan rencana dan semua Ss bisa mengerjakan soal dengan baik dan benar. Alokasi waktu yang telah ditentukan oleh P juga dimanfaatkan dengan semaksimal mungkin oleh Ss.
5.	Setelah waktu pengerjaan soal usai, P meminta Ss untuk mengumpulkan hasil kerja mereka masing-masing kepada P.sebelum P meninggalkan sekolah, P berpamitan kepada BT.

No : FN.7
Hari, tanggal : Jum'at, 9 September 2011
Jam : 09.00
Tempat : Ruang guru
Kegiatan : Pembahasan perangkat mengajar
Responden : P : Peneliti
BT : Bu Tari (Guru Bahasa Inggris)

1.	P datang ke sekolah sekitar pukul 09.00 untuk menemui guru bahasa Inggris.
2.	Sesuai dengan janji yang telah dibuat oleh P dan BT untuk bertemu pada hari ini, P bermaksud menunjukkan perangkat mengajar khususnya RPP. RPP yang dibuat tersebut mengacu pada silabus dan materinya telah disetujui oleh BT.
3.	Setelah BT membaca RPP dan mengetahui bahan ajar, BT menyetujui dan memutuskan untuk menggunakan kelas XI AK 2 yang berlangsung pada hari Rabu dan Jum'at. Pemilihan kelas tersebut dikarenakan labolatorium bahasa yang bisa digunakan pada hari tersebut.
4.	Setelah membahas RPP, P dan BT membahas jadwal pertemuan pertama untuk siklus yang pertama. Pertemuan pertama akan dilaksanakan pada hari Rabu tanggal 14 September 2011 pada pukul 12.25 WIB.
5.	Pertemuan berakhir P pulang dari sekolah sekitar pukul 11.00.

No : FN.8
Hari, tanggal : Rabu, 14 September 2011
Jam : 11.00
Tempat : Ruang guru & Lab. Bahasa
Kegiatan : Pelaksanaan Cycle I (pertemuan ke 1)
Responden : P : Peneliti
 BT : Bu Tari
 O : Pengamat
 Ss : Siswi-siswi kelas XI AK 2

1.	P dan O datang ke sekolah
2.	P mempersiapkan media dan materi untuk Ss
3.	P menemui BT untuk memberitahu bahwa semua persiapan pengajaran telah siap
4.	P dan O didampingi BT masuk ke Lab. Bahasa. P dan O menyiapkan media (komputer) untuk siswa.
5.	Ss telah diberitahu oleh BT bahwa pelajaran kali ini akan dilaksanakan di Lab. Bahasa. Setelah Ss masuk ke ruangan, mereka tersenyum dan langsung mencari tempat duduk. Karena P pernah masuk dan mengajar kelas tersebut sebelumnya (pada saat KKNPPL 2010), siswa sudah mengenal dan terbiasa oleh P. hal ini mempermudah P untuk membuka pelajaran pada pukul 12.20 WIB.
6.	P membuka pelajaran dengan mengucapkan salam. P kembali memperkenalkan diri dan memberitahu Ss maksud dan tujuan P
7.	P memulai pelajaran dengan memberitahu kepada Ss tujuan pembelajaran hari ini, yakni mengenai handling guest dengan tema <i>hotel reservation</i> . Kemudian P melakukan kegiatan tanya jawab kepada Ss tentang pengalaman mereka tentang hotel yang pernah mereka kunjungi. Ss dengan antusias menjawab pertanyaan – pertanyaan yang diajukan oleh P. Ss menjawab dalam bahasa Indonesia namun lantang dan berani. Ss terlihat kooperatif dan bersemangat dalam tanya jawab. Hampir seluruh siswa berani menjawab pertanyaan yang diajukan oleh P tanpa rasa malu.
8.	Selanjutnya P meminta Ss untuk melihat komputer mereka bersama dengan kelompoknya. Ss diminta untuk membaca bagian <i>Introduction</i> dalam <i>WebQuest</i> . Pada kegiatan ini ada beberapa siswa yang kesulitan untuk membuka halaman web dikarenakan lamanya koneksi internet dan kesulitan dalam menyalin halaman internet oleh siswa sehingga P harus menerangkan beberapa kali. Setelah Ss membaca, P menerangkan sedikit isi dalam teks tersebut. Ss sudah sedikit memahami isi setelah membaca dan semakin paham setelah P menerangkan. Setelah itu, P meminta Ss untuk membaca <i>Task</i> dalam <i>WebQuest</i> . Sebelum Ss mengerjakan soal yg ada dalam bagian <i>Task</i> , P memberikan sedikit penjelasan tentang bagaimana menjadi seorang <i>reservation agent</i> yang baik dalam sebuah hotel. Ss diharapkan mempunyai informasi terbaru tentang keadaan hotel dan sekitarnya dengan mencari informasi di internet. P juga memberikan beberapa contoh kalimat yang digunakan untuk melayani tamu hotel sebagai <i>reservation agent</i> . P meminta salah seorang siswi untuk maju ke depan membantu P memperagakan percakapan dengan siswi tersebut dengan percaya diri meskipun terkadang masih menggunakan bahasa Indonesia.
9.	Kemudian P meminta siswi berkelompok mempraktekkan percakapan yang diajarkan dengan melengkapi lembar pemesanan kamar di sebuah hotel. Dalam kegiatan ini, siswi-siswi mengikuti langkah-langkah yang ada dalam bagian <i>Process</i> dalam <i>WebQuest</i> tersebut. Ss membaca teks yang ada dalam halaman dari link yang tertera pada bagian <i>Process</i> . Kegiatan ini berlangsung secara lancar dan baik. Ss melaksanakan kegiatan tersebut dengan penuh antusias dan semangat. Tentu kegiatan percakapan dilaksanakan setelah Ss membaca teks yang tersedia pada layar komputer.
10.	Kegiatan percakapan yang dilakukan oleh Ss berlangsung sukses. Penggunaan bahasa Inggris oleh Ss cukup terpenuhi dimana mereka dibantu oleh buku panduan siswa yang mereka miliki masing-masing. Ss menggunakan language features yang tersedia pada buku tersebut secara langsung saat mereka mempraktekkan percakapan sebagai <i>hotel service agent</i> dan tamu. Setelah kegiatan percakapan selesai, worksheet yang digunakan dalam kegiatan tersebut dikumpulkan. Dalam prakteknya, ada beberapa siswa yang masih salah

	dalam mengucapkan kata-kata dalam bahasa Inggris seperti kata <i>travel</i> dan <i>adults</i> yang diucapkan [trafel] dan [adult]. Kebanyakan Ss masih sangat kentara sekali pelafalan bahasa Indonesia dalam pelafalan bahasa Inggris.
11.	Tiga puluh menit sebelum jam pelajaran berakhir, Ss diminta untuk membuka halaman website yang ditentukan oleh P. website yang dituju adalah mengenai informasi Tasmania. Halaman internet tersebut berisikan informasi mengenai perhotelan dan pariwisata yang ada di Tasmania. Hal ini bertujuan mengajak Ss untuk mempunyai pengetahuan yang memadai sebagai hotel reservation agent yang berada di Tasmania. Ss bisa membaca dan membuka halaman internet sesuai dengan keinginan mereka selama itu masih berkaitan dengan Tasmania. Ss mempunyai waktu tiga puluh menit untuk membaca halaman demi halaman internet melalui komputer. Karena waktu yang tidak mencukupi, P meminta Ss membuat ringkasan informasi yang telah mereka baca dari halaman internet tersebut. Membuat ringkasan dengan kata-kata mereka sendiri. Dalam kegiatan ini, Ss diminta untuk mengerjakan tugas mereka secara individu dan dikumpulkan pada pertemuan yang akan datang.
12.	Sepuluh menit sebelum jam pelajaran berakhir, P memberikan kesimpulan dari materi pembelajaran pada pertemuan hari ini. P memberikan beberapa pertanyaan kepada Ss bersangkutan dengan materi yang telah diajarkan. P juga memberikan kesempatan kepada Ss untuk mengajukan pertanyaan berkaitan dengan pelajaran.
13.	Jam pelajaran usai. P meminta Ss untuk mengerjakan tugas meringkas yang akan dikumpulkan pada pertemuan berikutnya. Kemudian P menutup pelajaran dengan doa

No : FN.9
Hari, tanggal : Rabu, 21 September 2011
Jam : 11.00
Tempat : Ruang guru & Lab. Bahasa
Kegiatan : Pelaksanaan Cycle I (pertemuan ke 2)
Responden : P : Peneliti
 BT : Bu Tari
 O : Pengamat
 Ss : Siswi-siswi kelas XI AK 2

1.	P dan O datang ke sekolah.
2.	P mempersiapkan media dan materi untuk Ss.
3.	P menemui BT untuk memberitahu bahwa semua persiapan pengajaran telah siap.
4.	P dan O didampingi BT masuk ke Lab. Bahasa. P dan O menyiapkan media (komputer) untuk siswa. P dan O juga memastikan internet berjalan lancar. Sebelum pembelajaran dimulai, P, O dan BT mencoba WebQuest untuk siswa. Kecepatan internet tergolong cukup cepat dan dapat digunakan oleh siswa.
5.	Ss masuk ke Lab. Bahasa dengan senang dan bersemangat. Mereka telah mengetahui apa yang akan mereka lakukan pada pertemuan kali ini berdasarkan pengalaman mereka pada pertemuan sebelumnya. Karena P pernah masuk dan mengajar kelas tersebut sebelumnya (pada saat KKNPPL 2010), siswa sudah mengenal dan terbiasa oleh P. hal ini mempermudah P untuk membuka pelajaran pada pukul 12.20 WIB.
6.	P membuka pelajaran dengan mengucapkan salam. P mengecek kehadiran siswa pada pertemuan kali ini. Ada beberapa siswa yang tidak masuk dengan keterangan yang jelas.
7.	P memulai pelajaran dengan memberitahu kepada Ss tujuan pembelajaran hari ini, yakni mengenai handling guest dengan tema <i>pronouns</i> . Kemudian P melakukan kegiatan tanya jawab kepada Ss tentang pengalaman mereka tentang <i>pronouns</i> yang pernah mereka kunjungi. Ss dengan antusias menjawab pertanyaan – pertanyaan yang diajukan oleh P. Ss menjawab dalam bahasa Indonesia namun lantang dan berani. Ss terlihat kooperatif dan bersemangat dalam tanya jawab. Hampir seluruh siswa berani menjawab pertanyaan yang diajukan oleh P tanpa rasa malu.
8.	Selanjutnya P meminta Ss untuk melihat komputer masing-masing. P meminta Ss untuk membuka Google.com dilanjutkan dengan mengetik <i>WebQuest pronouns</i> pada kolom <i>browse</i> . P meminta Ss untuk membuka judul " <i>WebQuest I am a Pronoun</i> ". Sebagian besar Ss

	<p>ribut karena mengalami kebingungan. Ada beberapa siswa yang mencari komputer yang aktif sehingga ada beberapa Ss yang menggunakan komputer secara berpasangan. Ss diminta untuk membaca bagian <i>Introduction</i> dalam <i>WebQuest</i>. Setelah Ss membaca, P menerangkan sedikit isi dalam teks tersebut. Ss sudah sedikit memahami isi setelah membaca dan semakin paham setelah P menerangkan. Setelah itu, P meminta Ss untuk membaca <i>Task</i> dalam <i>WebQuest</i>. Sebelum Ss mengerjakan soal yg ada dalam bagian <i>Task</i>, P memberikan sedikit penjelasan tentang <i>pronouns</i>. Ss membaca <i>WebQuest</i> yang ada di layar komputer mereka dan mengerjakan aktifitas yang ada pada bagian <i>Task</i>. Sebelumnya, P meminta Ss untuk mempresentasikan pemahaman mereka tentang <i>WebQuest</i> di depan kelas setelah Ss selesai membaca <i>WebQuest</i> tersebut. Dalam prosesnya, Ss membaca dan mengerjakan tugas secara berkelompok, sesuai dengan instruksi P. ada beberapa Ss yang membaca dengan bersuara dan mencoba memahami teks tersebut. Pada awalnya P hanya memberikan instruksi tanpa memberikan penjelasan tentang materi yang sedang Ss pelajari. Ada P mengizinkan apabila Ss sudah tidak bisa memahami teks tersebut. Selama Ss mengerjakan <i>Task</i>, P mengawasi dan mengamati apa yang Ss baca dan kerjakan. P meminta Ss membaca beberapa tautan dan menyimpulkan isi dari tautan tersebut. beberapa siswa mengatakan, “We harus menemukan pengertian pronoun miss.” Kemudian P menjelaskan “Yes, you should open some sources there and read the explanation about pronoun. You may open the websites as you want.” Sementara itu Ss meminta P untuk menerangkan dalam bahasa Indonesia. Kemudian P berkata, “Okay, setelah kalian membuka dan membaca penjelasan tentang pronouns di layar komputer, kalian harus mengerjakan soal secara online sesuai dengan alamat yang tertera pada bagian <i>Process</i>.” Ss mengikuti perintah P dan mulai bekerja baik secara individu dan berkelompok.</p>
9.	<p>Setelah dua puluh menit berlalu, P meminta Ss untuk mempresentasikan pemahaman mereka di depan kelas menggunakan bahasa Inggris. P hanya meminta beberapa kelompok yang maju ke depan kelas. Presentator membacakan hasil kerja mereka secara bergantian. P meminta Ss untuk mengajukan pertanyaan kepada presentator tapi Ss berteriak bahwa semua Ss termasuk presentator tidak bisa menjawab pertanyaan mereka. Setelah presentator yang ketiga, P memberikan keterangan tentang materi yang sedang dipelajari. P memberikan beberapa pertanyaan kepada Ss seperti, “So, what do you think of pronouns? What is pronouns?” Ada beberapa Ss yang menjawab dengan lantang dan ada beberapa Ss yang mengikuti apa yang temannya katakan. P menerangkan dan menyimpulkan teks yang ada di layar LCD, halaman yang sama dengan tautan Ss. Dalam kegiatan ini, Ss merespon P dengan baik.</p>
10.	<p>Dua puluh menit sebelum jam pelajaran berakhir, Ss diminta untuk membuka halaman website kuis yang tertera di bagian <i>Process</i>. Ada beberapa halaman kuis yang ada di bagian tersebut. Ada beberapa Ss yang belum memahami instruksi P, kemudian menanyakannya pada P. dalam kegiatan ini ada beberapa masalah yang muncul seperti loading yang lama dan ada yang error internetnya. Ss mengerjakan kuis dengan serius. P meminta Ss yang telah mengerjakan kuis kepada P. Ss melaporkan skor yang mereka peroleh dari kuis tersebut. Rata-rata skor mereka bagus dan cukup memuaskan. Untuk kuis yang kedua, P meminta Ss untuk mengerjakannya di selembar kertas dan dikumpulkan ke P. Dalam pengerjaan kuis yang kedua, ada beberapa Ss yang menyontek. Lalu P mengingatkan dan memberikan ultimatum.</p>
11.	<p>Sepuluh menit sebelum jam pelajaran berakhir, P memeberikan kesimpulan dari materi pembelajaran pada pertemuan hari ini. P memberikan beberapa pertanyaan kepada Ss bersangkutan dengan materi yang telah diajarkan. P juga memberikan kesempatan kepada Ss untuk mengajukan pertanyaan berkaitan dengan pelajaran.</p>
12.	<p>Jam pelajaran usai, Ss diminta untuk mematikan komputer mereka masing-masing. Karena bel pulang telah berbunyi, Ss segera bergegas kembali ke kelas tanpa memberi kesempatan kepada P untuk menutup pelajaran. Namun, Ss menyalami P sebelum mereka keluar kelas.</p>

No : FN.10
Hari, tanggal : Rabu, 28 September 2011
Jam : 11.00
Tempat : Ruang guru & Lab. Bahasa
Kegiatan : Pelaksanaan Cycle I (pertemuan ke 3)
Responden : P : Peneliti
 BT : Bu Tari
 O : Pengamat
 Ss : Siswi-siswi kelas XI AK 2

1.	P dan O datang ke sekolah.
2.	P mempersiapkan media dan materi untuk Ss.
3.	P menemui BT untuk memberitahu bahwa semua persiapan pengajaran telah siap.
4.	P dan O didampingi BT masuk ke Lab. Bahasa. P dan O menyiapkan media (komputer) untuk siswa. P dan O juga memastikan internet berjalan lancar. Sebelum pembelajaran dimulai, P, O dan BT mencoba WebQuest untuk siswa. Kecepatan internet tergolong cukup cepat dan dapat digunakan oleh siswa.
5.	P mempersilahkan Ss masuk ke Lab. Bahasa dengan senang dan bersemangat. P meminta Ss memilih tempat duduk sesuai dengan keinginan mereka. Setiap anak mendapatkan satu komputer yang sudah terhubung dengan internet. Mereka telah mengetahui apa yang akan mereka lakukan pada pertemuan kali ini berdasarkan pengalaman mereka pada pertemuan sebelumnya yang menggunakan WebQuest. Hal ini mempermudah P untuk membuka pelajaran pada pukul 12.25 WIB setelah P merasa bahwa Ss sudah siap untuk memulai pelajaran.
6.	P membuka pelajaran dengan mengucapkan salam. P mengecek kehadiran siswa pada pertemuan kali ini. Ada beberapa siswa yang tidak masuk dengan keterangan yang jelas seperti sakit atau sedang bertugas di Prani. Dalam pertemuan hari ini ada beberapa anak yang agak terlambat masuk kelas dikarenakan sholat.
7.	P memulai pelajaran dengan memberitahu kepada Ss tujuan pembelajaran hari ini, yakni mengenai handling guest dengan tema Direct and Indirect Speech. Kemudian P melakukan kegiatan tanya jawab kepada Ss tentang pengalaman mereka tentang kalimat langsung dan tidak langsung yang pernah mereka pelajari sebelumnya. Ss dengan antusias menjawab pertanyaan – pertanyaan yang diajukan oleh P. Ss menjawab dalam bahasa Indonesia namun lantang dan berani. Ss terlihat kooperatif dan bersemangat dalam tanya jawab. Hampir seluruh siswa berani menjawab pertanyaan yang diajukan oleh P tanpa rasa malu.
8.	Selanjutnya P meminta Ss untuk melihat komputer mereka masing-masing. P meminta Ss untuk membuka Google.com dilanjutkan dengan mengetik <i>WebQuest indirect speech</i> pada kolom <i>browse</i> . P meminta Ss untuk membuka judul " <i>WebQuest direct and indirect speech</i> ". Ada beberapa siswa yang mencari komputer yang aktif sehingga ada beberapa Ss yang menggunakan komputer secara berpasangan. Ada beberapa komputer yang mengalami gangguan seperti koneksi internet yang kurang baik. Hal ini menyebabkan Ss gaduh di dalam kelas dan memilih untuk ngobrol dengan teman-temannya. Melihat situasi ini, guru segera berkeliling untuk mengontrol Ss dan membantu mereka dalam menghubungkan koneksi internet. Ss diminta untuk membaca bagian <i>Introduction</i> dalam <i>WebQuest</i> . Setelah Ss membaca, P menerangkan sedikit isi dalam teks tersebut. Ss sudah sedikit memahami isi setelah membaca dan semakin paham setelah P menerangkan. Setelah itu, P meminta Ss untuk membaca <i>Task</i> dalam <i>WebQuest</i> . Sebelum Ss mengerjakan soal yg ada dalam bagian <i>Task</i> , P memberikan sedikit penjelasan tentang <i>direct and indirect speech</i> . Ss membaca <i>WebQuest</i> yang ada di layar komputer mereka dan mengerjakan aktifitas yang ada pada bagian <i>Task</i> . Sebelumnya, P meminta Ss untuk mempresentasikan pemahaman mereka tentang <i>WebQuest</i> di depan kelas setelah Ss selesai membaca <i>WebQuest</i> tersebut. P bertanya kepada Ss, "So have you known what you have to do?". Ss menjawab "Belum miss..." kemudian ditimpali oleh P, "Loh kok belum tahu? What do you think of the task?". Ss masih menunjukkan adanya kebingungan pada kegiatan kali ini. Kemudian P menjelaskan apa yang seharusnya dikerjakan oleh Ss. Setelah Ss paham apa yang harus mereka kerjakan, P meminta Ss membuka bagian <i>Process</i> . Karena Ss sudah terbiasa menggunakan <i>WebQuest</i> , mereka tidak mengalami banyak kesulitan. Dalam prosesnya, Ss membaca dan mengerjakan tugas secara berkelompok, sesuai

	<p>dengan instruksi P. ada beberapa Ss yang membaca dengan bersuara dan mencoba memahami teks tersebut. Pada awalnya P hanya memberikan instruksi tanpa memberikan penjelasan tentang materi yang sedang Ss pelajari. Ada P mengizinkan apabila Ss sudah tidak bisa memahami teks tersebut. Selama Ss mengerjakan Task, P mengawasi dan mengamati apa yang d P meminta Ss membaca halaman yang disarankan oleh WebQuest tersebut dalam bagian process. Sebelum Ss membaca teks mengenai direct and indirect speech, P memutarakan sebuah video yang berhubungan dengan materi pembelajaran tersebut. Video tersebut diperoleh dari alamat yang disarankan pada bagian process dalam WebQuest tersebut. Video tersebut diputar dan ditampilkan pada layar LCD. Ss memperhatikan video tersebut dan berusaha memahami isi video tersebut. Awalnya Ss membaca dengan lantang dan keras, namun P meminta Ss untuk membaca dengan tenang untuk menjaga ketenangan dan pemahaman Ss terhadap teks.</p>
9.	<p>Setelah Ss menonton video tersebut, P meminta Ss untuk membaca halaman yang disarankan pada bagian process dari WebQuest. Ss membaca teks tersebut dengan tenang setelah P meminta anak – anak membaca dengan tenang dikarenakan akan mengurangi pemahaman Ss terhadap teks tersebut. Untuk mengetahui kemampuan siswa dalam memahami teks tersebut, P meminta Ss untuk membuat catatan ringkas akan materi direct and indirect speech dalam waktu 10 menit. Dalam kegiatan ini, P mengecek Ss dengan mengitari kelas dan memperhatikan komputer masing – masing siswa. P mengecek pekerjaan Ss dan memberikan penjelasan kepada Ss yang kurang tepat dalam memahami teks tersebut. P memberikan instruksi kepada Ss yang sudah selesai membuat catatan untuk mengerjakan latihan yang ada dalam WebQuest tersebut.</p>
10.	<p>Ss mengerjakan latihan yang ada dalam WebQuest tersebut. Meskipun soal-soal disampaikan melalui komputer, P meminta Ss untuk mengerjakan latihan tersebut dalam selembar kertas. Hal ini digunakan untuk mengetahui pemahaman Ss terhadap materi yang disampaikan. dalam aktivitas ini, masing-masing siswa diharuskan mengerjakan latihan tersebut. Pada awalnya beberapa Ss masih bingung alamat halaman yang berisikan soal-soal dalam WebQuest tersebut. Di sini P membimbing Ss yang masih mengalami kebingungan. P hanya memberikan waktu 20 menit untuk mengerjakan latihan tersebut yang terdiri hanya 10 pertanyaan. Setelah sepuluh menit berlangsung, masih ada beberapa Ss yang baru mengerjakan satu soal. Ss tersebut kemudian meminta penjelasan dari P. melihat keadaan seperti ini, P memberikan sedikit penjelasan untuk memancing pemahaman Ss. Kemudian Ss kembali melanjutkan pekerjaan mereka dan ketika waktu berakhir, Ss mengumpulkan pekerjaan mereka. Untuk menambah pemahaman Ss terhadap materi tersebut, P meminta Ss untuk mengerjakan soal pada LKS halaman 26-27 di rumah. Dalam kegiatan ini ada beberapa Ss yang merasa waktu pengerjaan soal kurang sehingga beberapa dari mereka ada yang sedikit mengeluh.</p>
11.	<p>Pelajaran hampir usai, P memberikan kesimpulan tentang materi pembelajaran yang telah dipelajari pada pertemuan kali ini. P memberikan beberapa pertanyaan kepada Ss mengenai materi direct and indirect speech seperti, “So what do you think of indirect speech? What is indirect speech?” beberapa Ss menjawab menggunakan bahasa Indonesia. Dan tanya jawab berlangsung terus-menerus. P menanyakan pemahaman Ss dan pertanyaan yang masih muncul pada Ss.</p>
12.	<p>Jam pelajaran usai, Ss diminta untuk mematikan komputer mereka masing-masing. Waktu yang tersedia masih 20 menit, P meminta Ss untuk mengerjakan latihan yang diberikan oleh P. latihan tersebut berisikan teks dan beberapa pertanyaan mengenai teks tersebut. Ketika bel pulang telah berbunyi masih ada beberapa Ss yang belum selesai mengerjakan soal latihan tadi sehingga P meminta Ss untuk mengerjakan soal tersebut di rumah. P menutup kelas dengan berdoa dan mempersilahkan Ss untuk pulang.</p>

No : FN.11
Hari, tanggal : Jum'at, 7 Oktober 2011
Jam : 8.00
Tempat : Ruang guru & Lab. Bahasa
Kegiatan : Pelaksanaan Cycle II (pertemuan ke 1)
Responden : P : Peneliti
 BT : Bu Tari
 O : Pengamat
 Ss : Siswi-siswi kelas XI AK 2

1.	P dan O datang ke sekolah
2.	P mempersiapkan media dan materi untuk Ss
3.	P menemui BT untuk memberitahu bahwa semua persiapan pengajaran telah siap
4.	P dan O didampingi BT masuk ke Lab. Bahasa. P dan O menyiapkan media (komputer) untuk siswa.
5.	Ss telah diberitahu oleh BT bahwa pelajaran kali ini akan dilaksanakan di Lab. Bahasa. Setelah Ss masuk ke ruangan, mereka tersenyum dan langsung mencari tempat duduk. Seperti pertemuan sebelumnya. Tidak ada anak yang terlambat masuk kelas sehingga pelajaran bisa dimulai tepat pada waktunya. Karena pada pertemuan ini terlaksana pada hari Jum'at, durasi satu jam pelajaran adalah 35 menit. Dengan begitu P harus menyiapkan materi pembelajaran yang sesuai dengan alokasi waktu.
6.	P membuka pelajaran dengan mengucapkan salam. P mengecek kehadiran siswa dengan menanyakan siapa siswa yang absen pada pertemuan kali ini. Pada pertemuan kali ini tidak siswa yang tidak masuk sekolah dan melaksanakan tugas prani. Sehingga semua siswa bisa mendapatkan materi yang telah ditentukan oleh P dan BT.
7.	P memulai pelajaran dengan memberitahu kepada Ss tujuan pembelajaran hari ini, yakni mengenai <i>job description</i> dengan tema <i>manager's job</i> . Untuk mengawali pembelajaran P melakukan kegiatan tanya jawab kepada Ss tentang cita-cita mereka di masa mendatang. Cita-cita di sini lebih didasarkan pada harapan pekerjaan mereka setelah lulus sekolah. Ss dengan antusias menjawab pertanyaan – pertanyaan yang diajukan oleh P. Ss menjawab dalam bahasa Indonesia namun lantang dan berani. Ss terlihat kooperatif dan bersemangat dalam tanya jawab. Hampir seluruh siswa berani menjawab pertanyaan yang diajukan oleh P tanpa rasa malu.
8.	Selanjutnya P meminta Ss untuk melihat komputer mereka bersama dengan kelompoknya. Ss diminta untuk membaca bagian <i>Introduction</i> dalam <i>WebQuest</i> . Pada kegiatan ini ada beberapa siswa yang kesulitan untuk membuka halaman web dikarenakan lamanya koneksi internet dan kesulitan dalam menyalin halaman internet oleh siswa sehingga P harus menerangkan beberapa kali dan menampilkan teks tersebut pada layar LCD. Karena ini sudah pertemuan ke empat, SS telah terbiasa membaca teks tersebut dan lebih mudah memahami teks yang ditampilkan. Setelah Ss membaca, P menerangkan sedikit isi dalam teks tersebut. dalam kesempatan ini P memberikan beberapa pertanyaan mengenai arti kata yang tertera di layar komputer seperti kata <i>decide</i> . P menanyakan arti kata tersebut kepada Ss. Sayangnya tidak ada Ss yang paham arti kata tersebut, sehingga P menjelaskan arti kata tersebut dalam beberapa kalimat yang bisa membantu Ss menerka arti dari kata tersebut seperti, " <i>The students decide to wear black veil today.</i> " Lalu ada seorang siswa yang berteriak, "Memutuskan miss." Ss sudah sedikit memahami isi setelah membaca dan semakin paham setelah P menerangkan. Setelah itu, P meminta Ss untuk membaca <i>Task</i> dalam <i>WebQuest</i> . Sebelum Ss mengerjakan soal yg ada dalam bagian <i>Task</i> , P memberikan sedikit penjelasan tentang manager. Ss diharapkan mempunyai informasi terbaru tentang pekerjaan manager dengan mencari informasi di internet. Aktivitas ini dilakukan secara berkelompok yang terdiri atas dua orang. Ss aktif berdiskusi dan membahas pekerjaan mereka. Karena perkiraan waktu yang minim, P membahas bersama-sama pekerjaan Ss. P meminta salah seorang siswi untuk membacakan hasil kerjanya. Ada beberapa pertanyaan yang sulit dikerjakan oleh Ss dan tidak menemukan jawaban dikarenakan ada sebuah website yang tidak bisa dibuka lagi. Sehingga P harus mencari dan menemukan jawaban dalam task itu melalui <i>Google</i> .

9.	Setelah aktivitas menggunakan WebQuest selesai, P meminta Ss untuk membuka LKS dan membaca teks yang berhubungan dengan tema kali ini. Dalam LKS ada sebuah teks yang menceritakan tentang pekerjaan seorang <i>waiter</i> dan <i>supervisor</i> . Dalam kegiatan ini para siswa sudah paham tentang materi dengan ditunjukkannya kemampuan mereka dalam menjawab pertanyaan P meskipun dalam bahasa Indonesia.
10.	Untuk kegiatan penutup, P membagikan lembar kerja kepada Ss dikarenakan waktu masih tersisa. Lembar kerja tersebut berisikan sebuah teks yang menceritakan wawancara dengan seorang pelamar pekerjaan sebagai PR officer (Public Relation officer). Ada dua jenis task di sini, True False dan menjawab pertanyaan berdasarkan teks. Pada awalnya Ss mengkomplain P sebelum mereka mengerjakan soal tersebut dikarenakan soalnya pasti susah. Namun P memberikan pengertian bahwa lembar kerja siswa kali ini tidak sesulit yang dibayangkan. P memberikan motivasi kepada Ss untuk mengerjakan soal-soal tersebut. Setelah Ss mengerjakan lembar kerja, Ss merasa yakin dan percaya diri terhadap jawaban yang mereka tulis. Mereka merasa bahwa lembar kerja kali ini lebih mudah. Sesuai dengan perjanjian P bahwa jika waktu masih tersisa, lembar kerja kali ini akan dibahas bersama-sama. P memberi peluang terhadap siswa yang mau menjawab pertanyaan-pertanyaan tersebut. dalam aktivitas ini hampir semua pertanyaan dijawab oleh Ss dan melalui proses diskusi bersama P, seperti menanyakan kenapa kalimat tersebut benar atau salah (aktivitas True and False). Setelah pembahasan lembar kerja siswa, P memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang telah diajarkan dan membahas beberapa kosakata yang sulit dipahami oleh Ss seperti <i>duty</i> .
11.	Kelas selesai dan dibubarkan, Ss diminta untuk mematikan komputer dan kembali ke kelas masing-masing. P menutup pelajaran dengan salam.

No : FN.12
Hari, tanggal : Rabu, 12 Oktober 2011
Jam : 11.00
Tempat : Lab. Bahasa
Kegiatan : Pelaksanaan Cycle II (pertemuan ke 2)
Responden : P : Peneliti
O : Pengamat
BR : Bu Retno
Ss : Siswi-siswi kelas XI AK 2

1.	P dan O datang ke sekolah
2.	P mempersiapkan media dan materi untuk Ss
3.	Pada pertemuan kali ini P tidak menemui BT untuk memberitahu bahwa semua persiapan pengajaran telah siap seperti pertemuan sebelumnya. Hal ini dikarenakan BT tidak bisa datang ke sekolah karena ada kepentingan keluarga yang tidak bisa ditinggalkan. Sehingga P dan O langsung masuk menuju ruang lab. Bahasa.
4.	Pada pukul 12.00 P dan O masuk ke Lab. Bahasa yang kebetulan sedang digunakan oleh Bu Retno, salah satu guru bahasa Inggris di SMKN 1 Depok. P dan O menyiapkan media (komputer) untuk siswa setelah BR meninggalkan ruangan.
5.	Ss telah diberitahu oleh BT bahwa pelajaran kali ini beliau tidak bisa masuk ke kelas dan meninggalkan tugas untuk mereka. Mengetahui hal ini, Ss tidak pergi menuju lab. Bahasa. Setelah menunggu hingga sepuluh menit setelah bel masuk berbunyi, P menuju ke ruang kelas XI AK 2. P mengajak Ss untuk masuk ke Lab. Bahasa. Setelah Ss masuk ke ruangan, mereka tersenyum dan langsung mencari tempat duduk. Ss segera mencari komputer yang bisa digunakan dan segera membuka google.com seperti pada pertemuan sebelumnya.
6.	P membuka pelajaran dengan mengucapkan salam. P mendaftarkan Ss yang hadir pada pertemuan kali ini. Hari ini semua Ss masuk sekolah. Sebelum P menuju ke materi pembelajaran pada hari ini, P mengulang pelajaran sebelumnya dengan memberi beberapa pertanyaan kepada siswa. Dalam kegiatan ini Ss cukup antusias dalam menjawab pertanyaan. P merasa ada beberapa Ss yang kurang antusias dalam mengikuti pelajaran sehingga P memberikan reward kepada siswa yang bisa menjawab pertanyaan dengan benar. Hampir seluruh Ss menjadi antusias dan bersemangat dalam mengikuti aktivitas ini.

7.	P memulai pelajaran dengan memberitahu kepada Ss tujuan pembelajaran hari ini, yakni mengenai <i>Simple Past Tense</i> . Kemudian P melakukan kegiatan tanya jawab kepada Ss tentang materi tersebut. P lebih menitikberatkan arah tanya jawab sejalan dengan bagian Introduction yakni menceritakan pengalaman. Ss dengan antusias menjawab pertanyaan – pertanyaan yang diajukan oleh P. Ss menjawab dalam bahasa Indonesia namun lantang dan berani. Ss terlihat kooperatif dan bersemangat dalam tanya jawab. Hampir seluruh siswa berani menjawab pertanyaan yang diajukan oleh P tanpa rasa malu.
8.	Layaknya pertemuan sebelumnya, P meminta Ss untuk membuka WebQuest yang telah dipilih oleh P. kali ini WebQuest yang digunakan adalah WebQuest untuk simple past tense dari Zunal.com. P meminta Ss untuk membaca bagian Introduction dan Task. P memberi pertanyaan-pertanyaan untuk mengetahui pemahaman Ss. Beberapa Ss menjawab dan P memberi acuan tentang apa yang harus mereka kerjakan dalam pertemuan kali ini. Pada bagian Task, Ss diminta untuk menjadi orang Thailand yang sedang belajar ke Amerika. Namun, karena ada keterbatasan bahasa Thailand, P mengubah daerah asal Ss. P meminta Ss tetap menjadi orang Indonesia yang sedang belajar di Amerika. Dengan gembira Ss membayangkan bersekolah di luar negeri.
9.	Pembelajaran dilanjutkan dengan membuka Process pada WebQuest tersebut. P meminta Ss untuk membaca halaman tersebut. dalam halaman tersebut, sumber yang memberi penjelasan tentang simple past tense menggunakan bahasa Thailand. Oleh karena itu, P meminta Ss membuka web yang lainnya yang menggunakan bahasa Inggris. Ss membaca halaman tersebut selama 15 menit. Kemudian P meminta Ss untuk mengerjakan online quiz yang ada dalam WebQuest tersebut. setelah Ss selesai mengerjakan online quiz, P membagikan selebar kertas yang berikan soal-soal mengenai past tense. P memberikan waktu 20 menit untuk mengerjakannya. Ss terlihat antusias dalam mengerjakan soal-soal yang diberikan oleh P setelah mereka mengerjakan online quizzes. Hal ini dapat dilihat dari tanggapan Ss ketika diminta untuk mengerjakan soal-soal tersebut. mereka langsung mengerjakannya.
10.	20 menit berlalu, P mengajak Ss untuk membahas bersama soal-soal tersebut. hal ini dilakukan untuk memberi penjelasan dan mengetahui pemahaman Ss tentang simple past tense. Kebanyakan Ss sudah bisa menggunakan tense ini dengan benar. P juga memberikan beberapa pertanyaan yang mendetail mengenai penggunaan simple past tense kepada Ss. Pada saat Ss mengalami kebingungan dengan jawaban yang mereka buat sendiri, P memebrikan penjelasan dengan memancing Ss terlebih dahulu agar Ss mencari jawaban sendiri. Pada aktivitas ini, ada beberapa Ss yang tidak memperhatikan P dan mengobrol dengan teman-temannya. P memberi pertanyaan kepada Ss tersebut agar Ss tersebut mau memperhatikan P. merasa siswa tersebut belum begitu tau penggunaan simple past tense dengan benar, siswa tersebut memberikan perhatian yang lebih pada penjelasan P.
11.	Setelah pembahasan soal usai, P mengajak Ss kembali membaca Task dari WebQuest tadi dimana Ss harus membuat surat untuk keluarga mereka yang ada di Indonesia. Surat tersebut menceritakan pengalaman mereka selama belajar di Amerika. Karena sisa waktu hanya 15 menit, Ss meminta P agar surat tersebut dibuat di rumah saja. Karea hampir seluruh Ss meminta hal ini pada P, P memberikan ijin untuk menjadikan tugas ini sebagai pekerjaan rumah. Namun, P meminta Ss untuk mengumpulkan perkejaan mereka pada hari Jum'at, pertemuan berikutnya.
12.	Pelajaran berakhir, P menutup pelajaran dengan sedikit kesimpulan dan memberi kesempatan kepada Ss untuk bertanya mengenai materi yang dipelajari pada pertemuan kali ini.

No : FN.13
Hari, tanggal : Jum'at, 14 Oktober 2011
Jam : 08.00
Tempat : Ruang kelas XI AK 2
Kegiatan : Post-test
Responden : P : Peneliti
BT : Bu Tari (Guru Bahasa Inggris)

1.	P datang ke sekolah sekitar pukul 07.00 untuk menemui guru bahasa Inggris.
2.	Sesuai dengan perjanjian yang telah disepakati oleh P dan BT, P akan melaksanakan post-test hari ini. P menyiapkan soal dan lembar jawab bagi siswa. Pada pertemuan ini, BT tidak menemani masuk ke ruang kelas sehingga P melaksanakan post-test sendiri.
3.	Setelah bel berbunyi, P menuju ruang kelas XI AK 2 dan membuka kelas yang diikuti dengan memberikan penjelasan mengenai post-test yang akan diberikan.
4.	Setelah siswa siap mengerjakan, P membagi lembar kerja dan jawaban. Ss diberi waktu pengerjaan 70 menit untuk 30 butir soal reading.
5.	Dalam proses tes kali ini berjalan dengan lancar. Tidak ada siswa yang tidak mengikuti post-test. Secara keseluruhan pelaksanaan tes ini tidak menemui masalah dikarenakan siswa telah mempunyai pengalaman dalam pengerjaan soal reading tersebut.
6.	Post-test berakhir pada pukul 09.10 WIB. Seluruh lembar jawab terkumpul dan P menutup kelas dengan berdoa dan sedikit perpisahan. Pertemuan ini merupakan pertemuan terakhir untuk penelitian ini.

B.

INTERVIEW
TRANSCRIPTS

No : Interview 1
Hari, tanggal : Rabu, 14 September 2011
Jam : 14.00
Tempat : Lab. Bahasa
Responden : P : Peneliti
M : Mentari (siswa)
N : Nur Indah Yunita (siswa)
T : Tri Ningsih (siswa)

P : Tadi kan kita sudah belajar dengan menggunakan bagaimana menurut kalian tentang penggunaan WebQuest? WebQuest.
M : Menyenangkan, asik, tidak memboringkan.
N : Menarik.
Y : Menyenangkan, menambah pengetahuan
T : Belum mengerti banget sih mbak.
P : Apakah kalian senang?
M : Ya karena menambah pengalaman yang baru.
N : Iya..karena mendapat ilmu pengetahuan yang lebih banyak.
Y : Iya seneng karena Kita bisa belajar dunia di luar dari materi yang ada.
T : Ya seneng lah mbak. Sama lah mbak alasannya.
P : Terus, menurut kalian, apa ada yang kurang dalam penerapan WebQuest tadi?
T : Jujur, belum mengerti. apa yang menjadi kekurangannya belum mengerti.
P : Belum mengerti? Jangan – jangan kamu tidak tau apa WebQuestnya tadi? Kamu pernah buka dan paham WebQuest belum?
T : Belum, belum. Soalnya baru pertama kali.
Y : Banyak kosa kata yang kurang ngerti lah.
P : Oh iya, terus ada lagi masalah ga?
Y : Enggak.
N : Sama, Cuma kurang ngerti kosa katanya aja.
M : Asing terhadap kosa kata yang ada.
P : Asik atau asing?
M : Asing. Karena ga familiar kata-katanya.
P : Ya.. lalu, apakah kalian termotivasi untuk membaca kalau lewat WebQuest tadi itu?
T : Iya sangat termotivasi.
P : Termotivasi untuk membaca dari pada membaca lewat kertas begini ya?
T : Iya mbak. Soalnya, ada gambarnya pertama, kedua lebih menarik aja kata-katanya untuk dimengerti.
P : Oh ya..
Y : Apa tadi?
P : Apakah kamu termotivasi untuk membaca kalau pakai WebQuest tadi?
Y : Iya. Alasannya di situ ada gambar, jadi kita lebih jelas tentang yang dibicarakan.
P : Ada gambar ya?
Y : Iya.
N : Sama mbak.. Cuma itu, lebih menarik aja. Ada gambarnya jadi lebih ngerti.
P : apa?
N : Ngerti sama itunya yang dijelasin.
M : Termotivasi, karena tidak monoton, tidak baca selalu kertas, sama ada gambarnya juga. Jadi lebih menarik.
P : Apakah kalian lebih termotivasi dalam membaca kalau membaca pakai itu?
T : Sana dulu mbak..
M : Apa tadi?
P : Lebih termotivasi untuk membaca ga kalo pake tadi? Pake WebQuest? Lebih yakin percaya diri karena kalian sudah pernah membaca teks seperti itu?
M : Ya, ya, kalo buat saya sih ya mungkin jadi lebih pd karena sudah pernah membaca. Jadi tidak gagu lagi.

- P : Oh ya..
- N : Sama. Cuma sama kek itu. Cuma lebih pada karena udah ngerti itu gambarnya. Jadinya tau.
- Y : Lebih pd karena sudah tau jadi kita waktu membicarakan lagi mungkin lebih enak aja.
- T : Lebih pede karena udah pernah membaca yang lebih berat dari pada yang lain.
- P : maksudnya karena sudah baca teks yang sulit seperti tadi jadi lebih pd gitu ya?
- T : Iya mbak.
- P : Terus yang terakhir, bagaimana menurut pendapat kalian tentang aktivitas yang dilakukan tadi? Pendapatnya gimana?
- Y : Sangat menarik. Kita bisa mempraktekkan apa yang dilakukan oleh pihak hotel kepada tamu.
- T : Sama aja deh mbak.
- P : Heh? Sama? Ditambahin dong..
- T : Lebih menarik karena yaa ada canda tawanya gitu lah.
- P : Oh cara mengajarnya?
- T : Iya..
- M : Kita bisa merasakan bagaimana menjadi resepsionis dan agent dalam,... dalam suatu hotel dan menambah pengalaman baru.
- N : Aduuh, sama mbak.. itu ap.. jadi tau kalo jadi resepsionis tu kek gitu. Trus nambah pengalaman aja.
- P : Terakhir.. bagaimana menurut kalian media yang digunakan? Mediana. Kan tadi kita pake komputer, trus pake LCD, sama internet. Menurut kalian medianya gimana?
- T : Bagus bagus, menarik mbak. (sambil tersenyum lebar dan semangat)
- P : Oke trus..
- Y : Trus lebih modern, tidak monoton lah.
- P : Gimna ni? Kamu sama lagi? (menunjuk N)
- N : Heheee iya, Cuma itu lebih enak aja dari pada di kelas. Kan ga da internet juga kalo di kelas. Ya itulah.. hehe.
- M : Menarik, lebih enak lagi kalo internetnya dapat dikonekin terus. Heheee.

No : Interview 2
Hari, tanggal : Rabu, 28 September 2011
Jam : 14.00
Tempat : Lab. Bahasa
Responden : P : Peneliti
F : Farida Dwi Astuti (siswa)
N : Nur Indah Wahyuni (siswa)
A : Ade Ika Puspita Sari (siswa)
R : Ratna widyadkha (siswa)

- P : Okay, bagaimana menurut pendapat kalian tentang penggunaan WebQuest?
- F : Lebih menyenangkan soalnya penggunaan WebQuest lebih membantu saya dalam pembelajaran bahasa inggris soalnya kosa kata yang diberikan eeee lebih, lebih beragam variasinya.
- N : Lebih menarik karena lebih banyak isinya, lebih terinci, lebih ..
- P : Lengkap?
- N : Lebih lengkap, lebih ngerti aja.
- A : Lebih lengkap, lebih berbeda dari biasanya kan Cuma diterangin, kalo ini pake yang di internet gitu kan, jadinya ya lebih asik aja.
- R : Menyenangkan, karena lebih lengkap dan lebih bervariasi dalam belajar menggunakan internet.
- P : Apakah kalian senang?
- F : Ya. Sangat senang sekali. Mengasyikkan, soalnya WebQuest itu ada gambarnya, trus kita juga bisa liat apa, video video e pembelajaran bahasa inggris, jadi ga bosan.
- N : Menyenangkana, tapi kadang juga masih bingung sama kosakatanya yang masih agak asing gitu.

- A : Sangat menyenangkan,
R : Menyenangkan.
P : Trus tadi yang bingung itu, meskipun udah buka google transtool, translatan juga masih tetep bingung ya?
A : Iya,
N : Kadang kadang
P : Kadang –kadang?
N : Iya.
P : Apa kalian hanya membaca dari translatnya tok apa sama yang teks aslinya?
F : Perbandingan antara bahasa inggris dengan bahasa indonesianya. Jadi kan tau ooo ini tu artinya ini. Jadi bisa dong.
N : Ya dibandingin, jadi lebih ngerti kalo ini artinya ini. Jadi maksudnya lebih paham gitu deh.
P : Jadi nambah kosa kata juga ya?
N : Iya.
A : Sama mbak.
P : Kamu? Sama juga?
R : Iya mbak. Sama.
P : Gitu.. ya oke oke... menurut kalian, apa ada yang kurang dalam penggunaan WebQuest tadi?
F : Kurang? Apanya yang kurang? Kayaknya lebih dari akunya yang kurang deh. Akunya yang kuarng pemahaman mbak. Kalau penggunaan WebQuest nya sendiri sih enggak. Enggak kurang. Cuman dari akunya yang kuarng pemahaman.
P : Oh ya. Meskipun tadi kita dah lewat kayak introduction, trus ada apa, task nya, terus process.
F : Iya itu. He em.
P : Lalu di akhir kan tadi kita mengkonkludkan apa yang kita pelajari, sudah pas? Menurut kamu ga kurang?
F : Ga, ga kurang. Paling Cuma prakteknya aja yang kurang.
P : Waktunya?
F : Iya waktunya untuk latihan.
P : Oh iya , kalau waktu, terus.
N : Tidak ada yang kurang kok mbak.
P : Okay, kalau kamu?
A : Ga ko mbak.
P : Kamu dek?
R : Ga ada.
P : Okay. Apa kalian termotivasi untuk membaca?
F : Motivasi untuk membaca iya. Soalnya bener-bener bikin saya makin percaya diri untuk berbahasa inggris soalnya kosa kata kosa kata yang saya dapet lebih bervariasi.
N : Iya. Karena menarik juga ada gambarnya, trus itu, isinya lebih lengkap. Jadi lebih ngerti kek gitu materinya.
A : Iya mbak.
P : Udah? Terus?
R : Iya, karena lebih mengasikkan daripada belajar menggunakan buku buku.
P : Buku buku biasa?
R : Iya soalnya pake kertas, ga keliatan tulisannya, burem.
P : Ga berwarna juga?
R : Iya. Ga berwarna.
P : Iya, terus, apakah kalian merasa lebih yakin dan percaya diri dalam membaca?
F : Iya, sangat lebih membantu. Lebih apa ya.. kayaknya lebih memberi saya sesuatu ...
P : Ilham?
F : Bukan bukan ilham, cuman kayak dibenerin gitu. Jadi dalam bahasa inggris tuh susunannya begini, yang bener tu kata-katanya gini, yang kebiasaan saya ga bisa kata-kata runtut gitu jadi berbahasa inggrisnya lebih bisa.

- P : Terus kalau kamu?
- N : Pertanyaannya tadi apa ya mbak?
- P : Apakah kalian termotivasi dan percaya diri dalam membaca?
- N : Iya. Itu karena itu lebih menarik, lebih lengkap isinya, ya itu aja.
- P : Kamu?
- A : Iya, soalnya kan isinya kan lengkap ya, bagus, ada gambar – gambarnya juga tapi kalau saya kalau ga diterjemahin di google translate masih agak susah mengerti tentang isinya.
- P : Okei, terus?
- R : Hee ulangi lagi pertanyaannya..
- P : Apakah kalian yakin dan percaya diri dalam membaca?
- R : Sedikit.
- P : Sedikit? Tapi bertambah kan?
- R : Iya bertambah dong mbak.
- P : Bertambah ya... karena? Karena apa?
- R : Ga tau.
- P : Heh? Karena lebih menyenangkan gitu?
- R : Iya ya.
- P : Jadi kalau baca pakai WebQuest itu termotivasi. Maksudnya awalnya ga mau baca kalau pake yang kertas terus jadi lebih tertarik gitu?
- R : Ya enggak, tapi kan maksudnya, kalau pake yang itu (WebQuest) itu lebih asik jadi lebih enak bacanya.
- P : Oooh.. ya.. terus bagaimana menurut pendapat kalian tentang aktivitas yang dilakukan tadi?
- F : Mengasikkan, ga ngebosenin, masalahnya materi2 yang disampaikan tadi gunain media – media yang kek gitu, yang kayak pake apa, LCD tadi, terus pake internet tadi, jadi lebih, e,...menarik, apa ya...lebih ngebikin saya tu kayak mau belajar lebih giat lagi.
- P : Termotivasi ya?
- F : Iya, termotivasi.
- N : Ya menarik menyengangkan, tapi kadang juga masih bingung sama kosa katanya gitu aja.
- A : Menarik menyenangkan soalnya medianya kan juga banyak, lewat internet gitu, jadi beda aja sama yang di kelas kayak biasanya.
- R : Saya sama aja mbak sama Ade. Hehehe
- P : Terus terakhir, menurut kalian bagaimana sih media yang digunakan? Apakah sudah pas, belum pas, atau kurang? Menyenangkan atau mengasikan atau gimna?
- F : Menyenangkan, soalnya kan kalau kita belajar menggunakan media internet an lebih banyak dan beragam variasi pembelajaran. Jaddi otomatis lebih tau lebih ngerti bahasa inggris.
- N : Menyenangkan dan mudah dipahami dan dimengerti materinya.
- A : Menyenangkan kalau bisa sering sering aja bahasa inggris tuh pake media internet .
- R : Menyenangkan karena melalui media internet kita bisa mencari wawasan yang lebih luas dan banyak budaya yang kita ketahui lewat internet.
- P : Dari pertemuan awal dulu itu pertama, sampai pertemuan terakhir tadi, kalian merasa, apa namanya, jadi ada peningkatan ga? Dalam membaca dan menggunakan internet yang tidak hanya digunakan sebagai media sosial tapi juga buat apa, pembelajaran.
- F : Peningkatan itu lebih meningkat ya, soalnya kan lebih tau lagi alamat2 untuk pembelajaran2 yang ga kita ngerti sebelumnya. Jadinya lebih tau aja.
- N : Iya kan nambah wawasan juga,
- P : Kalau membacanya? Maksudnya kamu membacanya jadi lebih bisa.
- N : Iya. Karena lebih meraik aja jadi pingin baca dan tau.
- A : Sama mbak.
- P : Kamu?
- R : Sama.. hehehe
- P : Okei terimakasih ya... hehe

- No** : Interview 3
Hari, tanggal : Jum'at, 30 September 2011
Jam : 08.00
Tempat : Perpustakaan
Responden : P : Peneliti
BT : Bu Tari (guru bahasa Inggris)
- P : Ini sebelum yang implementasi yang kemarin ya buk.. sebelum apa, penelitian yang kemarin. Emm.. menurut ibu, what are the difficulties in reading of the students (XI AK 2)?
- BT : The difficulties of reading for students is to understand about the words, then, to comprehend about the text in reading and the lack of vocabulary.
- P : Then, how is your opinion about the use of WebQuest in improving students' reading comprehension before the implementation?
- BT : Emm I think it is interesting for the students and for the teacher to understand the text of the reading.
- P : Em.. and then, what kind of activities do you think to solve the students' difficulties in reading?
- BT : E.. apah? What?
- P : What is the best solving problem to your students' reading difficulties?
- BT : Emm... to... what... to improve their vocabulary, especially when they listen the songs especially, then to read novel so they can improve their vocabulary to understand the reading.
- P : Okay, then after the implementation, how is your opinion about the implementation by using WebQuest?
- BT : I think it is interesting because using website the students can.. what.. e... can...
- P : Browse?
- BT : Can.. apa ya?... can improve their ability of reading comprehension.
- P : Oh ya.. Is there any suggestion for the next implementation?
- BT : Yes, I think it.. i think it is better if you use many of excercise about the reading text especially using true false, it is easy excercise I think, and then the multiple choice excercise, and then answer yes no, eee answer the questions and the last is about the retell the,.. retell with their own words, using own words about the reading.
- P : And then do you think that the students are motivated and confident in reading by using the WebQuest?
- BT : Yes..
- P : Yes?
- BT : He em..
- P : What do you think about the activities?
- BT : I think the activities very very enjoy and it is better to improve the task, the excercise.
- P : What do you think about the media used in the lesson like LCD, computer, internet?
- BT : Yes, i think using LCD, internet, etc., I think it is very good for the students to improve their learning especially in english. so it is better if using internet but there is also disadvantages for internet if the electricity is off, ..
- P : Oh ya.. I see..
- BT : Ya, this is one of the disadvantages using interenet.
- P : And then, what do you think about teh students interaction in the teaching and learning process? Are they curious in joining the class? For example asking for questions, asking for advices.
- BT : Yes, yes, I think the students are curious to know about the text of reading, especially about the english materials of personal pronouns, reservation, so the students can studyin at home, with the internet, ya, thats all.
- P : Ya.. Thank you.

No : Interview 4
Hari, tanggal : Rabu, 12 Oktober 2011
Jam : 14.00
Tempat : Lab. Bahasa
Responden : P : Peneliti
Rth : Ratih Ambar A. W. (siswa)
Rtn : Ratna Sari Dewi (siswa)
Rsk : Riska Yuni Astuti (siswa)

P : Sebelumnya, saya mau mengucaokan terimakasih dulu karena mau diwawancarai dan ikut ya.. jadi pertanyaanya adalah, bagaimana pendapat kalian mengenai penggunaan WebQuest?

Rth : E....

P : Tadi penggunaan yang tadi itu.

Rth : Menurut saya, penggunaan WebQuest tu cukup, gimana ya... cukup menarik untuk pembelajaran bahasa inggris menggunakan layanan WebQuest. Karena dapat menambah pengetahuan.

Rtn : Emm apa ya.. (sambil tersenyum) ya.. apa, ya.. cukup asik, Cuma ya kadang bosenn juga sih mbak,

P : Bosenn? bisa tau bosennya kenapa?

Rtn : Ya apah, ya kayak gitu. Karena aku ga tau artinya semua to,

P : Ooo kosa katanya susah?

Rtn : Iya.. ho o.

P : Oohh... terus..

Rsk : Kalo menurut aku enak, tapi itu kadang ada kosa kata yang kita belum ngerti jadinya agak susah buat dipahami.

P : Terus apakah kalian senang?

Rth : Ya.. sangat senang.

P : Karena?

Rth : Karena ya itu tadi, program WebQuest itu menarik.

P : Terus kalo kamu?

Rtn : Ya sangat senang karena adaaa.... gimana ya... ga cuma di kelas tapi di lab juga bisa.

Rsk : Ya lumayan seneng lah dari pada di kelas kadang boring kan, kayak gitu aja yang diadepin Cuma papan tulis, papan tulis, papan tulis, dan papan tulis.

P : Oke, menurut kalian apa yang kurang dalam penerapan WebQuest? Yang kurang apa?

Rth : Kalo aku kurang memahami kosa kata.

P : Kalo secara prakteknya? Itu kalo kosa kata berarti dari kamu nya ya?

Rth : Iya mba. Kurang kosa kata.

P : Kalo penggunaanya ada yang kurang ga?

Rth : Kalo dari WebQuestnya enggak sih. Kan materi masih ada dari yang lain kan?

P : Kalo kamu?

Rtn : Ya sama mbak.

P : Sama ya?

Rtn : Iya (sambil menganggukkan kepala)

P : Kalo kamu?

Rs : Ya lumayan lengkap, mungkin malah lebih lengkap dari modul kali ya...

P : Okei.. terus, apa kalian termotivasi untuk membaca setelah menggunakan WebQuest?

Rth : Ya sedikit ada motivasi tambahan untuk membaca.

P : Dari pada pake kertas,

Rth : Tapi, kalo saya lebih, lebih, mementingkan apa, mementingkan, gimana ya.. lebih seneng mengerjakan tugas dari pada membaca.

P : Emm okei.. terus, kamu dek?

Rtn : Tadi apa mbak? Aku lupa.. hehehe

P : Apakah kamu jadi termotivasi dalam membaca kalo menggunakan WebQuest?

- Rtn : Ya. Emm apa, lebih.. kek tadi kan kertas sama internet. Di WebQuest itu malah lebih enak lebih paham yang di WebQuest.
- P : Karena ada gambarnya juga?
- Rtn : Iya..
- P : Terus yang ini terakhir?
- Rsk : Lebih enakan pake WebQuest, karenakan di situ ga monotone, kalo pake kertas kan kebanyakan kertas Cuma item putih kayak gitu aja. Ga ada yang menarik.
- P : Okei.. terus apakah kalian merasa lebih yakin dan termotivasi dalam membaca? Besok besoknya ni kalo disuruh membaca.
- Rth : Iya. Percaya diri.
- P : Kalo kamu ratna?
- Rtn : Ya yakin,
- P : Kenapa kenapa?
- Rtn : Mbak ini aja ga ditanyain ko.. hehehe
- P : Ya ya kenapa ratih?
- Ratih : Ini dulu aja..
- P : Ayok deh urut-urut..
- Rth : Emm tadi apa ya?.. emm karena di WebQuest kan banyak materi membaca kan jadi lebih banyak membaca tu kan jadi banyak memberi kesempatan untuk membaca.
- P : Terus kamu?
- Rtn : Ya yakin karena apa, jadi tambah dapat tambahan kosa kata yang baru yang aku ga tau itu lo mbak dari situ jadi yakin.
- P : Okei,, kamu dek?
- Rsk : Ya.. yakin karena dengan WebQuest yang telah kita pelajari tu menambah motivasi buat kita kalo kita tu bisa, kayak gitu.
- P : Ya.. okeii terus.. bagaimana menurut kalian tentang aktivitas yang dilakukan tadi? Itu yang tadi kita belajar tadi. Kita kan belajar simple past tense, terus kan baca-baca, itu menurut kamu gimna?
- Rth : Ya.. menurut aku, ya menarik aja.
- P : Menarik ya?
- Rth : Iya.
- P : Meskipun pada awalnya kalian bosan.
- Rth : Iya bosan membaca pada awalnya.
- P : Terus kamu?
- Rtn : Hehegeeee..
- P : Ayoo.. hehhee
- Rtn : Asik mbak.
- P : Asik. Terus kamu?
- Rsk : Ya lumayan meski awal-awalnya tadi sempet boring kan dari pagi ga ada pelajaran jadinya agak-agak gimna gitu..
- P : Okei.. terakhir, bagaimana menurut kalian media yang digunakan? Tadi kita udah pake komputer, kalian pake komputer masing-masing, trus pake LCD, pake internet juga, menurut kalian?
- Rth : Ya jadi kesan belajar individual itu lebih terlihat mbak. Karena kan tiap orang mempunyai sendiri-sendiri.
- P : Oh ya. Kalo dibandingin kamu lebih seneng pake ini atau di kelas gitu?
- Rth : Lebih seneng pake ini.
- P : Kalo kamu?
- Rtn : Ya lebih seneng pake ini.
- P : Terus ada input tersendiri buat kamu?
- Rtn : Emm gimna ya mbak?
- P : Itu tadi kalo menurut ratih kan jadi kesan individunya ada, kalo menurut kamu gimana?
- Rtn : Individual? Apa ya? Heheh
- Rsk : Itu lo nek belajar sendiri tu gmn menurut kamu?
- Rtn : Ohh itu mbak kalo koneksinya lemot aja mbak.

- P : Oh lemot nya?
Rtn : He em.. tadi tempat lain enggak, tapi tempat pas yang aku tempatin iya lemot.
P : Ohh he em. Kalo kamu?
Rsk : Apa tadi mbak?
P : Hemm bagaimana menurut pendapat kamu media yang digunakan, tadi ada LCD, LCD itu membantu juga ga?
Rsk : Ya udah maksimal, kalo apa itu, medianya udah maksimal, terus dengan media itukan kita bisa tau kemampuan diri kita tu kayak gimna. Udah maksimal atau belum. Memahami itu nya tu udah bener-bener maksimal atau cuma karena bantuan orang lain aja kek gitu.
P : Okei.. terimakasih.. sudah....

C.
OBSERVATION
CHECKLIST

Observation Checklist

Date:

Time:

Place:

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No
	The Teaching and learning Process		
A	Pre-teaching		
	1. The teacher greet the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher as a facilitator		
	6. The teacher outlines the material		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to read the texts from the internet.		
	3. The students read the texts.		
	4. The students identify the content of the texts.		
	5. The teacher give chances to the students for asking questions		
	6. The students ask questions		
	7. The students asks to their classmate		
	8. The teacher checks the students' understanding		
	9. The teacher gives enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students use dictionary to help them		

	12. The students offer themselves to be the volunteer		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class Situation		
	1. Students' enthusiasm/motivation		
	2. Students' involvement		
	3. Time allocation		
	4. The use of media		
	5. The teacher's instruction		

Indicator

No.	Indicator	Item number
A.	Pre-teaching	
1.	Greeting, checking for attendance	1,2,3,4
2.	Teacher's rules	5
3.	Teaching's goal & materials	6, 7
B.	Whilst-teaching	
1.	Following the steps of the technique	1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
2.	The students' involvement	11, 12
C.	Post-teaching	
1.	Summarizing & reflecting	1, 2
2.	Reviewing next materials	3
3.	Rewarding	4
D.	Class Situation	
	Motivation, involvement, time management, media, instructions	1, 2, 3, 4, 5

D.
INTERVIEW
GUIDELINE

INTERVIEW GUIDELINE

For the English teacher

Before the implementation (in the planning)

1. What are the students' difficulties in reading?
2. How is your opinion about the use of WebQuest in improving students' reading comprehension?
3. What kind of activities do you think suitable to solve the students' difficulties in reading?

After the implementation

1. How is your opinion about the implementation?
2. Is there any suggestion for the next implementation?
3. Do you think the students are motivated and confident in reading?
4. What do you think about the activities?
5. What do you think about the media used in the implementation?
6. What do you think about the students' interaction in the teaching-learning process?

For students

After the implementation

1. Bagaimana pendapat kalian tentang penggunaan WebQuest?
2. Apakah kalian senang?
3. Menurut kalian, apa yang kurang dalam penerapan WebQuest?
4. Apakah kalian termotivasi untuk membaca?
5. Apakah kalian merasa lebih yakin dan percaya diri dalam membaca?
6. Bagaimana pendapat kalian tentang aktivitas yang dilakukan tadi?
7. Bagaimana menurut kalian media yang digunakan?

E.
PRE-TEST
&
POST-TEST

Type A

Question 1-3 refers to the following text.

Lorraine Kulasingam has worked in the fashion industry as a stylist for ten years, choosing the clothing that models and movie stars wear for on camera appearances. “I’m the one who decides how the actors look,” she says. “I love it. Every day is different.”

Although Lorraine routinely meets famous movie stars, there is a disadvantage to her job: she often works 18-hour days, and she has to accommodate everyone’s schedule. “It’s pretty tiring,” she admits. “But I wouldn’t change careers for everything.”

(Adopted from 30 Days to the TOEIC Test, 2002: 186)

1. What is indicated about Ms. Kulasingam’s job?
 - a. She has recently changed careers.
 - b. She often works very long days.
 - c. She gets tired of doing the same thing.
 - d. She recently received a promotion.

2. What could be considered a benefit of her position?
 - a. Meeting famous people
 - b. Receiving free accommodation
 - c. Being able to set her own work hours
 - d. Being in a management-level position

3. How long does she work for each day?
 - a. a full day
 - b. a half of a day
 - c. three per four of a day
 - d. one per four of a day

Question 4-10 refers to the following text.

Supply and Demand

When prices are low people will buy more, and when prices are high they will buy less. Every shopkeeper knows this. But at the same time, producers want higher prices for their goods when they make more goods. How can we find the best prices for the goods? The law of Supply and Demand is the economist's answer to this question.

According to this law, changes in the prices of goods cause changes in supply and demand. An increase in the price of the goods causes an increase in supply-the number of goods the producers make. Producers will make more goods when they can get higher process for the goods. In figure, the producer makes more shoes as the price of shoes goes up. At the same time, an increase in the price of the goods causes a decrease in demand-the number of goods the consumers buy. This is because people buy less when the price is high. In figure, people buy fewer shoes as the price of shoes goes up. Conversely, a decrease in the price causes an increase in demand (people buy more shoes) and a decrease in supply (producers make fewer shoes).

Business firms look at both supply and demand when they make decisions about prices and production. They look for the equilibrium point where supply equals demand. In figure 6.3, the equilibrium point is e , where the supply curve (S) and the demand curve (D) intersect. At this point, the number of shoes produced is 3000 and the price of the shoes is \$30. \$30 is the equilibrium price: at this price the consumers will buy all of the 3000 shoes which the producers make. If the producers increase the price of the shoes, or if they decrease the price in order to sell all of the shoes. On the other hand, if they make fewer than 3000 shoes, there will be shoes shortage-more demand than supply – and the price will go up.

According to the Law of Supply and Demand, the equilibrium price is the best price for the goods. The consumers and the producers will agree on this price because it is the only price that helps them both equally.

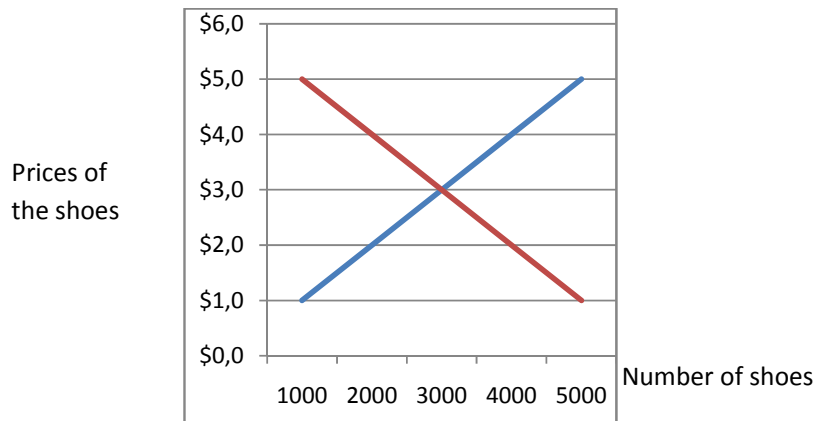


Figure 6.3. The equilibrium price

(Adopted from *Basic Skill Reading for Academic Reading, 1986: 154-6*)

4. Why did the author write this text?
 - a. To explain the Law of Supply and Demand
 - b. To show how prices increase
 - c. To give general information about economics
 - d. To answer questions about prices

5. In Figure 6.3, line S and line D intersect at point e. The word *Intersect* means.....
 - a. begin
 - b. end
 - c. cross
 - d. point

6. An increase in the prices of goods causes an increase in production. At the same time, it causes a decrease in consumption. At the same time tells us that the second sentence gives us more information about the results of.....
 - a. an increase in prices
 - b. an increase in production
 - c. a decrease in consumption
 - d. a decrease in prices

7. An increase in the prices of goods causes an increase in production and a decrease in consumption. Conversely, a decrease in the prices of goods causes a decrease in production and an increase in consumption.
- Conversely tells us that the information in the second sentence is.....the information in the first sentence.
- The same as
 - Similar to
 - The result of
 - Opposite to
8. The word this in the second paragraph line 4 refers to....
- an increase of the goods
 - the number of the goods
 - a decrease in demand
 - the price of the goods
9. What information can you infer after reading the text?
- The equilibrium changes the supply and demand.
 - Producers will not make more goods when they can get higher prices.
 - The consumers and producers will agree on the equilibrium price.
 - Business firms look only at supply or demand.
10. Which one is the best summary for the third paragraph above?
- Business firms look at the equilibrium point to make any decision.
 - Changes in prices of goods cause changes in supply and demand.
 - Consumers will not buy all of the shoes from producers who have a surplus.
 - People buy more when prices are high.

Question 11-12 refers to the following text.

Toptop Supermarket Fax Transmission

To : PT. DOGAASRI Tbk. From : Ananto
Irawan

Fax : 021-87890000 Page : I
Phone : 021-87890000 Date : February, 14
2003

Re : Inquiry CC : Miss Tina

Message: We intend to purchase the following items from your company.

a. Cakra kembar flour
b. Segitiga biru flour

We need detailed information about quality, quantity, price and a shipping schedule of your products. Thank you.

Yours sincerely
Ananto Irawan

11. What can you infer from the phrase *shipping schedule*?

- a. schedule for going by ship
- b. schedule for shipping activity
- c. schedule for the delivering the products
- d. schedule for receiving the products

12. Why does the writer write this text?

- a. because there was a mistake in the previous product
- b. because they have not confirmed about the delivery
- c. because he needs detailed information
- d. because he wants to order the products

Question 13-17 refers to the following text.

From: ika_chan@kokom.com
To: opi_cute@kokom.com
Dear Opi,
I have finally graduated and already got a job. Now, I am a teacher in a private elementary school. I have worked here for two months. The job is quite tiring because I have to handle a lot of children. Sometimes, I have difficulty in controlling these children and I have to use all my energy to handle them. But, it is fun. As you know, I really love children. I think I have found the job I always dream about.
By the way, how are you? Will you visit me in the next long weekend? Have you decided? Please reply.
Best regards for your family.
Love
Ika

13. Has Ika finished her study?
- a. No, she hasn't. She has not finished her study.
 - b. Yes, she has. She has graduated from her school.
 - c. No, she hasn't. She does not know when she will be graduated.
 - d. Yes, she will. She will graduate next month.
14. What does the writer say about her job?
- a. She has not got a job.
 - b. She works as a private English teacher.
 - c. She will get a job soon.
 - d. She has been looking for a job.

15. How long has she worked at the private elementary school?
- a. a couple of months
 - b. two weeks
 - c. two years
 - d. for months
16. What does she think that she has found the job she always dreams about?
- a. She wants to be a care taker.
 - b. She wants to be a private English teacher.
 - c. She wants to get another job.
 - d. She does not like her job now.
17. The word *handling* in the first paragraph line 3 has the closest meaning to.....
- a. taking care
 - b. carrying
 - c. collecting
 - d. understanding

Question 18-20 refers to the following text.

There will be a town meeting at the Wetlands Community Center on Manchester Blvd. on Saturday at 9.00 a.m. We encourage all citizens to get involved in the community and to attend the meeting. Speakers from the development company and an environmental group will be discussing the pros and cons of the proposed industrial and residential areas.

The City Manager's Office will be taking up the issue of development in sessions beginning next month. Before that happens, we feel that the community needs to be well informed so that we can, in turn, guide our leaders in the action that they take. The future of our community very much depends on the outcome of this current debate.

Breakfast will be served. We ask everyone to bring a list of questions and concerns to be presented to the speakers. We look forward to seeing you there. Remember, our community's future is in your hands! We will distribute the

agenda for the meeting by the end of the week. That flyer will confirm the details of the meeting.

What?	Town meeting
Who?	All citizens of Wetlands
Where?	Oakland Elementary School, Dixie Highway
When?	Saturday, April 12, 9:00–11:30 a.m.

AGENDA

9:00 a.m.	Breakfast Meet and greet your neighbors
9:30 a.m.	Welcome by the City Manager Introduction of speakers
10:00 a.m.	Bob Griscom, Prairie Lane Development Company
10:15 a.m.	Loretta Swift, Save our Earth
10:30 a.m.	Questions from the floor

(Adopted from TOEIC prep Oxford 2, :68-9)

18. Who should attend the meeting?
- Residents on Manchester Boulevard
 - Out-of-state tourists
 - a building contractor
 - all the community members
19. Why should the local residents go to the meeting?
- for breakfast and to meet their neighbors
 - to join an environmental group
 - to elect officials
 - to help decide the future of their community
20. What changes to the meeting are announced in the flyer?
- speakers
 - topic
 - time
 - location

Question 21-24 refers to the following text.

Southern Oil Expedition, July 1–10

Schedule for July 1

8:00 a.m.	Report to dock for security clearance
9:00 a.m.	Embarkation
11:00 a.m.	Briefing in Lido Lounge
12:00 noon	Lunch
1:00 p.m.	Set sail
6:00 p.m.	Meet in Lido Lounge
7:00 p.m.	Dinner

Please note: changes may be made to the schedule at a later date.

To...	Personnel on Oil Exploration expedition
From...	J. Banks, CEO
Subject:	Policy Change

All personnel should be aware of the following policy changes which will take effect on the next exploration trip. There are several environmental groups which oppose our drilling in the Pacific and we have received threatening letters from them. The governments of the involved countries have confirmed their support of our projects, however safety is still our first priority. Therefore, we are tightening security at the time of pre-boarding and during the trip south.

All personnel should resubmit their paperwork by June 20 to the captain and arrive three hours earlier than originally scheduled on the day of departure. This will allow us to thoroughly check the ship and crew for anything unusual. We appreciate your help in this matter. You are a highly valued crew and we want to make sure that this trip goes off without incident.

(Adopted from TOEIC prep offord 2, :110-1)

21. Who oppose to the exploration?
- the new crew
 - environmentalists
 - the oil company
 - the host countries

22. What is the oil company doing in response to the threat?
- canceling the trip
 - ignoring the threat
 - tightening security
 - resubmitting their proposals
23. What time should personnel report to the dock for security clearance?
- 5.00 a.m.
 - 6.00 a.m.
 - 8.00 a.m.
 - 1.00 a.m.
24. The word *our* in the first paragraph of the email line five refers to...
- governments
 - crews
 - explorers
 - CEO

Question 25-27 refers to the following text

Have you ever wondered what your pet was thinking? Do you want to enhance your understanding of your dog or cat? Professor Shasta Ewing, a leading animal behaviorist, will be conducting an informative workshop entitled "Understanding Your Pet." This session will explore animal cognition and behavior commonly demonstrated by our pets. Professor Ewing has studied with the esteemed Drs. Nitz and Francis, authors of *My Pet and Me*. A demonstration of animal training will be given by Professor Edward West. All registered participants will receive a certificate of attendance. Audiocassettes will also be available for purchase.

Location	Fee	Time
Halpern Hotel	\$25	11 a.m.-2.30 p.m.

(Adopted from 30 Days to the TOEIC Test, 2002: 184-5)

25. What is the topic of the workshop?
- a. Photographing wildlife
 - b. Animal behavior
 - c. How to select a pet
 - d. Grooming and caring for pets
26. What is provided with registration?
- a. A Recording of a previous workshop
 - b. An attendance certificate
 - c. A copy of My Pet and Me
 - d. A pet-training manual
27. The word *esteemed* in line 5 has the closest meaning to....
- a. respected
 - b. well-known
 - c. famous
 - d. interested

Question 28-30 refers to the following text.

Toppo Travel, Inc.

Mr. Boyce Adams
424 Lenox St.
Orange, MA 01388

Dear Mr. Adams,

At the end of this year, Toppo Travel will celebrate its twentieth year as a successful operator in the leisure industry. With modern hotels, exciting itineraries, and beautiful locations, our all-inclusive, organized tours have remained the most popular in the industry for the past ten years. We have decided to include our most loyal customers in the celebration of our success.

Our records indicate that since you became a customer five years ago, you have booked six trips with us. We would therefore like to invite you to an evening of exotic fare and tropical sounds, which will be held on December 1 in the Grand Ballroom of the Panorama Hotel.

The buffet will consist of delicacies from the 16 countries that are featured in our catalog for the new season. Bands from Cuba, Mali, and Slovenia will lend an exuberant atmosphere to the event.

Enclosed please find two complimentary tickets for entry to this exclusive event.

Sincerely,

Jim Bull

Jim Bull
Director Customer Relations
Toppo Travel, Inc.

(Adopted from Tactics for TOEIC, 2007: 29)

28. To what event has Mr. Adams been invited?
- a. a hotel's grand opening
 - b. retirement dinner
 - c. an anniversary celebration
 - d. an award ceremony
29. For how many years has Mr. Adams been traveling?
- a. five years
 - b. six years
 - c. ten years
 - d. twenty years

30. What will the event feature?

- a. a slide show
- b. ballroom dancing
- c. exotic food
- d. a noted speaker

Type B

Question 1-3 refers to the following text.

**NOTICE TO ALDER PARK RESIDENTS:
New City Recycling Program**

On August 1, a new law will take effect in Alder Park that will require residents to recycle products made of paper, glass, and aluminum. Those recyclables should be placed in green plastic bins provided by the city, which will be delivered during the week of July 15. The city will pick up those recyclables during the first and third weeks of each month on garbage pick-up days.

Some examples of acceptable recyclables include:

Type	Examples	Notes
Paper	Newspapers, printer and copy papers, magazines, envelopes, cardboard	Staples are permitted. No paper clips or plastic sheets.
Glass	Bottles, jars	Must be clean. Labels are permitted. Non-glass caps must be removed. No broken glass.
Aluminium	Cans, foils	Must be clean. Crush if possible.

Please follow the guidelines provided above. Garbage pick-up will continue on a weekly basis, according to the regular schedule.
If you have any questions, please contact the city refuse program at 555-1067, extension 27.

(Adopted from Tactics for Toeic, 2007: 30)

1. What is announced in this notice?
 - a. a revised schedule for garbage collection
 - b. fees for residential garbage pickup
 - c. rules for recycling household items
 - d. the opening of a recycling center

2. Who will supply green containers?
 - a. City employees
 - b. bottling company staff
 - c. recycling center volunteers
 - d. alder park residents

3. How many times per month will papers be collected?
- a. 1
 - b. 2
 - c. 3
 - d. 4

Question 4-11 refers to the following text.

A Profile of the Successful Language Learner

Some people seem to have a knack for learning languages. They can pick up new vocabulary, master rules or grammar, and learn to write in the new language more quickly than others. They do not seem to be any more intelligent than others, so what makes language learning so much easier for them? Perhaps if we take a close look at these successful language learners we may discover a few of the techniques which make language learning easier for them.

First of all, successful language learners are independent learners. They do not depend on the book or the teacher; they discover their own way to learn the language. Instead of waiting for the teacher to explain, they try to find the patterns and the rules for themselves. They are good guessers who look for clues and form their own conclusions. When they guess wrong, they guess again. They try to learn from their mistakes.

Successful language learning is active learning. Therefore, successful learners do not wait for a chance to use the language; they look for such a chance. They find people who speak the language and they ask these people to correct them when they make a mistake. They will try anything to communicate. They are not afraid to repeat what they hear or to say strange things; they are willing to make mistakes and try again. When communication is difficult, they can accept information that is inexact or incomplete. It is more important for them to learn to think in the language than to know the meaning of every word.

Finally, successful language learners are learners with a purpose. They want to learn the language because they are interested in the language and the people who speak it. It is necessary for them to learn the language in order to

communicate with these people and to learn from them. They find it easy to practice using the language regularly because they want to learn with it.

What kind of language learner are you? If you are a successful language learner, you have probably been learning independently, actively, and purposefully. On the other hand, if your language learning has been less than successful, you might do well to try some of the techniques outlined above.

(Adopted from *Basic Skill Reading for Academic Reading, 1986: 152-5*)

4. What did the author write this text for?
 - a. To teach people to speak English.
 - b. To explain why language learning is difficult.
 - c. To compare language learning with other types of learning.
 - d. To encourage language learners to use these techniques.

5. What is the text for?
 - a. language learners
 - b. language teachers
 - c. parents of the language learners
 - d. a, b, and c are correct

6. The word *inexact* in the third paragraph line six has the closest meaning to...
 - a. abnormal
 - b. incorrect
 - c. inconsistent
 - d. fallacious

7. The word *knack* in the first paragraph line one has the closest meaning to...
 - a. skill
 - b. faculty
 - c. strength
 - d. difficulty

8. Active language learners a chance to use the language.
- wait for
 - look for
 - are afraid of
 - cannot accept
9. The main idea of paragraph two is that successful language learners are
- good guessers
 - people who look for clues
 - independent learner
 - people who learn from their mistakes
10. "If your language learning has been less than successful, you might do well to try some of the techniques outlined above."
- What does this sentence mean?
- Less successful language learners try to use successful language learning techniques.
 - Language learning is less successful if you use these techniques.
 - Unsuccessful language learners should try the techniques of successful language learners.
 - Less successful language learning is the result of using these techniques.
11. The summary of paragraph four is that successful language learners.....
- find it easy to practice
 - communicate with other people
 - have a purpose for learning the language
 - have an interest in the people who speak the language

Question 12-14 refers to the following text.

You are cordially invited to view
CANADIAN LANDSCAPES
An exhibition of work by
Yoshiko Yamaguchi
Included will be works from her most recent project in the Arctic Refuge
THE WHITMORE GALLERY
8082 Lakeshore Boulevard
Opening Reception: 6.00 to 10.00 P.M.
Friday, April 6th
Show runs from 9.00 A.M. to 4.00 P.M. Mon-Fri
12.00 to 5.00 P.M. Sat & Sun
Admission - Free

(Adopted from 30 Days to the TOEIC Test, 2002: 183)

12. What can you infer of the phrase *admission-free*?
- The show is going to ask money for the visitors.
 - There is no charge for joining this show.
 - There is not another guest invited.
 - The exhibition does not receive admission.
13. What is the topic of the text above?
- invitation to Yoshiko Yamaguchi exhibition.
 - An exhibition in the Whitmore Gallery.
 - works from Canadians.
 - running shows from 9.00 A.M. to 4.00 P.M. Mon-Fri.
14. What does the writer write this text for?
- showing his exhibition
 - opening his exhibition
 - giving information to the readers
 - inviting the readers

Question 15-16 refers to the following text.

MEMO

To : Mr. Zainal Abidin

From : Director

Subject : Meeting

Date : February 5th 2003

Please attend the meeting at Hotel Sriwijaya on Tuesday, 7 February 2003 at 9 a.m. on behalf of the director. Looking forward to your report upon the completion of the meeting.

15. The word *your* in the last sentence refers to...

- a. the director
- b. the members of the meeting
- c. Mr. Zainal Abidin
- d. Mr. Zainal Abidin's manager

16. The word *behalf* in the line five has the closest meaning to...

- a. representing
- b. for the good
- c. cover
- d. imitation

Question 17-19 refers to the following text.

Valentina Saguier
Office Manager
270 Siena
Asuncion, Paraguay

Dear Ms. Saguier

Thank you for your recent payment for your Villarica account. We are now in receipt of payment for all of your branches, except one. Unfortunately, we still have not received payment from Branch 11. This account pays late every month, but for the past four months they have not paid at all. If we do not receive payment in full within 15 days, we will be forced to cancel this account.

We understand that you are expanding and now have stores throughout the country, with your main office located in Miami. However, we cannot overload the amount of money that is due and the manner in which payments are made.

Please contact us immediately or send the outstanding payment to our Accounting Department here in Boston.

Sincerely,

Federico Marquez

(Adopted from Toeic prep offord 2, :26-7)

17. Why did Mr. Marquez write the letter?
- to cancel an account in Villarica
 - to thank Ms. Saguier for the payment
 - to warn of pending action
 - to congratulate Ms. Saguier on her expansion
18. Why does he think that it is difficult for Ms. Saguier to make the payments?
- Many of the stores are closing.
 - They have stores in many different locations.
 - She doesn't understand the business.
 - She lives in Miami.

19. Where does Federico Marquez live?

- a. in Miami
- b. In Encarnacion
- c. in the branch in Asuncion
- d. at an office in Boston

Question 20-22 refers to the following text.

To : Department Heads *(Adopted from Toeic prep Oxford 2, :47-8)*

From : Charlene Boyer, CEO

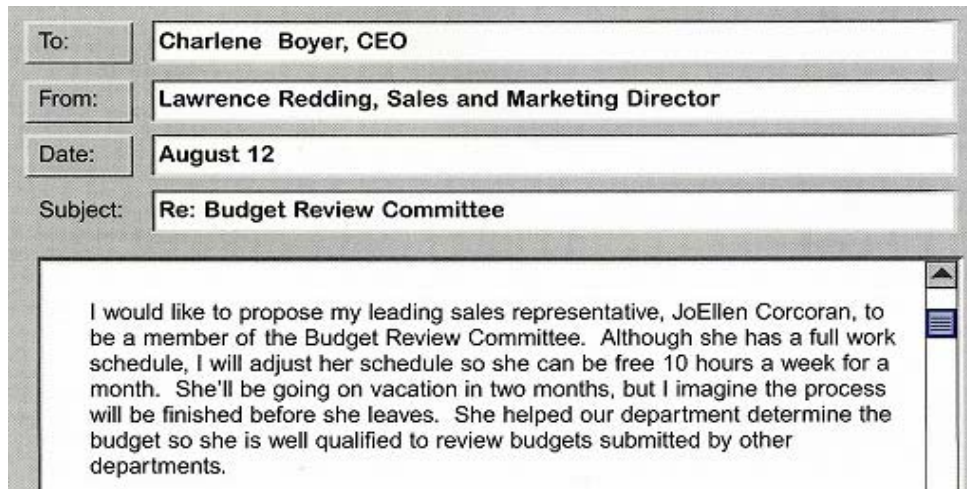
Date : August 1

Subject: Budget Review Committee

It's that time of year again! Many of you have already begun work on your department's budget for next year. In an attempt to make the process smoother and more satisfactory for everyone, involved, we are making some changes to the process.

As usual, department heads are asked to submit preliminary budgets to the Executive Committee by August 15. This year, we want to involve more employees in the process. A special committee will review the budgets. This committee will consist of four members of the executive Committee and two representatives from each department.

As department heads, you will choose your own representatives to the committee. They must be able to contribute 10 hours a week for a month. Please submit their names by August 7. No names submitted after that date will be considered.

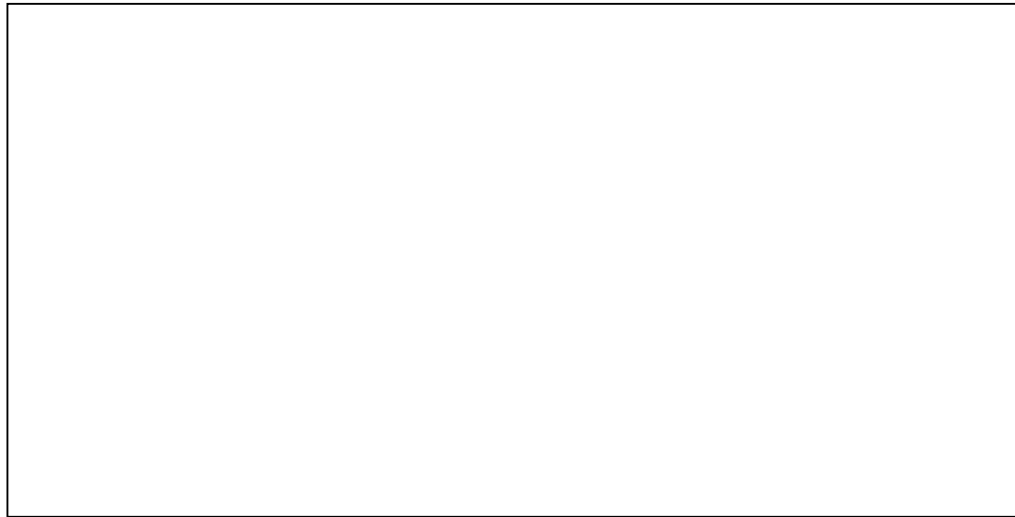


20. Who decided on the budgets last year?
 - a. Departments, through democratic vote
 - b. Representatives from each department
 - c. The Executives Committee
 - d. The department heads

21. How does Ms. Boyer feel about the budget process?
 - a. Only the top management should be involved.
 - b. It can't be improved.
 - c. It should be a more open process.
 - d. It's time to finalize the budget.

22. What is required of the representatives?
 - a. They must be a member of the Executive Committee.
 - b. They must submit a budget by August 15.
 - c. They must be the department head.
 - d. They must be willing to spend 40 hours on this project in one month.

Question 23-27 refers to the following text.



To:	China Air Customer Service
From:	Kent Karlock
Sub:	Denied boarding

I want to register a complaint. I had a first class ticket on China Air 8712 to Macao for December 8. The flight departed at 5:15. I was at the airport by 4:30 and had plenty of time to get to the gate. Please explain why your agents refused to honor my ticket.

(Adopted from TOEIC prep offord 2, :89-90)

23. Why did Mr. Karlock not fly China Air 8712?
- a. He had not paid for his ticket.
 - b. He arrived too late to check in.
 - c. He complained too much.
 - d. First class was full.
24. How long before the departure should international travelers check –in?
- a. 20
 - b. 30
 - c. 90
 - d. 120

25. What is the topic of the first paragraph?
- a. The flight rules
 - b. international flights
 - c. departure times
 - d. rules for check-in for travelers
26. Which travelers must confirm three days in advance to ensure their reservations?
- a. International travelers
 - b. Domestic travelers
 - c. Travelers to Macao or Hong Kong
 - d. All travelers follow the same procedure
27. “Honor” in the last line of the email has the closest meaning to.....
- a. refund
 - b. accept
 - c. reward
 - d. praise

Question 28 refers to the following text.

Message for : Mr. Ibrahim
From : Michel LeBlanc
Taken by : Henri
Time : 2.15 p.m., Thurs.
Message:
Michel LeBlanc at Batir Construction called. Has finished updating the contract but can't meet you on Friday at 3. Wanted to know when he can reach you to reschedule. Will be at home this evening, but will try to contact you before then. If he doesn't get in touch with you, call him after 8 p.m. at home at 24-55-5123.

(Adopted from 30 Days to the TOEIC Test, 2002: 168-9)

28. What is the writer's expectation for Mr. Ibrahim by writing the letter?
- to reschedule a meeting
 - to ask for some building work to be done
 - to find out when a meeting will end
 - to request a work order

Question 29-30 refers to the following text.

TRAVEL TO NACU CONFERENCE		
Airline Arrangements Sky High Air and Mountain High Airlines will serve as the official carriers for attendees of the Forty-Fourth Annual NACU Conference. Both carriers have agreed to offer low fares for conference attendees. To obtain information on discount airfares, call Sky High Air at (800) 555-0987 and refer to Convention Number CV786309 or call the Mountain High Airlines Reservation Desk at (800) 555-7382 and refer to Convention Number HJ987.		
Ground Transportation The trip from Rushmore Airport to downtown hotels is about 15 miles and takes 45 minutes by shuttle bus or car.		
By Shuttle Bus: Airporter (708) 555-9541 offers a shuttle bus service from the airport to the Fairmont Hotel and the Regency Hotel. Departure time is every 20 minutes from 9:00 A.M. to 8:00 P.M. and every 30 minutes from 8:00 P.M. to 11:00 P.M. The Airporter main desk is located on the lower level, near Exit B. No reservations are required, but tickets must be purchased at the Airporter main desk, at the conference registration desk in the convention center, or at the travel agency located in the Regency Hotel. Tickets are not available directly from the shuttle bus drivers.		
Shuttle Bus One-Way Fares	Shuttle Bus Round-Trip Fares	By Taxi:
Adult \$9.00	Adult \$14.00	Taxis are readily available outside
Child \$4.00	Child \$6.00	Exit C in the main terminal.
Family \$17.00	Family \$26.00	Appropriate fare to downtown hotels is \$18.00–\$25.00.
Parking For attendees driving to the conference, parking is available at both hotels. The Fairmont Hotel provides parking for \$15.00 per day, with in/out privileges. The Regency Hotel offers parking for \$10.00 per day Monday to Friday, \$8.00 on Saturday, and \$6.00 on Sunday.		

(Adopted from Tactics for Toeic, 2007: 27)

29. On whose Web site would this information most likely be found?
- Sky High Air
 - NACU
 - Regency Hotel
 - Airporter
30. How long does it take to drive to downtown hotels from the airport?
- 15 minutes
 - 20 minutes
 - 30 minutes
 - 45 minutes

F.
READING
SCORE

Table 4.3: Students' Score

No	Name	Students' score	
		Pre test	Post test
1.	Ade Eka Puspitasari	3,67	6
2.	Anis Qomariyah P.	4,33	5,67
3.	Anisa Nurfaisa	5,67	6,33
4.	Desi Rinawati	4,33	6
5.	Devi Septiananingsih	4	6
6.	Dian Putri Rahmawati	5,33	6,33
7.	Diana Nurhotimah Aprianingsih	4,67	5,67
8.	Eka Qusnul Khotimah	6	6,33
9.	Elsa Ratna Damayanti Sutrisno	3,33	5
10.	Farida Dwi Astuti	4,67	6,67
11.	Feni Ma'rifah	4,67	5,67
12.	Fitriana Nur Hidayati	6	6
13.	Mentari Ibrahim Lakoni	5,33	6
14.	Ninda Novita	4,33	6
15.	Nur Indah Wahyuni	7,67	6,33
16.	Oktavia Dewi Kurniasari	4	6
17.	Ratih Ambar Ayu Widayati	6	6
18.	Ratna Pratiwi	5,67	4,67
19.	Ratna Sari Dewi	6,33	6
20.	Ratna Widiadkha Saputri	4,33	4,67
21.	Riska Yuni Astuti	4,33	5,67
22.	Siknia Sari	7	5,33
23.	Sri Surani	6,33	6,33
24.	Thesa Sandika Bidari	3	5,67
25.	Tia Isnawati	7	6,33
26.	Tri Ningsih	2,67	5
27.	Triyani Febriyanti	3,67	5,336
28.	Yollaratma Yanti	7	6
29.	Yunita Sari	6	5,67
Mean		5,034	5,609

G.
ATTENDANCE
LIST

Grade : XI AK 2
Class Teacher : Dra. Rostariana br Tarigan
Tahun Ajaran : 2011/2012

No	Name	Meeting						
		I	II	III	IV	V	VI	VII
1.	Ade Eka Puspitasari	√	√	√	√	√	√	√
2.	Anis Qomariyah P.	√	√	√	√	√	√	√
3.	Anisa Nurfaisa	√	I	√	√	√	√	√
4.	Desi Rinawati	√	I	√	√	√	S	√
5.	Devi Septiananingsih	√	√	√	√	√	√	√
6.	Dian Putri Rahmawati	√	√	√	√	√	√	√
7.	Diana Nurchotimah Aprianingsih	√	LCC	LCC	√	√	√	√
8.	Eka Qusnul Khotimah	√	√	S	√	√	√	√
9.	Elsa Ratna Damayanti Sutrisno	√	√	S	√	√	√	√
10.	Farida Dwi Astuti	√	√	√	√	√	√	√
11.	Feni Ma'rifah	√	√	√	√	√	√	√
12.	Fitriana Nur Hidayati	√	√	√	√	√	√	√
13.	Mentari Ibrahim Lakoni	√	√	√	√	√	√	√
14.	Ninda Novita	√	√	√	√	√	√	√
15.	Nur Indah Wahyuni	√	√	√	√	√	√	√
16.	Oktavia Dewi Kurniasari	√	√	√	√	√	√	√
17.	Ratih Ambar Ayu Widayati	√	√	√	√	√	√	√
18.	Ratna Pratiwi	√	I	√	√	√	√	√
19.	Ratna Sari Dewi	√	√	√	√	√	√	√
20.	Ratna Widiadkha Saputri	√	√	√	√	√	√	√
21.	Riska Yuni Astuti	√	√	√	√	√	√	√
22.	Siknia Sari	√	√	√	√	√	√	√
23.	Sri Surani	√	I	√	√	√	√	√
24.	Thesa Sandika Bidari	√	√	√	PRN	√	√	√
25.	Tia Isnawati	√	√	√	PRN	√	√	√
26.	Tri Ningsih	√	√	√	S	√	√	√
27.	Triyani Febriyanti	√	√	√	√	√	√	√
28.	Yollaratma Yanti	√	LCC	LCC	√	√	√	√
29.	Yunita Sari	√	√	√	√	√	√	√
Total		29	24	25	26	29	28	29

Note :

LCC : Lomba Cerdas Cermat S : Sakit

PRN : tugas Prani I : Iji

Meeting I : (pre-test) 19 Agustus 2011**Meeting II : (Meeting 1 Cycle 1) 14 September 2011****Meeting III : (Meeting 2 Cycle 1) 21 September 2011****Meeting IV : (Meeting 3 Cycle 1) 28 September 2011****Meeting V : (Meeting 1 Cycle 2) 7 October 2011****Meeting VI : (Meeting 2 Cycle 2) 12 October 2011****Meeting VII : (post-test) 14 October 2011**

H.
LESSON
PLANS



LESSON PLAN

School	: SMKN 1 Depok
Subject	: English
Grade/ Semester	: XI / 3
Department	: Accounting
Allocated Time	: 2 x 45' (90 minutes)
Standard of Competence	: 2. Students are able to communicate using English on the elementary level
Basic Competency	: 2.1. Understanding daily conversations both in professional contexts and personal from the native speaker.
Indicators	: a. identifying detailed information of descriptive texts about hotels correctly b. explaining the characteristics of a hotel based on the descriptive texts correctly
Skill	: Reading
KKM	: 70
A. Teaching Objectives:	After the students are given descriptive texts, they are able to a. identify main idea of descriptive text about hotels correctly. b. explain detailed information of descriptive texts about hotels correctly.
B. Character Building:	- Honesty - Friendship/communication - Environment awareness
C. Teaching Materials	- Descriptive texts about hotel (appendices I) - Ekspresions of handling guest

- What can I do for you?
- Welcome to our hotel.
- I hope you enjoy the food.
- What room do you prefer?
- We have a single room for three nights?

D. Teaching Method and Learning Media

1. Teaching Method : Presentation, Practice, and Production
2. Learning Media: texts, notebook.

E. References

- Internet
- Books (Free e-book for SMK Grade XI)

F. Learning Activities

No.	Learning Activities	Classroom English	Time	Note
1.	<p>Pre- Teaching</p> <p>a. The teacher greets students and leads a prayer.</p> <p>b. The teacher checks students' attendances by calling the roll.</p> <p>c. The teacher creates a bridge to the next material that will be taught.</p>	<p>a. <i>Good morning everyone. How are you? Before we start our class today, let's have a prayer. Shall we...</i></p> <p>b. <i>Is anyone absent today?</i></p> <p>c. <i>Have you ever gone to a hotel? Do you meet the receptionist?</i></p>	10'	
2.	<p>Main Teaching</p> <p>a. Presentation: The teacher presents a descriptive text prepared by the teacher (introduction phase). Then the teacher and the students discuss the main idea and details of the texts.</p> <p>b. Practise: The teacher asks students to read a text prepared before in group. Then, the teacher asks some students to present their understanding of the texts.</p> <p>c. Production: - The teacher explains the introduction, task and the process of the WebQuest. - The students work both individually and in group on the WebQuest prepared (Task and Process).</p>	<p>a. <i>Do you know the hotel you had ever been? Do you know how the hotel look like?.... so what do you think of the text? What is the main idea of the text?...</i></p> <p>b. <i>I have a text which describes a hotel and the staff. Read this text.</i></p> <p>c. <i>Have a look at this WebQuest..... Now, try to read the WebQuest and do the task.....</i></p>	70'	

3.	Post – Teaching		10 ⁷	
	a. The teacher checks students' understanding by giving some questions related to the material.	a. <i>Well, to sum this meeting, what.....</i>		
	b. The teacher gives opportunities for students to ask for questions.	b. <i>After learning how to handle guests, is there any question up to this?...</i>		
	c. The teacher ends the class by saying goodbye.	c. <i>I think that's all for today, see next time, goodbye.</i>		

G. Assessments:

1. Technique: questions in written form
2. Instrument: WebQuest (<http://www.zunal.com/WebQuest.php?w=1154>)
(Attached reservation process)
3. Questions

As a GSA (Guest Service Agent) you will be answering many questions relating to guests wanting to stay at your hotel. These questions usually relate to room types, services and facilities within the hotel, rate per room and local knowledge suggestions.

Your group task is to book accommodation for a number of guests who has never visited Tasmania before.

4. Assessments Criteria
 - a. Scoring format:

	No evidence	Evidence provided	Score
Research: Tasmanian accommodation establishments local attractions	No evidence provided to support your ability to identify, source and update local and state-wide knowledge.	Evidence supporting your ability to identify, source and update local and state-wide knowledge.	CP/NP
Confirmation letter stating: accommodation establishments local attractions	No evidence provided to support your ability to prepare and issue a document relating to a guest reservation.	Evidence provided to support your ability to prepare and issue a document relating to a guest reservation.	CP/NP
Data entry (Fidelio): Guest reservations	No evidence provided in your ability to accurately record customer details using a computerised reservation system (Fidelio).	Evidence provided to support your ability to accurately record customer details using a computerised reservation system (Fidelio).	CP/NP

Documentation: reservation slip registration card	Guest reservation slip and guest registration card not provided.	Guest reservation slip and guest registration card provided.	CP/NP
------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------------------------	-------

Approved by,
English Teacher

Sri Lestari, S.Pd.
(NIP. 19731204 199803 2 003)

Yogyakarta, 4 July 2011

Apprentice Teacher

Umi Rachmawati
(07202244065)



LESSON PLAN

- School** : SMKN 1 Depok
- Subject** : English
- Grade/ Semester** : XI / 3
- Department** : Accounting
- Allocated Time** : 2 x 45' (90 minutes)
- Standard of Competence** :
2. Students are able to communicate using English on the elementary level
- Basic Competency** :
- 2.2 Getting the message of a simple message both directly and indirectly (by using aids).
- Indicators** :
- identifying detailed information of report texts correctly
- Skill** : Reading
- KKM** : 70
- A. Teaching Objectives:
- After the students are given report texts, they are able to identify detailed information of report texts correctly.
- B. Character Building:
- Honesty
 - Friendship/communication
 - Environment awareness
- C. Teaching Materials
- Report texts (appendices I)
 - Personal pronouns : I – me – my – mine – myself
 - Simple present tense
 - o Formula: S + V1(s/es)

- I need the check.
- The manager comes to the company.

D. Teaching Method and Learning Media

3. Teaching Method : Presentation, Practice, and Production

4. Learning Media: texts, notebook.

E. References

- Internet
- Books (Free e-book for SMK Grade XI)

F. Learning Activities

No.	Learning Activities	Classroom English	Time	Note
1.	Pre- Teaching d. The teacher greets students and leads a prayer. e. The teacher checks students' attendances by calling the roll. f. The teacher creates a bridge to the next material that will be taught.	<i>d. Good morning everyone. How's life? Before we start our class today, let's have a prayer. Shall we... e. Is anyone absent today? f. Look at this paragraph....</i>	10'	
2.	Main Teaching d. Presentation: The teacher presents a text consists of pronouns prepared by the teacher. Then, she and the students analys the specific and general information. e. Practise: The teacher asks students to analyse text prepared by the teacher in group. f. Production: - The teacher explains the introduction, task and the process of the WebQuest. - The students work both individually and in group on the WebQuest prepared (Task and Process).	<i>d. What can you infer from this text? What is the main idea of this text?... e. I have another text. Read this text and analyse and find the personal pronoun.s f. Have a look at this WebQuest..... Now, try to read the WebQuest and do the task.....</i>	70'	
3.	Post – Teaching d. The teacher checks students' understanding by giving some questions related to the material. e. The teacher gives opportunities for students to ask for questions. f. The teacher ends the class by saying goodbye.	<i>d. Well, to sum this meeting, what..... e. After learning how to use personal pronouns, is there any question up to this?..... f. I think that's all for today, see next time, goodbye.</i>	10'	

G. Assessments:

1. Technique: questions in written form
2. Instrument: WebQuest (<http://www.zunal.com/WebQuest.php?w=283>)
3. Scoring format:

	INTRODUCTION	ABILITY TO FOLLOW INSTRUCTION	PERFORMANCE	ANSWERING	Score
LESSON PROPER	Read all the informations given in the links.	Identified and described the different types and uses of pronouns as well as its correct usage.	Concised and brief summary of the lesson.	Mastery of the Lesson.	%25
ACTIVITY/HOMEWORK	Read and followed the direction of the activity.	Composition of an essay.	Able to produce an essay containing the desired output from the student.	Able to make more than 500-words essay of the topic.	%25
ONLINE GAME	Proceeded to the Web link provided for the Online Game.	Followed the instruction of the Online Game.	Performed the game in the exact time.	Answered the items in the game correctly.	%25
ONLINE QUIZ	Proceeded to the Web link provided for the quiz.	Followed the instruction of the Online Quiz.	Answered the quiz in the exact time.	Answered the items in the quiz correctly.	%25

Yogyakarta, 4 July 2011

Approved by,
English Teacher

Apprentice Teacher

Sri Lestari, S.Pd.
(NIP. 19731204 199803 2 003)

Umi Rachmawati
(07202244065)



LESSON PLAN

School	: SMKN 1 Depok
Subject	: English
Grade/ Semester	: XI / 3
Department	: Accounting
Allocated Time	: 2 x 45' (90 minutes)
Standard of Competence	: 2. Students are able to communicate using English on the elementary level
Basic Competency	: 2.2 Getting the message of a simple message both directly and indirectly (by using aids).
Indicators	: a. identifying main idea of report texts correctly b. responding to indirect speech correctly.
Skill	: Reading
KKM	: 70

A. Teaching Objectives:

After the students are given report texts, they are able to identify main idea of report texts correctly.

B. Character Building:

- Honesty
- Friendship/communication

C. Teaching Materials

- Reprt texts (appendices I)
- Reported speech
 - o He said that you had to pay for the tickets.
 - o He asked you to pay for the tickets.
 - o He wanted to know if you would be available in the afternoon.

D. Teaching Method and Learning Media

5. Teaching Method : Presentation, Practice, and Production

6. Learning Media: texts, notebook, internet

E. References

- Internet
- Books (Free e-book for SMK Grade XI)

F. Learning Activities

No.	Learning Activities	Classroom English	Time	Note
1.	<p>Pre- Teaching</p> <p>g. The teacher greets students and leads a prayer.</p> <p>h. The teacher checks students' attendances by calling the roll.</p> <p>i. The teacher creates a bridge to the next material that will be taught.</p>	<p>g. <i>Good morning everyone. How are you? Before we start our class today, let's have a prayer. Shall we...</i></p> <p>h. <i>Is anyone absent today?</i></p> <p>i. <i>Have you ever delivered someone's message to another one?...</i></p>	10'	
2.	<p>Main Teaching</p> <p>g. Presentation: The teacher presents a text consists of indirect speech prepared by the teacher. The teacher and the students analyse the specific and general information of the report texts.</p> <p>h. Practise: The teacher asks students to work on WebQuest prepared by the teacher in group.</p> <p>i. Production: - The teacher explains the introduction, task and the process of the WebQuest. - The students work both individually and in group on the WebQuest prepared (Task and Process).</p>	<p>g. <i>I have a report text, read and find the main idea of this text...</i></p> <p>h. <i>I have another text. Read this WebQuest and try to get the use of indirect speech...</i></p> <p>i. <i>Have a look at this WebQuest..... Now, try to read the WebQuest and do the task....</i></p>	70'	
3.	<p>Post – Teaching</p> <p>g. The teacher checks students' understanding by giving some questions related to the material.</p> <p>h. The teacher gives opportunities for students to ask for questions.</p> <p>i. The teacher ends the class by saying goodbye.</p>	<p>g. <i>Well, to sum this meeting, what.....</i></p> <p>h. <i>After learning how to use personal pronouns, is there any question up to this?.....</i></p> <p>i. <i>I think that's all for today, see next time, goodbye.</i></p>	10'	

G. Assessments:

1. Technique: questions in written form
2. Instrument: WebQuest (<http://www.zunal.com/WebQuest.php?w=283>)
3. Scoring format:

	Marks	Number	Total Score
Questions after watching the video	5 per each answer on the question	3 questions	15 15
On-line exercises	10 per each exercise	2 exercises	20 20
Work in pairs	5 per each sentence	5 sentences	25 25
Retelling the contents of the song using indirect speech	10	1 song	10 10

Total Score: 70

Yogyakarta, 4 July 2011

Approved by,

English Teacher

Sri Lestari, S.Pd.

(NIP. 19731204 199803 2 003)

Apprentice Teacher

Umi Rachmawati

(07202244065)



LESSON PLAN

- School** : SMKN 1 Depok
- Subject** : English
- Grade/ Semester** : XI / 3
- Department** : Accounting
- Allocated Time** : 2 x 45' (90 minutes)
- Standard of Competence** :
2. Students are able to communicate using English on the elementary level
- Basic Competency** :
- 2.3. Defining job description and educational background that have been written and spoken.
- Indicator** :
- a. identifying main idea of descriptive texts about jobs or professions
- b. identifying detailed information of descriptive texts about jobs or professions
- Skill** : Reading
- KKM** : 70
- A. Teaching Objectives:
- After the students are given descriptive texts, they are able to
- a. identify main idea of descriptive texts about jobs or professions correctly.
- b. identify detailed information of descriptive texts about jobs or professions correctly.
- B. Character Building:
- Honesty
 - Friendship/communication
 - Environment awareness
- C. Teaching Materials
- The term 'management' can be interpreted differently in different contexts. In one context, it may comprise the activities of executives and administrative personal in an organization, while in another; it may refer to a system of getting things done. In a broad perspective, management can be considered as the proper utilization of people and the other resources in an organization to accomplish desired objectives. Managers are the

people within the organizations who play a vital role towards achieving the organizations goals by monitoring and controlling the organization activities.

- **Simple present tense**

- o Formula: S + V1(s/es)
- o She works as a receptionist in this office.
- o The manager attends the meeting.

- Descriptive texts (appendices I)

D. Teaching Method and Learning Media

7. Teaching Method : Presentation, Practice, and Production

8. Learning Media: texts, notebook.

E. References

- Internet
- Books (Free e-book for SMK Grade XI)

F. Learning Activities

No.	Learning Activities	Classroom English	Time	Note
1.	<p>Pre- Teaching</p> <p>a. The teacher greets students and leads a prayer.</p> <p>b. The teacher checks students' attendances by calling the roll.</p> <p>c. The teacher creates a bridge to the next material that will be taught.</p>	<p>a. <i>Good morning everyone. How do you do? Before we start our class today, let's have a prayer. Shall we...</i></p> <p>b. <i>Is anyone absent today?</i></p> <p>c. <i>Is it true that every one of you has a certain hobby or interest?</i></p>	10'	
2.	<p>Main Teaching</p> <p>a. Presentation: The teacher presents a descriptive text prepared by the teacher (Introduction phase). Then, she asks the students to find the specific and general information of the descriptive texts.</p> <p>b. Practise: The teacher asks students to analyse the descriptive text prepared before in group.</p> <p>c. Production: - The teacher explains the introduction, task and the process of the WebQuest. - The students work both individually and in group on the WebQuest prepared (Task and Process).</p>	<p>a. <i>Do you want to be a successful employment? Do you really know how to take be a good worker?...</i></p> <p>b. <i>I have another descriptive text. Read this text and analyse the general and specific information.</i></p> <p>c. <i>Have a look at this WebQuest..... Now, try to read the WebQuest and do the task.....</i></p>	70'	

3.	Post – Teaching		10'	
	a. The teacher checks students' understanding by giving some questions related to the material (Evaluation and Conclusion).	a. <i>Well, to sum this meeting, what.....</i>		
	b. The teacher gives opportunities for students to ask for questions.	b. <i>After learning how to make descriptive text, is there any question up to this?.....</i>		
	c. The teacher ends the class by saying goodbye.	c. <i>I think that's all for today, see next time, goodbye.</i>		

G. Assessments:

1. Technique: questions in written form
2. Instrument: WebQuest (<http://www.zunal.com/WebQuest.php?w=30892>)
3. Questions

To understand management roles and their activity, please try answering the following questions:

1. What are the various managerial roles and their functions?
 2. What are the various levels of management?
 3. What are various skills required at different hierarchical levels?
 4. Various approaches to management ?
4. Assessments Criteria

b. Scoring format:

Question number	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
1	Understanding about the Management				
2	Understanding about the Management				

Yogyakarta, 4 July 2011

Approved by,

English Teacher

Sri Lestari, S.Pd.

(NIP. 19731204 199803 2 003)

FM-WKI-KBM-08

Apprentice Teacher

Umi Rachmawati

(07202244065)

Rev.01.Ver.01.Tgl 20/06/2011



LESSON PLAN

School	: SMKN 1 Depok
Subject	: English
Grade/ Semester	: XI / 3
Department	: Accounting
Allocated Time	: 2 x 45' (90 minutes)
Standard of Competence	: 2. Students are able to communicate using English on the elementary level
Basic Competency	: 2.3. Defining job description and educational background that have been written and orally.
Indicators	: identifying detailed information of descriptive texts about job description and educational background
Skill	: Reading
KKM	: 70

A. Teaching Objectives:

After the students are given descriptive texts, they are able to identify detail information of descriptive texts of educational background.

B. Character Building:

- Honesty
- Friendship/communication
- Environment awareness

C. Teaching Materials

Text:

I have worked for some restaurants as a waiter or a kitchen partner in the kitchen department. I have more than three years of work experience. I joined training and apprenticeship while I was in the vocational school and academy. My good English proficiency will also be an advantage as a waiter.

- **Simple Past tense**

- o Formula: S + V2
- o She graduated from SMKN 8 Bandung.
- o The new secretary learned shorthand at the college.

- Descriptive texts (appendices I)

D. Teaching Method and Learning Media

1. Teaching Method : Presentation, Practice, and Production
2. Learning Media: texts, notebook.

E. References

- Internet
- Books (Free e-book for SMK Grade XI)
- Nettle, Mark and Diana Hopkins. Developing Grammar in context, pp.21

F. Learning Activities

No.	Learning Activities	Classroom English	Time	Note
1.	<p>Pre- Teaching</p> <p>j. The teacher greets students and leads a prayer.</p> <p>k. The teacher checks students' attendances by calling the roll.</p> <p>l. The teacher creates a bridge to the next material that will be taught.</p>	<p>j. <i>Good morning everyone. How are you? Before we start our class today, let's have a prayer. Shall we...</i></p> <p>k. <i>Is anyone absent today?</i></p> <p>l. <i>What is your educational background before entering this school?</i></p>	10'	
2.	<p>Main Teaching</p> <p>j. Presentation: The teacher presents a text prepared by the teacher (Agus Widyantoro, 2008: 30). She discusses the specific and general information of the texts together with the students.</p> <p>k. Practise: The teacher asks students to analyse the text prepared by the teacher in group.</p> <p>l. Production: - The teacher explains the introduction, task and the process of the webquest. - The students work both individually and in group on the webquest</p>	<p>j. <i>Have you ever read a resume?... What is the main idea of the text?...</i></p> <p>k. <i>Read this text and analyse the tense used in this paragraph.</i></p> <p>l. <i>Have a look at this webquest..... Now, try to read the webquest and do the task..... after you finish your works, lets discuss it...</i></p>	70'	

	prepared (Task and Process).			
3.	Post – Teaching j. The teacher checks students' understanding by giving some questions related to the material. k. The teacher gives opportunities for students to ask for questions. l. The teacher ends the class by saying goodbye.	j. <i>Well, to sum this meeting, what.....</i> k. <i>After learning how to make business letter, is there any question up to this?.....</i> l. <i>I think that's all for today, see next time, goodbye.</i>	10'	

G. Assessments:

5. Technique: questions in written and spoken form
6. Instrument: WebQuest (<http://www.zunal.com/introduction.php?w=22266>)
Tense (<http://www.englishpage.com/verbpage/simplepast.html>),
<http://www.ego4u.com/en/cram-up/grammar/simple-past>)

Yogyakarta, 4 July 2011

Approved by,

English Teacher

Sri Lestari, S.Pd.

(NIP. 19731204 199803 2 003)

Apprentice Teacher

Umi Rachmawati

(07202244065)

I.
WEBQUEST PRINT
OUT

MEETING 1

The screenshot displays a web browser window with the following elements:

- Browser Title Bar:** "WebQuest: Receive and Process Reservations / D... fox"
- Address Bar:** "http://www.zunal.com/webquest.php?w=1154"
- Navigation and Tools:** Back, Forward, Home, Reload, Search, and various utility icons (Login, E-mail Notifier, YouTube, [550], Music, Games, CB).
- Page Content:**
 - Header:** "Receive and Process Reservations / Develop and Update Local Knowledge"
 - Left Sidebar:** A vertical menu with green buttons for navigation.
 - Main Content Area:** A large white box containing the title "Title: Receive and Process Reservations / Develop and Update Local Knowledge" and a central image of a table with a lamp and some items.
 - Footer:** Small text at the bottom of the page, including "Last Updated: February 11, 2011 10:00 am" and "Page View: 100".
- Taskbar:** Shows the word "Selesai" on the left, several application icons, and the system tray on the right with the date "30/10/2011" and time "21:57".

WebQuest: Receive and Process Reservations / D

Berkas Ubah Tampilan Riwayat Bookmark Alat Bantuan

http://www.zunal.com/introduction.php?w=1154

Search 28°F Login E-mail Notifier [550] Music Games

WebQuest: Receive and Process... India in 2004 - Case Studies, Case ... How family and friends can help Mobile Broadband

zunal.com Home | Browse | Help | Questions? Welcome Guest Login Register

Receive and Process Reservations / Develop and Update Local Knowledge

Title

Introduction

Task

Process

Evaluation

Conclusion

Teacher Page

About Author(s)


Review

Statistics

Export WebQuest

Share this WebQuest

* Introduction



The hospitality industry is a dynamic one - never boring, always challenging. The front office department of a hotel could be considered the 'hub' of a hotel - staff working in this area will create the guest's first impression of the hotel, assist guests with enquiries, sell accommodation rooms, assist staff with hotel enquiries, create customers for other departments, produce many reports for heads of department (budgets and forecasts) and much more.

'Receive and Process Reservations' is about understanding the procedures involved in making an accommodation reservation on behalf of a guest. 'Develop and Update Local Knowledge' requires you to build and maintain your local knowledge in order to accurately respond to guest queries and requests. Both of these units are being integrated because your role as a guest service agent involves answering queries related to these units on a daily basis.

Selesai McAfee 21:58 30/10/2011

WebQuest: Receive and Process Reservations / D fox

Berkas Ubah Tampilan Riwayat Bookmark Alat Bantuan

http://www.zunal.com/tasks.php?w=1154

Search 28°F Login E-mail Notifier [550] Music Games CB

WebQuest: Receive and Process... x India in 2004 - Case Studies, Case ... x How family and friends can help x Mobile Broadband x


zunal.com
Home | Browse | Help | Questions? Welcome Guest
Login | Register

Receive and Process Reservations / Develop and Update Local Knowledge

- Title
- Introduction
- Task**
- Process
- Evaluation
- Conclusion
- Teacher Page

- About Author(s)
- Review
- Statistics
- Statistics
- Export WebQuest
- Share this WebQuest

* Task



As a GSA (Guest Service Agent) you will be answering many questions relating to guests wanting to stay at your hotel. These questions usually relate to room types, services and facilities within the hotel, rate per room and local knowledge suggestions.

Your group task is to book accommodation for a number of guests who has never visited Tasmania before.

Last Updated: December 2, 2007 3:21 pm
Page Visited: 39
The Public URL for this WebQuest:
www.zunal.com/webquest.php?w=1154

Selesai

McAfee

22:03
30/10/2011

WebQuest: Receive and Process Reservations / D

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Receive and Process Reservations / Develop and Update Local Knowledge

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* Process



In groups of two (2), you will be required to book accommodation for the following guests using Drysdale's computerised reservation system (Fidelio). To help both of you with this assignment, please read both of the attachments provided and complete the following tasks:-

- research Tasmanian accommodation establishments.**
- produce a confirmation letter stating where the guest(s) will be staying, list the services and facilities available to the guest during their stay at the hotel along with 7 local attraction suggestions (one per day).**
- complete and print one (1) reservation slip and one (1) registration card per guest profile**

(iii) complete and print one (1) reservation slip and one (1) registration card per guest profile


The following guests are making their first visit to Tasmania. They intend on travelling across the state - starting with Hobart on Monday (arriving by plane) before catching the Spirit of Tasmania from Devonport at the end of their 7 day trip (Sunday). Use the information provided about each guest to help with your itinerary decisions.

Guest profiles:-


- (i) **Single female** - 37 years of age, enjoys outdoor activities, has access to a hire car.
- (ii) **Family** - 2 adults (female 40, male 42 years of age), 2 children (twin girls aged 10), has access to a hire car.
- (iii) **Young couple** - both aged 24, are on a budget.
- (iv) **Retirees** - aged 60, have hired a campervan.
- (v) **Single male** - 34 years of age, enjoys food and wine, has access to a hire car.

Resources

Total Number of Resources: 2

- 1  Attachment Description: Receive / Process Reservations powerpoint
Last Modified: December 3, 2007 7:18 pm

[Download](#)

- 2  Attachment Description: How to use Fidelio reservation system
Last Modified: December 3, 2007 7:18 pm

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Last Updated: December 3, 2007 7:18 pm
Page Visited: 82
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McAfee



IN

22:07
30/10/2011

WebQuest: Receive and Process Reservations / D

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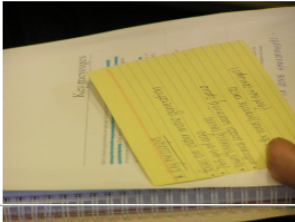
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Evaluation



Evaluation Rubric

	No evidence	Evidence provided	Score
Research: Tasmanian accommodation establishments local attractions	No evidence provided to support your ability to identify, source and update local and state-wide knowledge.	Evidence supporting your ability to identify, source and update local and state-wide knowledge.	CP/NP
Confirmation letter stating: accommodation establishments local attractions	No evidence provided to support your ability to prepare and issue a document relating to a guest reservation.	Evidence provided to support your ability to prepare and issue a document relating to a guest reservation.	CP/NP
Data entry (Fidelio): Guest reservations	No evidence provided in your ability to accurately record customer details using a computerised reservation system (Fidelio).	Evidence provided to support your ability to accurately record customer details using a computerised reservation system (Fidelio).	CP/NP
Documentation: reservation slip registration card	Guest reservation slip and guest registration card not provided.	Guest reservation slip and guest registration card provided.	CP/NP
Total Score:			CP/NP

Selesai

McAfee

22:09
30/10/2011

The screenshot shows a web browser window with the following elements:

- Browser Title Bar:** Tasmania Accommodation - Luxury Holiday Homes
- Address Bar:** <http://www.beautifulaccommodation.com/tas-luxury-accommodation.html>
- Search Bar:** Contains the text "so many top awards for".
- Navigation Menu:** select destination | packages & specials | featured properties | buy our guide book
- Main Image:** A scenic view of a harbor in Tasmania with a white outline map of the island overlaid and an arrow pointing to the location.
- Search Box:** Includes fields for "enter keywords" and "select a state", with a "search" button.
- Section: Packages + Specials**
 - Item: Hope Cottage Country Retreat
 - Location: Leslie, near Warwick
 - Button: view
- Section: Our Guidebooks**
 - Text: "The discerning travel guidebooks to accommodation including hotels, motels, B&Bs, small hotels, cottages, beach houses and apartments in Australia."
 - Image: Three guidebook covers.
 - Section: FREE E-Books
 - Text: "Choose a region and have our printable and interactive e-books delivered direct to your email inbox. FREE!"
- Section: Navigate**
 - Text: featured / new properties
- Text Content:**

Tasmania

Australia's island state is incredibly diverse and offers so much to do and see in such a compact and easy to navigate area. First port of call for most Launceston in the north or Hobart in the south. They are both very picturesque and array of great restaurants but quiet enough to be incredibly welcoming. Southern towns, while the East Coast has fabulous beaches and more sunshine than north a gateway to Tasmania's stunning mountainous regions, while the wild west coast the surrounding World Heritage listed wilderness area. And don't forget Flinders discovered after an easy flight from either Melbourne or Launceston.

Remember, we have personally visited each and every property we recommend, account of the experience you can expect. And the photographs are all recent, so when you arrive.

Where will you go for your next escape?

 - > Hobart
 - > Southern Tasmania
 - > Launceston and Northern Tasmania
 - > East Coast Tasmania
 - > Northwest Tasmania
 - > West Coast Tasmania

Looking for something more than just accommodation? You may also be interested in...

 - > Tasmania Holiday Packages & Accommodation Specials
 - > Tasmania Day Spas & Spa Retreats
 - > Tasmania Honeymoon Packages & Accommodation
- Social Media:** "Tandai dan bagikan" popup with buttons for Facebook, Twitter, Google+, Faveit, Cetak, Email, Messenger, Myspace, Friendster, Blogger, StumbleUpon, and Lagi... (335).
- Footer:** Selesai
- Taskbar:** Windows taskbar with icons for Internet Explorer, Firefox, and various applications. System tray shows the time as 13:11 on 29/10/2011.


Hobart Accommodation - Luxury Holiday Hotel - Mundur

http://www.beautifulaccommodation.com/hobart-luxury-accommodation.html

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the discerning guide to beautiful places to stay in australia

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TASMANIA
Hobart

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Hobart is Tasmania's capital and Australia's southern-most city. But do not expect a bustling metropolis. Discover instead a pretty town scattered along the hilly banks of the Derwent River where it widens before reaching the sea. Brimming with history, nestled under the towering bulk of Mt Wellington, and centred on one of the world's loveliest harbours, Hobart has an ambience quite unlike any other Australian city. And a word of local advice - plan your Hobart stay to include a Saturday so you can visit the famous Salamanca Market.

Remember, we have personally visited each and every property we recommend, so our reviews are an accurate account of the experience you can expect. And the photographs are all recent, so there should be no disappointments when you arrive.

Accommodation in Hobart

FEATURED  Clydesdale Manor Hobart View this property	FEATURED  Zero Davey Boutique Apartments Hobart View this property	FEATURED  Bellerive House Hobart View this property
 2 on Warneford Hobart View this property	 Amtolu West Hobart View this property	 Armytage House Bagdad (Near Hobart) View this property
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“Plan your next”

Selesai

McAfee

13:26
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MEETING 2

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✿ Title: PRONOUN



Title: PRONOUN
Description: This WebQuest is designed and made to assist students in the correct usage of PRONOUNS in writing and communication. It will also discuss PRONOUNS' importance in the daily interaction of people in the society.
Grade Level: 6-8
Curriculum: English / Language Arts
Keywords: Pronoun, What is Pronoun?, Grammar

Last Updated: December 21, 2010 9:02 am
Page Visited: 433
The Public URL for this WebQuest:
www.zunal.com/webquest.php?w=81167

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* Introduction



Once upon a time, There was a Princess named **Princess Peach**. She was a beautiful princess but she has a very big problem. She looks smart but she has no time to make her sentences in the correct **pronoun**.



Will you help **Princess Peach** learn more about using the correct **pronoun**? Will you able to help **Princess Peach** realize value why we should learn these **pronoun**?

We all know that even good speakers make simple mistakes. These writers and speakers sometimes have trouble choosing the correct form of **pronoun**. Like **Princess Peach**, let us learn more and discover new ways to practice and to enhance our writing as well as our speaking skills with the use of the correct **pronoun**.

Let's learn using the pronoun

Resources

Total Number of Resources: 1

- 
Personal Pronouns


Attachment Description:
This is a song for you to know what pronoun is.
Last Modified: December 21, 2010 7:37 am

Last Updated: December 15, 2010 10:12 pm
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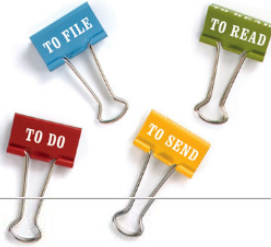
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* Task



The tasks of students define what a pronoun is, and be able to identify it upon seeing a sentence.

First, the students should also be able to use the pronoun in their different forms correctly by filling up the blanks in the exercises 1 attached. In the second exercise/activity, you should be able to replace the underline word by a personal pronoun (subject form). And lastly, you have to replace the words in brackets by the correct personal pronouns.

Second, the students should write a short paragraph which has in not less than 15 sentences by using the correct pronoun that express your imagine story. Please highlight all the pronouns using with red.

Lastly, you can download all of your task (attached file) at Resources and you have to send both of your tasks to my e-mail (austin_ames_mac@hotmail.com)

Resources

- Attachment Description: This is an exercise to assess your learning experience.
Last Modified: January 6, 2011 3:45 am
[Download File](#)
122.5 KB
- Attachment Description: This is a form of your short paragraph.
Last Modified: January 6, 2011 3:45 am
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33 KB

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* Process



I'm a Princess Daisy who will teach you and Princess Peach what pronoun is.

My students as well as Princess Peach are now about to study and learn the variety of pronoun forms and the way how to use pronoun in the sentences.

But, we first have to know what a pronoun is.

1. you have to learn more about what a pronoun is by learning at <http://www.english-grammar-revolution.com/what-is-a-pronoun.html>
2. After you learn about pronoun , you also know types of pronouns by learning at http://www.grammar-monster.com/lessons/pronouns_different_types.htm
3. Now you have to determine subject pronoun and object pronoun by learning at <http://www.eflnet.com/tutorials/subobjpronouns.php>
4. Here are some rules will help you use correctly pronoun by learning at <http://www.grammarbook.com/grammar/pronoun.asp>
5. When you know about pronoun already, let's take some exercises to check your understanding.
 - <http://nikienotebook.isetweb.com/index.php?mo=3&art=107768>
 - http://www.englisch-hilfen.de/en/exercises_list/pronomen.htm
 - <http://www.myenglishgrammar.com/english/exercise-7-pronouns.html>
 - <http://www.ego4u.com/en/cram-up/grammar/pronouns/exercises>
 - <http://www.englishexercises.org/makeagame/viewgame.asp?id=4017>
6. After you finish learning about pronoun, you have to do exercise attached at Task and construct a short paragraph in not less than 15 sentences by using the correct pronoun that express your family. Your form to write a short paragraph is attached in Task, too. Please highlight all the pronouns using in your short paragraph with red and send both to me by e-mail (austin_ames_mac@hotmail.com). I will check it and if you have some mistakes, I will correct it.

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11:02 30/10/2011

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Evaluation



Evaluation Rubric

	Beginning	Developing	Very Good	Exemplary	Score
Compliance to the directions.	Only the first instruction was used all throughout the 2 exercises.	The directions in the first exercises were followed, but the second one wasn't.	All the directions were followed.	Description of identifiable performance characteristics reflecting the highest level of performance.	25
Pronoun used	The student committed many mistakes, and was not able to express the pronoun in the correct tense most of the time.	The student committed some errors in using the pronoun.	The error is very minimal.	The student was able to use the correct pronoun at all times.	25
Number of sentences used in the short paragraph.	sentences used in the short paragraph. The paragraph is composed of 3-8 sentences only.	The paragraph is composed of 9-14 sentences.	The paragraph is composed of exactly 15 sentences.	The paragraph is composed of more than 15 sentences.	25
Highlight pronoun	The student wasn't able to highlight in the pronouns.	Some of the pronouns were highlighted, the others weren't.	Most of the pronouns were highlighted correctly.	All the pronouns were highlighted correctly.	25
Total Score: 100					

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McAfee 22:27 30/10/2011

What Is a Pronoun? - Mozilla Firefox

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http://www.english-grammar-revolution.com/what-is-a-pronoun.html

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So, What Is a Pronoun?

Everything You Ever Wanted to Know

What is a pronoun?


A pronoun is a word that takes the place of a noun.

Here are a few **examples**: he, she, it, they, someone, who

That means that a pronoun can do all of the things that a noun can do. It can be **modified** by an adjective, and it can perform any of the **noun jobs** in a sentence (subject, direct object, indirect object, object of the preposition).

Heck, the word **pronoun** even has the word **noun** in it!

What is a pronoun? It is a word that takes the place of a noun.



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Let's look at a few **example** sentences:

Erik Weihenmayer is a blind mountain climber. (**noun**)

He is a blind mountain climber. (**pronoun**)

See how the pronoun **he** took the place of the noun **Erik Weihenmayer**?

Here is **another example**:

Not only is **Erik Weihenmayer** a mountain climber, **he** is also a motivational speaker.

Notice how this example is a little different than the first one. Here, the noun and pronoun are found in the **same sentence**.

Remember how the definition of a pronoun is a **word that takes the place of a noun**? Well, from the above example, you can see that the pronoun **he** takes the place of the noun **Erik Weihenmayer**

We could have written the sentence like this:

Not only is **Erik Weihenmayer** a mountain climber, but **Erik Weihenmayer** is also a motivational speaker.

But that doesn't sound good!

Thank goodness for pronouns!

If we didn't have them, we would have to keep saying **Erik Weihenmayer** every time that we wanted to refer to him. (Oh- look! I just used the pronoun **him** to refer to Erik Weihenmayer!)

So, what is a pronoun? Close your eyes and see if you can remember the definition!

Antecedents

An **antecedent** is the noun that a pronoun is **replacing** or **referring to**. In the examples above, *Erik Weihenmayer* is the antecedent.

What's missing from the following example?

He said, "I'm a great believer in luck, and I find that the harder I work, the more I have of it."

You should be asking yourself WHO is HE? You don't know because I have not given you the **antecedent**.

If I said:

Thomas Jefferson was the third President of the United States. **He** said, "I'm a great believer in luck, and I find that the harder I work, the more I have of it."

Now you should know who I am talking about because I have provided the antecedent for *he*, *Thomas Jefferson*.

However, not all pronouns have antecedents. Sometimes we don't know whom exactly we are talking about. For instance:

Someone broke my vase!

Maybe you can use that to your advantage. As in:

Mom, **someone** broke your vase...

It certainly wasn't YOU, right?

WARNING: Knowing the above information and looking at the [list of pronouns](#) should be enough for you to answer that burning question, "What is a pronoun?"

If you would like to go more in-depth, read on about the different types of pronouns. BUT, don't get bogged down. Just knowing how to answer, "What is a pronoun?" and a few examples should be all that you need right now.

Got it? Good.

Types of Pronouns

There are many different types of pronouns. Below you will find a short description and a few examples of each. For more examples, please see the [list of pronouns](#).

Personal Pronouns

These are the pronouns that we use the most, and there are not too many of them. Here they are:

I, me, we, us, you, she, her, he, him, it, they, them

For each of these pronouns, we can tell the **person** (Who is speaking?), the **number** (Is the pronoun singular or plural?), and **gender** (Is the pronoun masculine, feminine, or neuter?).

For instance, *she* is third person (the person being spoken about), singular, feminine while *we* is first person (the people speaking), plural, neuter.

Relative Pronouns

These little guys are the most **advanced** type of pronoun on this list. They **introduce relative clauses** also called **adjective clauses**. In a way, they sort of act like conjunctions because they connect the relative clause to the rest of the sentence.

Although they *sort of* act like conjunctions, they are still pronouns. Why?

Well, what is a pronoun?

That's right- it is a word that *takes the place of* a noun. And that is what the relative pronoun does. It *takes the place of* or *refers to* a noun.

This is the cookie **that** I want to eat.

That refers to the noun *cookie*, and it introduces the relative clause *that I want to eat*.

Demonstrative Pronouns

There are only four demonstrative pronouns!

this, that, these, those

We use these to point out particular people or things.

Sometimes demonstrative pronouns are used before nouns. In these cases, they are adjectives - not pronouns. (Remember, an adjective is a word that describes a noun.) They are pronouns when they are used alone and are not modifying a noun.

Bring me **that** book. (adjective)

Bring me **that**. (pronoun)

Indefinite pronouns

The prefix *in-* means *not*. [Indefinite pronouns](#) are just that - they are **not definite**. This means that we don't know something about them. We do not know whom or what they refer to. (anyone, something, all, most, some...)

Someone yelled my name. (Who? We don't know.)

Everyone looked at me. (Who exactly? We don't know.)

Sometimes indefinite pronouns are used before nouns. In these cases, they are actually acting as adjectives, not pronouns. For example:

Both people smiled at me. (adjective)

Both smiled at me. (pronoun)

Reflexive and Intensive Pronouns

Both of these types of pronouns end in *-self* or *-selves*. (himself, herself, myself, itself...) They have different names depending on how they are being used.

A [reflexive pronoun](#) is used to refer to the subject of the sentence.

I will go to the school **myself**. (reflexive)

An [intensive pronoun](#) is used to emphasize another noun.

He **himself** visited the school. (intensive)

Interrogative Pronouns

These are pronouns that are found in **questions**. Another name for a question is an *interrogative sentence*. Interrogative pronouns often begin interrogative sentences:

Who stole the cookie from the cookie jar?

Which jacket should I wear?

Other interrogative pronouns include: *what, whom, whose*.

Possessive Pronouns

[Possessive pronouns](#) show **ownership**. (His, hers, your, theirs...) Another word for ownership is *possession*.

When possessive pronouns are used before nouns, they are actually being used as adjectives - not pronouns.

Our family has vacation next week. (adjective)

That car is **ours**. (pronoun)

Start Basic Sentence Diagramming!

[Do you know your stuff? Click here to learn how to diagram pronouns.](#)

Quick Refresher:

What is a pronoun?

A pronoun is a word that takes the place of a noun.

[Back to Parts of Speech](#)

[Still asking "What is a Pronoun?" Click here to see a list of pronouns.](#)

[Back to English Grammar Home Page](#)

myenglishgrammar.com - Exercise 7- Pronouns

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http://www.myenglishgrammar.com/english/exercise-7-pronouns.html

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- Exercise 10- Possession
- Exercise 12- SOME and ANY
- Exercise 13- USED TO

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Exercise 7- Pronouns

(7.1) EXERCISE - PERSONAL PRONOUNS

Fill in the blanks with suitable pronouns.

1. Does _____ (her, she) know that _____ (me, I) was absent?
Click here for the answer
2. Please tell _____ (he, him) _____ (I, me) have obtained a degree in Chemistry.
Click here for the answer
2. Please tell _____ (he, him) _____ (I, me) have obtained a degree in Chemistry.
Click here for the answer
3. I remember that _____ (they, them) bought the fruits from _____ (we, us).
Click here for the answer
4. Please don't tell _____ (she, her) about _____ (I, me).
Click here for the answer
5. _____ can swim because _____ has webbed feet.
Click here for the answer
6. I met Alice yesterday. _____ invited _____ to her house.

[Click here for the answer](#)

- 7. Jane has a cat; _____ likes to play with _____.

[Click here for the answer](#)

- 8. When the dog chased John, _____ ran as fast as _____ could.

[Click here for the answer](#)

- 9. My uncle works in a factory. _____ says _____ is a noisy place.

[Click here for the answer](#)

- 10. The teacher said to the class, "When _____ finished your work, please pass _____ up to me."

[Click here for the answer](#)

(7.2) EXERCISE - REFLEXIVE PRONOUNS

Fill each blank with a suitable Reflexive Pronoun.

- 1. He rewarded _____ with an ice-cream.

[Click here for the answer](#)

- 2. They agreed amongst _____ that they would not tell anyone.

[Click here for the answer](#)

- 3. I taught _____ to draw.

[Click here for the answer](#)

- 4. You must explain _____ more clearly.

[Click here for the answer](#)

- 5. He has a bad temper so he must learn to control _____.

[Click here for the answer](#)

- 6. We thoroughly enjoyed _____ at the party on Sunday.

[Click here for the answer](#)

- 7. That monkey is scratching _____.

[Click here for the answer](#)

- 8. One must defend _____ against bullies.

[Click here for the answer](#)

- 9. My brother and I bought _____ some apples.

[Click here for the answer](#)

- 10. She cooks for _____ every day.

[Click here for the answer](#)

(7.3) EXERCISE - RELATIVE PRONOUNS

Fill in the blanks with 'which', 'who', 'whom' and 'whose'.

- 1. The boy, _____ father is a doctor, is my best friend.

[Click here for the answer](#)

- 2. This is not something _____ we like to do.

[Click here for the answer](#)

- 3. That man, _____ left leg was amputated, suffers from diabetes.

[Click here for the answer](#)

- 4. The thief, _____ they caught, was sent to the prison.

[Click here for the answer](#)

- 5. Our friends, _____ we invited to the party, arrived rather early.

Meeting 3

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Direct & indirect speech


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- Task
- Process
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* Title: Direct & indirect speech



Title: Direct & indirect speech
Description: This WebQuest will help you to improve your grammar skills for using direct and indirect speech.
Grade Level: 6-8
Curriculum: English / Language Arts
Keywords: Direct speech, indirect/reported speech, quotation marks/quotes/inverted commas

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* Introduction



We often have to give information about what people say or think. In order to do this you can use direct or quoted speech, or indirect or reported speech. The using of either requires following some rules. What are these rules? You will find the answer in our WebQuest. After watching the video below you will have an idea of direct and indirect speech.

Resources

Total Number of Resources: 1

- 

Grammar Photo Story



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Task



You will be suggested to get acquainted with the theoretical material about usage of indirect speech and changes that are made when transforming direct speech into indirect. Then you will be asked to do some exercises in order to understand the subject better and check your knowledge on it.

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Process

How do we change direct speech to Indirect Speech??

1. Watch the video on the web-site http://www.youtube.com/watch?v=LWXUe_miVUI
2. After watching the video answer the questions: What is direct speech? What is indirect speech? What do we change when transforming direct speech into indirect one? If you have some problems with answering the questions, go back to the video to find the right answer.
3. Read the theoretical material on the web-page <http://www.learnenglish.de/grammar/reportedspeech.htm>
4. Make notes on change of tenses, pronouns and expressions of time schematically and with examples.
5. Open the web-page http://perso.wanadoo.es/autoenflish/r_report_p.htm and do the exercise in written form. Mind the tables above.
6. Now exchange the exercises with your partner and check each other's work.
7. Do the exercise on the web-page <http://www.go-to.com/en/gram-op/grammar/reported-speech/exercises>
8. Check your answers and tell how many mistakes did you make.
9. Now work with your partner. Each of you should make up five sentences in indirect speech for your partner to transform them into direct speech.
10. Open the document entitled "Exercises" and do two tasks which are suggested there in written form. Then hand in your exercise books to the teacher who will check whether there are any mistakes or not.
11. Listen to the song of QUEEN "We are the champions" and then retell the contents of it using indirect speech.

Resources

Total Number of Resources: 3

- 1 Attachment Description: Text of the song "We are the champions"
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- 2 Now Playing: http://www.youtube.com/watch?v=7S_gLohI4XE&feature=related
Description:
You're the champions, my friends! Keep on fighting till the end!
- 3 Attachment Description: Exercises
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🕒 Evaluation



Evaluation Rubric

	Marks	Number	Total Score
Questions after watching the video	5 per each answer on the question	3 questions 15	15
On-line exercises	10 per each exercise	2 exercises 20	20
Work in pairs	5 per each sentence	5 sentences 25	25
Retelling the contents of the song using indirect speech	10	1 song 10	10
Total Score:			70

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We often have to give information about what people say or think. In order to do this you can use direct or quoted speech, or indirect or reported speech.

Direct Speech / Quoted Speech

Saying exactly what someone has said is called direct speech (sometimes called quoted speech)

Here what a person says appears within quotation marks ("...") and should be word for word.

For example:

She said, "Today's lesson is on presentations."

or

"Today's lesson is on presentations," she said.

Indirect Speech / Reported Speech

Indirect speech (sometimes called reported speech), doesn't use quotation marks to enclose what the person said and it doesn't have to be word for word.

When reporting speech the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.

For example:

Direct speech	Indirect speech
"I'm going to the cinema", he said.	He said he was going to the cinema.

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Tense change

As a rule when you report something someone has said you go back a tense: (the tense on the left changes to the tense on the right):

Direct speech	Indirect speech
Present simple She said, "It's cold."	Past simple She said it was cold.
Present continuous She said, "I'm teaching English online."	Past continuous She said she was teaching English online.
Present perfect simple She said, "I've been on the web since 1999."	Past perfect simple She said she had been on the web since 1999.
Present perfect continuous She said, "I've been teaching English for seven years."	Past perfect continuous She said she had been teaching English for seven years.
Past simple She said, "I taught online yesterday."	Past perfect She said she had taught online yesterday.
Past continuous She said, "I was teaching earlier."	Past perfect continuous She said she had been teaching earlier.
Past perfect She said, "The lesson had already started when he arrived."	Past perfect NO CHANGE - She said the lesson had already started when he arrived.
Past perfect continuous She said, "I'd already been teaching for five minutes."	Past perfect continuous NO CHANGE - She said she'd already been teaching for five minutes.

Modal verb forms also sometimes change:

Direct speech	Indirect speech
will She said, "I'll teach English online tomorrow."	would She said she would teach English online tomorrow.
can She said, "I can teach English online."	could She said she could teach English online.
must She said, "I must have a computer to teach English online."	had to She said she had to have a computer to teach English online.
shall She said, "What shall we learn today?"	should She asked what we should learn today.
may She said, "May I open a new browser?"	might She asked if she might open a new browser.



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!Note - There is no change to; could, would, should, might and ought to.

Direct speech	Indirect speech
"I might go to the cinema", he said.	He said he might go to the cinema.

You can use the present tense in reported speech if you want to say that something is still true i.e. my name has always been and will always be Lynne so:-

Direct speech	Indirect speech
"My name is Lynne", she said.	She said her name was Lynne.
	or
	She said her name is Lynne.

You can also use the present tense if you are talking about a future event.

Direct speech (exact quote)	Indirect speech (not exact)
"Next week's lesson is on reported speech", she said.	She said next week's lesson is on reported speech.



Time change

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting.

For example we need to change words like *here* and *yesterday* if they have different meanings at the time and place of reporting.

Today	+ 24 hours - Indirect speech
"Today's lesson is on presentations."	She said yesterday's lesson was on presentations.

Expressions of time if reported on a different day

this (evening)	› that (evening)
today	› yesterday ...
these (days)	› those (days)
now	› then
(a week) ago	› (a week) before
last weekend	› the weekend before last / the previous weekend
here	› there
next (week)	› the following (week)
tomorrow	› the next/following day

In addition if you report something that someone said in a different place to where you heard it you must change the place (*here*) to the place (*there*).

For example:-

At work	At home
"How long have you worked here?"	She asked me how long I'd worked there.



Pronoun change

In reported speech, the pronoun often changes.

For example:

Me	You
"I teach English online."	She said she teaches English online.



Reporting Verbs

Said, *told* and *asked* are the most common verbs used in indirect speech.

We use **asked** to report questions:-

For example: I **asked** Lynne what time the lesson started.

We use **told** with an object.

For example: Lynne **told** me she felt tired.

!Note - Here me is the object.

We usually use **said** without an object.

For example: Lynne **said** she was going to teach online.

If said is used with an object we must include **to** ;

For example: Lynne **said to me** that she'd never been to China.

!Note - We usually use **told**.

For example: Lynne **told me** that she'd never been to China.

There are many other verbs we can use apart from said, told and asked.

These include:-

accused, admitted, advised, alleged, agreed, apologised, begged, boasted, complained, denied, explained, implied, invited, offered, ordered, promised, replied, suggested and thought.

Using them properly can make what you say much more interesting and informative.

For example:

He asked me to come to the party:-

He begged me to come to the party.

He ordered me to come to the party.

He advised me to come to the party.

He suggested I should come to the party.



Use of 'That' in reported speech

In reported speech, the word **that** is often used.

For example: He told me **that** he lived in Greenwich.

However, **that** is optional.

For example: He told me he lived in Greenwich.

!Note - That is never used in questions, instead we often use **if**.

For example: He asked me **if** I would come to the party.



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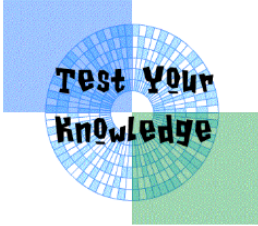
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Conclusion



Are you clear about the conversion of Direct to Indirect Speech? If yes, watch the video below and check your knowledge of the subject.

Resources

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Meeting 4

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✿ **Title:** Understanding Management role and their activities



Title: Understanding Management role and their activities
Description: This webquest will provide an overview of management and the role of management in organizations. This will help to understand the skills required at various levels of the organizations hierarchy and various approaches of management.
Grade Level: College / Adult
Curriculum: Professional Skills
Keywords: Management role, Management, Manager, Planning, organizing, leading, staffing, controlling, resources

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Introduction



The term '**management**' can be interpreted differently in different contexts. In one context, it may comprise the activities of executives and administrative personal in an organization, while in another, it may refer to a system of getting things done. In a broad perspective, management can be considered as the proper utilization of people and the other resources in an organization to accomplish desired objectives. Managers are the people within the organizations who play a vital role towards achieving the organizations goals by monitoring and controlling the organization activities.

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* Task



To understand management roles and their activity, please try answering the following questions:

1. What are the various managerial roles and their functions?
2. What are the various levels of management?
3. What are various skills required at differet hierarchical levels?
4. Various approaches to management ?

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* Process



To complete the task, please follow the instructions given below:

1. Please go through some of the websites related to Management and roles of management.
2. Refer some good books, which gives you the complete overview of management..
3. Please refer the following website and make a comprehensive report.

www.icmindia.org/courseware/Introduction%20to%20ManagementManagement.htm
www.managementhelp.org/mng_thry/mng_thry.htm
www.aveksa.com/products/aveksa-role-manager.cfm
www.technet.microsoft.com/en-us/library/cc700845.aspx

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Adapted from the [Field Guide to Leadership and Supervision](#).

Traditionally, the term "management" refers to the activities (and often the group of people) involved in the four general functions: planning, organizing, leading and coordinating of resources. Note that the four functions recur throughout the organization and are highly integrated. Emerging trends in management include assertions that leading is different than managing, and that the nature of how the four functions is carried out must change to accommodate a "new paradigm" in management. This topic in the library helps the reader to accomplish a broad understanding of management (including traditional and emerging views), and the areas of knowledge and skills required to carry out the major functions of management.

The following topics are very closely related to this topic in the Library: [Management Development](#), [Supervision](#) and [Leadership](#).

Sections of This Topic Include

Suggested Previous Reading

[Introduction to Organizations \(at least the information under the title "Basics"\)](#)

Gaining Broad Understanding of Organizational Management

[Basics -- Definitions \(and Misconceptions\) in Management \(also includes 4 major functions\)](#)
[Is Leading Different than Managing? \(pros and cons of this debate\)](#)
[Historical and Contemporary Theories in Management](#)
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Basic, Entry-Level Skills

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Basic, Entry-Level Skills in Organizational Management
Basic Guide to Management and Supervision

Major Functions of Management (and areas of knowledge and skills in each)

- Major Function -- Planning
- Major Function -- Organizing
- Major Function -- Leading
- Major Function -- Coordinating/Controlling

Nonprofit-Specific Areas of Knowledge and Skills

Nonprofit-Specific Areas of Skills and Practices

General Advice (Tips, etc.)

Various Suggestions for Knowledge and Skills Needed by Management

Basic Guide to Management and Supervision

Basic Guide to Management and Supervision

General Resources

- Glossary of Business Terms
- Three Management Approaches
- Management by Walking Around
- Managers Using the Right Principles in the Wrong Places
- Management and our Faulty Perspective of Ego in Business
- Management and the Positive Consistency Principle
- Management and the All Blame Migrates Principle
- Management - a General Theory
- Managing Is Hard Work: Avoid These Four Mistakes

Also see

[Related Library Topics](#)

Learn More in the Library's Blogs Related to Management

In addition to the articles on this current page, also see the following blogs that have posts related to Management. Scan down the blog's page to see various posts. Also see the section "Recent Blog Posts" in the sidebar of the blog or click on "next" near the bottom of a post in the blog. The blog also links to numerous free related resources.

- [Library's Leadership Blog](#)
- [Library's Supervision Blog](#)

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22:23
31/10/2011

WebQuest: Understanding Management role and their activities

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Understanding Management role and their activities

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Evaluation



Management Evaluation

Evaluation Rubric

	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
If question 1 is addressed	Understanding about the Management				%25
If question 2 is addressed	Understanding about the Management				%25
If question 3 is addressed	Understanding about the Management				%25
If question 3 is addressed	Understanding about the Management				%25
Total Score:					%100

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[CEO Evaluation Tools](#) Criteria-Based for Accountability Policy Governance Consistent www.governancecoach.com

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Conclusion

No Image

At the end of this webquest, you will understand the various roles of management, their activity and various approaches practiced in an organization.

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Meeting 5

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How to write past tense letter!

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* Introduction



You are exchange student of United State of America who is being at there for a while. From different cultures and environments make you are really homesick and want to write a letter to your home at Thailand.

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How to write past tense letter!


Title

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*** Title: How to write past tense letter!**



Title: How to write past tense letter!
Description: You are exchange student of United State of America who is being at there for a while. From different cultures and environments make you are really homesick and want to write a letter to your home at Thailand.
Grade Level: 6-8
Curriculum: English / Language Arts
Keywords: Past tense, letter

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* Task



Before the task process begins, you and your partner need to plan carefully by using appropriate vocabularies, grammar and tense for writing the letter.

The task that you have to do as your letter is below ...

- You must to write a letter to your home by using **past tense**, tell the events or activities that you used to do in USA. Enjoy!

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Process



You and your partner must search the necessary information or guideline by the Internet, magazine, leaflet or any book. As much as you can. You may study at <http://blog.eduzones.com/reno/3168> or any information that you can learn more about past tense.

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Simple Past - Mozilla Firefox

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Start > Cram Up > Grammar > Simple Past

Cram Up

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Simple Past (Past Simple)

[Language Guide German + Dictionary for iPhone and iPod-Touch](#) (made by ego4u)

[Exercises on Simple Past](#)

The simple past expresses an action in the past taking place once, never, several times. It can also be used for actions taking place one after another or in the middle of another action.

Form of Simple Past

	Positive	Negative	Question
no differences	I spoke.	I did not speak.	Did I speak?

For irregular verbs, use the past form (see [list of irregular verbs](#), 2nd column). For regular verbs, just add "ed".

Exceptions in Spelling when Adding 'ed'

Exceptions in spelling when adding ed	Example
after a final e only add d	love – loved
final consonant after a short, stressed vowel or / as final consonant after a vowel is doubled	admit – admitted travel – travelled
final y after a consonant becomes i	hurry – hurried

Use of Simple Past

- action in the past taking place once, never or several times
Example: He *visited* his parents every weekend.
- actions in the past taking place one after the other
Example: He *came in*, *took off* his coat and *sat down*.
- action in the past taking place in the middle of another action
Example: When I was having breakfast, the phone suddenly *rang*.
- if sentences type II (If I talked, ...)
Example: If I *had* a lot of money, I would share it with you.

Signal Words of Simple Past

- yesterday, 2 minutes ago, in 1990, the other day, last Friday
- If-Satz Typ II (If I talked, ...)

Exercises on Simple Past

- [Was or Were?](#)
- [Positive Sentences in Simple Past](#)
- [Answer Questions in Simple Past](#)
- [Negative Sentences in Simple Past](#)

- [Questions in Simple Past](#)
- [Questions with Interrogatives in Simple Past](#)
- [Mixed Exercise in Simple Past](#)
- [Pool of exercises](#)
- Goldilocks and the three bears: [Part 1](#), [Part 2](#), [Part 3](#)
- [Exercise on the text "Chicago"](#)
- [Exercise on the text "Oxford"](#)
- [Irregular Verbs](#)

Tests

- Simple Past: [Level 1](#), [Level 2](#), [Level 3](#)

Grammar in Texts

- ["The Canterville Ghost" \(highlight verbs in simple past\)](#)
- ["History of Snowboarding" \(highlight verbs in simple past\)](#) ●●●○○

Comparison with other Tenses

- [Simple Past – Past Progressive](#)
- [Simple Past – Present Perfect Simple](#)
- [Simple Past – Past Perfect Simple](#)

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URL: <http://www.ego4u.com/en/cram-up/grammar/simple-past>

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Evaluation



Evaluation Rubric

	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Using V.2	Students use V.2 for part tense correct less than 3 words.	Students use V.2 for part tense correct at least 5 words.	Students use V.2 for part tense correct at least 9 words.	Students use V.2 for part tense almost correctly.	%25
Understanding	Students create quite easy to understanding letter.	Students create easy to understanding letter.	Students create an interesting and easy to understanding letter.	Students create an interesting and very easy to understanding letter.	%25
Structure	Students can create simple structures in one sentence.	Students can create more than 1 simple structures in one sentence.	Students can create more than 2 simple structures and have conjunction in one sentence.	Students can create more than 3 simple structures and have appropriate conjunction in one sentence.	%25
Source	Students include less than 1 useful source.	Students include 2 useful sources.	Students include 3 high useful sources.	Students include higher 3 useful sources.	%25
Total Score:					%100

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Conclusion



Your letter has been completely successful. You can share your letter to other students by post it on the web board or send to my e-mail: pakkad@hotmail.com

By the way, you and your partner can adapt your letter to use in other opportunities in your life.

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22:50
31/10/2011

J.
SYLLABUS

NAMA SEKOLAH : SMKN 1 Depok
 MATA PELAJARAN : **BAHASA INGGRIS**
 KELAS/SEMESTER : XI / 3-4
 STANDAR KOMPETENSI : Students are able to communicate in English on *Level Elementary*
 KODE KOMPETENSI :
 ALOKASI WAKTU : 146 X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.1. Understanding daily conversations both in professional contexts and personal from the native speaker.	<ul style="list-style-type: none"> Students are able to use the expressions in talking about hobbies and interests. Students are able to use the expressions for handling guests in hotels, restaurants, travel agency, etc. Students are able to use Yes or No Questions in the daily activities contexts and giving the responses correctly. Students are able to use Question Tags in daily activities and giving the responses correctly. Students are able to use Question Words in Daily activities and giving the responses. Students are able to use gerund in the sentences. Students are able to use intensifier (enough and too) in sentences. 	<ul style="list-style-type: none"> Talking about hobbies and interests <ul style="list-style-type: none"> Do you like fishing? What do you like doing in your spare time? Guest handling <ul style="list-style-type: none"> What can I do for you, Sir? Welcome to our hotel. I hope you enjoy the food. Grammar Review <ul style="list-style-type: none"> Yes – No questions <ul style="list-style-type: none"> Are you a secretary? Question tags <ul style="list-style-type: none"> The board meeting starts at seven, doesn't it? Questions with question words <ul style="list-style-type: none"> Where does the boss live? Why do you come late? Gerund as subjects and objects <ul style="list-style-type: none"> Smoking is dangerous. I don't like fishing. Gerund as complement: <ul style="list-style-type: none"> Her job is sorting the mail. Gerund after preposition: <ul style="list-style-type: none"> Are you interested in collecting stamps? Constructions with 'too' and 'enough' <ul style="list-style-type: none"> The soup is too salty for me. The hotel room is comfortable enough. 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Answering questions based on recorded materials. Dialogues about guest handling Speaking: <ul style="list-style-type: none"> Telling about one's own daily activities. Role playing about guest handling Reading: <ul style="list-style-type: none"> Answering questions about hobbies and interests Writing: <ul style="list-style-type: none"> Writing descriptions of other's daily activities. Writing sentences containing gerund . Arranging sentences containing "too" and "enough" 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Dialog berpasangan Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat Pilihan Ganda Membuat paragraf pendek 				<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.2. Writing a simple message both in direct and from media.	<ul style="list-style-type: none"> Students are able to write a message based on the telephone conversation. Students are able to write a message from direct conversation. 	<ul style="list-style-type: none"> Expressions dealing with telephone conversations Grammar Review: Personal pronouns <ul style="list-style-type: none"> - I – me – my – mine - myself Reported speech <ul style="list-style-type: none"> - He said that you had to pay for the tickets - He asked you to pay for the tickets. - He wanted to know if you would be available in the afternoon. - He wanted to know where you put his umbrella. Adjective Clause <ul style="list-style-type: none"> - Do you know the staff who will be promoted our new division manager? 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> - Listening for information from recorded materials. - Understanding telephone conversations Speaking: <ul style="list-style-type: none"> - Telling the infomation obtained from recorded materials - Role playing on telephone conversations Writing: <ul style="list-style-type: none"> - Writing messages based on telephone conversations - Composing sentences using reported speech, personal pronouns and adjective clause. 	<ul style="list-style-type: none"> Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Membuat kalimat dengan reported speech - Mencatat pesan yang diterima Tes lisan <ul style="list-style-type: none"> - Menceritakan pesan yang diterima 				<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.3. Sorting and defining job description and educational background that have written and orally.	<ul style="list-style-type: none"> Students are able to use simple present to explain about job and its description of any professions. Students are able to use simple past sentences to tell about past education background of any professions. Students are able to make curriculum vitae Students are able to express and explain facts and figures. 	<ul style="list-style-type: none"> Telling about people's job using the Simple present tense: <ul style="list-style-type: none"> A cook prepares food. Pilots fly aeroplanes. Telling about people's educational background using the Simple past tense. <ul style="list-style-type: none"> She graduated from SMKN 8 Bandung. The new secretary learned shorthand at the college. Samples of curriculum vitae Expressing facts and figures : <ul style="list-style-type: none"> The graph shows that population growth has been high this last decade. The latest data show that about three billion rupiahs have been spent for the construction of the factory. 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Dictation Answering dialogues given by the teacher Speaking <ul style="list-style-type: none"> Explaining someone's profession Reading <ul style="list-style-type: none"> Understanding and discussing diagrams containing facts and figures Writing <ul style="list-style-type: none"> Rewriting someone else's curriculum vitae Writing one's own curriculum vitae 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Menjelaskan profesi Menjelaskan diagram Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat/ form Menulis curriculum vitae 				<ul style="list-style-type: none"> Practical English Usage Global Access to the World of Work Person to Person English for SMK (Ang-kasa) English New Concept

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
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2.4. Telling about past events and future plans.	<ul style="list-style-type: none"> • Students are able to express past event correctly. • Students are able to express future plans using tenses correctly. • Students are able to write a personal letter telling about past and future events correctly. 	<ul style="list-style-type: none"> • Telling about past events <ul style="list-style-type: none"> - I saw the crowds were helping the accident victim. - We had locked the room when she came. • Telling about future plans <ul style="list-style-type: none"> - The meeting will be over at two PM. - When you arrive at the office, I will be conducting a meeting. • Sample of a personal letter (telling about past and future events) • Grammar review: <ul style="list-style-type: none"> - Relevant tenses. 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Answering questions of one's past experiences. • Speaking <ul style="list-style-type: none"> - Telling one's own plans (future) • Reading <ul style="list-style-type: none"> - Reading for information: dialogues, passages • Writing <ul style="list-style-type: none"> - Composing personal letters - Translation 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menceritakan peristiwa masa lalu - Dialog • Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Membuat surat - Menerjemahkan 				<ul style="list-style-type: none"> ❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.5. Showing the expressions of necessity.	<ul style="list-style-type: none"> Students are able to use the expressions of invitations correctly. Students are able to use the expressions of bargaining correctly. Students are able to use the expressions of certainty. Students are able to use the expressions of giving and responding to complements. Students are able to use the expressions of opinion. Students are able to use the expressions of agreement/disagreement. Students are able to give the expressions of argument. 	<ul style="list-style-type: none"> Giving invitations <ul style="list-style-type: none"> Would you like to come to my place for dinner tonight, please? With pleasure. I'm afraid I can't, I've already got an appointment. Bargaining <ul style="list-style-type: none"> Is there any discount for this shirt? How about fifty thousand rupiahs? Expressing certainty <ul style="list-style-type: none"> I'm sure that it's going to rain this afternoon. It must be him who called. Giving and responding to compliments <ul style="list-style-type: none"> Fantastic! You look beautiful tonight. Thank you. Expressing opinions <ul style="list-style-type: none"> I think that's not true. What I have in my mind is that ... Expressing agreement/disagreement: <ul style="list-style-type: none"> You're right. I'm afraid you've got wrong information, Sir. Expressing argument <ul style="list-style-type: none"> Yes, but don't forget ... That may be so but ... Grammar review <ul style="list-style-type: none"> Conjunctions / concessive relationship. 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Answering questions based on dialogues about giving invitations, bargaining, expressing certainty, compliments, expressing opinions, agreeing/disagreeing, and arguing Speaking: <ul style="list-style-type: none"> Performing dialogues based on given situations. Reading: <ul style="list-style-type: none"> Answering questions based on written texts. Writing: <ul style="list-style-type: none"> Writing dialogues based on given situations. 	<ul style="list-style-type: none"> Tes lisan melalui role play / dialog Tes tertulis <ul style="list-style-type: none"> Melengkapi dialog Menjawab pertanyaan Melengkapi kalimat Membuat dialog 				<ul style="list-style-type: none"> Practical English Usage Global Access to the World of Work Person to Person English for SMK (Ang-kasa)

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.6. Understanding the simple instructions.	<ul style="list-style-type: none"> Students are able to explain how things work or how to operate kind of equipments correctly. Students are able to use the expressions of asking and giving suggestions and advice appropriately. Students are able to use the expressions of necessity and obligation appropriately. Students are able to use the expressions of convincing and persuading. 	<ul style="list-style-type: none"> Expressions used in describing processes: <ul style="list-style-type: none"> - First, ... - Next, ... - Then... - Finally ... Expressions used in asking for and giving suggestions and advice: <ul style="list-style-type: none"> - What do you recommend for a headache? - You'd better see a doctor. Expressions used in asking necessity and obligation: <ul style="list-style-type: none"> - We must be there before the boss comes. - It is necessary for us to be there on time. Expressions used in persuading and convincing: <ul style="list-style-type: none"> - Why don't you try our special drink <i>bandrek</i> to warm up your body. - If I were you, I would ... - I'm sure you are on the right track. - I bet you could do it. Grammar review: <ul style="list-style-type: none"> - Degrees of comparison - Imperatives - Don't smoke at the petrol station - Keep silent; the baby is sleeping 	<ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> - Listening for information on how things work. - Dialogues about asking for and giving suggestions and advice, necessity and obligations, convincing and persuading Speaking <ul style="list-style-type: none"> - Telling about how things work. - Role playing how to ask for and give suggestions and advice. - Interviewing dealing with convincing and persuading, necessity and obligations Reading <ul style="list-style-type: none"> - Reading for information: dialogue passages Writing <ul style="list-style-type: none"> - Making dialogues based on the situations provided. 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Menjelaskan proses kerja / cara mengoperasikan alat Tes tertulis <ul style="list-style-type: none"> Menjawab pertanyaan Pilihan ganda Membuat dialog 				<ul style="list-style-type: none"> Practical English Usage Global Access to the World of Work Person to Person English for SMK (Ang-kasa) English New Concept

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.7. Making a short message with appropriate words, points and lists.	<ul style="list-style-type: none"> Students are able to choose the appropriate words to make a short message, points and lists. Students are able to make summary from a passage which is written correctly to be short message, points or lists. 	<ul style="list-style-type: none"> Samples of short messages, directory, and lists. Content, punctuation, and spelling. 	<ul style="list-style-type: none"> Vocabulary game Rearranging words / sentences Composing short messages. Directions, or lists based on the situation given by the teacher. 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Menyampaikan pesan secara lisan Tes tertulis <ul style="list-style-type: none"> Membuat pesan singkat dan atau petunjuk cara penggunaan alat secara tertulis. 				<ul style="list-style-type: none"> Practical English Usage Global Access to the World of Work Person to Person English for SMK (Ang-kasa) English New Concept

Keterangan:

TM : Tatapmuka

PS : Praktik di Sekolah (2 jam praktik di sekolah setara dengan 1 jam tatap muka)

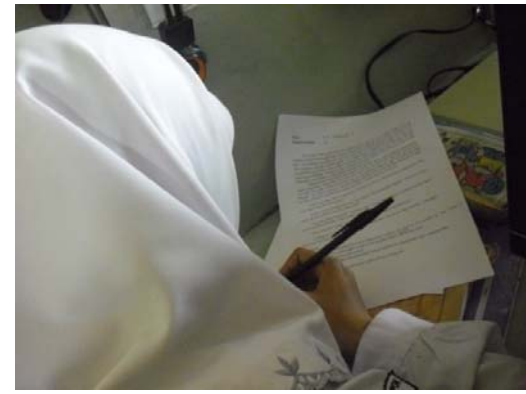
PI : Praktek di Industri (4 jam praktik di Du/Di setara dengan 1 jam tatap muka)

Course Grid of Implementation of the use of WebQuest

Cycle	Competence Standard	Basic Competence	Indicator	Language Focus	Teaching Activity	Input Text	Time	Media
1	Students are able to communicate in English on <i>Level Elementary</i>	2.1. Responding daily conversations both in professional contexts and personal from the native speaker.	a. identifying detailed information of descriptive texts about hotel correctly. b. explaining the characteristics of a hotel based on the descriptive texts correctly.	<ul style="list-style-type: none"> • descriptive texts about hotel • Handling guests using simple present tense: - I want to book a single room for two nights. 	<ul style="list-style-type: none"> • Reading: – answering questions related to the texts. - identifying detailed information. 	- descriptive texts (Tasmania)	2x45'	Web Quest
1	Students are able to communicate in English on <i>Level Elementary</i>	2.2. Getting the message of a simple message both in direct and indirectly (by using aids).	a. identifying detailed information of report texts correctly. b. referring sentences using personal pronouns correctly.	<ul style="list-style-type: none"> • Report texts (appendices I) • Personal pronouns - I – me – my – mine - myself 	<ul style="list-style-type: none"> • Reading: - Students are able to identify detailed information of report texts. - students are able to refer sentences using personal pronouns correctly. 	- report texts - narrative texts	2x45'	Web Quest
1	Students are able to communicate in English on <i>Level Elementary</i>	2.2. Getting the message of a simple message both in direct and indirectly (by using aids).	a. identifying the main idea of report texts correctly b. responding to indirect speech correctly	<ul style="list-style-type: none"> • report texts (appendices) • Reported speech - He said that you had to pay for the tickets - He asked you to pay 	<ul style="list-style-type: none"> • Reading - Students identify the main idea of report texts 	Report texts	2x45'	Web Quest

				<p>for the tickets.</p> <ul style="list-style-type: none"> - He wanted to know if you would be available in the afternoon. - He wanted to know where you put his umbrella. 	<ul style="list-style-type: none"> - Students respond to indirect speech correctly. 			
2	Students are able to communicate in English on <i>Level Elementary</i>	2.3. Defining job description and educational background that have been written and orally.	Identifying main idea and detailed information of descriptive texts about jobs or professions.	<ul style="list-style-type: none"> • Descriptive texts (appendices I) • Telling about people's job using the Simple present tense: <ul style="list-style-type: none"> - A cook prepares food. - Pilots fly aeroplanes. - A manager leads a company. 	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> - Reading for information : dialogues, passages. - Identifying detailed information of descriptive texts. 	Descriptive texts	2x45'	Web Quest
2	Students are able to communicate in English on <i>Level Elementary</i>	2.3. Defining job description and educational background that have written and orally	Identifying main idea and detailed information of descriptive texts about job description and educational background	<ul style="list-style-type: none"> • Telling about people's educational background using the Simple past tense. <ul style="list-style-type: none"> - She graduated from SMKN 8 Bandung. - The new secretary learned shorthand at the college 	<ul style="list-style-type: none"> • Reading for information: dialogues, passages • Reading for identifying detailed information of descriptive texts. 	Descriptive texts	2x 45'	Web Quest

K.
PICTURE





L.
LETTER



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

Nomor : 1563/H.34.12/PP/VIII/2011
 Lampiran : --
 Hal : Permohonan Izin Penelitian

2 Agustus 2011

Kepada Yth.

Bupati KDH Tk. II Kabupaten Sleman
 c.q. Ka. Bappeda Kabupaten Sleman
 di Sleman

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 :


Using WebQuest to Improve Students' Reading Comprehension of Second Grade in SMK N 1 Depok, Sleman

Mahasiswa dimaksud adalah :

Nama : UMI RACHMAWATI
 NIM : 07202244065
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Tanggal Pelaksanaan : Bulan Agustus 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

Wakil Dekan I,

 Dr. Subaini M. Saleh, M.A.
 NIP-19540120 197903 1 002



PEMERINTAH KABUPATEN SLEMAN
**BADAN PERENCANAAN PEMBANGUNAN DAERAH
 (BAPPEDA)**

Alamat : Jl. Parasarya No. 1 Beran, Tridadi, Sleman 55511
 Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 07.0/Bappeda/2246/2011

**TENTANG
 PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDII/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
 Menunjuk : Surat dari an. Dekan, Wakil Dekan I Fak. Bahasa & Seni Universitas Negeri Yogyakarta Nomor: 1563/1134.12/PP/VIII/2011 Tanggal: 02 Agustus 2011 Hal: Ijin Penelitian.

MENGIZINKAN :

Kepada :
 Nama : **UMI RACHMAWATI**
 No. Mhs/NIM/NIP/NIK : 07202244065
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : UNY
 Alamat Instansi/Perguruan Tinggi : Kampus Karangmalang, Yogyakarta
 Alamat Rumah : Cacaban Barat RT 1 Rw 10 Magelang Jateng
 No. Telp/HP : 085643646788
 Untuk : Mengadakan penelitian dengan judul:
 "USING WEBQUEST TO IMPROVE STUDENTS' READING COMPREHENSION OF SECOND GRADE IN SMK N 1 DEPOK SLEMAN"
 Lokasi : Kab. Sleman
 Waktu : Selama 3 (tiga) bulan mulai tanggal : 03 Agustus 2011 s.d 03 Nopember 2011

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Kepala Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda*
4. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman
 Pada Tanggal : 03 Agustus 2011.

Tembusan Kepada Yth :

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Depok
6. Ka. SMK N 1 Depok
7. Dekan Fak. Bahasa & Seni-UNY.
8. Pertinggal

**A.n. Kepala BAPPEDA Kab. Sleman
 Ka. Bidang Pengendalian & Evaluasi
 u.b.**

Ka. Sub Bid. Litbang

Sri Nurhidayah, S.Si., MT
 Penata Tk. I, III/d
 NIP. 19670703 199603 2 002