EFFORTS TO IMPROVE THE LEARNING OF READING COMPREHENSION USING READING WORKSHOP IN GRADE VIII A OF SMP N 2 PREMBUN IN THE ACADEMIC YEAR OF 2011/2012

A THESIS

Presented as Partial Fulfilment of the Requirements for the Attainment of the

Sarjana Pendidikan Degree in English Language Education

Anisa Fatikhah Fajarini

08202241023

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013

APPROVAL SHEET

EFFORTS TO IMPROVE THE LEARNING OF READING COMPREHENSION USING READING WORKSHOP IN GRADE VIII A OF SMP N 2 PREMBUN IN THE ACADEMIC YEAR OF 2011/2012

A Thesis

By

Anisa Fatikhah Fajarini

08202241023

Approved on January, 14th 2013

By

First Consultant,

Second Consultant,

A. Ghani Johan, M. Ed.
NIP. 19480722 197903 1 002

Nunik Sugesti, M. Hum
NIP. 19710616 200604 2 001

RATIFICATION

EFFORTS TO IMPROVE THE LEARNING OF READING COMPREHENSION USING READING WORKSHOP IN GRADE VIII A OF SMP N 2 PREMBUN IN THE ACADEMIC YEAR OF 2011/2012
A THESIS

Anisa Fatikhah Fajarini
08202241023

Accepted by the Board Examiners, Faculty of Languages and Arts of State University of Yogyakarta on 21st January 2013 and Declared to have Fulfilled the Requirement of the Attainment of the *Sarjana Pendidikan* Degree in English Language Education.

BOARD EXAMINERS

Position	Name	No.
Chairperson	: Samsul Maarif, M. A.	1.
Secretary	: Nunik Sugesti, M. Hum.	2.
First Examiner	: Gregorius Suharto, M. Pd.	3.
Second Examiner	: Abdul Ghani Johan, M. Ed.	4.

Yogyakarta, 25th January 2013
Faculty of Languages and Arts
State University of Yogyakarta

Dean,

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

iii

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama   : **Anisa Fatikhah Fajarini**
NIM   : 08202241023
Program Studi   : Pendidikan Bahasa Inggris
Fakultas   : Bahasa dan Seni Universitas Negeri Yogyakarta

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

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

Yogyakarta, 14 Januari 2013

Penulis,

Anisa Fatikhah Fajarini

iv

Mottos

"Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers."

— Charles William Eliot

"The whole world opened to me when I learned to read."

—Mary McLeod Bethune

"The more that you read, the more things you will know. The more that you learn the more places you'll go."

— Dr. Seuss

"I declare after all there is no enjoyment like reading! How much sooner one tires of anything than of a book! -- When I have a house of my own, I shall be miserable if I have not an excellent library."

— Jane Austen

"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that."

— Stephen King

"Think before you speak. Read before you think."

—Fran Lebowitz

DEDICATIONS:

This thesis is dedicated to my beloved parents, father Wahyono and mother Sri Sangidahwho always teach me how to live andhow to deal with life.

Thanks forgiving me a chance to prove and improve myself through all my ways of life.
I love you....

ACKNOWLEDGEMENTS

Yogyakarta, December 28th 2012

Anisa Fatikhah Fajarini

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

EFFORTS TO IMPROVE THE LEARNING OF READING COMPREHENSIONUSING READING WORKSHOP INGRADE VIII A OF SMP N 2 PREMBUN IN THE ACADEMIC YEAR OF 2011/2012

Anisa Fatikhah Fajarini
08202241023

ABSTRACT

The objective of this studyis to improve the learning of reading comprehension using Reading Workshop in grade VIII Aof SMP N 2Prembun in the second semester of the academic year of 2011/2012.

The type of this study was action research. The steps of this studywere reconnaissance, planning, implementing actions and observations, evaluating, and having reflection. This study was conducted in two cycles of actions. The subjects of the study were 27 students of class VIIIA in the second semester. This study was conducted collaboratively among the research team members namely, the researcher, the English teacher of the eighth grade and the students of class VIII A.In collecting the data, this study used some techniques, namely observations, interview and documentation. There were two forms of the data in the study. They were qualitative and quantitative data. The qualitative data were presented in the form of field notes, interview transcripts, and photos. Meanwhile, the quantitative data were obtained through the pre-test and post-test in the form of scores.

The result of this study shows thatReading Workshop was effectivein improving the students' motivation, involvement, reading comprehension and the teaching and learning process of reading. It is shown by the active involvement and enthusiasm of students doing the reading activites. The students' improvement in comprehending reading texts was also enhanced. It was supported by the progress of their mean valueof the pre-test and post-test. In the pre-test, their mean value was 58.77 while the mean valueof the post-test was 64.57. Related to the learning process of reading, the improvement was shown by the teacher who had given students a lot of opportunities to be active, taught some reading strategies, applied various activities in the reading class, and provided motivating and interesting materials. Finally,it can be concluded that the students' reading problems couldbe reduced by implementing Reading Workshop. The activities in Reading Workshop were able to motivate and improve the students' reading comprehension in the learning process of reading.

Key Words: *Action Research, Reading Workshop,* and *Reading Comprehension.*

CHAPTER I
INTRODUCTION

A.   Background of the Problem

Nowadays English is one of international languages used as a tool to communicate to each other around the world. According to Broughton, et al (2003: 1), English is the most widely used in communication almost all over the globe. Since English has become one of the main languages of international communication, it has an important role in technological, art and scientific advancement.

It is not surprising that most people would like to learn English. If someone wants to learn English very well, s/he should master four skills. They are listening, speaking, reading, and writing. Besides, s/he has to master the language components, such as phonology, grammar, vocabulary, and pronunciation to support the four skills.

In the daily life, reading is one of the four language skills, that is very important to learn because it can help people to understand the written materials. People can get a lot of information from various resources by reading books, newspapers or journals. Unfortunately, many of them still have problems in understanding meanings of words, sentences or even reading passages when they read. Moreover, Spratt, Pulverness and Williams (2005: 21) say that reading as a receptive skill is involved by some elements such as understanding letters, words, sentences, understanding the connections between sentences (coherence and

1

cohesion) and understanding the different text types. Regarding this, reading comprehension is required in order to make them easier in finding the information from the written materials.

In the recent years, Indonesia has Basic Competency and Standard of Competence of School Based Curriculum or usually called *Kurikulum Tingkat Satuan Pendidikan* (KTSP). In this curriculum, graduating from junior high schools, the students are expected to master the four language skills (listening, speaking, reading, and writing) and also to have the ability to communicate both in written and oral language. Mastering a language means practicing the four skills of English very well and also understanding some simple functional texts, monologues, and essays in the forms of procedure, descriptive, recount, narrative, and report texts.

However, reading plays significant roles in junior high schools as manifested in School Based Curriculum because it influences one's activity in communication. Unfortunately, teaching reading especially in the junior high schools is not easy because it requires motivation and creativity in order to make students interested in the reading activities provided by the English teacher so that they can achieve English learning and teaching goals. Ideally, the students should be able to master the reading skill as one of the four main skills in learning English besides listening, speaking, and writing.

Based on the researcher's observation, in general, the students of Grade VIII A of SMP N 2 Prembun could not comprehend English reading texts as what was expected. They still found many difficulties in reading comprehension and they also still depended on the English teacher. For example, when the students read a text, they could not comprehend the text because the text was very long. For that reason, the English teacher needed interesting activities to improve the students' reading comprehension.

Regarding the situation above, the researcher was inspired to conduct an action research on improving the learning of reading comprehension ability in the English teaching and learning process as a possible solution of the reading problems occurring in grade VIII A of SMP N 2 Prembun. In this case, the researcher believed that Reading Workshop was able to improve the learning of reading comprehension to the students of SMP Negeri 2 Prembun in the academic year of 2011/2012.

Reading Workshop was firstly developed by Nancie Atwell in her own school, The Center for Teaching and Learning, in Edgecombe, Maine. She had successfully implemented her reading framework and shared it with educators around the country through books, journal articles, and workshops. Reading Workshop was designed to present strategies and skills necessary for developing as a mature reader. It was also designed to be as motivational as possible and to create situations for students' success so they develop a more positive attitude towards reading.

Moreover, the major components of the workshop include: reading a book of choice and classroom time to read; intrinsic motivation in a literate environment; reading and sharing poetry; individual conferencing; and mini-lessons. Atwell took these components and weaved them together to create a classroom where teachers enabled students to travel far beyond the written word. It was assumed that Reading Workshop was able to solve the problems of the learning of reading comprehension especially for the students of SMP Negeri 2 Prembun if the English teacher could create the learning process based on Reading Workshop correctly.

B.   Identification of the Problem

The reason for improving students' reading comprehension using Reading Workshop was that reading belonged to the basic language skills in English, just as important as speaking, listening, and writing. Based on the researcher's observations and interviews, it was found that the students' reading skill in grade VIII A of SMP N 2 Prembun was still low. It was commonly influenced by some factors such as the learning material, media, teaching techniques, the English teacher, and the students.

The first problem came from the students' learning attitude in the teaching and learning process. The students were not motivated to do the class activities. Most of the students admitted that they were often bored when they had to read a long text, with uninteresting topics. As a result, they had difficulties in understanding the

characteristics of the text including the social function, the generic structure, linguistic features and even the meanings of the words used in the texts. It could wisely be concluded that the factors of expert teachers in handling the learning process will mostly influence the students' spirit in learning reading.

The second problem was about the English teacher in the teaching and learning process. Actually, the teacher's explanation material was quite clear but she only used the text book without using various techniques and media to motivate the students. So, the students felt that the English lesson especially reading was boring.

The next problem was about the materials and the activities given to the students. The materials given to the students were mostly taken from textbooks. There was no other source of learning used by the students. As a result the students did not get any experiences to learn materials related to their life and based on their favorite. Besides the materials, most students felt bored with the activities in the classroom. Most of time, the students just listened to the teacher's explanation, noted and did many exercises from textbooks. There were no various reading activities in the classroom which could improve the students' motivation in reading activities, so that they became bored, passive and unmotivated.

Regarding the problems above, Reading Workshop is one of many ways that could solve the problems occurring in the teaching and learning process. Besides

Reading Workshop, there were some methods that could be applied to improve the learning of reading comprehension.

The first method is SQ3R that have traditionally been used to develop students' study skills. It was certainly one of the oldest, as well as one of the most frequently cited (Ruddell, 2005:264). SQ3R is intended to guide students before, during and after reading. The stages in SQ3R are as follows:

1. *Survey the text* by skimming the assignment, looking at headings and subheadings, and examining illustrations, charts, and so on.
2. *Ask Questions* about what the students read by converting subheads to questions.
3. *Read the text* by answering the questions
4. *Recite* by starting answers to the questions
5. *Review* by going back over the information, filling in details in your answers, and recalling answers over time.

The use of SQ3R is getting students into the habit of looking through that they are going to read before reading it, developing questions and predictions about what they think they will be reading, and looking back and making sense of what they have read when they finish.

SQP2RS is the second method that demonstrates each step using a think aloud technique that allowed students to see how to do it. Here are the steps of SQP2RS:

1. *Survey*. The teacher leads students through whatever text is to be read, perhaps initially thinking aloud so students can see how one sample text to get the gist of what it is about.

2. *Question*. Students with teacher guidance suggest questions that they expect to be answered by the text.

3. *Predict*. Building on the questions previously generate, have students predict two or three things they believe they will learn reading this text.

4. *Read*. Students might read independently, in pairs, or in small groups.

5. *Respond*. Direct students' attention to the questions and predictions generate earlier and look to see which have been answered or met.

6. *Summarize*. Students can work collaboratively to create summaries of their choice.

Next, Guided Reading is one of methods used in teaching reading. According to Cunningham, Hall, and Sigmon in Wright (2006: 11), in Guided Reading, an English teacher choses materials for students to read and a purpose for reading, and then guide them to use reading strategies needed for that material and that purpose. The main focus of Guided Reading is on the development of comprehension strategies. Moreover, during Guided Reading, the English teacher meets with small groups of the students of similar reading ability for direct instruction in reading, while other students work independently in learning centers. There are three phases in Guided Reading, which are as follows:

1. *Before Reading.* The English teacher introduces the book or text and familiarizes the students with any unfamiliar concepts in the book.

2. *During Reading.* Students take turns reading.

3. *After Reading.* The English teacher reviews skills and strategies introduced in segment one or assign written extension activities such as response to the story, keeping a journal, or interactive reading.

However, this method helps students to gain confidence in reading aloud, learning new sight words, and learning correct pronunciation and expression.

The next method is WebQuest created and popularized by Benie Dodge and Tom March. Dodge in Ruddell (2005: 267) defines WebQuest as an inquiry-oriented activity in which some or all of the information that learners interact with come from resources on the internet. WebQuests are created and put on the web complete with a problem for students to solve, instructions for the final product. Some attributes of a WebQuest are as follows:

1. An introduction that sets the stage and provides some background information.

2. A task that is doable and interesting.

3. A set of information sources needed to complete the task.

4. A description of the process the learners should go through to accomplish the task.

5.   A conclusion that brings closure to the quest, reminds the learners of what they have learned, and encourages them to extend their learning.

The value of WebQuest is that it engages students in active inquiry, allows students to respond to the task in a variety of ways, and requires students to produce something new through the transformation of prior knowledge with the new information.

Every method that has been mentioned above has different strategies and also has both advantages and disadvantages to improve the learning process in the teaching reading. To solve the problems in the identification of the problem, the researcher only focused on improving the learning of reading comprehension through the use of Reading Workshop. Reading Workshop is one strategy in reading which could be taught using literacy-based effectively and authentically because it enables the students to view reading as a meaningful part of their lives.

C.   Delimitation of the Problem

With regard to the identification of the problems above, it is impossible for the researcher to solve and handle all the problems related to the students' reading comprehension ability because of the broad scope of this study and the limited skill of the English researcher herself. The researcher delimitates the problems at least for two reasons.

Firstly, this research is focused on improving the learning of reading comprehension using Reading Workshop. This limitation is based on the reason that the students need suitable and other types of strategies that can be used to attract their interest in the learning of reading. It is expected that Reading Workshop can overcome the problems related to the students' reading comprehension. Also, Reading Workshop can motivate the students to join actively in the reading activities. Besides, it can reduce students' boredom in the process of learning reading.

Secondly, the limitation is also done for the subject of the research. The subject of the research is the eighth grade students of SMP N 2 Prembun, in the academic year of 2011/ 2012. The reason is that many students in that class have difficulties in comprehending English texts. In addition, Reading Workshop has never been used in that class.

D. Formulation of the Problem

In line with the background of the problem, identification of the problem, and delimitation of the problems, the question of the research is formulated as follows: How does Reading Workshop improve the learning of reading comprehension of the eighth grade students of SMP Negeri 2 Prembun in the academic year of 2011/ 2012 in terms of students' comprehension, students' motivation, the material used in teaching reading, and also the reading activities?

E.   Objective of the Reserach

In reference to the problem formulated above, the research objective is to improve the learning of reading comprehension by using Reading Workshop to the eighth grade students of SMP Negeri 2 Prembun in the academic year of 2011/ 2012 in terms of students' comprehension, students' motivation, the material used in teaching reading, and also the reading activities.

F.   Significance of the Research

It is expected that this research can give some more concrete description of the strength of Reading Workshop that can be used to solve the problems of reading comprehension. It is expected that this research provides the following benefits:

1.   Practically

a.   For the Teacher

The concept of Reading Workshop is necessary to be recognized by the English teacher in order to develop the learning of reading and make it more interesting. It can also motivate the English teacher in making the preparation of different learning of reading as reference.

b. **For the Students**

By implementing the process oriented approach, the students are more motivated in the learning of reading so their reading comprehension may improve to be in turn used effectively in communication.

c. **For the Researcher**

The significance of this research presents a new view about the importance of the learning of reading comprehension for the eighth grade students of SMP N 2 Prembun. This also gives new experience about an action research which gives an opportunity for future researchers to have further study on the use of Reading Workshop in the teaching and learning of reading.

2. **Theoretically**

a. The result of this research paper can be a useful input in the English learning process especially for the learning of reading using Reading Workshop.

b. The result of this research can be used as a reference for those who want to conduct a research in the English learning process.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A.   Literature Review

1.   Reading Comprehension

a.   The Definitions of Reading Comprehension

Before discussing reading comprehension, it is better to know the definition of reading itself. Patel and Jain (2008: 113-114) state that reading is the process of understanding the meaning of printed words and written symbols. In this process, the readers have to be active because reading process consists of recognition and comprehension skills.

Moreover, according to Fleming and Stevens (2010: 75), in the reading process, the readers need a high concentration activity. The effective reading demands the readers to focus on a text. Still according of them, reading can be conducted for a vast range of different purposes and takes a number of different forms. Differences of reading purposes have different acts of reading decodes and interprets.

Brown (2004: 189) says that reading is a process of negotiation of meaning. The readers use their prior language to the next part of reading process to get the meaning of the texts they read. According to Brindley (1994: 81), the readers should have the ability to make a connection between the shapes on the page and the

language in their heads. It implies that the understanding of reading text needs the readers' interaction between their thought and the meaning of the texts they read.

Broughton, et al (2003: 89-92) state that reading is a complex skill. Therefore, there are three components in the reading skill; the recognition of the black marks on the paper; the correlation of these with formal linguistic elements; and, the further correlation of the result with meaning.

Meanwhile, reading comprehension is a part of the reading skills that is needed by the students in both academic and personal reading. Without comprehension, the readers are difficult to cover their readings. There are some definitions of reading comprehension giving more detailed understanding as follows.

Pardo in Closs (2010) defines comprehension as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge and the information found in the text. Klingner, et al (2007: 2) define that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. The readers do not only know how to read words but also to be able to construct meanings from texts. They also have the ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text.

In addition, Maibodi (2008: 41-72) states that reading comprehension is a complex process that combines the use of skills to arrive at comprehension. Readers will not only build, but will also strengthen their reading skills, such as word analysis,

structural analysis, and dictionary use making inferences and learning the meaning of words from the context.

Moreover, Day (1998: 14) adds that the crucial thing to comprehension is the knowledge that the readers bring to the texts, the structure of the texts, knowledge of the subject of the reading and a broad-based background or the word knowledge.

In conclusion, the most important skill in reading comprehension is constructing meaning. According to Gersten, et al (2001, 279-320) success in this area depends upon many factors: text structure understanding, vocabulary comprehension, use of prior knowledge, the ability to focus on comprehension rather than decoding (in order to read with confidence and fluency), and the value the reader places on the process of completing the task.

b.   Process of Reading Comprehension

Reading comprehension involves much more than readers' responses to texts. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

According to Martin, Lovat and Purnell (2004), the more a reader is able to shine each of these searchlights on the text, constantly using each, cross-referring almost instantly between them, the better chance there is of successful reading. Knowledge of the reading process is vital to support readers as they read in guided reading and model the process in shared reading. However, it is difficult to appreciate

how reading works once we have become fluent readers. We all read so quickly that the process is almost impossible to discern.

```
        ┌─────────────────────────────┐
        │  phonic (sounds and spelling) │
        └─────────────────────────────┘
                      │
                      ▼
┌──────────────┐           ┌──────────────┐
│ knowledge of │    ╭────╮  │ grammatical  │
│   context    │──▶ │Text│◀─│  knowledge   │
└──────────────┘    ╰────╯  └──────────────┘
                      ▲
        ┌─────────────────────────────────────┐
        │ word recognition and graphic knowledge │
        └─────────────────────────────────────┘
```
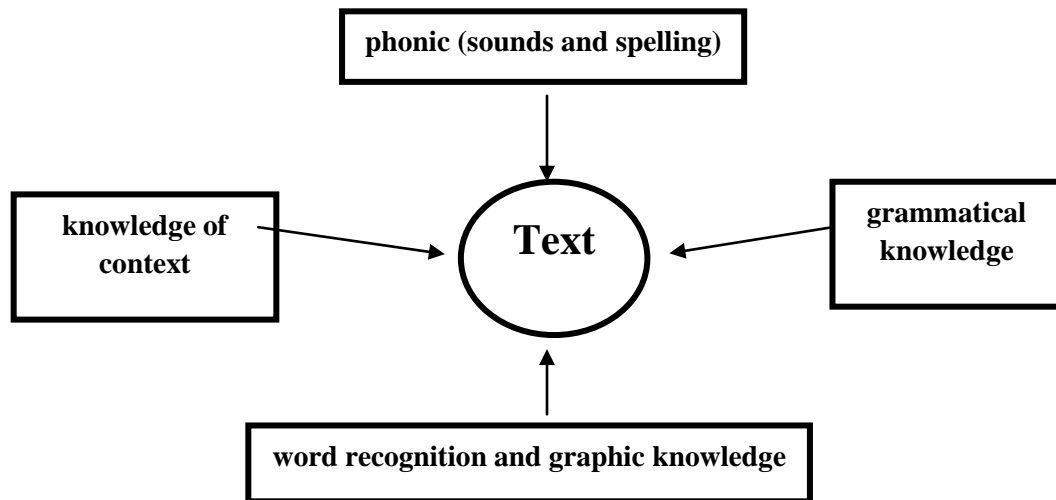
Figure 1. **Process of Reading Comprehension**

Finally, it is important to recognize the process of reading comprehension. There are phonic (sounds and spelling), knowledge of context, grammatical knowledge, and word recognition and graphic knowledge. Which of these a reader employs will depend on ability, purpose, and instruction.

c.   Characteristics of Effective Reading Technique and Strategy

The effective reading technique and strategy are required in order to create an effective reading class. Spratt, Pulverness and Williams (2005: 22) say that reading is not a passive skill that needs the use of the readers' knowledge to connect both coherence and cohesion.

Certain reading strategies can, and should, be taught and used in the teaching and learning process. Brown (2001: 306) mentions ten strategies that develop appropriate, efficient comprehension strategies:

1) Clearly identifying the purpose in reading something

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

3) Using efficient silent reading techniques for relatively rapid comprehension

4) Skimming the text for main ideas

5) Scanning of quickly searching for some specific piece or pieces of information

6) Using semantic mapping or clustering

7) Guessing of unsure reading passages

8) Analyzing vocabulary

9) Distinguishing between literal and implied meanings

10) Capitalizing on discourse makers to process relationships among ideas as expressed trough phrases, clauses, and sentences.

Keene and Zimmerman (1997: 22-23) list the most of reading strategies that can be used in the teaching and learning process:

1) Using prior knowledge (schemas)

2) Making connections (which requires prior knowledge/schemas)

3) Drawing inferences (includes predicting, speculating, hypothesizing)

4) Asking questions (of text and its connections to author, self, other texts, world)

5) Determining importance in text (requires valuing, evaluating)

6) Evoking images (visual and other sensory/mental images)

7) Monitoring meaning and comprehension (for example, by paraphrasing) Employing fix-up strategies

8) Synthesizing (requires analyzing and evaluating; may involve drawing analogies)

9) Becoming metacognitively aware of the other strategies and determining when to use them

However, teaching all the listed strategies above, again and again over time, enables readers to probe the meanings of texts much more deeply than typical instruction in ''comprehension skills'' does.

Brown (2001: 313) proposes some principles for designing interactive reading techniques. Those are such as making sure that the teacher does not overlook the importance of specific instruction in reading skills, using appropriate techniques that are motivating, balancing authenticity and readability in choosing texts, and encouraging the development of reading strategies.

From the theories above, it is clear that the roles of the teacher are needed in designing effective and interactive reading activities. Moreover, by understanding the principle of effective teaching reading, the English teacher is able to choose the best reading activity that is appropriate with students' needs and characteristics in their reading class.

2.   **The Teaching of Reading**

Teaching itself 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. According to Jarvis (2006: 3), the concepts of teaching do not explicitly specify learning but, perhaps, the most significant aspect of teaching is in helping others learn. Brown and Atkins in Jarvis (2006: 2) actually add a simple definition of teaching that is 'providing opportunities for the students to learn'. It means that the teacher should organize those opportunities in order to help the students understand the materials easily.

Moreover, Brown (2000: 7) also defines clearly that teaching is guiding and facilitating learning, encouraging the learners to learn, and setting the condition of learning. In line with Brown, Kimble and Garmezy in Brown (2000: 7) define teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Those definitions about teaching show that teaching is the process of someone to know and understand new knowledge.

Therefore, the teaching of reading requires reading tasks to be done by students to improve the reading skills in order to achieve their learning goals. As stated in the 2006 junior high school curriculum, the required reading skills can be understood from the standard competition and basic competencies that should be achieved by the students. After achieving the reading skills, the students will be able

to understand the text types easily including reading aloud with meaning and comprehending the meaning of the text accurately, fluently, and acceptably.

Furthermore, in the teaching of reading, there are many components that can influence the process of the teaching reading, such as the motivation of students, the role of teachers, reading materials, techniques and methods of teaching reading, media and classroom management used in the process of the teaching and learning reading. Those are needed to succeed the teaching and learning.

a.   The Students' Motivation in Learning

The motivation of the students is one of the keys to successful reading. Corbin in Kirby and McDonald (2009: 5) describes that motivation is an emotional reaction in which the learner sees a benefit, reward, or the potential for a positive reward in a task. There are seven factors which influence motivation in the learning process:

1)   Relevance

2)   Control and choice

3)   Challenge

4)   Social interaction—the chance to work with others

5)   Anticipated sense of success

6)   Need

7)   Novelty

Motivation for learning increases when the students feel there is a need to know the particular content. The students find incentives in lessons that they connect with and apply to their own life and experiences. They also respond well when they can exert some independence in the learning process. The teacher can accomplish those all by giving the students some control or input into their own education and offering choices in terms of assignments, projects, and other outcome assessments.

b.   The Role of Teacher

Feez (1998: 26-27) gives the explanations that students' motivation can be developed trough scaffolding. The teacher provides supports for the students. It can be done by providing explicit knowledge and guided practice. Moreover, the teacher explicitly contributes to make the students move through the zone of proximal development towards their potential level of independent performance.

The teacher has contributions to the success of the teaching of reading. Westwood (2008: 56) states that the teacher operates in his or her classrooms the decisions they make, the actions his or her takes, his or her interactions with students, his or her presentation skills, and the way he or she manages the group. In addition, the teacher also has to help his or her students related to their motivation during the teaching and learning process.

Therefore, the teacher should know his or her roles as a teacher in facilitating the learning as well his or her duty as an educator for the students. Harmer (2004: 69) points out that one of the teacher's main functions in the teaching of reading is to

make the students see the way they read. As the students see the advantages they get from reading, they will be interested and motivated in reading.

According to Westwood (2008: 59), the effective teacher that can help the students to reach goals of the teaching and learning process are those who:

1) show enthusiasm

2) have well-managed classrooms

3) provide students with the maximum opportunity to learn

4) maintain an academic focus

5) have high, rather than low, expectations of what students can achieve

6) are business-like and work-oriented

7) involve all students in the lesson

8) use strategies to keep students on task, motivated and productive

9) impose structure on the content to be covered

10) present new material in a step-by-step manner

11) employ direct (explicit) teaching procedures when necessary

12) use clear instructions and explanations

13) use a variety of teaching styles, methods and resources

14) frequently demonstrate appropriate task-approach strategies

15) monitor closely what students are doing throughout a lesson

16) adjust instruction to individual needs, and re-teach content where necessary

17) provide frequent feedback to students

18) use high rates of questioning to involve students and to check for understanding

19) differentiate their questions according to students' ability

20) spend significant amounts of time in interactive whole-class teaching; but also use group work and partner activities when appropriate.

By considering those all components of effective teacher, the teacher can work professionally in the teaching and learning process so that his or her can create a positive classroom climate in which the students feel valued, trusted and supported.

c.   Media

Another component needed in the teaching and learning process of reading is media. Agun in Onasanya (2004) conveys that media are all forms of information carriers which can be used to record, store, preserve, transmit, or retrieve information for purposes of the teaching and learning. Moreover, Onasanya states some advantages in the use of media in the teaching and learning process. Firstly, effectively used media are vital for encouraging and facilitating students' learning. Secondly, through the use of media, subject content can be more carefully selected and organized. Thirdly, the teacher's delivery of instruction can be much more standardized as students' with varying abilities can receive the same message and their individual differences catered for using media. Also, instructional media usage in practice teaching can make instruction to be much more interesting and enjoyable. The changing images and use of special effects, among others, can reduce boredom on the part of learners.

Generally, media are categorized as print, non-print, audio, audio-visual electronics, non-electronics, and so on. There are many types of frequently-used media in the teaching and learning process. In addition, Blythe-Lord (1991) proposes types of frequently-used media used in the teaching and learning process as follows.

1) *Print media*. The print media are some of the oldest media in education. This category of media is useful for informational or motivational purposes.

2) *Chalks and Chalkboard*. They can be used to present instructional content as immediate sketchbook, and they are essentially temporary, for delineating ideas.

3) *Graphic Materials*. They are non-photographic, two-dimensional materials designed to communicate a message to the learners.

4) *Realia*. These are real things or objects (as opposed to representation or models) as they are without alteration such as coins, tools, artifacts, plants and animals among others.

5) *Still Pictures*. They are readily available for resourceful teachers, in magazines, calendars, illustrations from textbooks, newspapers, and so on.

6) *Models and Mock-Ups*. Models and mock-ups are three-dimensional representation of a real thing.

7) *Audio Media*. They can be used to deliver instruction involving verbal information, and also for guiding the learning of intellectual and motor skills.

8) *Multi-Media Presentation*. It is a learning resource package, which can be effective when several media are used concurrently for specific instructional purposes.

Through resourceful use of media, the teacher can present his or her lesson in an understandable way. Therefore, the teacher must consider certain criteria in selecting the media for the teaching and learning process. Media, when carefully selected and integrated, can ensure that students develop the right attitude toward-instructional content. The selection should be based on the learning objective, the students' characteristics, and the teaching techniques.

In conclusion, there are some media that can be used and suitable with the students' needs and materials. Media also haves an important role to help the students understand the English materials given by the English teacher in the process of teaching and learning English reading.

d.   Classroom Management

Smith and Laslett (2001: viii) say that management in the classroom refers to skill in the organization and presentation of lessons in such a way that all students are actively involved in learning. This requires the teacher's ability to analyze the different elements and phases of a lesson, to select and give appropriate material and to reduce sources of friction. They add that classroom management emphasizes that learning and teaching are complementary activities in which the teacher and the students work together. It can be said that good classroom management depends more upon teachers and children working equitably together because they are confident together.

According to Brown (2000: 192) the main part in classroom management is the physical environment of the classroom. He presents categories of the physical environment of the classroom influencing the establishments of positive classroom energy.

The first category is sight, sound, and comfort. It is about what the students see, hear, and feel when they enter the classroom. A good preparation of the physical environment can affect the comfortable atmosphere during the teaching and learning process.

The second is related to seating arrangement. The teacher must consider the patterns of seating arrangement (semi-circle, U-shapes, and concentric circle) and apply them based on needs in the teaching and learning process. The students need to see and interact to each other so that they can build a good interaction and communication in the classroom.

Next, the chalkboard use is also important to help the teacher illustrates the words and pictures and graph and charts. At the same time, trying to be neat and orderly with the chalkboard is needed in the classroom so the teacher can use the chalkboard in an appropriate way.

The last is the equipment used in the classroom. It can be electrical aids such as an overhead projector, LCD, and video players. Those all are used to support the qualities of the teaching and learning process in the classroom.

e.   The Classroom Activities

The activities in the classroom determine the success of the teaching and learning reading since they promote and facilitate the effective learning. Richard and Farell (2011: 108-111) list four types of classroom activities as follows.

1)   Individual activities

2)   Pair works activities

3)   Group works activities

4)   Whole-class activities

The activities give the opportunities among the students as well as the teacher and the students in doing interaction in the classroom. Nevertheless, each activity has its strength and weakness. Therefore, the teacher considers the arrangement of the activities to make all purposes of learning achieved as expected.

Jones, Leo (2007:28) stated that reading a text is something people prefer to do on their own, without interruptions, and at their own speed if possible, looking up unfamiliar words in a dictionary from time to time. To save time in class, we may ask students to read the text before the lesson. If there are comprehension questions, we may ask them to do those at home, too. But reading together in class can be enjoyable, with students helping one another to understand and sharing reactions. Even multiple-choice questions can be the basis for discussion in pairs. It's much more interesting for students to discuss their answers than to just be told the answers.

f.   Techniques for Teaching Reading

Techniques are one of the factors which determine the success of teaching and learning. In the teaching and learning process, there are many techniques that can be used to convey the material. Moreover, according to Brown (2000: 313), the teachers should consider principles for designing interactive reading techniques.

1)   The teachers do not overlook the importance of specific instruction in reading skills

2)   Using techniques that are intrinsically motivating and choose a relevant material to the goals

3)   Balancing authenticity and readability in choosing texts

4)   Encouraging the development of reading strategies

5)   Including bottom-up and top-down techniques

Different teachers use different techniques based on the goals of the teaching and learning of reading they want to achieve. It can be effective if the teacher subdivides the technique chosen. Brown (2000: 315) proposes three-part framework into pre-reading, during reading, and after-reading phases.

1)   Before reading: Teacher spends that time by introducing topic, encouraging skimming, scanning, predicting, and activating schemata so students can get the best of their knowledge skills to a text they have got.

2)   While reading: Teacher gives a sense of purpose for reading rather than just reading.

3)   After reading: Teacher proposs an appropriate activity appropriate for post-reading by considering vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures, or steering students toward a follow up writing exercise.

Moreover, the teacher has to provide the interesting activities in the teaching and learning reading to help the students enhance their reading comprehension. Jones, Leo (2007: 29) states that reading together in class can be one of enjoyable activities with students helping one another to understand and sharing reactions. Even multiple-choice questions can be the basis for discussion in pairs. It's much more interesting for students to discuss their answers than to just be told the answers.

3.   The Teaching of Reading Skill at Junior High Schools

There are different rules of teaching reading for different age levels. Each level especially teenage needs a special consideration in order to guide into right choices of the teaching strategies, lesson planning and also the topic. In the junior high school level, the ages of the students are among 12-15 years old. These ages can be organized as early up to middle adolescents or teenagers. In the teaching of reading at the junior high schools, the teacher must understand the characteristics of teenagers before choosing a certain technique or strategy in the process of the teaching reading in the class.

Brown (2001:92) defines that the period of teens which is between the childhood and adulthood whose age range is between twelve and eighteen or so, is age of transition, confusion, self-consciousness, growing, and changing bodies and

minds. Therefore, a very special set of considerations applies to teach them. He explains that around the age of twelve, intellectual capacity adds abstract operational thought. Moreover, factors surrounding ego, self-image, and self-esteem are important for them. However, secondary school students are like adults in their ability to be involved in various communication contacts.

Meanwhile, Wood and Blanton (2009: 237) give the prime importance to the adolescents' diversity. They enlighten that adolescent in the high school is having a variety of different languages, ethnicities, and socioeconomics differences which somehow give great impact. Accordingly, it is necessary for the teacher to make instructional and curricular adaptations to meet the needs of these diverse students.

Teaching reading comprehension for the students who are in adolescence is indeed not a simple and easy work. It is the time when they need attention and guidance from people around them, not least, their teacher. Therefore, the English teacher must apply a very special set of considerations to teach them. The secondary school teacher should be able to understand what the students need so that the students can develop a good reading habit. It can be implemented by designing interesting activities which can improve their skills and motivation, avoid embarrassing situations, and encourage the student's activation in the process of the teaching and learning of reading in the junior high schools.

4. Reading Skill as Required in the Curriculum and the Syllabus

According to Feez (1998:9), every different teaching institution adopts particular news of curriculum. It can be based on a textbook or provide detailed

syllabus documents. In such an institution, the focus of the teacher's role is the teaching method. On the other hand, it can provide curriculum outcome but they give opportunities to teachers to design their detailed syllabus design. Therefore, the teachers have to decide both the content and the method.

Brewster and Ellis (2002:233) give items that are to be taught, how they are to be taught, in which order, how long it should take to teach them. However, the teacher can decide the best course. The syllabus will help the teachers to arrange the well-planned lessons which are appropriate with the learners' need.

School Based Curriculum is the standard curriculum used in the teaching and learning of English in Indonesia. The 2006 curriculum is used as the aid to support the success of the teaching and learning process now. Based on the 2006 curriculum, English is a tool of oral and written communication. It covers the teaching of English that is aimed at making the junior high school students reach the functional level including oral and written communication skills to solve daily problems related to English. The goal of using this curriculum in English instructions is to make the junior high school students able to develop the oral and written communication to reach the functional literacy level, have a deep understanding of significances of English in the global societies, and develop their understanding about the relation between languages and cultures.

Moreover, in the English curriculum of the junior high schools in 2006, there are general and specific learning purposes that the students should achieve at the end of education. The students of the junior high schools in the first year are expected to

be able to read texts in the forms of descriptive and procedure. After that, in the second year the students are expected to be able to read texts in the forms of descriptive, recount, and narrative. Meanwhile, in the third year the students are expected to be able to read texts in the forms of procedure, report, and narrative.

In relation to the curriculum of English of the junior high schools (Depdiknas: 2006), the ability to communicate in English is on the discourse level that is realised into four language skills, namely listening, speaking, reading and writing. The English subject is directed to develop those four skills. Furthermore, based on the standard curriculum of English junior high schools (Depdiknas: 2006), there are general and specific learning purposes that the students should achieve at the end of the education. The students of the junior high schools in the first year are expected to be able to read texts in the forms of descriptive and procedure. After that, in year two the students are expected to be able to read texts in the forms of descriptive, reccount and narrative. Meanwhile, in the third year the students are expected to be able to read texts in the forms of procedure, report and narrative.

Moreover, the objectives of the English teaching in the junior high schools are in order to make the students have the ability in, as follows:

1) Developing the communicative competence in the form of oral and written to achieve the level of functional literacy.

2) Having awareness of the essence and significance of English to enhance the competitiveness of nation in the global society.

3) Developing the students' comprehension of interrelatedness about the relation between languages and cultures.

The objectives of the teaching and learning English can be achieved through the implementation of the language competences. The English teacher could employ the standard competence and basic competence in the lesson plan. The table below is the standard competence and the basic competence of the reading comprehension based on the curriculum (Depdiknas: 2006).

Table 1. **The Standard Competence and the Basic Competence of the Reading Comprehension**

Standard of Competence	Basic Competence
Comprehending meanings of simple short texts in the form of recount, and narrative to interact with others in daily contexts.	Responding to meanings and the rhetorical structures in simple short functional written texts accurately and acceptably in daily contexts in the forms of recount and narrative.

5. **Reading Workshop**

a. **Definition of Reading Workshop**

Mayes (2006) in her journal defines that Reading Workshop is a yearlong project that becomes a way of teaching for the teacher and students. Reading Workshop not only teaches students to become responsible for their own learning, but also fosters time management and cooperative learning. After working through Reading Workshop, the students will accomplish the objective: manage their time and work together with other students successfully. Content area objectives will depend on the skills and standards being taught.

In addition, according to Wright (2006: 14) the concept of Reading Workshop is to help students who have not developed a love for reading, but who possess strong reading skills. Its strength lies in its allowing students to self-select their reading, for research shows that choice increases motivation. Furthermore, it helps students concentrate on comprehension or gaining meaning from the text. They develop fluency and confidence as they read material on their independent reading level.

Much of the time during the workshop is spent by reading and conferencing. English teachers allow students to develop the ability to choose books or texts that interest them and to do sustained reading. While conferencing, the English teachers and students note how specific strategies help the reader make meaning of the texts. Mayes (2006) says that one of the most beneficial aspects of Reading Workshop is that completing each center is entirely up to the students to manage.

In conclusion, Reading Workshop is an organizational and strategy framework which is planned by the teacher so students read a lot, with intensity and with the opportunity to learn at their point of need. Reading Workshop typically starts with a mini-lesson for the class, is structured to have students reading independently at their own level, allows time for guided reading groups, individual conferences or literature circles and finishes with a class meeting for reflection and celebration of specific learning Activity centers which are reading based and response activities which focus on thinking hard about reading can become useful parts of Reading Workshop. Within this predictable structure the teacher and students are able to work on the next steps for reading growth.

b. The Benefits of Reading Workshop

Mayes (2006) states that Reading Workshop or can also be called Reader's Workshop have some benefits for readers as follows:

1) One of the most beneficial aspects of Reading Workshop is that completing each center is entirely up to the students to manage. Students are also encouraged to work cooperatively. By the end of the week, the students should have successfully completed all the activities.

2) If students have a question, they are encouraged to ask a friend (or two) so the teacher does not disrupted during reading groups.

3) Reading Workshop provides tremendous academic benefits. It also aids in classroom management. Cooperative learning is proven to raise test scores, student attendance and retention of materials.

4) Because the students work cooperatively in Reading Workshop, are not forced into ability groups, and are not dependent on the teacher to learn, they want to learn, resulting in very few behavior problems

In conclusion, Reading Workshop is not only a helpful tool for teachers, but it is an extremely beneficial program for students. While Reading Workshop provides tremendous academic benefits, it also aids in the classroom management. The students work cooperatively in Reading Workshop. As a result they are not forced into ability groups and are not dependent on the teacher to learn.

c. Principles of Reading Workshop

The beneficial Reading Workshop does not run effectively if English teachers do not follow the guided principles of Reading Workshop mentioned by Fountas in Alpine School District Comprehensive Framework for Balanced Literacy below.

1) Readers' Workshop is not Silent Sustained Reading. It is not a time for the teacher to be removed from interaction with students.
2) Reading Workshop is a time to involve students in authentic reading experiences that focus on the strengths and needs of each individual student.
3) Reading Workshop includes 3 well-planned 10-15 minute mini lessons that are taught through teacher modeling, Interactive Read Aloud and a Shared Reading lesson.
4) Reading Workshop allows time for independent reading on an independent level. Students choose books or texts with guidance from the teacher.
5) Reading Workshop does not require a written response to every text read.
6) Reading Workshop ends with a 5-10 minute whole group sharing time that focuses on discussing the employment of strategies taught in mini-lessons.
7) Reading Workshop is a time during which the teacher's role shifts from one of initiating, modeling, and guiding to one of providing, observing, acknowledging, and responding through conferring.

8) Reading Workshop includes a time when teachers are meeting with a student or with groups of students, "reader to reader," to discuss their reading and to guide the sharing at the end of each workshop session.
9) Reading Workshop is rigorous and challenging, with clear expectations for students' accomplishments.
10) Reading Workshop is a time for readers to learn how to work together as a community, supporting one another, as well as pursuing individual reading goals.
11) Reading Workshop is a time for readers to read about, think about, talk about, and responds to things in which they are genuinely interested as well as assigned reading.
12) Reading Workshop is a time when students are actively engaged reading individually, in pairs, or as a small/large group.
13) Reading Workshop is a time for readers to take responsibility for their learning by setting goals, tracking progress and assessing their success.
14) Reading Workshop is enjoyable (Fountas, 2007).

In addition, Fountas (2007) adds that Reading Workshop includes:

1) Three focused mini-lessons with the whole class about reading process, skills, or strategies (such as reading strategies, comprehension strategies, word work strategies)

2) Students independently reading and the teacher conferencing with individuals

3) Teacher instructing small groups

4) Students reflecting upon and responding to their reading orally and in writing

5) Students working on assignments relative to the mini-lessons

6) Whole group sharing time and/or peer conferences

d.   Stages in Reading Workshop

Reading Workshop is a 60 - 90 minute instructional period. The goal of this block is for students to gain increasing control of the reading process through guided

reading where students in small groups read texts selected to meet their specific needs and through independent reading where they read a variety of self-selected and teacher-selected texts. Students engage in conversations about literature and activities that support comprehension of texts. Other students at this time, when not receiving direct instruction, are actively engaged in independent reading, writing, and word study centers.

Mayes (2006) purposes some stages in Reading Workshop:

1) Mini Lesson

Mini-lesson topics fall into four broad categories. Some are procedural: the rules and routines of Reading Workshop. Some relate to issues on text craft: what authors consider when they create literature. Some address conventions of written language, while others focus on the strategies of good readers. The teacher works with a small, temporary group of students to develop their processing strategies as they read a variety of increasingly challenging texts.

2) Independent Reading

Individual students read silently and respond to a variety of texts of their own choosing, expanding the depth and breadth of their reading with continuous teacher support and guidance.

3) **During discussion and sharing groups**

The teacher acts as the facilitator and both guides and directs from the sidelines. Evaluation of the students includes self-evaluations of the individual and the group as well as teacher observation. After the books or texts are read and discussed, new groups can be formed around new books or texts titles, and the process begins again.

B. **Conceptual Framework**

Reading is one of the four main skills in learning English besides listening, speaking, and writing. Reading is also the most important activity in any language class. Ideally, students should be able to master various skills for reading purposes. To improve students' reading skill, the teacher must be aware of students' needs and create a supporting learning atmosphere in the classroom. In teaching reading, the teacher should improve the students' motivation to read actively. If the students are interested, they will have a high motivation to read. The high motivation to read and to practice reading will improve their reading comprehension.

However, the teaching of reading comprehension in eighth grade students of SMP N 2 Prembun is not an easy work. There are problems arising in the eighth grade students of SMP N 2 Prembun. The problems are about students' difficulty in comprehending and understanding the texts, the students' low motivation, the materials used in the teaching of reading and the boring activities during the reading class.

Firstly, the researcher found out the students of SMP Negeri 2 Prembun especially in the VIII grade had low motivation to do the activities in the teaching and learning process. They also tended to be bored when the English teacher asked them to read the texts. It was caused that the texts they had to read were uninteresting and they were not interseted in the English texts. As a result, they could not comprehend the texts well and master reading strategies as was expected.

Secondly, the problem was about the English teacher's way in teaching reading. Actually, her way in teaching reading was not wrong but the problem was about the resource used in the teaching and learning process. She only used one resource taken from a textbook. So, it made the students did not eager to follow the English teacher's instructions.

Thirdly, one of the factors which caused the failure in the teaching and learning process for the eighth students of SMP Negeri 2 Prembun was materials and activities for the teaching of reading process. The English teacher still depended on the use of textbook which contained monotonous activities and tasks and there were no various activities created by the English teacher to improve the students' motivation and students' comprehension in learning reading.

Secondly, the problem was about the students' low motivation. They tended to be can be solved by using Reading Workshop because there is no pressure for the students. They have multiple opportunities to work independently, with a partner or in a small group, to apply what they have learned and practiced new materials.

Thirdly, one of the factors which caused the failure in the teaching and learning process for the eighth students of SMP Negeri 2 Prembun was materials for the teaching of reading process. The English teacher still depends on the use of textbook which contain monotonous activities and tasks. It can be different if Reading Workshop is applied in the classroom. The students can be free to choose the various texts to be read so that they can practice and apply strategies and skills to new materials under the expert guidance of the teacher.

Then, the English teacher and the researcher decided to apply Reading Workshop as one of the best solution to those problems. Reading Workshop was chosen as one of the effective efforts used to solve the problems occuring in the learning of reading comprehension because it has many benefits in the teaching and learning process of reading. The first advantage of using Reading Workshop is that it helps the students to improve their motivation in learning reading. In this case, Reading Workshop provides a chance to the students to choose the texts they like. By choosing texts based on their favorites, they are more motivated to read the text without feeling perfoce.

In addition, Reading Workshop can be the problem solution of the boring activities in teaching reading because some interesting activities during Reading Workshop are given to the students, as follows:

1. *Teacher Read-Aloud.* Teachers read aloud from genres that relate to those the class is studying.

2. *Partner Questioning.* Partners read passages and question one another.

3. *Practice a Strategy.* Students, solo or in small groups use books at their independent reading level to cement their understanding of a strategy.

4. *Peer Conferences.* Pairs or small groups discuss how they apply a reading strategy and/or share journal entries that explain a strategy.

5. *Student-led Book.* Discussions organize heterogeneous groupings, mixing ability levels and gender. Many possible discussion topics are: the structure of a genre and supporting examples from a text, finding themes, character analysis, cause and effect, close readings, inferences, and so on.

6. *Teacher-led Strategic Reading Groups*. These are homogeneous pairs or small groups that require additional instruction on how to apply a reading strategy, complete a graphic organizer, or transfer their knowledge of a specific genre to students' independent reading.

Therefore, based on the theories supporting Reading Workshop, one can understand why Reading Workshop is not a whole group activity for the entire instructional time. Reading is individually-focused, yet also a social activity. During

Reading Workshop time, there are periods of whole group instruction for reading aloud, creating communities of learners, and mini-lessons. Additionally, there are times of small group instruction such as guided reading groups. Also, there is time for independent reading, writing, self-evaluation and choice in reading. In addition, teachers scaffold the learning for the students, which builds upon what students know, to get them to the unknown. Students meet in small groups to discuss texts, and they question each other and themselves about the meanings within texts.

Finally, applying Reading Workshop in the teaching and learning process of reading will also give the big opportunity to the students to get many experiences taken from the texts. Reading Workshop provides various texts to be chosen and read by the students.

Considering the previous whole discussion, the research team will apply Reading Workshop to improve the learning of reading comprehension in terms of students' comprehension, students' motivation, the material used in teaching reading, and also the reading activities. The use of an action research is implemented in order to improve the learning of reading comprehension in grade VIII of SMP N 2 Prembun.

CHAPTER III
RESEARCH METHODS

Methods of the research are important and required to achieve the purpose. So it is considered as means of solving problem. Methods of the research are a set of methods, which prepares to organize a research in order to achieve the purpose of the research well. The function of method of the research is to clarify both the subject of the problem and the object of researcher. Another function is helping the research determine the instrument by which data are obtained. This chapter covers the discussion as follows.

A. Research Type

In this research, the researcher intended to improve the learning of reading comprehension through Reading Workshop. The researcher used a classroom action research to overcome students' problems in reading comprehension. Empirically, most students of eighth grade SMP Negeri 2 Prembun had the problems in reading skills, especially in understanding texts. For those reasons, the researcher tried to solve the problems by implementing classroom action research in the learning process. Hopefully, it could solve the students' problems in the learning of reading.

Moreover, Ferrance (2000, 1) defines that action research is a process in which participants examine their own educational practice systematically and

carefully, using the techniques of research. Watts in Ferrance (2000, 1) proposes assumptions of action research as follows:

1. Teachers and principals work best on problem they have identified for themselves.

2. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.

3. Teachers and principals help each other by working collaboratively.

4. Working with colleagues helps teachers and principals in their professional development.

Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 2). Each cycle has four steps: plan, act, observe, and reflect.
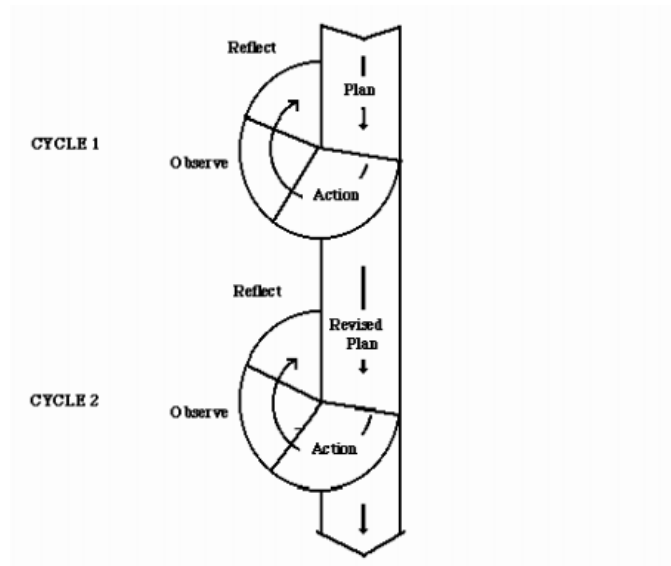
Figure 2. **Simple Action Research Model**

B.   Setting of the Research

There are two issues stated in this part. The first issue is the place of the research and the second issue is the schedule of the research. Each part is discussed below.

1.   Place of Research

The research was conducted in SMP Negeri 2 Prembun which is located in Prembun, Kebumen, Central Java. The location is about 6 km and 20 minutes from the downtown. Although it is located in the sub district, it is easy to reach this location. There are many public transportation pass this site. Most of the students go to school by bicycle and few of them by public transportation.

Physically, SMP N 2 Prembun has conducive classroom, a clean library, a teacher' office, a head master office, a guidance and counseling office (BK), a physic laboratory, a biology laboratory, a computer laboratory, a medical room, a mosque, a sport centre, a yard, a canteen, and a parking area.

2. Schedule of the Research

The researcher conducted the action research at SMP Negeri 2 Prembun in the second semester of the academic year of 2011/2012. The research was conducted from April to June 2012. In conducting the actions, the researcher followed the English schedule of class VIII A of SMP Negeri 2 Prembun because she conducted the action research in the class. The schedules are on Wednesday at 11.30-12.50 am, Thursday at 10.10-11.00 am, and Friday at 07.00-8.20 am.

The research was conducted from April to June 2012. The activities include the interviews, the observations and the actions. It can be seen in the following table.

Table 2. **The Schedule of the Research**

No	Schedule	Activities	Focus
1.	11th April 2012	The observations	The students' learning attitudes
2.	11th April 2012	The interviews	The teacher and the students' opinions
3.	4th May 2012	Pre-Test	Achievement of the students' reading comprehension
4.	10th May 2012	The first and second meetings of Cycle 1	✓ Finding the information from stories
5.	11th May 2012	Recount Text: My Unforgettable Holiday	✓ Figuring out unknown words
6.	16th May 2012	The third and fourth meetings of Cycle 1	✓ Reading Biographical Recount Texts
7.	18th May 2012	Recount Text: Someone's Biography	
8.	24th May 2012	The first and second meetings of Cycle 2	✓ Skimming the text for main topic
9.	25th May 2012	Narrative Text: Fairy Tales	✓ Scanning the text for specific information
10.	31st May 2012	The third and fourth meetings of Cycle 2	Finding the information from stories
11.	1st June 2012	Narrative Text: Fables	
12.	4th June 2012	Post-Test	Achievement of the students' reading comprehension

C.   The Subject of the Research

The subjects of research were the students of grade VIII A of SMP Negeri 2 Prembun in the academic year of 2011/2012 which consisted of 27 students. The researcher took this class as the subjects of the research. The researcher collaborated with the English teacher to work cooperatively as a team in conducting this research.

D.   Research Instruments

The data of the research were both qualitative and quantitative. The qualitative data were in the forms of field notes, class observation, and interview. Meanwhile, the quantitative data were in the forms of reading comprehension scores (obtained from the pre-test and the post-test).

The instruments for collecting the data were in the forms of interview guides, an observation checklist, and reading comprehension test. Observation checklist was used as a guideline to observe the English teaching and learning in the classroom. Then, the interview guide was used to get the opinions, responses, and the feedback from the researcher's members before and after implementation of this research. The reading comprehension test was given to the students as a monitor device to know their progress in reading comprehension. Besides three main instruments previously, the researcher also used supplementary tools (audio recorder and video recorder) to get the complete data. These were used to record all the activities happening in the process of the teaching and learning of reading.

E.   Data Collection Techniques

The data of the research were in the forms of field notes, interviews, and reading comprehension scores (obtained from the pre-test and the post-test). They were collected through observation, interviews, the pre-test and the post-test. The techniques of data collection are presented as follows.

1.   Class Observation

The class observation was conducted to identify the problems in the process of the teaching and learning of reading. In the class observation, field notes were required to provide clear descriptions of the teaching and learning reading among the eighth grade students of SMP N 2 Prembun. It was done because the researcher wanted to know more deeply about the students' attitude in the learning of reading, the reading activities that were done, and the problems occurring at the class in each meeting.

2.   Interviews

The interviews were done to gain the detailed information of the students' and the teacher's behaviours during and after the teaching and learning process. The interviewees were the eighth grade students of SMP N 2 Prembun as the subjects of the research and the eighth grade English teacher of SMP N 2 Prembun as the collaborator. The researcher recorded the interview process by using an audio recorder. After that, interview transcripts were made by the researcher.

3.   The Pre-Test and the Post-Test

Reading comprehension tests (obtained from the pre-test and the post-test) were done before and after the actions. It was done to find out how successful the efforts of the researcher to improve students' reading comprehension. Likewise, the scores of the reading comprehension tests denote the improvement of the learning of reading comprehension before and after the implementation of the actions.

F.   Data Analysis

The data analyses were done to find out whether there were changes or not after the actions were implemented. Moreover, Miles and Hubberman (1994: 11-12) propose steps to analyze data focused in the research. The steps are as follows:

1.   Reduction

In this step, the data from field notes and interview transcripts were chosen, determined, simplified, organized, and transformed as needed in the field. The data were reduced and transformed through selection, summary or paraphrase, being carried in a larger pattern etc. for the final report drawn.

2.   Display

In this case, all the data that had been passed the data reduction were organized and composed assembly of information in order to make better interpretation for the conclusion drawing and action. This was also 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.

3. Verification

In this step, the processed data were verified to validate data findings. The verification was also done to convince the display of data that had been analyzed and to reduce the inter-subjective consensus. Moreover, the researcher decided configurations, causal flows, and propositions from the data collected. The conclusion depended on the size of the corpus of data.

G. Procedure of the Research

This research procedure involved five phases. There are reconnaissance, planning for action, implementation, evaluation, and reflection.

1. Reconnaissance

In this step, the researcher did the class observation to find the problems of the English teaching and learning process of the eighth grade students in SMP N 2 Prembun. The research was also conducted the interviews in the classroom in order to get information and descriptions of students' reading comprehension ability in the English learning process. After finding the existing problem, the researcher and the English teacher identified it related to the students' reading comprehension ability and also selected the focused problem which was possible to be solved based on the reference of the data.

2.   **Planning for Action**

After identifying the problems and selecting the feasible ones to be solved, the researcher and the English teacher made some plans of action which were appropriate to solve the problems both in the first and the next cycle.

3.   **Implementation**

In this step, the researcher and the English teacher implemented the actions in the classroom. During the implementation of the action research, the English teacher became the teacher and the researcher became the observer who observed the process of teaching and learning of English in the classroom, the students' attitudes and the implication of the reading process in order to know the success of the actions in improving students' reading comprehension and also to know the problems occurring during the implementation process.

4.   **Evaluation**

With regard to the implementation process, the researcher evaluated the result of the implementation. It was done by discussing the success and failure happening in the classroom during the action.

5.   **Reflection**

After evaluating the actions in the first and second cycles, the researcher did the reflection. The researcher did the reflection to analyze failures and obstacles occurring during the actions. The reflection was done by analyzing the interviews with the students and the English teacher. The result of the reflection was used to improve the next actions in the second cycle.

H. Data Validity

Anderson in Burns (1999: 161-162) proposes some criteria of validity. There are democratic validity, outcome validity, catalytic validity, and dialogic validity. The researcher applied those four of validity to validate the data in the research.

1. Democratic Validity

Burns (1999) states that democratic validity relates to the extent to which the research are truly conducted collaboratively and includes multiple voices. In fulfilling this validity, the interviews with the research members were conducted. There was the English teacher as the collaborator and the students of VIII A class of SMP N 2 Prembun as the subject. They were given the opportunity to give their opinions, ideas, suggestions, and comments about the learning process to be improved in the next meeting.

2. Outcome Validity

Outcome validity is defined as the criterion of validity which relates to the nation of actions leading to outcomes that are 'successful' within the researcher context (Burns, 1999). It relates to the result achieved by the research. It is also about how far the actions that have been implemented can solve the problems. This research was aimed to improve the learning of reading comprehension using Reading Workshop. The success and failure of the implementation of the actions were seen and reframed to the solutions of the problems. By looking at the result of the research, this research had solved the research problems.

3.   Process Validity

This criterion relates to the dependability and competency of the research (Burns, 1999). It is related to the participant's ability in following the process of the research. To achieve this validity, the data were gathered by doing the classroom observations, interviews to the students and the English teacher, and taking field notes during the research.

4.   Dialogic Validity

Dialogic validity relates to the research that is peer review through a dialog with practitioner peers (Burns, 1999). In this research, the researcher involved the English teacher and the students who could monitor the research process and give comments in reviewing the value of actions. The research members were engaged through the collaboration and dialogue to review the data and the findings.

To minimize the subjectivity in the data analysis, the researcher used triangulation. Moreover, Brown and Rodgers (2002: 243) state that triangulation in social science refers to the attempt to understand some aspects of human behaviours by studying it from more than one stand point.

Meanwhile, Denzin in Cohen et al. (2007:113-114) proposes some ways of triangulation, namely the time triangulation, the space triangulation, the combined levels of triangulation, the investigator triangulation, and the methodological triangulation. In this research, the researcher used the methodological triangulation and the investigator triangulation. The researcher used the methodological triangulation by using some methods to obtain the data. The methods were

observations and interviews to gather the data of students' attitude toward the learning of reading process. Moreover, the investigator triangulation was used to avoid bias interpreting the data and to gain the credibility of the data.

CHAPTER IV
THE RESEARCH PROCESS, FINDINGS AND DISCUSSION

The research process was conducted based on the steps that had been previously planned. The following are the reconnaissance steps and the actions implemented in the steps of action research. This chapter discusses the research procedure, the findings, the implementation, the discussion of the actions, and the general findings. The purpose of the research is to improve the learning of reading comprehension of the VIII A students of SMP Negeri 2 Prembun in the academic year of 2011/ 2012 by using Reading Workshop.

The findings of the research that are divided into two sections and the discussion are presented in this chapter. In the findings of the research, the first section presents the research procedure and the second section presents the findings of Cycle 1 and Cycle 2. The discussion presents those findings that are related to the theories.

A.   Findings of the Research

The research was classroom action research. The main purpose of the research was to improve the learning of reading comprehension using Reading Workshop of the VIII grade students of SMP N 2 Prembun. The research was focused on applying the Reading Workshop strategy to improve the learning process of reading comprehension.

In conducting the research, the researcher did some steps. The steps used in the research were reconnaissance, planning, action and observation, and reflection to improve the learning process of reading comprehension.

The first step before conducting the research was reconnaissance. It was the identification of the problems occurring by conducting observation in the field and interviews. In this step, the researcher began to observe and identify the problems occurring during the learning process of reading in the class. The second step was planning. After the problems had been identified, the researcher designed actions that were feasible to be implemented in the field. The action designed in this research was implementing Reading Workshop activities in the learning of reading. The third step consisted of actions and conducting observations. In this step, the researcher implemented the actions that had been made by the researcher. Then, the researcher observed and evaluated the data to find out whether Reading Workshop activities used in the learning reading were effective to improve the learning of reading comprehension or not. The last step was reflection. In this step, the English teacher, the students, and the researcher as the collaborator identified the effectiveness and

ineffectiveness of the actions that had been implemented so that the researcher could design the better plans for the next cycle. Every detail step conducted in this research is explained as follows:

1. **Reconnaissance**

The first step done by the researcher to identify the problems occurring in the English learning process of the VIII grade students at SMP N 2 Prembun consisted of interviews and observations. The research process began with the formulation of the identified problems which occurred in the learning process of reading in class VIII A. The researcher identified the field problems by observing the classroom activity to know the real problems in the eighth grade classes on Wednesday, April 11, 2012. Then, she also conducted interviews with the English teacher and the students of class VIII A to know the problems occurring during the learning process in the school from the English teacher's perspective. From the interviews that had been done, the researcher knew that reading became the main focus of the English teaching and learning in the school and there were many problems occurring in the learning of reading.

Based on the result of the interviews with the English teacher and the observations, the teacher and the researcher decided to use the students of VIII A to be the subject of the research because this class had many problems that had to be solved related to the learning of reading. The situation of the teaching and learning process of reading at VIII A class can be seen in the following vignette:

Date: April 11, 2012
Place: in the classroom
Time: 12.15-13.30

1. The researcher and the English teacher prepared to go the class. The researcher would do the observation at VIII A and the English teacher would teach the students.
2. After arriving to the class, the researcher introduced herself and explained the aim of her presence. After that, she took the chair and sat in the corner of the class to observe the situation of the teaching and learning of reading in class VIII A.
3. The class consisted of 27 students. 16 of whom were male and the rest were female.
4. The English teacher started the teaching and learning process by greeting and checking the attendance. There were no students who were absent.
5. Then, the English teacher reminded the students of the previous lesson that was about narrative texts. She asked the students the purpose, generic structures, and the characteristics of a narrative text. **The students answered the English teacher's questions loudly together and made the class noisy.** When the English teacher asked them to answer one by one by raising a hand first, there were no students willing to raise their hands. **They tended to keep silent.** Finally the English teacher tried to make the students speak up and answered the questions and it was a success but only some students sitting at the front willing to answer.
6. To check the students' understanding, the English teacher asked again the kinds of narrative text but most of them kept silent. The English teacher designated one student to answer it, she answered the question correctly.
7. After that, she explained the kinds of a narrative text that was taught in the previous meeting. **While she was explaining, the students sitting at the back rows made noisy by chatting with their friends.** Then the teacher approached them and gave the questions related to the narrative text but he could not answer. She asked him not to have unimportant conversations during the class. Finally, there was a student who was willing to answer the question.
8. The English teacher continued the teaching and learning process by asking the students to answer the questions about the narrative texts in the form of jumbled words**. The questions were taken from the course book page 62.**
9. While the class was doing the work, **the English teacher was busy**

> **with her own activity that was processing the students' scores.**
> 10. **Some students were busy asking the meaning of words to their friends because they did not bring the dictionary.**
> 11. Then, the English teacher walked around to control the students' work. When the students found difficulties, they asked the English teacher.
> 12. After the students finished reading the text, the English teacher designated each student to read aloud every paragraph and then **the students had to translate each paragraph.** The English teacher would help the students when they found difficulties.
> 13. The time was over before the students had the chance to do the task related to the text they had discussed. The English teacher ended the lesson. She asked the students to reread the text at home.
>
> (Taken on 11 April 2012)

After the researcher did the observations in class VIII A, she found many problems in the learning process of reading written in Vignette 1. It can be seen that the learning process did not run well. The students' participation was very low. For example, there were students sitting at the back of the class did not pay attention to the teacher's explanation. One of students was also busy with his pen and some of students chatted with their friends. There were only some students sitting at the front who were active during the learning process of reading.

The situation of the learning process of reading English is presented in the following filed note.

> *...Ketika GBI sedang menerangkan, anak bagian belakang terlihat ramai dan mengobrol sendiri, GBI mendekati mereka dan menunjuk salah satu anak dibelakang untuk menjawab pertanyaan selanjutnya yaitu memintanya untuk memberikan contoh teks Narrative yang kemarin sudah dipelajari. Anak tersebut tidak bisa jawab, dan kemudian ada anak lain yang secara suka rela menjawab...*
>
> (…While she was explaining, **the students sitting at the back rows made noise by chatting with their friends.** Then, the teacher approached them and gave the questions related to the narrative text but he could not answer. She asked him not to have unimportant conversations during the class. Finally, there was a student who was willing to answer the question…)
>
> (Taken on 11 April 2012)

After conducting the observations, the English teacher also conducted the interviews with some students. From the interviews, it could be concluded that most of the students were not interested during the learning process of reading because the activities were monotonous so that the students were bored. It is proven in the quotation of the interview transcripts below:

> R : *Tadi gimana kegiatan ma ibunya senang tidak?* (How were the activities done by the teacher? Did you like them?)
> S : *Ya biasa aja mbak, **malah agak bosen gitu**..*(Just so-so, it was boring.)
> R : *Bosennya bagaimana dek?* (Why were you bored?)
> S : *Soalnya tuh tiap hari bahas LKS dan sering ulangan..* (Because every day she used a course book as a main source and often did tests.)
> R : *ohhh emang tidak pernah pake sumber lainnya pa?* (Were there any other sources that she used?)
> S : ***Jarang Miss**...* (Rarely Miss.)
>
> (Taken on 11 April 2012)

After conducting the observations and the interviews, the researcher also conducted a pre-test to the students on Friday, May 4, 2012 in order to know the students' reading competence before the actions were implemented. The result of the pre-test shows that more than a half of the total students have a low reading comprehension ability.

Based on the result of the observation, the interview and the pre-test in VIII A, the researcher and the teacher identified the problems related to the learning process of reading in SMP N 2 Prembun. The problems are presented in the following table.

Table 3. **Field Problems Concerning the Teaching and Learning Process of Reading at VIII A Students of SMP N 2 Prembun**

No.	Field Problems	Code	Sources	
			O	I
1.	The students' motivation was low.	S	√	√
2.	The students were not enthusiastic to do the class activities.	S	√	√
3.	Some students made noise during the learning process.	S	√	√
4.	Some students were often bored when they read the text.	S	√	√
5.	Some students tended to talk with their friends during the learning process of reading.	S	√	√
6.	Some students did not pay attention to the teacher's explanation.	S	√	√
7.	Some students had difficulties in comprehending English texts.	S	√	√
8.	Most of the students were not actively involve in the reading activities.	S	√	√
9.	Most of the students did not enjoy reading activities.	S	√	√
10.	The teacher only used the text book without using any other resources.	ET	√	√
11.	The teacher did not use media to attract the students' enthusiasm.	ET	√	√
12.	The teacher did not use time maximally.	ET	√	√
13.	The teacher did not explain the reading skills and strategies.	ET	√	√
14.	The activities in learning process lacked variations.	ET	√	√
15.	The activities were monotonous.	TL	√	√
16.	The interaction was low.	TL	√	√

The first category was related to the students (code S), containing what the students felt and did during the teaching and learning process of reading. The second one was the English Teacher (code ET). It was about how the English teacher treated the students and conducted the teaching and learning process. The third one was about the teaching and learning process (code TL). The fourth one was about the sources of the data that are observation and interview (code O and I). It was concerned with how the teaching and learning process ran in the classroom.

After identifying the field problems, the researcher held discussion with the English teacher to weigh the problems based on the urgency level. It was done in order to find her opinions in categorizing the problems identified.

There were 16 problems identified based on the result of the observation and interview. The most urgent problems are presented in the table below.

Table 4. **The Most Urgent Problem Concerning the Teaching and Learning Process of Reading at the VIII A Students of SMP N 2 Prembun**

No.	Field Problems	Code
1.	The students' motivation was low.	S
2.	Some students had difficulties in comprehending English texts.	S
3.	The teacher only used the text book without using any other resources.	ET
4.	The teacher did not use media to attract the students' enthusiasm.	ET
5.	The teacher did not use time maximally.	ET
6.	The activities were monotonous.	TL

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

Table 5: **The Most Feasible Problems to be Solved Concerning the Teaching and Learning Process of Reading at the VIII A students of SMP N 2 Prembun**

No.	Field Problems	Code	Solutions
1.	The students' motivation was low.	S	The students did independent reading in which they could select the text based on their will
2.	Some students had difficulties in comprehending English texts.	S	The teacher gave the mini-lesson to teach about strategies in comprehending English texts
3.	The teacher only used the text book without using any other resources.	ET	The teacher gave various texts and the students could be free to choose them
4.	The activities were monotonous.	TL	Independent Reading, Mini-Lesson, Partner reading, and Peer Conferencing were given to the students in order to avoid the monotonous activities

The next step after determining the most feasible problems to be solved, the researcher analyzed the objective analysis by having a discussion with the English teacher. They formulated the final objectives from urgent solvable problems to find

the main causes. The alternative causes of every problem which appeared were analyzed more deeply by the researcher and the English teacher. The following table displays the results of analysis.

Table 6. **Main Causes of the Problem**

No.	Field Problems	Main Causes
1.	The students' motivation was low.	The students did not have the passion to learn English seriously during the learning process.
2.	Some students had difficulties in comprehending English texts.	The students lacked vocabulary and the teacher did not give reading strategies to her students.
3.	The teacher only used the text book without using any other resources.	There were no other resources that could support the learning process of reading.
4.	The activities were monotonous.	The English teacher could not create interesting and various activities for the reading class.

After identifying the most important problems that needed to be solved, the researcher and the English teacher tried to look for the action that could overcome the field problems. The researcher told about the appropriate actions as the efforts to solve the problems occurring in VIII A students of SMP N 2 Prembun. The English teacher also gave some considerations related to the actions which could be used in the classroom.

Finally, the researcher and the English teacher decided to apply the Reading Workshop in order to improve the learning of reading. The reasons of choosing Reading Workshop were: (1) the students were encouraged to work independently, cooperatively or in a small group to apply what they have learned and practiced new materials, (2) the students were given the interesting activities that made them eager to learn reading, (3) the students were free to choose the various texts to be read. In addition, the selection of the activities of Reading Workshop was based on the material that would be taught and the learning objective that would be reached. It was appropriate with the topic of the lesson and the learning objective.

After having a discussion with the English teacher, the researcher determined some actions concerning to the students' active involvement. In determining the actions, the researcher used the Genre-Based approach. They were Building Knowledge of Text, Modeling of Text, Join Construction of Text and Linking to Related Texts.

The researcher would also apply some Reading Workshop activities such as, *Paired Questioning Partners, Independent Reading* and *Peer Conferences.* Those activities would be able to attract the students' attention and encouraged them to participate actively in the teaching and learning process.

Pair work and group work were also some of the actions to solve the problems in the learning of reading. By using pair work and group work in the classroom, there

could be a lot of opportunities for the students to interact with their friends, help each other in accomplishing the tasks, and could be challenged to do the activities. By applying pair work and group work, the English teacher could also bring the students into a better understanding in learning English.

B.   The implementation of the Actions and Discussion

1.   The report of Cycle 1

a.   Planning 1

After the researcher and the English teacher formulated the field problems and the actions to solve the problems, they made some plans to be implemented in the first cycle. Based on the actions that had been determined they hoped that Cycle 1 could change the English teaching and learning into the following conditions.

1)   The students' motivation could be improved.

2)   The students could improve their English reading comprehension.

3)   The students could get various resources to improve their reading skills.

4)   The classroom activities in the reading class could be varied.

To achieve the expected situations, the researcher and the English teacher planned to implement some actions in Cycle 1.

1) Selecting the Appropriate Materials Based on the Basic Standard and Competency Standard for Grade VIII Semester 2

The first plan that should be done by the researcher and the English teacher before selecting the materials was that the researcher and the English teacher selected the basic standard and standard competence of reading. The researcher and the English teacher agreed to apply the following standard and basic competence.

Table 7. **The Standard Competence and Basic Competence**

Skill	Standard and Basic Competence
Reading	**Standard of Competence** Comprehending meanings of the simple short texts in the form of recount and narrative to interact with the environment.
	Basic of Competence Responding to meanings in the form of simple short functional written texts accurately and acceptably which have relationship with the environment.

In selecting the materials, the researcher and the English teacher agreed to teach "Recount text" in Cycle 1. The first and second meeting talked about "My Unforgettable Holiday" and third and fourth talked about "Personal Biography."

2) Making the Media

The researcher made some media that were used in the learning process of reading. It was made based on the material that had been decided. Because the

material was Recount text, the researcher looked for some pictures that would support the learning process of reading.

3) Selecting Reading Workshop that would be implemented

After selecting the material, the researcher and the English teacher together discussed to look for activities in Reading Workshop that might be appropriate with the material and the learning objective. It could also solve the problems occurring in the learning process of reading. The following are the activities.

a) Independent Reading

In this activity, the students applied strategies that have been presented by the English teacher in mini lesson's stage (pointing to the words, noticing illustrations, using soft voices). The students selected a text that was still related to the material and then read it individually. By selecting the text based on the students' will, the students would get various resources.

b) Mini-Lesson

Mini-lessons were used to teach a specific skill or strategy or to give information. This form of teaching and demonstrations allowed the English teacher to focus on an area of student need, to give the students the information they required, and to let them apply what they had been taught as they read.

c) Partner reading

In partner reading, two students sat shoulder to shoulder and took turns reading a page or a paragraph, helping each other with difficult words. This activities

helped students to gain confidence in reading aloud, learning new sight words, correct pronunciation, and vocabulary.

d) Peer Conferencing

In peer conferencing, the students did a conference with a peer. They had the chance to engage in natural conversations about their reading. For a conference to be successful, it needed to occur in an atmosphere of openness, support, and cooperation where the students felt comfortable enough to discuss their problems in reading and work with the peers to solve them.

All of the activities above were planned to solve the important problems that occurred in the learning of reading in VIII A SMP N 2 Prembun. The problems occurring and the solutions for each problem are summarized in the following table.

Table 8. **The Problem Occurring and the Solutions for Each Problem**

No.	Problems	Solution
1.	The students had a low motivation	The students did independent reading in which they could select the text based on their will
2.	Some students had difficulties in comprehending English texts	The teacher gave the mini-lesson to teach about strategies in comprehending English texts
3.	The students could not get various resources	The teacher gave various texts and the students could be free to choose them
4.	The classroom activities were monotonous	Independent Reading, Mini-Lesson, Partner reading, and Peer Conferencing were given to the students in order to avoid the monotonous activities

4)   Selecting the Teaching Approach

After having a discussion the researcher and the English teacher decided to use Genre-Based approach in the teaching and learning process of reading. Genre-Based approach consists of five stages.

In Building Knowledge of Field, the teacher introduced the social context of the text model and activated the students' background knowledge. Therefore, in this stage the students learned about: (a) the social context of an authentic model of the text-type being studied; (b) features of the general cultural context in which the text-type was used; (c) the social purposes; and (d) the immediate context of situation by investigating the register of a model text which has been selected on the basis of the learning objectives and learner need.

The second stage was Modelling of Text. It is an important scaffolding activity that involves the English teacher and the students discussing and exploring the stages of the genre and its key grammatical and rhetorical features. Related to the teaching of reading, in this stage, the teacher helped the learners to develop the reading skills and strategy needed for effective reading.

The next stage was Join Construction of Text. In this stage, the teacher and the students worked together to construct whole examples of the genre, with the teacher gradually reducing his or her contribution as the teacher gained greater control over their writing. The teacher also asked the students to make group and pair work so that they could work together with their friends to accomplish the tasks.

Then, there was Independent Construction of Text. In this stage, the students worked individually with the text and their performances were used for achievement assessment. In the reading class, the activities of this stage were comprehension activities including answering questions, checking true and false statements based on the text, and matching pictures.

In the last stage, the students investigated how what they have learnt in the teaching and learning cycle could be related to other texts in the same contexts.

5)   Making Lesson Plans

After selecting the appropriate activities, the researcher needed lesson plans. It was about what teacher had to be used in the teaching and learning process. The scenario of the teaching and learning process in Cycle 1 could be seen in the Appendix F.

6)   Preparing Research Instruments

Before conducting the actions, the researcher made instruments including observation guideline for the teacher and the students and also the interview guideline.

b.   Actions and Observation in Cycle 1

After planning the action, the researcher and the English teacher implemented the actions. It was based on the time that had been planned. The actions were carried out 4 times. The schedule of Cycle 1 can be seen in the following table.

Table 9. **The Schedule of Cycle 1**

Date	Material	Time	Source
10 May 2012	Recount Text (My experience)	1x40 minutes	*English on Sky 2 for Junior High School Students Year VIII*
11 May 2012	Recount Text (My experience)	2x40 minutes	*Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*
16 May 2012	Recount Text (Someone's Biography)	2x40 minutes	*English on Focus for Junior High School Students Year VIII*
18 May 2012	Recount Text (Someone's Biography)	2x40 minutes	*Let's Talk for Junior High School Students Year VIII*

In this cycle, the material given to the students was recount text. The selection of the material was based on the syllabus for the eighth grade in semester 2 and the result of the discussion with the English teacher. The learning objective that would be reached in this cycle was enabling the students to comprehend the recount text. The indicators of the learning objectives are (1) students are be able to identify words used in recount text (2) students are be able to identify characteristics and function of recount text (3) students are able to analyze the generic structure of recount text (4) students are able to find the explicit information from the text.

The implementation of Reading Workshop strategy followed the genre based approach consisting of Building Knowledge of the Field, Modelling of the Text, Joint Construction of the Text, and Independent Construction of the Text.

The data during Cycle 1 were collected using field notes during classroom observation, interviews, and photograph. In the research, the researcher acted as observer during the teaching and learning process. The following was the description of the actions in Cycle 1, meetings 1 and 2.

1) Building Knowledge of the Field

The first meeting of Cycle 1 was on Thursday, May 10, 2012. In first meeting, the teacher gave lead-in related to the topic. The teacher started the class by greeting the students and they answered it.

In the beginning of the lesson, the English teacher did question and answer activities to lead the students into the topic. Because the materials about recount had been taught, she asked the students some questions related to the recount text they had got. Some questions proposed to the students were

✓ What is the recount text?

✓ What stories related to the recount text have you ever read?

✓ What is the story about?

Some students sitting in the front answered the questions. The activity was in order to remind their memory about the topic. Besides asking some questions, she also showed some picture of personal experience. Then she asked questions related to their own experience.

After that, she asked the students to guess what had been learned after they got some questions and also watched some pictures. When the English teacher asked it, no one answered that question. The students looked confused with that so that the English teacher told that the learning objective enabled the students to comprehend some recount texts related to the topic.

2)   Modeling Construction of Text

The teaching and learning process was continued by the English teacher. First, the English teacher delivered the text entitled *Diving in Bunaken Island* to the students. Each student got one text. After making sure that everyone got the text, she asked the students to make prediction what the text was about. She asked the students to read the title and looked at the picture of the *Diving in Bunaken Island*. Then, she said that it was very important to guess the content of the text from the title or from the picture provided in the text. The title and picture would help the reader know what the text was about and what information would be found in the text. The Mini-Lesson was given in this stage. She explained the strategy used in comprehending English reading

texts and also taught about how to ask questions during a sharing session, setting individual goals and self-evaluation, and getting ready for a conference.

After the English teacher explained the reading strategies to the students, she asked the students to read the text first silently. She asked the students whether they found difficult words or not. The students asked several words and the teacher asked them to look up into the dictionary to find the meaning of difficult words. However, many students did not bring it. Then, she told them the answer. After that, she read the text aloud. After she read the text, she asked the students to find the key words from the questions. For example when the question asked "Where", it means that the answer would be a certain place. If it was "when", she suggested the students to find word that referred to the certain time.

After that, the English teacher explained the recount text. She explained the social function, generic structure, and grammatical feature of recount text. She also explained the steps and the schematic structures of the text. She gave some examples of paragraph which could be included as the part of recount text. Then, she presented the whole text as a model. After that, the students were asked to read the text and answer the comprehension questions related to the text. After some minutes she did answer question activity to discuss the answer of the questions. The students answered the questions voluntarily. The raised their hands to answer the questions.

In that meeting, even though there was improvement in students' participation, some students still had low participation especially students at the back row. Some of them had a chat with their friends. Then, the English teacher approached and noticed them. The time was over so she stopped the teaching and learning process. Before she left the class, she distributed texts consisting of four titles to the students. She asked them to choose one and read it independently at home.

3) Joint Construction of the Text

The second meeting of Cycle 1 was on Friday, May 11, 2012. In the second meeting, the English teacher continued the teaching and learning of English reading process by reminding the students of the previous lesson that had been taught.

After reminding them of the materials, the English teacher introduced the next activity used in the learning process. It was partner reading. This activity meant that the students had to do the work in pairs and then they shared their ideas and worked cooperatively with the pairs to finish the task. Firstly, they had to read the text together and helped each other when having difficulties. The English teacher walked around the class to control the situation. Because the students had to share their ideas, the situation in the class was noisy.

The next activity that had to be done by the students was Peer Conferencing. The teacher asked the students to prepare their partners to conference the recount that

they had read in front of the class and the other students would give comments to motivate the students. Because this was the first time, they did not want to have a conference in front of the class. So, the English teacher designated them randomly. When they had the conference in front of the class, they were still reading their notes. Most of the students were still passive to give comments. Then, she appreciated the students who had done the conference and gave the comments.

4) Independent Construction of the Text

Students read and worked individually in this stage. The English teacher asked them about the text they had read at home. There were students who forgot to bring the text. Fortunately the English teacher had additional texts and gave them to the students. The students had the second change to read it again in the class before doing a task. She reminded them to apply the strategies that had been taught on the previous day. After the students had comprehended the text, the teacher gave essay questions to them. They had to answer them independently. When the time was up, the students submitted the work to the English teacher, and then the English teacher together with the students discussed the right answers.

5) Linking to Related Texts

In this stage, the English teacher asked the students to find a similar text from magazines, news papers or any sources and read it independently at home.

Before the English teacher ended the teaching learning process, she asked the students to prepare the next materials that still related to the recount text but with different themes.

After the first and second meetings had been done, the teaching and learning of reading process was continued to the next materials. It was still about recount text but with a different form that was biography. Here are the third and fourth meetings of Cycle 1.

1) Building Knowledge of the Field

The third meeting of Cycle I was on Wednesday, May 16, 2012. The English teacher started the teaching and learning process by greeting the students and checking the students' attendance. Then, she conducted question and answer activities. She tried to brainstorm the students' background knowledge by providing some questions related to the materials that they would learn. She encouraged them to use background knowledge they have already known.

The English teacher showed pictures of popular figures, such as David Beckham, Justin Beiber, and Kartini. Then, she asked them whether they knew those figures or not. The students were enthusiastic to respond to the English teacher's questions because some of them were familiar with those figures.

After showing the pictures, the English teacher asked the students to predict what they would learn that day. They were still confused and kept silent. Then, the

English teacher told them that on that day they would learn about someone's biography.

2)   Modelling of the Text

In this stage, the English teacher showed one picture and asked the students to guess who he was. The students were enthusiastic to guess the figure in the picture although they responded to it in Indonesian.

GBI	: Do you know who he is?
S	: He is Thomas Alva Edison
GBI	: What did he find?
S	: *Telegram*.(Telegraph)
GBI	: Telegram? (Telegraph?)
S	: No.. *Lampu*, Ma'am..(No, Bulb, Ma'am)
	(Taken on 16 May 2012)

When the students were able to answer the English teacher's questions, she distributed the text related to the picture she had shown. It was Thomas Alva Edison's biography**.** She asked the students to read it silently and had to give marks when they found the difficult words.

After reading the text, the English teacher designated the student sitting at the back to read the text loudly. She designated that student because he did not read the text by himself. She asked the whole class whether they found difficult words or not. Some students raised their hands and asked about some difficult words. The English teacher gave the meaning of those difficult words.

Then, the English teacher explained the biographical recount. She told the parts of the biographical recount, the generic structure, the purpose and the characteristics of the biographical recount. She also gave the strategies how to be a good reader.

3) Joint Construction of the Text

To check the students' understanding, the English teacher gave a pair work. Before giving the pair work, she showed the picture and the students had to guess who she was but the students looked unfamiliar with that picture. Finally, the English teacher told about the figure in the picture. She was the author of Harry Potter book, JK Rowling. After that, the English teacher asked them to work in pairs to rearrange jumbled paragraphs into a good story. They had to do it in pairs and helped each other. The teacher controlled their work.

Then, when the time was up, the English teacher discussed the text together with the students to find out right answers. Almost all of the pairs had the wrong answers. So, the English teacher explained about the biographical recount again.

4) Independent Construction of Text

After discussing the right answer, the English teacher continued to the next activity. She gave each student texts with some titles there. She asked them to choose one freely and read it by themselves. They could read it by using the strategies that had been taught. The students looked serious to read the text. Sometimes, they opened the dictionary to find the difficult word.

After that, the English teacher asked them to retell the story they had read to one of their friends. The class was noisy when they began to tell the story with their friends. The teacher then walked around to give instructions to some students.

Then, the English teacher asked them to sit in their own seat to continue the next activity that was answering questions based on the text they had read. The class was silent when the students did their work. When they finished their work, the students submitted the work to the English teacher. Then, she asked them whether they found the difficulty or not. The students responded by saying that there was no difficult things they had found.

5) **Linking to Related Texts**

In this stage, the English teacher asked the students to explain the similarity betweeen the previous text they had learnt that was about "My Experience" and the text they had learnt on that day that was about "Someone's Biography". The students gave responses by answering the English teacher's questions.

Before the English teacher ended the teaching learning process, she asked the students to prepare the next materials. It was about narrative texts.

c. **Reflection of Cycle 1**

After implementing the actions in Cycle 1, the researcher did some reflections based on the observations during the implementations of the actions, the interviews with the English teacher and the students, and the recording of the teaching and learning process. The reflections were used to plan the actions in the next cycle.

From the implementation of the action in Cycle 1, the actions can be classified into two main results. There were success and failure that would be described as follows.

1) **Implementing Mini-Lesson in the teaching and learning process of reading was effective**

In doing Mini-Lesson, the English teacher did not find difficulties. She could explain the materials and the strategy in reading clearly and the students understood well. She also gave the illustration to help the students understand with the materials.

> *GBI memunjukan gambar yang berhubungan dengan teks dengan judul Diving in Bunaken Island. Gambarnya berupa gambar pulau bunaken dan orang yang sedang diving.* (The English teacher showed the pictures related to the text entitled *Diving in Bunaken Island.* The picture was about the Bunaken Island and the people who was diving.)
> GBI   : "What do you think about this picture?"
> S   : "Scenery.."
> GBI   : "The next picture, what is it?"
> S   : "*Seseorang yang lagi menyelam, Ma'am.."(*Someone who was diving.)
> GBI   : "What is relationship between the first and second texts with recount?"
> S   : "Tell about personal experience".
>
> (Taken on 10 May 2012)

The field note above implied that the students could understand the materials because the English teacher gave the illustration.

The English teacher also presented the characteristics of recount text, the purpose of a recount text, and the parts of a recount text. The students understood the materials and the strategies presented by the English teacher. It is seen in interview transcript 16.

R: *Tadi gimana gurunya kira-kira saat menerangkan bikin paham kamu tidak?* (How was the teacher? Did she make you understood?)
S: **Iya Miss**..(Yes, she did)
R: *Membuat paham nya karena apa?* (what made you understood?)
S: *Soalnya menerangkannya pake gambar terus mancing-mancing kita buat berbicara jadi gag cuma diem aja..*(Because she explained by using the pictures and also invited the students to become active)

(Taken on 10 May 2012)

It could be concluded that the English teacher had to present the strategies and the materials in Mini-Lesson stage. Most students understood and comprehended the materials. However, some students had some difficulties to comprehend the materials. It was caused by their limitation in vocabulary mastery. It can be seen in the dialogue below.

R: *tapi ada kesulitan gag selama membacanya?* (Were there any difficulties during reading?)
S: *apa yaa..* **palingan tuh biasa mbak soal kosa kata yang belum paham**..(What was that.. maybe it was about the unfamiliar words that I could not understand).
R: *lha kira-kira kata tersebut udah familiar atau masih asing untuk kamu?* (Did the words look familiar or still unfamiliar for you?)
S: *engg… ada yg asing ada yg udah familiar tapi lupa artine..*(engg there were unfamiliar and familiar words but I forgot).
R: *hmm baiklah kalo gitu,, besok besok kalo ada kata susah dicatat yaa.. jangan cuma buka kamus tahu udah deh besoknya lupa…*(hmm oke.. Next time, if you find the difficult words, you have to note it. Do not only open the dictionary and then forget the words).

(Taken on 11 May 2012)

The quotation above shows that students' difficulty was in guessing the meaning of unfamiliar words. So, in the next cycle, it was better to give an activity that could improve their vocabulary.

In conclusion, the implementation of Mini-lessons ran well in the learning process. The students were satisfied with the English teacher's presentation although it was found that some students still could not comprehend the materials well because of their lack of vocabulary.

The implementation of Mini-lessons to teach the students a specific skill or strategy in the first cycle can be said to be valid because it meets with the principles of process, dialogic validity and outcome validity. The data of the process validity was taken from observations and interviews with the English teacher and the students. It was supported by data sources, such as field notes and interview transcripts. Then, the dialogic validity was taken from the English teacher and the students' responses. Meanwhile, the outcome validity was taken from interview with the Students. Based on the interview, the students were satisfied with the English teacher's presentation. Besides, the result of the action is reliable because it is in line with the concept of methodological triangulation.

2) **Implementing Partner Reading in the Teaching and Learning Process of Reading was Effective**

In the activity of partner reading, the students read the text aloud and would get and give comments each other in pairs. They helped each other with difficult words. This activities helped students to gain confidence in reading aloud, learning new sight words, and learning correct pronunciation, vocabulary. It is shown in the student's comment below.

R   :*Dari aktivitas yang sudah dilakukan yang paling kamu senengin yang mana e?* (From the activities that had been done before, which one did you like?)

S   : *emmm aktivitas yg apa aja nih Miss?* (what activities did you mean?)

R   : *itu lho ada pairing, terus independent reading…*(there were pairing, independent reading.)

S   : *ohhh yang ituu,,, **aku seneng yg waktu pairing**..*(I liked a pairing activity)

R   : *kenapa memange?* (why did you like that?)

S   : *Ya **ngerjainne lebih ringan soale kan ada temen** kalo gag bisa, bisa tanya-tanya terus pas kita baca text ada yang mantau kalo ada yang salah kan bisa dibenerin, terus kalo gag paham artine ya bisa cari bareng..* (My work became easier because there was a friend who would monitor when I made mistakes, she would give correction and then when we did not understand the meaning we could look for it together.)

(Taken on 10 May 2012)

The English teacher also agreed that the partner reading could improve students' interaction and their confidence. It could also make the learning process was not bored. The English teacher's opinion can be seen below.

R   : *Menurut ibu apakah tadi aktivias yang dilakukan selama pelajaran reading efektif untuk meningkatkan kemampuan anak dalam membaca?* (In your opinion, were the activities done during the reading lesson effective to improve the students' reading comprehension?)

T   : ***Ya kalau menurut ibu lumayan efektif mbak,*** *tadi anak kan jadi antusias waktu di perlihatkan gambar terus pas suruh milih teks sendiri kan mereka terlihat senang, selain itu waktu the partner reading anak jadi tidak malu mempraktekan reading dengan teman-temannya.*(In my opinion, It was quite effective, the students were enthusiastic when showed the pictures, besides that, when the partner reading, the students were not shy to practice their reading with friends.)

(Taken on 18 May 2012)

Although the partner reading could improve the students' motivation and confidence, it still had weakness that was the process of the partner reading in the class made the situation noisy. When the English teacher did not give more attention, some students liked to be uncontrolled.

The implementation of Partner Reading in the first cycle to could improve the students' motivation and confidence is said to be valid and reliable. It is said to be valid because it is in line with the principles of process, dialogic, and outcome validity. In addition it is in line with methodological triangulation.

3) **Implementing Peer Conferencing in the Teaching and Learning Process of Reading was Effective**

In peer conferencing, the students did conference with a peer. In this activity, the students summarized the text in front of the class. Because it was the first time they did that, the English teacher asked the students to do conference in front of the class with their partners. This activity could improve the students' mental and physical involvement.

There were no students who wanted to do conference voluntarily without waiting for the English teacher to appoint them. It was because some students were shy to practice it in front of the class. It can be seen in the dialogue below.

R	: *Tapi kemarin pas disuruh secara suka rela untuk maju menceritakan text nya gag mau?* (But yesterday, when the teacher asked the class voluntarily to come to the front, you were not eager to tell it?)
S	: *Yaa kalo maju kedepan suka rela **masih malu lah** Miss..(*if I came in the front voluntarily, I was still shy Miss.)
R	: *Malu kenapa?* (Why you must be shy?)
S	: *Takute udah berani maju ee malah salah..*(I was afraid of coming to the front, I made a mistake.)
R	: *Ohh.. ya lain kali harus pede aja ya… kan gag papa buat latihan pede..*(Next time you must be confident.)
	(Taken on 10 May 2012)

The implementation of Peer Conferencing in first Cycle to improve the students' mental and physical involvement is said to be valid and reliable. It is said to be valid because it is in line with the principles of process, dialogic, and outcome validity. In addition it is in line with methodological triangulation.

4) **Implementing Independent Reading in the Teaching and Learning Process of Reading was Effective**

In this activity, the students had to apply strategies that have been presented by the English teacher in the Mini Lesson stage (pointing to the words, noticing illustrations, using soft voices). The students selected a text still related to the material and then read it individually. Selecting the text based on the students' will made them get various resources.

The English teacher provided four texts that had different topics but they were still about recount texts that they had learnt. The students were enthusiastic to select one text they liked. It can be seen in the dialogue below.

R	: *Baiklah,, langsung aja yaa.. Miss mau tanya, gimana menurut kamu kegiatan belajar Recount selama dua hari ini?* (Miss would like to ask you, what you think about the teaching and learning activity of recount within two days?)
S	: ***Seneng*** *Miss, soale beda ma kemarin-kemarin..*(I was happy because It was different from the previous one.)
R	: *senengnya?*(What made you happy?).
S	: *Ya kita bisa milih teks sesuka kita..* (Because we could choose the texts freely.).

(Taken on 10 May 2012)

It means that the students preferred to read the text based on their choice. It could improve their comprehension. Besides, the students would get various texts and they could choose one freely.

The implementation of Independent Reading in the first cycle to improve the students' enthusiastic in reading activities is said to be valid and reliable. It is said to

be valid because it is in line with the principle of process and outcome validity which were reflected by the data in the form of field notes. In addition, it is said to be reliable because it is in line with the investigator triangulation since it involved more than one observer in observing the implemented action.

d.   Summary of Cycle 1

Based on the reflection above, the researcher concluded that there were some successful and unsuccessful actions. These can be presented as follows:

a)   Mini-lesson as the part of Reading Workshop enhanced students' comprehension because it could make the students understand the materials. They also already knew the strategy in reading skills and applied it when they did reading.

b)   Reading Workshop improved the students' confidence because the students could practice their reading with a partner. Their friends would give corrections when they made mistakes without feeling ashamed.

c)   Reading Workshop gave the students the chance to choose the text freely. It could motivate them to read the text based on their own choice.

d)   Reading Workshop was successful in making reading lesson not monotonous because the students were involved in every activity.

On the other hand, the unsuccessful actions were presented below.

a)   Some students tended to be shy when they had to do the conference in front of class.

b)   The class became noisy during the partner reading process.

c)   Some students still had difficulties in guessing the difficult words.

d)   Some students did not finish the tasks correctly.

Based on the unsuccesful actions above, the English teacher and the researcher discussed to look for the solutions. The solutions of each problem are presented below.

a)   The English teacher motivated them to be active in the conference and grouping with friends.

b)   The English teacher would give more attention to monitor the students' grouping.

c)   The English teacher gave the interesting mini-lesson to teach strategies in comprehending English texts and she also implemented Vocabulary Box.

d)   The students did the grouping activity to help them understand the materials.

From the summary above, it can be implied that the result of Cycle 1 is valid it is in line with the principles of process, dialogic, democratic, and outcome validity. It indicates that there were some improvements and weaknesses after the actions were implemented. This was supported by the gained data in the forms of field notes, interview transcripts, and samples of students' works. Moreover, it also can be said that the result is reliable because there were more than one observer in gathering the data over period of time. It is in line with the concept of investigator triangulation.

2.   The Report of Cycle 2

a.   Planning 2

Based on the reflections of the actions implemented in Cycle 1, the researcher found that there were some problems in the learning process of reading which were not solved yet. The problems are 1) some students tended to be shy when they had to do the conference in front of the class; 2) the class became noisy during the partner reading process; 3) some students still had difficulties in guessing the difficult words; 4) some students did not finish the tasks correctly. In this cycle, the researcher and the English teacher would try to solve those problems by implementing the other activities of Reading Workshop on reading to make the actions work more optimally. The new things to be carried out in Cycle 2 are as follows:

1)   Implementing Reading Workshop that consisted of four activities: a) Mini-Lesson; b) Sharing with friends; c) Conferencing reading; and d) Independent reading.

2)   Grouping the students to solve the problem related to the students' difficulty in finishing the tasks correctly.

3)   Improving the students' vocabulary by giving the Vocabulary Box activity.

After determining the problems in Cycle 2 and solutions to solve the problems, the researcher and the English teacher planned the actions implemented in Cycle 2. The explanations of each action are as follows.

1)   **Selecting the Appropriate Materials Based on the Basic Standard and Competency Standard for VIII A Semester 2**

The first plan that should be done by the researcher and the English teacher before selecting the materials was that the researcher and the English teacher selected the basic standard and standard competence of reading. The researcher and the English teacher agreed to apply the following standard and basic competence.

Table 10. **The Standard Competence and Basic Competence**

Skill	Standard and Basic Competence
Reading	**Standard of Competence** Comprehending meanings of simple short texts in the form of recount and narrative to interact with the environment.
	Basic of Competence Responding to meanings in the form of simple short functional written texts accurately and acceptably which relate to the environment.

In selecting the materials, the researcher and the English teacher agreed to teach "Narrative text" in Cycle 2. The first and second meetings talked about "Fairy Tales" and third and fourth talked about "Fables." To avoid the students' boredom, the researcher and the English teacher agreed to give more interesting texts.

2)   Making the Media

The researcher made some media used in the teaching and learning process of reading. It was made based on the material that had been decided. Because the material was Narrative text, the researcher looked for some pictures that would support the teaching and learning process of reading.

3)   Selecting Activities to be Implemented

After selecting the material and media, the researcher and the English teacher discussed together to look for activities in Reading Workshop that might be appropriate with the material, the learning objective, and could solve the problems occurring in the teaching and learning process of reading. First of all, the researcher and the English teacher determined the problems occurring in the class. Then, they selected Reading Workshop activities that were appropriate to be implemented on the materials, the learning objective, and the goal of the research. Those activities are

a)   Implementing four activities in Reading Workshop.

Four activities in Reading Workshop are Mini-Lesson, Sharing with friends, Conferencing reading, and Independent reading.

b)   Grouping Reading

In Grouping Reading, the students had the opportunity to get the experiences in discussing the text and sharing the difficult things with their friend without feeling afraid.

c)   **Vocabulary Box**

The students had to list and write the difficult words they found in the text in the Vocabulary Box.

All of the activities above were planned to solve the important problems that occurred in the teaching and learning process of reading in VIII A of SMP N 2 Prembun. The problems occurred and the solutions for each problem are summarized in the following table.

Table 11. **The Problems, the Solutions, and the Examples**

No.	Problems	Solutions	Examples
1.	Some students tended to be shy when they had to do the conference in front of the class	The English teacher motivated them to be active in the conference and grouping with friends.	The English teacher appreciated the students who eager to do conferencing activity.
2.	Some students still had difficulties in guessing the difficult words	The English teacher gave the interesting mini-lesson to teach strategies in comprehending English texts. There was Vocabulary Box.	✓ The English teacher always gave illustration for every text. ✓ The English teacher explained how to deal with Vocabulary Box.
3.	The class became noisy during the partner reading process	The English teacher would give more attention to monitor the students' grouping.	The English teacher always asked the students' difficulties and checked every one participating in every reading activity.
4.	Some students did not finish the tasks correctly	The students did the grouping activity to help them understand the materials.	The students did the task and also read the texts in groups. They also could ask their friends when they found difficulties.

4) Selecting the Teaching Approach

After having a discussion the researcher and the English teacher decided to use Genre-Based approach in the teaching and learning process of reading.

5) Making Lesson Plans

After selecting the appropriate activities, the researcher needed a lesson plan. It was about what the English teacher had to be used in the teaching and learning process. The scenario of the teaching and learning process in Cycle 2 could be seen in the Appendix F.

6) Preparing Research Instruments

Before conducting the actions, the researcher also made instruments including an observation guideline for the English teacher and the students and also an interview guideline.

b. Actions and Observation in Cycle 2

After planning the action, the researcher and the English teacher implemented the actions. It was based on the time that had been planned. The actions were carried out 4 times. The schedule of Cycle 2 can be seen in the following table.

Table 12. **The Schedule of Cycle 2**

Date	Material	Time	Source
24 May 2012	Narrative (Fairy Tales)	1x40 minutes	*English on Sky 2 for Junior High School Students Year VIII*
25 May 2012	Narrative (Fairy Tales)	2x40 minutes	*Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah*
31 May 2012	Narrative (Fable)	1x40 minutes	*Kelas VIII Edisi 4*
1 June 2012	Narrative (Fable)	2x40 minutes	*English on Focus for Junior High School Students Year VIII* *Let's Talk for Junior High School Students Year VIII*

The following is the description of the actions in Cycle 2, meetings 1 and 2.

1)   Building Knowledge of the Field

The first meeting of Cycle 2 was held on Thursday, May 24, 2012. The English teacher acted as the English teacher and the researcher acted as the observer. The English teacher began the lesson by greeting, praying and checking the students' attendance. She started the lesson by asking some questions related to the narrative text to remind the students. Actually, most of the students still remembered the previous material.

GBI	: Do you still remember about the characteristics of Narrative text?
S	: Yes Ma'am.
GBI	: Sad ending or happy ending? Akhirnya selalu sedih atau bahagia?
S	: *Bisa dua-duanya, Ma'am*.
GBI	: Yes, sometimes can be happy ending and can be sad ending. Did you still remember about the generic structure of the text? Strukturnya dari teks narrative? Berati ada berapa?
S	: Orientation..
GBI	: Then the next?
S	: Reorientation..
GBI	: Reorientation itu Recount text. The second is...
GBI	: Apalagi? Did you still remember?
S	: Complication..
GBI	: And then…
S	: Resolution..
GBI	: What did happen in Orientation? *Apa yang terjadi di* Orientation?
S	: *(sibuk membuka-buka catatan)*
GBI	: Introduce about the character atau mengenalkan tokoh..selanjutnya, in Complication? What happened?
GBI	: What can you find in Complication?
S	: The problems of the story..
GBI	: OK. How about the Resolution?
S	: Pemecahan masalah..
GBI	: Yes pemecahaan atau the solving or the ending of the problems, sad ending or happy ending, akhir dari cerita. So, there are three parts, what are they?
S	: Orientation, Complication, and Resolution.

(Taken on 24 May 2012)

The English teacher conducted the questions and answer before explaining the main material. There was the following questions and answers activity:

> GBI : Yes. Then, in the narrative text, you can find the story in form of Folktale or Folklore. What is Folktale or Folklore?
> S : *Cerita rakyat..*
> GBI : *Ya, cerita rakyat*, then Fairytale?
> S : Dongeng.
> GBI : *Oke, termasuk juga apa? Dongeng seperti apa? Dongeng Indonesia misalnya?*
> S : *Si Kancil dan SI Timun.*
> GBI : *Ya.. juga si Kancil dan Buaya. Itu disebut juga cerita binatang atau* fable.
>
> (Taken on 24 May 2012)

After that, the English teacher led the learning process by asking the students to divide some titles of the narrative text based on Folktale or Fairytale.

> GBI : Here are some titles of the stories, Folktale and Fairytale. You must divide these titles based on Folktale or Fairytale.
>
> (Taken on 24 May 2012)

The students divided the titles eagerly because in every title the English teacher attached the illustration. The English teacher and the students discussed them together.

2) Modelling of Text

The English teacher started the explanation by showing the picture of *Beauty and the Beast*. She asked the students whether they knew the picture or not. Most of them were familiar with the picture. Then, she gave the text to each student and asked them to read it individually. She also told the students to open the dictionary when

they found difficult words. Every student brought a dictionary and translated the unfamiliar words. After the students finished reading the text entitled *Beauty and the Beast*, the English teacher checked the students' understanding by asking whether the students knew the kind of the text or not. The class answered that they knew the text. It was the narrative text. Then, she asked again the characteristics of the narrative text. The students were enthusiastic to answer it. Then, the English teacher checked the students' comprehension by reviewing the important points in each paragraph. She also asked about the unfamiliar words and the students answered them because they had opened the dictionary before.

After that, the English teacher gave the explanation about the strategy used in the reading activity. The time was over before she continued to the next activity so that she ended the lesson by giving four texts. She asked the students to choose one of them and read it at home.

3)   Joint Construction of the Text

In the second meeting of Cycle 2, the English teacher began the lesson by greeting and checking the students' attendance. After that she reviewed the previous lesson. She also did the Mini-Lesson here. Then, she grouped the students. The groups were formed based on counting. Every group had to choose one text to be read and discussed it together with the members. After that activity finished, the English teacher asked the group randomly to share their result of discussion in the conferencing activity by having a presentation orally in front of the class. The other groups had to pay attention and gave questions or comments about the text. That

activity ran well because the students paid attention to the group who presenting the discussion in front of the class. The English teacher then reviewed the conferencing activity.

4) Independent Construction of the Text

The English teacher asked the students to prepare the text they had read at home and she asked them to reread the text individually. While the students were reading the text, the English teacher walked around to check and monitor whether the students found difficulties or not. Most of the students did not find any difficulties.

To check the students' comprehension, the English teacher gave them the individual task. After they finished the task and submitted it, the English teacher and the students discussed the right answer of the task.

Before the English teacher ended the lesson, she gave the chance to ask about the difficult thing they had. Because there were no students who asked her, she ended the lesson.

After the first and second meetings had been done, the teaching and learning of reading process were continued to the next materials. It was still about narrative text but with different kinds of the narrative text that was Fable. Here are the third and fourth meetings of Cycle 2.

1) Building Knowledge of the Field

The third meeting of Cycle 2 was on Thursday, May 31, 2012. In the actions, the English teacher still acted as the English teacher and the researcher acted as the

observer. The English teacher and the researcher together went to the class. The researcher sat on the corner of the class. After the class had been ready to get the lesson and the English teacher had prepared for the lesson, she began the lesson by greeting and asking about the students' condition. She also checked the attendance.

Then, the English teacher showed a picture and asked the students to guess what the picture was. The students could guess the picture. It was the picture of Parrot. The English teacher connected the picture to the material discussed. The students understood that on that day they would learn about a Fable. It was a kind of Narrative texts.

2)   Modeling of the Text

The English teacher continued the lesson by giving the text to be discussed together. It was still related to the picture she had shown. The text was entitled *The Smartest Parrot.* The English teacher gave a chance to the students to read the text they had got carefully. She asked them to open the dictionary when they found difficult words.

After the students read the text and got the meanings of the difficult words, the English teacher explained the generic structures and the characteristics of the narrative text. She also gave the strategy how to read the narrative text. She checked the students' understanding by asking the questions related to the text.

3) Joint Construction of the Text

The English teacher grouped the students based on their scores in the tasks before. The students who got the high scores in the previous task would be grouped with the students who got the low scores so that they would help each other. Every group had the task to rearrange the story related to the fable. To make the students interested in the task, the English teacher had given the illustrations for each paragraph. As a result, they were enthusiastic to do the task. She also gave the time for groups to read the text. When one member of the group read the text, the other members had to pay attention and gave corrections when she/ he made mistakes. The English teacher and the students together discussed the right answers. Because the time was over, the English teacher ended the class and she gave the text as the independent activity at home. The students had to choose one text and read it at home independently. When they found difficult words, they had to write down on the Vocabulary Box and looked for the meaning.

In the last meeting of the Cycle 2, the English teacher opened the class by greeting the students and checking the attendance of the students. After that, she started the lesson by reminding the students of the characteristics and the functions of a narrative text. Almost students responded to it enthusiastically because they had understood the narrative text.

The English teacher continued the activity by grouping the students based on their relationship. The group consisted of 4 students. Then, she distributed the text to

each group. They did the same activity as that in the previous meeting. One member of the group read the text and then the other members had to pay attention and gave corrections when she/ he made mistakes. The English teacher walked around and made sure that every student had attention to the activity. The group could choose the text freely because she provided three texts with different titles. After that activity finished, the English teacher gave the task to every group. They had to answer it and then discussed the answers together.

4)   Independent Construction of the Text

After the grouping activity finished, the English teacher continued the lesson by asking the students to do another activity individually. It was Independent Reading. The students had to choose one text and read it individually using the strategy they had gotten. After that, they had to do the worksheet. Then, the English teacher asked the students to look for one of their friends and gave the information related to the text to each others. Every student moved from their chair and looked for their friends. They did that activity enthusiastically. After that, the English teacher gave the review and the students were curious to give the comments about the activity they had done.

5)   Linking to Related Texts

The English teacher gave the review about the narrative text and asked the students to find the similar text from magazines, newspapers or any other sources and read it independently at home.

When the time was over, the teacher ended the lesson and asked the students to submit their work.

c.   Reflection of Cycle 2

After conducting the actions in Cycle 2, the researcher and the English teacher made some reflections about the implementation of the actions in Cycle 2. They analyzed the data from the observations and interviews to evaluate the actions that had been implemented. The following were the results of the reflection.

1)   Implementing Four activities in Reading Workshop was Successful

The implementation of Reading Workshop was successful in improving the reading comprehension. There were four activities in Reading Workshop that were implemented by the English teacher as follows:

a)   Mini-Lesson

In the Mini-Lesson activity, the English teacher presented the materials in interesting ways. She did the question and answer activity to make students interested in the materials. It could be seen in the following interview transcripts of the teaching and learning process.

GBI	: Do you still remember about Narrative text?
S	: Yes Ma'am.
GBI	: Sad ending or happy ending? *Akhirnya selalu sedih atau bahagia?* (Finally, are they always happy or sad?)
S	: *Bisa dua-duanya, Ma'am.*(It can be both, Ma'am)
GBI	: Yes, sometimes can be happy ending and can be sad ending. Did you still remember about the generic structure of the text? *Strukturnya dari teks narrative? Berati ada berapa?* (What are the structures of the narrative text? So, how much of them?)
S	: Orientation..
GBI	: Then the next?
S	: Reorientation..
GBI	: Reorientation itu Recount text. The second is...
GBI	: Apalagi? Did you still remember? (*What else?*)
S	: Complication..
GBI	: And then…
S	: Resolution..
GBI	: What did happen in Orientation? Apa yang terjadi di Orientation?
S	*(sibuk membuka-buka catatan)* (they are busy opening the note)
GBI	: Introduce about the character *atau mengenalkan tokoh..selanjutnya,* in Complication? What happened?
GBI	: What can you find in Complication?
S	: The problems of the story..
GBI	: OK. How about the Resolution?
S	: Pemecahan masalah..*(Problem solving)*
GBI	: Yes pemecahaan atau the solving or the ending of the problems, sad ending or happy ending, *akhir dari cerita*. So, there are three parts, what are they?
S	: Orientation, Complication, and Resolution.

(Taken on 24 May 2012)

It could be concluded that the English teacher tried to get the students' attention. She also communicated with the students using English although some students still responded to her in Indonesian. She gave the illustration when she explained the strategies and the materials so that the students were enthusiastic and paid their attention to the explanation. It could be seen below.

> R : *Menurut kamu, bagaimana kegiatan di kelas saat materi* narrative?
> (In your opinion, what do you think about the materials of narrative?)
> S : ***Menyenangkan*** Miss.(Happy, Miss)
> R : *Menyenangkannya dalam hal apa?* (What makes you happy?)
> S ***: Karena kegiatannya bikin saya jadi bisa paham***.(Because the
> activity makes me understand the materials)
>
> (Taken on 1 June 2012)

The students became motivated to read the text because the English teacher

provided various texts and also gave the illustration for every text. Their motivation

to read the text was shown in the interview transcripts below.

> R : *Gimana tadi kegiatannya dikelas?* (What do you think about the
> activity at class?)
> S : ***Seneng*** *Miss, selain belajar tentang Narrative,* ***cerita-ceritanya***
> ***menghibur.***(I am happy Miss, I did not only learn about Narrative but
> got the funny stories).
>
> (Taken on 1 June 2012)

Another student gave the opinion about the materials given by the English

teacher as follows.

> R : *Dengan dibantu media gambar bisa jadi memahami teks gag?*
> (Could the pictures as media help you understand the text?)
> S : ***Bikin membantu*** *Miss. Jadi tuh ada ilustrasinya gitu jadi paham*
> *kira-kira ceritanya gimana.* (It helps me Miss. The illustration make
> me understand what the story is about)
> R : *Tadi dibantu gambar bisa bikin paham teks gag?* (Could the pictures
> as media help you understand the text?)
> S : ***Iya bisa,*** *soale dari gambar tuh udah jelas ceritanya apa, kan*
> *gambar itu mewakili cerita.* (Yes, it could. From the picture I know
> about the stories clearly. Besides, it covers the stories).
>
> (Taken on 1 June 2012)

The students liked the materials and the explanations because the English teacher provided the pictures that made them easier to understand the text.

A positive response also came from the English teacher. She said that the activity helped the students understand the materials easily because in Mini-Lesson the explanations were followed the illustrations.

R   : *Untuk masalah materi pembelajarannya sendiri, apakah materinya bisa dipahami oleh siswa?* (Could the students understand learning materials?)
T   : *Untuk materi kan kebetulan Narrative, di Narrative ini kebanyakan teks nya itu cerita jadi ya **anak lebih tertarik** dan setiap teks kan pasti dilampirkan gambar jelas bikin siswa tertarik.* (Fortunately the material is Narrative. In the Narrative, there are so many stories that can attract the students' interest and every text is given the pictures so that the students become interested).

(Taken on 1 June 2012)

The implementation of Mini-lessons to teach the students a specific skill or strategy in the second cycle can be said to be valid because it meets with the principles of process, dialogic, and outcome validity. The data of the validity were obtain from observations and interviews with the English teacher and the students. It was also obtain from the sample of the students' works. It could be seen that the students gave their positive responses and opinion. Besides, the result of the action is reliable because it is in line with the concept of methodological triangulation.

b) **Sharing with Friends**

In the sharing activity, the students had to share the text they had read to their friends. The activity of sharing information could be seen in the vignette below.

> *GBI meminta siswa untuk berkeliling dan memilih teman yang membaca teks yang berbeda untuk saling bertukar informasi. Setelah kegiatan saling bertukar cerita selesai, GBI memberikan review terhadap aktivitas tersebut.*
>
> (GBI asked the students to choose their friends reading the different texts so that they could change the information. After doing the sharing activity, GBI gave the review the activities had done).
>
> (Taken on 24 May 2012)

The students were enthusiastic to share the story with their friends. It could make them more confident to interact with others. The students also enjoyed getting information from their friends without feeling bored. Below is the statement of the student.

> R   : Tadi gimana saat *share information* dengan teman? (What do you think about *sharing information* activity)
> S   : ***Seru*** Miss.. (It's fun, Miss)
> R   : *Seru gimana?* (How can?)
> S   : *Ya kita jadi tahu cerita lainnya tapi bukan dari membaca tapi dari cerita temen…*(Because we know the other stories not from reading it but from our friends)
>
> (Taken on 1 June 2012)

The implementation of Partner Reading in the second cycle to improve the students' enthusiasm and confidence is said to be valid and reliable. It is said to be valid because it is in line with the principles of process, dialogic, adn outcome validity by obtaining the data of validity from observations and interviews with the English teacher and the students and also from the sample of the students' works .In addition, it is in line with methodological triangulation.

c)   Conferencing reading

Conferencing reading was one of the activities to improve the students' mental involvement by reading the text orally in front of their friends. The students became confident and felt free to express the story they had conferenced because the activity involved the students to be more active. It is shown in the interview below.

R	: *Menurut kamu, gimana tadi kegiatan di kelas saat materi Narrative?* (What did you think about the activites in the class when we learnt Narrative?)
S	: **Menyenangkan karena jadi tambah paham materi** *Narrative meski sebelumnya sudah diajarkan tapi ini makin dong.* (It was enjoyable because it made me understand the Narrative more.
R	: *Terus kalo dengan aktivitas-aktivitasnya dikelas gimana?* (How about the other activities?
S	: **Enak Miss soalnya aktivitasnya bareng temen-temen** *terutama saat maju didepan kelas, awalnya deg-degan tapi karena teman-temane asyik jadi gag deg-degan.* (I enjoy them Miss because the activities were done together with friends especially when we had to go to the front. At first I was so nervous but doing with the friends made me enjoy it and not nervous anymore).
	(Taken on 1 June 2012)

The English teacher also added her opinion about the conferencing reading activity that had been done in the teaching and learning process of reading. It could be seen in the extract of interview transcripts below.

R	: *Menurut ibu, aktivitas* sharing *dan* conferencing *apakah membawa manfaat bagi siswa?* (In your opinion, did the sharing and conferencing activities give the benefits for the students?).
T	: *Oh ya jelas iya to. Di aktivitas* sharing *dan* conferencing *anak dituntut untuk lebih aktif dan percaya diri. Disinilah peran guru untuk memotivasi anak agar bisa aktif dan tidak merasa malu ketika harus menyampaikan secara lesan dari teks yang mereka baca. Ya meski dulu awal-awal Cycle 1 aktivitas* sharing *dan* conferencing *masih belum berjalan baik tetapi saat ini **mereka telah mulai familiar dengan kegiatan tersebut jadine ya mereka aktif.*** (Yes, of course. In sharing and conferencing activities, the students were demanded to be more active and confident. In this part, the role of the teacher was important to motivate the students to be more active and did not feel shy when they had to deliver the text orally. Although in the beginning of the cycle in the sharing and conferencing activities still did not run well, today they became familiar with those activities that made them active.)

(Taken on 8 June 2012)

The implementation of Independent Reading in the second cycle to improve the students' involvement and participation is said to be valid and reliable. It is said to be valid because becuse it is appropriate with the principles of process, dialogic, democratic and outcome validity. It means that there are some improvements after the actions were implemented. The previous statement was supported by the sources of the data obtained in the forms of field notes, interview transcripts, and samples of students' works. It is said to be reliable because there were more than one observer in

gathering the data over period of time. It is in line with the concepts of investigator triangulation.

d) Independent reading

The implementation of the independent reading was successful in improving the students' motivation. The students were motivated in reading the text because they could choose the text based on their will. The interview below shows the students' responses to the independent reading.

R	: *Ketika guru memberi kesempatan untuk memilih teks sesuai dengan pilihan kamu apakah membuat kamu jadi termotivasi untuk membacanya tidak?* (When the teacher gave you the chance to choose text freely, did you have motivation to read the chosen text?)
S	: ***Termotivasi Miss untuk membacanya.*** *Karena saat membaca teks pilihan aku, aku langsung bisa memahami.* (Yes, I did. I had the motivation to read it because when I was reading my chosen text, I immediately understood the text).
R	: *Ketika guru memberi kesempatan untuk memilih teks sesuai dengan pilihan kamu apakah membuat kamu jadi termotivasi untuk membacanya tidak?* (When the English teacher gave you the chance to choose text freely, did you have motivation to read the chosen text?)
S	: ***Ya senang soalnya*** *kita bisa memilih temanya sesuai keinginan kita, kayak tadi tuh aku milih yg sekiranya aku bisa dan menarik jalan ceritanya.* (Yes, I enjoyed it because we could choose the theme as our will. I think I chose the easy one that I could do that and had the interesting story.)
R	: *Tadi ketika guru kesempatan memilih teks sesuai keinginan kamu apa jadi termotivasi membacanya?* (When the teacher gave you the chance to choose text freely, did you have motivation to read the chosen text?)
S	: ***Iya jadi termotivasi*** *soalnya teksnya pilihan aku sendiri.* (Yes, I did. I became motivated because the text was my own choice.)

R   : *Gimana tadi kegiatannya dikelas?* (How were the activities at class?)
S   : **Menyenangkan Miss**, *karena aku bisa dapat jenis-jenis teks dan tadi juga bisa mengerjakannya.*(It was interesting, Miss because I could get the various texts and besides I could do that.)
R   : *Terus tadi suruh milih sesuai pilihan sendiri gimana?* (Then, How about choosing the text as your will?)
S   : **Ya seneng**, *kan kemarin-kemarin seringnya guru suruh ngerjain atau baca teks tertentu ee ini suruh milih sendiri kan jadinya bisa lebih paham dan suka.*(I was happy, in the previous lesson the teacher asked me to do or read the certain text but on that day I had to choose by myself so that I could understand it.)
(Taken on 1 June 2012)

Because the students chose the text based on their favorites, they did not find the difficulty in doing the task. The students understood the text they had chosen easily.

R   : Nah, kalo disuruh mengerjakan soal sesuai dengan teks yang kamu pilih gimana? Ada kesulitan? (Did you find the difficulties when you had to do the task based on your choice?)
S   : *Gag ada kesulitan Miss,* **soale kan kita suka sama teks** *yang kita pilih.* (No, I did not Miss because we loved our own choice.)
R   : *Terus ada kesulitan mengerjakan soalnya?* (Did you find the difficulties in doing the tasks?)
S   : *Gag ada sih soalnya teksnya tuh udah suka duluan jadi mudah mengerjakan soalnya.* (No, I did not because I liked the text first so it made me do the tasks easily.)
R   : *Bisa mengerjakan soalnya gag?* (Could you do the task?)
S   : **Bisa Miss**, *wong teksnya milih sendiri.* (Yes, I could Miss because I chose the text by myself.)
(Taken on 1 June 2012)

In addition, Independent Reading assisted the students to be more independent in getting their own way and strategy of reading which could make them easily in comprehending the reading text based on their choice as shown from the interview transcripts with the English teacher below.

R	: Independent Reading-*nya apa juga memberi dampak yang positif bu?* (Did Independent Reading give the positive effects?)
T	: … *anak-anak cenderung suka untuk memilih teks sendiri ya. Jadi disini* **anak jadi termotivasi untuk membacanya**. *Ibu rasa kegiatan-kegiatan yang ada di* Reading Workshop *itu bagus untuk meningkatkan* Reading Comprehension.
	(The students tended to like their own chosen text. They were motivated to read the text. I thought the activities that were in Reading Workshop were great to improve Reading Comprehension.)
	(Taken on 8 June 2012)

The implementation of Independent Reading in the second cycle to improve the students' motivation and comprehension is said to be valid and reliable. It is said to be valid because it is appropriate with the principles of process, dialogic, democratic and outcome validity wich reflected by the data obtaining from field notes, interview transcripts, and samples of the students' works. In addition, it is said to be reliable because it is in line with the investigator triangulation since it involved more than one observer in observing the implemented action.

2) **Grouping Reading was Effective**

In Grouping Reading, the students had the opportunity to get the experiences in discussing the text and sharing the difficult things with their friend without feeling afraid. There were no obstacles found in the grouping reading activity. The students enjoyed doing the task in groups. They did the task with the friends more easily because when they found the difficulties, the others members of groups were ready to help. This could be seen in the extract of interview transcripts below.

R	: *Apakah dengan mengerjakan tugas dalam kelompok bisa membantu kamu dalam belajar* reading? (By doing the tasks in group, could it help you in learning reading?
S	: ***Bisa Miss, karena jadi bisa bersama-sama mengerjakan tugasnya.*** (Yes, It could because we could be doing the tasks together).
R	: *Terus tadi gimana dengan groupingnya?* (Then, How about the grouping?)
S	: ***Ya jadi senang belajare bareng-bareng jadi memahami teksnya ya bareng-bareng.*** (Of course I enjoyed studying together so I could understand the text together).
R	: *Seneng gag tadi belajar kelompoknya?* (Did you happy studying in group?)
S	: *Seneng Miss soalnya tuh bisa saling bertukar pendapat.* (Yes, I did Miss because we could change the opinion).
	(Taken on 1 June 2012)

The situation of the discussion in grouping can be seen below.

Figure 3. **The Students Did the Task in Groups Seriously**

From the implementation of Grouping Reading activity in the cycle 2 above, it can be said be valid because it is in line with the principle of process, dialogic, and outcome validity. It means that there are some improvements. The improvements are supported by some data sources, such as field notes, interviews, and sample of the students' work. Besides, it can also be said that the result are reliable because there was more than were more than one observer in gathering data. It is in line with the concept of investigator triangulation.

3)   Vocabulary Box was Effective

In the Vocabulary Box, the students had to list and write difficult words they found on the Vocabulary Box. Then, they had to find out the meaning of the difficult words in the dictionary they had brought. The teacher gave the responses related to the Vocabulary Box activity as shown in the interview transcripts below.

R   : *Untuk* action *tambahan yang berupa* Vocabulary Box*, apakah itu cukup membantu siswa dalam pemahaman kosa kata?* (Did the additional action of Vocabulary Box help the students in understanding vocabulary?)

T   : ***Iya itu cukup membantu****, dulu-dulu ibu mengatasi masalah kosa kata ya dengan meminta anak menghapal kosa kata sulit, tapi kok lain hari kalo ditanyakan lagi mereka lupa. Nah ini dengan* Vocabulary Box*, siswa cukup terbantu untuk memudahkan mereka mengingat dan memahami kosa kata yang sulit.* (Yes, they did. In the previous days, I overcame the problems related to the vocabulary by asking the students to memorize the difficult words but the next day when I asked them they forgot the words. So, with Vocabulary Box the students were helped to memorize and understand the difficult words more easily).

(Taken on 8 June 2012)

The picture below describes the situation when the students were concentrating on finding the difficult words.

Figure 4. **The Students Opened Their Dictionaries When They Found Difficult Words**

The implementation of Vocabulary Box in the second cycle to solve the students' difficulty in understanding the meaning of words is said to be valid and reliable. It is said to be valid because it is in line with the principle of process, dialogic, and outcome validity. It indicates that there were some improvements. The improvements are supported by some data sources, such as field notes, interviews, and sample of the students' work. Moreover, it also can be said that the result is reliable because there were more than one observer in gathering the data over period of time. It is in line with the concept of investigator triangulation.

d.   **Summary of the Cycle 2**

Based on the reflection above, the researcher and the English teacher agreed that the implementation of the Reading Workshop in Cycle 2 was successful to improve the students' reading comprehension. The descriptions were as follows.

1)   Reading Workshop could overcome the students' low motivation. They were more motivated to read the text because there was Independent Reading in which they could choose the text freely. Moreover, the English teacher did the Mini-Lesson in interesting way so that it could attract the students' attention. In the conferencing and sharing reading activities, the students learnt to interact with others and to build their activeness and confidence.

2)   Reading on grouping activity made the students easier in finishing the task because they could ask their group when they found difficulties. It was the efficient activity to increase the students' achievement.

3)   Vocabulary Box was an effective way to improve the students' vocabulary. By writing down the difficult words on the Vocabulary Box, the students could easily remember every single word they had written.

From the summary above, it can be implied that the result of Cycle 2 is valid because it is in line with the principles of process, dialogic, democratic, and outcome validity. It means that there are some improvements after the actions were implemented. The previous statement was supported by the sources of the data obtained in the forms of field notes, interview transcripts, and samples of students' works. It is said to be reliable because there were more than one observer in gathering

the data over period of time. It is in line with the concepts of investigator triangulation. In addition to the previous information, the data were also collected by using some methods. It is also in line with the principle of methodology triangulation.

The result of the actions of Cycle 2 showed that there had been better imrovements in students' reading comprehension. Thus, the researcher and the English teacher decided to stop the cycle and they did not continue the next cycle.

C. General Findings

In reference to the implementation, observations and reflections of the actions in Cycle 1 and 2, it can be concluded that generally the actions resulted some improvement. The actions could improve some conditions related to the teaching and learning process of reading at VIII A of SMP Negeri 2 Prembun. The general findings of the research got positive responses from the research members.

Furthermore, the implementation of the actions could overcome the field problems occurring in the teaching and learning process of reading. Reading Workshop as the main actions to improve the students' reading comprehension in the teaching and learning process of reading was considered effective. The other supporting activities to improve the students' motivation comprehension in the teaching and learning process of reading were also considered effective. The general research findings are summarized in the table below.

Table 13: **The General Findings of the Action Research Study**

No.	Pre-Condition	Cycle 1	Cycle 2
1.	The students' motivation in the teaching and learning process of reading was low. It could be seen in the students' attitude showing that did not pay attention to the English teacher's explanation.	Students' motivation was improved. They were enthusiastic in joining reading activities because there were many interesting activities in Reading Workshop.	The students were more enthusiastic in joining reading activities because there were the attractive activities provided by the English teacher such as interesting media and materials beside Reading Workshop itself.
2.	The students had difficulties in comprehending the English text.	The students could improve their reading comprehension by using the clear Mini-Lesson explained by the teacher. Furthermore, the students did the reading activity with a partner and in groups so that they could help each other.	The students' comprehension was improved. They could understand the text well because of Mini-Lesson, Pairing and Grouping activities. The teacher also provided the interesting material and media to make the students understand the materials.
3.	The students lacked vocabulary. They still had difficulty in comprehending the meanings of words in the text.	The students' ability in comprehending the meaning of difficult words increased.	The students could overcome the lack of vocabulary by doing Vocabulary Box. Writing down the difficult words they found in the text could improve their vocabulary mastery.
4.	The materials taken from the course book were monotonous. It made the students bored in the reading activity.	The materials designed by the English teacher attracted the students' attention. In the current materials, there were various texts that motivated the students to read.	The interesting materials were provided by the teacher to attract the students' motivation. As a result, they were not bored during the teaching and learning process of reading.
5.	The students tended to make noise during the teaching and learning process of reading. They chatted with the others friends while the teacher was giving the explanation.	The English teacher made the pairing and grouping activities to attract the students' attention so that they could focus on the pair and group activities and did not make noise in the class.	The students could focus on the activities provided by the teacher so that they did not make noise and disturb other friends. They would do the task seriously.

D. Students' Scores

In this research, the students' writing ability in pre-test, progress tests, and post-test were scored. The scoring activities were done both by the researcher and the collaborator. These fulfilled the investigator triangulation to avoid the subjectivity. The students' score could be seen in the Appendix J. After the scores were gained, the students' score there were analyzed using descriptive quantitatif. The data are shown in the table.

Table 14. **The Data of the Students' Reading Comprehension Improvement**

Data	Pre-Test	Post-Test
N	27	27
Mean	58.77	64.57
Median	60	63.3
Mode	70	70
Standard Deviation	12.2	9.43

By comparing the achievement of the students' reading comprehension before and after having the cycles, the students' reading ability was improve. It was shown in the table above that 27 students did both the pre-test and post-test. The quantitative data analysis revealed that the students' reading score of post-test was higher that the score of pre-test and there is also a good improvement. It could be seen from the comparison result between the mean score of the pre-test and post-test. The pre-test

mean was 58.77 with a standard deviation of 12.2, while the post-test mean was 64.57 with a standard deviation of 9.43. The gain score was 5.80. It can be inferred that there was an outcome validity fulfilled. The comparison of students' mean values can be seen in the following table.

Table 15 : **The Comparison of the Studens' Mean Value in Cycle I Task and Cycle II Task**

Students' Mean Value in Pre-test	Students' Mean Value in Post-test	Gain Score
58.77	64.57	5.80

Next, the reseracher analysed the standard deviation of pre-test and post-test score. Standard deviation gives information about whether the group is homogeneous or heterogeneous. If standard deviation is low, it becomes homogeneous. If standard deviation is high, it becomes heterogeneous. The limitation of low and high can be compared with ideal standard deviation.

Based on Table, the ideal standard deviation was 12.5 meanwhile standard deviation of pre-test score was 12.2. It could be stated that the group was homogeneous. Furthermore, the standard deviation of post-test score was 9.43. it meant that the group was homogeneous. So, the standard deviation in the post-test was lower that the standard deviation in the pre-test. It meant that the students' reading score was homogeneous.

In relation to the categoritation of the students' scores, there was a conversion table used that was base on the ideal mean and standard deviation. The calculation of the ideal mean and the standard deviation is presented as follows.

The ideal mean (Mi) was calculated using formula:

Mi = ½ (the higest possible score + the lowest possible score)

Mi = ½ (100 + 25) = 62, 5

The ideal standard deviation (SDi) was calculated applaying the formula:

SDi = 1/3 (the higest possible score − the ideal mean)

SDi = 1/3 (100 - 62, 5) = 12. 5

The conversation table is presented as followas.

Table 16. **The Reading Score Conversion Table**

Score Level	Category
87.5 – 99.9	Excellent
75.0 – 87.4	Very Good
62.5 – 74.9	Good
50.0 – 62.4	Fair
37.5 – 49.9	Poor
25.0 - 37.4	Very Poor

The researcher also analysed the conversion table of the students' score into six levels, namely, excellent, very good, good, fair, poor, and very poor. The categorization was derived from the application of the highest and lowest score to get range (R) number. The results of the pre-test and post-test score are presented below.

Table 17. **The conversion Table Analysis of Students' Pre-Test Score (R = 62.5, i = 12.5, N = 27)**

Score Level	F (frecuency)	%	Interpretation
87.5 – 99.9	0	0	Excellent
75.0 – 87.4	2	7.41	Very Good
62.5 – 74.9	10	37.03	Good
50.0 – 62.4	10	37.03	Fair
37.5 – 49.9	2	7.41	Poor
25.0 - 37.4	3	11.11	Very Poor
Σ	27	100	

Table above showed that there was no student in the *excellent* category. Then, there were two students (7.41%) in the *very good* category. There were ten students (37.03%) in the *good* category and in the *fair* category. Then, there were two students (7.41%) in the *poor* category. The last, there were three students (11.11%) in the *very poor* category. So, some students still had low ability in reading comprehension because there were three students in the *very poor* category.

Table 18. **The Conversion Table Analysis of Students' Post-Test Score (R = 62.5, i = 12.5, N = 27)**

Score Level	F (frecuency)	%	Interpretation
87.5 – 99.9	1	3.70	Excellent
75.0 – 87.4	2	7.41	Very Good
62.5 – 74.9	13	48.14	Good
50.0 – 62.4	10	37.03	Fair
37.5 – 49.9	1	3.70	Poor
25.0 - 37.4	0	0	Very Poor
Σ	27	100	

As shown in the table above, there was a student (3.70%) in the *excellent* category. Then, there were two students (7.41%) in the *very good* category. There were thirteen students (48.14%) in the *good* category. Then, there were ten students (37.03%) in the *fair* category. There was a student (3.70%) who was classified into the *poor* category. The last, there was no student in the *very poor* category.

From the data, it can be concluded that before actions were conducted, there were fifteen students who belonged to bad category while there were twelve students who belonged to good category. After some actions were conducted, there was a decrease in the number of students in the *poor* category, i.e. four students, followed by an improvement in the number of the students in the *good* category.i.e sixteen students. To conclude, in the post-test, there was an improvement on the categorization.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter deals with 3 points. They are conclusions, implications, and suggestions. These points are presented as follows.

A. Conclusions

The research is about improving the learning of reading comprehension using Reading Workshop. After conducting all stages of the action research, the researcher made a conclusion based on the discussion in the previous chapter. It can be conclude from both cycles that the implementation of Reading Workshop and some accompanying actions such as assigning interesting reading tasks, designing pair and group work to improve the students' reading comprehension can improve the learning of reading comprehension. This can be seen from the findings of the reserach during the action reserach.

Before the action research was conducted, the students were not motivated to do the class activities. It could be seen from the reseracher' observation that the students tended to be bored during the teaching and learning process. As a result, they had difficulty in comprehending the English texts given by the English teacher. Moreover, the English teacher was not able to provide interesting and various materials to the students. It made the students feel bored in every reading activity. Furthermore, the materials and the activities given to the students were no variation

that could attract the students' interest and motivation. As result, they became bored, passive and unmotivated.

During the implementation of actions, the students were motivated through every activity taken from Reading Workshop. These enabled them interested and more entusiastic to read the texts provided by the English teacher and answer the questions correctly. As the result of those, the students could comprehend the caracteristics of the texts including the social function, the generic structure, linguistic features and also the meanings of the words used in the texts. Moreover, Reading Workshop provided various activities that could be implemented by the English teacher to make the teaching and learning process was not monotonus. There were some interesting activities that could reduce the students' boredom such as Mini-Lesson, Peer Conferencing, Sharing Reading and Independent Reading. Those activities also gave the students the chances to participate and practice their reading both in group and individual work. As the results of those, the students' attention to the materials were improved and made the students comprehend the English text well.

In terms of qualitative data, there were some changes including the way in of thinking and behavior of the involving members in this study.

1. The Changes in the Learning Process of Reading Class

The learning process of reading in VIII A was more active and communicative than before. Implementing Reading Workshop in the learning process of reading could improve the students' comprehension. The students could

comprehend and understand the texts well because there were some activities that helped them comprehend and understand the texts.

2. The Changes in the Students' Learning Attitude

Before the implementation of some actions, the students tended to be passive. They also did not pay attention to the teachers' explanation and could not comprehend the texts well. After the researcher implemented the actions, the students' comprehension in understanding texts were improved, they were not noisy, and became more active, enthusiastic and interested in the learning of reading. In addition, the students were able to improve their vocabulary because there was Vocabulary Box activity that could help them.

3. The Change in the English Teacher' Actions

Before implementing Reading Workshop as the strategy used in the learning of reading comprehension, the teacher could not teach the reading comprehension maximally. She only used one source from the course book. It made the materials of reading uninteresting. She could also not make the students participate actively in reading class because she dominated the talk during the class. After observing the research, the teacher was able to invite the students to participate actively in the reading class. She also used many interesting materials from various sources to attract the students' attention.

In terms of quantitative data, the improvement of the 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 of cycles. The mean of

the students' scores improved from 58.77 on pre-test to 64.57 on post-test. The result of this reading scores showed that the implementation of Reading Workshop was successful to improve the students' reading comprehension.

In summary, the students can use Reading Workshop as the strategy to improve their reading comprehension. The two data above show that the students' reading comprehension improves afte Reading Workshop are implemented in the actions.

B.   Implications

The results of the research findings show that the implementation of Reading Workshop and some accompanying actions improved the students' reading comprehension. In addition, the students were able to comprehend the texts easily. The students were enthusiastic to read the texts and pay attention to the English teacher's explanation so as the result they could comprehend the texts easily. The students also got new vocabularies from the Vocabulary Box activity that can improve their vocabulary. The students actively involved in the teaching and learning process during the implementation of Reading Workshop. The further implication of the research could be seen below.

1.   The students were able to comprehend the texts easily. They could able to identify the main ideas, the detailed information and the linguistic futures of the texts. It implies that the use of Reading Workshop as the one of strategies in the learning of reading is believed to improve the students' reading comprehension. It allows the students to have practice in identifying the main idea, the parts and

the linguistic futures of the texts. In addition, the students had the freedom of choosing the text they liked. It made the students motivate more in reading the text.

2. The students were enthusiastic to read texts they had chosen freely. It implies that the use of Reading Comprehension was effective to trigger the students' motivation and interest in reading. The students can get more exposure to the texts they had read.

3. The students got new vocabulary from the text they had read. There was the use of Vocabulary Box to solve the students' problem in understanding the unfamiliar words was effective. They could comprehend the difficult words by noting those difficult words in vocabulary Box provided by the teacher.

4. The students could understand the texts easily because there were the interesting pictures given by the English teacher. It implies that providing learning media is important to make the students understand the texts and make interesting learning activities.

In brief, it is implied that the English teacher can apply Reading Workshop to solve the students' problem in the teaching and learning process of reading. Then, the English teacher should be creative in using meaningful learning activities in order to attact the students' involvement during the teaching and learning process.

C.   Suggestions

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

1.   To the Students

Relating to the improvement of reading comprehension of the students, the students should love English and read English text more. When the students find unfamiliar words, they can ask other people who are more capable in English or find out the meaning in the dictionary. Besides, they can apply Reading Workshop strategy to improve their reading comprehension.

2.   To the English Teacher

In teaching reading comprehension, the English teacher should be more creative and attractive to get the students' interest in the teaching and learning process.   It is essential for the teacher to improve the students' reading comprehension by applying various and interesting teaching techniques, strategies, and activities. The interesting techniques, strategies, and activities are useful to make the students enjoy and participate actively in the teaching and learning process. One of the interesting strategies that could be implemented by the English teacher is Reading Workshop strategy.

In implementing Reading Workshop, the English teacher had to give clear reading explanation in Mini-Lesson stage. The English teacher also has to make sure that all of the students are participated in the reading activities. Besides the English

teacher has to provide various reading texts to the students so that it does not make the students bored.

3. To the other Researchers

This research was focused on improving the learning process of the students' reading comprehension ability using Reading Workshop. Therefore, other researchers can conduct this research in other grades, either in elementary schools or junior high schools so the findings will be more satisfactory. Also, they can conduct Reading Workshop with other activities in making the learning activities be more various and the reading materials that were modified based on the students' learning interest.

BIBLIOGRAPHY

Blythe-Lord, R. (1991). *The Educational Media Design Handbook*. London: Macmillan.

Brewster, J., Ellis, G., *Girard, D*. 2002. The *Primary English Teacher's Guide*. California: Longman.

Brindley, Susan. 1994. *Teaching English*. New York: Routledge.

Broughton, Geoffrey, et al. 2003. *Teaching English as a Foreign Language* (2nd Ed.). New York: Routledge.

Brown, H. Douglas. 2000. *Principles of Language Learning* (4th Ed.) California: Longman.

Brown, H. Douglas. 2001. *Teaching by Principle an Interactive Approach to Language Pedagogy* (2nd Ed.) California: Longman.

Brown, H. Douglas. 2004. *Language Assessment*. New York: Pearson Education, Inc.

Brown, James Dean., and Theodore Stephen Rodgers. 2002. Doing Second Language Research. New York: Oxford University Press.

Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.

Closs, Ellen K. *Teaching Reading Comprehension to Struggling and At-Risk Readers: Strategies*. 2010. **15 October 2011. Available:** http://www.pdfseeker.net/Teaching-Reading-Comprehension-to-Struggling-and-At-Risk-Readers-....html.

Cohen, L., Lawrence Manion and Keith Morrison. 2000. *Research Methods in Education* (5th Ed.) New York: Routledge Falmer.

Day, Richard R., and Julian Bamford. 1998. *Extensive Reading in the Second Language Classroom*. New York: Cambridge University Press.

Departemen Pendidikan Nasional. 2006. *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Badan Standar Nasional Pendidikan.

Feez, Susan. 2002. Text-Based Syllabus Design. Sydney: National Center of English Teaching and Research Macquire University.

136

Ferrance, Eileen. 2000. *Action Research*. New York: Brown University.

Fleming, Mike and David Stevens. 2010. *English Teaching in the Secondary School: Linking theory and practice* (3rd ed.). New York: Routledge.

Fountas, *Alpine School District. "Readers' Workshop".* June 2007. **15 October 2011. Available: <http: www.alpine.k12.ut.us >**

Gersten, et al. 2001. *Teaching Reading Comprehension Strategies to Students With Learning Disabilities: A Review of Research*. Summer.

Harmer, Jeremy. 2001. *The practice of English Language Teaching*: 3rd Ed. London: Longman.

Harmer, Jeremy. 2004. *How to Teach English*. London: Longman.

Jarvis, Peter. 2006. The Theory and Practice of Teaching (2nd Ed.). New York: Routledge.

Jones, Leo. 2007. *The Student-Centered Classroom.* Cambridge: Cambridge University Press.

Kirby, Elizabeth and Jill McDonald. 2009. *Motivation Tools for Teachers and Parents.* Minneapolis: Search Institute Press.

Klingner, Janette K., Sharon Vaughn and Alison Boardman.2007. *Teaching Reading Comprehension to Students with Learning Difficulties.* New York: The Guilford Press.

Maibodi, Ashraf Haji. "Learning English through short stories". *Islamic Azad University, Maybod Beanch Iranian Journal of Language Studies (IJLS)*, Vol. 2(1), 2008 (pp. 41-72).

Mayes, Kimberlee. "Reading Workshop by teacher to teacher connection". *Idea Catalog of Excellence.* 2005-2006. 15 October 2011. Available: <http: www.polk-fl.net/staff/.../Catalogs/Mayes.pdf>

Martin, T., Lovat, C. and Purnell, G. 2004.*The Really Useful Literacy Book. Being Creative with Literacy in the Primary Classroom.* London: Routledge Falmer.

Miles, Matthew B. and A. M. Huberman. 1994. *Qualitative Data Analysis*. Beverly Hills: SAGE.

Onasanya., S. A. "Selection and Utilization of Instructional Media for Effective Practice Teaching". *Institute Journal of Studies in Education*, Vol. 2 No. 1, June 2004.

Patel, M.F., Dr. and Praveen M. Jain. 2008. *English Language Teaching (Methods, Tools and Techniques).* Jalpur: Sunrise Publishers & Distributors.

Richards, Jack. C. and Thomas S. C. Farrell. 2011. *Practice Teaching: A Reflective Approach.* Cambridge: Cambridge University Press.

Ruddell, Martha Rapp. 2005. *Teaching Content Reading and Writing* (4th Ed.). United State of America: Jhon Wiley and Sons, Inc.

Smith, Colin, and Robert Laslett. 1993. *Effective Classroom Management: A Teacher's Guide.* New York: Routledge Falmer.

Spratt, Mary, Alan Pulverness and Melanie Williams. 2005. *The TKT: Teaching Knowledge Test Course.* United Of Kingdom: Cambridge University Press.

Tony, Martin, Chira Lovat and Glynis Purnell. 2004. *The Really Useful Literacy Book Being Creative with Literacy in the Primary* New York: Routledge Falmer.

Westwood, Peter S., 2008. *What Teachers Need to Know About Teaching Methods.* Camberwell, Vic.: ACER Press.

Wright, Lisa M. "Guided Reading, Literature Circles, and Reading Workshop". *Journal of Adventist Education.* April/May 2006. 15 October 2011. Available: <http: circle.adventist.org>

Wood, Karen D., and William E. Blanton. 2009. Literacy Instruction for Adolescents: Research-Based Practice. New York: Guildford Press.

Zimmermann, Susan and Ellin Oliver Keene. 1997. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop.* Portsmouth: Heinemann.

APPENDICES

APPENDIX A
(FIELD NOTES)

Field Note 1

Hari, Tanggal   : Senin, 2 April 2012

Tempat   : Ruang Kepala Sekolah

P   : Peneliti

KS   : Kepala Sekolah

   Peneliti menemui kepala sekolah dan mengutarakan maksud tujuan kedatangan peneliti ke SMP, juga menyerahkan surat izin observasi dan surat izin penelitian.

Field Note 2

Hari, Tanggal   : Sabtu, 7 April 2012

Tempat   : Ruang Bimbingan Konseling

P   : Peneliti

G   : Guru

   Peneliti menemui Bagian Kurikulum untuk membahas guru yang akan membantu peneliti dalam proses penelitian dan memberikan pengarahan tentang prosedur-prosedur yang harus dilakukan peneliti dari awal sampai dengan akhir penelitian di SMP Negeri 2 Prembun.

Field Note 3

Hari, Tanggal   : Senin, 9 April 2012

Tempat   : Ruang Perpustakaan

P   : Peneliti

GBI   : Guru Bahasa Inggris

   Sebelum mengadakan penelitian, P menemui GBI. untuk memperkenalkan diri dan juga mengutarakan maksud dan tujuan mengadakan penelitian di kelas yang GBI ampu. P juga mewawancarai GBI tentang KBM yang dilakukan oleh GBI,

kemampuan siswa kelas VIII dalam belajar Bahasa Inggris, buku-buku yang digunakan serta kendala-kendala yang dialami GBI selama mengajar di kelas VIII.

Field Note 4

Hari, Tanggal   : Rabu, 11 April 2012

Tempat   : Kelas VIII A

P   : Peneliti

GBI   : Guru Bahasa Inggris

Observasi dikelas VIII A.

P datang ke sekolah untuk melakukan observasi di kelas VIII A. Setelah sampai sekolah, P menunggu GBI yang sedang melakukan ujian praktek untuk kelas 3. Tak lama kemudian GBI datang menemui P di ruang lobi dan langsung mengajak untuk melakukan observasi sesuai dengan jadwal yaitu pukul 12.15. Setelah sampai diruang kelas, P menuju bangku paling belakang untuk melaksanakan observasi. GBI langsung menyapa S dan menanyakan kabar mereka. Kemudian GBI mengabsen siswa dan ternyata untuk hari ini nihil. Karena pada pertemuan kemarin S melaksanakan UTS, maka GBI mengulas kembali dan mengumumkan hasilnya. Berikut ini adalah aktivitas dalam pembelajaran reading.

1. Setelah itu, GBI mengingatkan kembali tentang materi Narrative yang pernah mereka pelajari, GBI bertanya tentang tujuan, generic structure dan ciri-ciri bahasa dari teks Narrative. S menjawab secara bersama-sama, hingga membuat gaduh, kemudian GBI meminta S untuk angkat tangan dan menjawab satu-satu. Tetapi S malah diam dan tidak bersuara. GBI memancing-mancing S untuk menjawab dan akhirnya ada beberapa S yang angkat bicara terutama di barisan depan.

2. Untuk mengecek pemahaman S, GBI kemudian kembali bertanya kepada S untuk menyebutkan macam-macam teks Narrative. Berhubung tidak ada yang

merespon, GBI menunjuk salah seorang Siswa untuk menjawab. Siswa tersebut menjawab dengan benar, jawabannya yaitu Folklore dan Legend.

3. Selanjutnya, karena anak bagian belakang terlihat rame dan mengobrol sendiri, GBI menunjuk salah satu anak dibelakang untuk menjawab pertanyaan selanjutnya yaitu memintanya untuk memberikan contoh teks Narrative yang kemarin sudah dipelajari. Anak tersebut tidak bisa jawab, dan kemudian ada anak lain yang secara suka rela menjawab.

4. Setelah yakin S paham dengan teks Narrative, GBI melanjutkan aktivitas berikutnya yaitu meminta siswa untuk mengerjakan soal berhubungan dengan teks Narrative berbentuk jumble words yang ada di LKS Intan Pariwara halaman 62.

5. GBI kemudian menuju meja guru dan memasukan nilai-nilai UTS siswa. S kemudian sibuk mengerjakan soal, ada yang membuka-buka kamus dan ada anak laki-laki duduk dibagian belakang sibuk bertanya ketemannya yang punya kamus tentang arti kata di soal tersebut karena dia sendiri tidak membawa kamus.

6. Tak berapa lama kemudian, GBI berkeliling mengecek pekerjaan S, ada siswa yang tidak paham kemudian bertanya kepada GBI.

7. Setelah selesai mengerjakan soal, GBI meminta S secara suka rela untuk maju. Beberapa siswa antusias untuk maju, terutama siswa perempuan yang duduk dibarians depan. Sedangkan anak laki-laki dibagian belakang malah ada yang mengobrol, dan ada juga yang memainkan pensilnya.

8. Setelah S menuliskan jawabannya dipapan tulis, kemudian GBI bersama-sama S mendiskusikan jawabannya.

9. Guru bertanya kepada S apakah sudah paham dengan materi atau belum, ternyata S tidak ada yang bertanya. Kemudian GBI melanjutkan kegiatan berikutnya yaitu, meminta siswa membuka LKSnya dan membaca sebuah teks Narrative. GBI juga meminta S untuk memahami maksud dan cerita teks

tersebut. Jika tidak paham GBI meminta S membuka kamusnya. Dan bagi yang tidak membawa kamus bisa bertanya ke GBI.

10. Setelah selesai membaca, GBI meminta siswa urut dari depan untuk membaca per paragraf dan kemudian mengartikannya dalam bahasa Indonesia. Siswa masih kesulitan dalam pengucapan dan mengartikannya dalam bahasa Indonesia. GBI ikut membantu.

11. Sebelum sempat mengerjakan soal terkait dengan teks yang sudah dibahas, bel tanda akhir pelajaran berbunyi. GBI mengakhiri pelajarannya dengan mengucapkan salam dan meminta S untuk kembali membaca teks tersebut di rumah.

Field Note 5

Hari, Tanggal   : Rabu, 11 April 2012

Tempat   : Ruang Kelas

P   : Peneliti

S   : Siswa Kelas VIII A

P mengadakan interview terhadap beberapa S berhubungan dengan KBM yang baru saja dilaksanakan.

Field Note 6

Hari, Tanggal   : Rabu, 11 April 2012

Tempat   : Ruang Perpustakaan

P   : Peneliti

GBI   : Guru Bahasa Inggris

Saat jam istirahat P menemui GBI untuk mendiskusikan proses belajar mengajar yang telah dilaksanakan di kelas VIII A, kelas dimana penelitian akan diadakan. Mereka mengidentifikasi masalah-masalah yang terjadi sepanjang KBM dan mencari penyebabnya.

Field Note 7

Hari, Tanggal : **Jumat, 4 Mei 2012**

Tempat : **Kelas VIII A**

P : **Peneliti**

GBI : **Guru Bahasa Inggris**

Pre-Test di kelas VIII A.

P mengadakan Pre-Test untuk mengetahui seberapa jauh kemampuan siswa dalam memahami *Reading*.

Field Note 8

Hari, Tanggal : **Jumat, 4 Mei 2012**

Tempat : **Kelas VIII A**

P : **Peneliti**

S : **Siswa Kelas VIII A**

P mengadakan interview kepada beberapa S tentang proses belajar mengajar di kelas.

Field Note 9

Hari, Tanggal : **Sabtu, 5 Mei 2012**

Tempat : **Ruang Perpustakaan**

P : **Peneliti**

GBI : **Guru Bahasa Inggris**

P dan GBI juga berdiskusi tentang strategi yang baiknya digunakan untuk meningkatkan *Reading Comprehension* kelas VIII A. P memberikan ide untuk menggunakan *Reading Workshop* sebagai strategi yang digunakan untuk meningkatkan *Reading Comprehension* kelas VIII A dan GBI menyetujui. Disepakati

juga, untuk pelaksanaan Cycle 1 , GBI tetap akan mengajar dan P sebagai observer dan juga menyiapkan instrument yang akan digunakan.

Field Note 10

Hari, Tanggal   **: Senin, 6 Mei 2012**

Tempat   **: Kantor Guru**

P   **: Peneliti**

GBI   **: Guru Bahasa Inggris**

       P menyerahkan RPP untuk didiskusikan dengan GBI setelah diubah dalam beberapa aspek, akhirnya RPP disetujui oleh GBI. Untuk pelaksanaan pertemuan pertama di Cycle 1, diadakan pada tanggal 10 Mei 2012.

Field Note 11

Hari, Tanggal   **: Kamis, 10 Mei 2012**

Tempat   **: Kelas VIII A**

P   **: Peneliti**

GBI   **: Guru Bahasa Inggris**

S   **: Siswa kelas VIII A**

Pertemuan Pertama di Cycle 1

       P datang ke sekolah menemui GBI yang sudah datang lebih awal. Sebelum masuk ke kelas, P dan GBI berdiskusi tentang RPP yang telah diberikan P pada hari sebelumnya di lobi sekolah. Ketika waktu telah menunjukan tepat pukul 10.10, P dan GBI bersama-sama memasuki kelas VIII A. GBI mempersilahkan P mencari kosong di bagian paling belakang dan duduk untuk mengamati proses kegiatan belajar mengajar. Adapun proses kegiatan belajar mengajar pada pertemuan pertama adalah sebagai berikut:

1. GBI mengawali proses proses belajar mengajar dengan memberi salam, menanyakan kabar dan menengcek kehadiran S.

2. Pada pertemuan kali ini GBI akan memberikan materi tentang recount yang sebelumnya telah dipelajari oleh S. Pertama-tama GBI bersama-sama dengan S mengingat kembali materi tersebut yaitu dengan menyebutkan artinya dan ciri-ciri penggunaanya.

3. GBI bertanya kepada S "*What is the recount text?*" S hanya diam dan beberapa siswa masih sibuk dengan buku mereka. Kemudian GBI meminta salah satu siswa untuk menjawab pertanyaan dari guru. S menjawab "*Tell about the biography Ma'am.*" GBI merespon jawaban S "*The right is that the recount tells about one story, action or activity that happens in past* atau waktu yang lampau. Pernah membaca teks semacam itu belum?". S menjawab "Sudah.." secara bersama-sama.GBI bertanya lagi "Yang pernah kalian baca apa?" S hanya diam. Akhirnya GBI menjawab sendiri "Kemarin yang terakhir.. yaitu *story about personal experience*", GBI meneruskan kegiatan *questioning and answering* lagi dengan bertanya "Teks tersebut tentang apa?". S masih diam dan ada yang malah sibuk dengan temannya. Karena S diam GBI kemudian menjawab pertanyaannya   "Yaitu tentang apa yang kalian pernah alami."

4. GBI memunjukan gambar yang berhubungan dengan teks dengan judul *Diving in Bunaken Island.* Gambarnya berupa gambar pulau Bunaken dan orang yang sedang *diving*.

5. GBI bertanya kepada S : "*What do you think about this picture?*" kemudian S merespon "*Scenery..*". GBI melanjutkan lagi "*The next picture, what is it?*".S menjawab dalam bahasa Indonesia "Seseorang yang lagi menyelam, *Ma'am*." GBI melanjutkan pertanyaan "*What is relationship between first and second text with recount?*" S   menjawab *"Tell about My Unforgettable Holiday."*

6. Kemudian, GBI meminta siswa membuka buku paket halaman 173. Siswa diminta membaca dalam hati teks tersebut dan bertanya pada guru jika ada kata-kata yang belum jelas.

7. GBI bersama-sama dengan siswa mendiskusikan teks tersebut, dimulai dari analisis hubungan gambar dengan teks, judul, tujuan, dan juga isi dari teks tersebut.

8. GBI memberikan mini lesson sebelum siswa diminta untuk membaca secara independent dari sebuah teks. Di mini lesson, GBI memberikan strategi bagaimana cara memahami teks tertulis berbentuk *recount.*

9. Ketika S sudah memahami strategi dalam reading, GBI dibantu oleh P membagikan teks *recount* yang masih rumpang dan S berdiskusi untuk mengurutkannya. Teks antara siswa yang duduk di sebelah kiri dan kanan berbeda. Karena waktunya tidak mencukupi maka kegiatan selanjutnya yaitu berhubungan dengan teks rumpang akan dilakukan hari berikutnya.

10. Sebelum GBI menutup pelajaran hari ini, beliau dibantu oleh P memberikan 4 buah teks dengan judul yang berbeda tetapi tema sama kepada S dan meminta S untuk membacanya dirumah. Teks tersebut akan dibahas di pertemuan berikutnya.

Field Note 12

Hari, Tanggal   **: Jumat, 11 Mei 2012**

Tempat   **: Kelas VIII A**

P   **: Peneliti**

GBI   **: Guru Bahasa Inggris**

S   **: Siswa kelas VIII A**

Pertemuan Kedua di Cycle 1

     P datang menemui GBI sebelum jam pelajaran dimulai, kemudian berdiskusi tentang RPP yang sudah diberikan P pada hari sebelumnya. Setelah bel masuk berbunyi, P bersama-sama GBI memasuki ruang kelas VIII A dan memulai kegiatan

belajar mengajar. Berikut proses kegiatan belajar mengajar yang dilakukan GBI di pertemuan yang kedua:

1. GBI mengawali proses belajar mengajar dengan memberi salam, berdoa, dan mengecek kehadiran siswa.

2. GBI mengingatkan kembali tentang materi yang sudah diberikan di pertemuan sebelumnya dan sebagian besar S masih mengingatnya dan merespon apa yang ditanyakan GBI.

3. Berhubung kegiatan di pertemuan sebelumnya masih belum selesai, maka GBI melanjutkannya dihari ini.

4. GBI memberikan waktu kepada anak untuk membaca dan berdiskusi dengan teman sebangku tentang teks rumpang yang di pertemuan sebelumnya telah mereka susun, agar suasana bisa terkendali GBI berkeliling dan menanyakan kesulitan-kesulitan yang dijumpai S. Setelah S selesai mengerjakan, mereka diminta untuk saling memberikan informasi tentang teks yang sudah mereka baca kepada teman sebangku.

5. Adapun kegiatan berikutnya adalah *Conferencing reading*, yaitu S secara berpasangan diminta untuk menceritakan kembali teks *recount* yang telah mereka pilih di depan teman sekelas dan siswa yang lain diminta untuk merespon. Karena jika semua S maju waktunya tidak mencukupi, maka GBI meminta beberapa anak untuk maju dan yang lainnnya bisa di lain kesempatan.

6. GBI mereview kegiatan yang telah dilakukan oleh S dan memberi kesempatan S untuk bertanya.

7. S diminta untuk melakukan kegiatan *Independent reading dengan* meminta S memilih salah satu dari empat teks yang di pertemuan berikutnya telah diberikan oleh GBI dan kemudian membacanya secara individu. S diharapkan benar-benar memahami teks yang telah mereka pilih dan bisa menggunakan strategi yang telah diajarkan di pertemuan sebelumnya.

8. Untuk mengecek pemahaman S, GBI memberikan latihan soal berupa essay yang harus dikerjakan S yaitu berupa menjawab pertanyaan berdasar teks yang telah mereka pilih.

9. GBI mereview kegiatan yang telah dilakukan oleh S dan memberi kesempatan S untuk bertanya. S tidak ada yang bertanya, kemudian GBI mengakhiri proses kegiatan belajar mengajar.

Field Note 13

Hari, Tanggal	**: Rabu, 16 Mei 2012**
Tempat	**: Kelas VIII A**
P	**: Peneliti**
GBI	**: Guru Bahasa Inggris**
S	**: Siswa kelas VIII A**

Pertemuan Ketiga di Cycle 1

P menemui GBI sebelum jam pelajaran dimulai untuk membahas RPP yang telah diberikan dihari sebelumnya. Setelah bel masuk berbunyi, P dan GBI bersama-sama masuk ke kelas VII A. GBI kemudian memulai proses belajar mengajar. Berikut adalah uraian kegiatan belajar mengajar di pertemuan ketiga.

1. GBI mengawali proses belajar mengajar dengan memberi salam, berdoa, dan mengecek kehadiran S.

2. GBI bertanya tentang tokoh-tokoh yang dijadikan favorit oleh S.

3. GBI menunjukan gambar satu persatu tentang tokoh-tokoh terkenal di dunia, diantaranya ada David Beckham, Justin Beiber, Kartini. Kemudian GBI bertanya (Have you ever seen these pictures?)

4. Sebelum GBI memberikan teks untuk dibaca S, GBI menujukan satu lagi gambar tokoh terkenal yaitu Thomas Alva Edison dan meminta S untuk menjawabnya "Do you know who he is?", S menjawab "He is Thomas Alva

Edison." GBI bertanya kembali "What did he find?" S serempak menjawab "Telegram." GBI bertanya untuk meyakinkan apakah benar yang ditemukan Thomas Alva Edison adalah telegram beliau bertanya "Telegram?". Akhirnya S meyadari bahwa Thomas Alva Edison bukan penemu telegram. S menjawab "*No*.. Lampu, *Ma'am*.." Mereka tidak tahu Bahasa Inggris untuk lampu. GBI bertanya bahasa Inggris untuk lampu "Lampu pijar. Lampu pijar itu apa?" S hanya diam kaerna tidak paham. GBI akhirnya memberikan jawaban yang benar "Lampu itu bahasa Inggrisnya *a light bulb*."

5. GBI melanjutkan aktivitas berikutnya yaitu meminta S untuk melihat teks yang telah dibagikan secara individu dan meminta S membaca teks. Seluruh siswa membaca dengan tenang.

6. Kemudian GBI bersama-sama dengan S kemudian membahas teks tersebut. GBI memulai pembahsaan dengan bertanya "Thomas Alva Edison. Dari judulnya saja, *from the title do you know what the text is about?* " S menjawab "*It is about Recount text*." GBI kemudian melanjutkan pertanyaannya lagi *"Yes. It is about Recount text with the form of biography of Thomas Alva Edison. The parts of the text are Title, Orientation, Series of events, and Reorientation. After you have read the text, do you find the difficult words?"* S mengatakan "Yes, Ma'am."

7. GBI bersama-sama dengan S mendiskusikan kata-kata sulit yang mereka temui dalam teks. GBI bertanya *"From the first paragraph?"* S mengatakan "*Inventor*.." GBI tidak langsung memberikan jawaban melainkan balik bertanya *"What is inventor?"* S hanya diam saja. Kemudian GBI menuntun S untuk menemukan jawabannya "Dari invent yaitu menemukan, nah kalau inventor berarti?" Akhirnya S mampu menjawab "Penemu.." GBI bertanya "*Yes, then from the second paragraph?*" Kemudian S merespon *"Partially deaf, Ma'am?,* GBI memberikan penjelasan "Deaf itu tuli. Partially itu separo atau sebagian. Jadi *partially deaf* adalah?" S memberikan respon "Tuli sebagian, *Ma'am*." GBI melanjutkan untuk paragraf berikutnya "Then, the next paragraph?" S tidak

menemui kata-kata sulit pada paragraf ketiga sehingga menjawab "No difficult, Ma'am." GBI melanjutkan untuk paragraf keempat *"How about the fourth paragraph? Do you know the meaning of the long-lasting light bulb?"* S menjawab "Emmm... *No Ma'am*." GBI memberikan jawaban yang benar *"The meaning of the long-lasting light bulb* adalah bola pijar yang tahan lama." GBI menyakan kata-kata sulit untuk paragraf terakhir *"Ok, how about the last paragraph in the last sentence 'Genius is one percent inspiration and ninety-nine percent perspiration', do you know the meaning of that?"* ada salah satu S yang menjawab "Jenius itu satu persen inspirasi dan Sembilan puluh Sembilan adalah kemauan." GBI kemudian memberikan apresiasi karena jawaban S tersebut *benar "Yes, Good.."*

8. Kemudian, untuk diskusi, GBI memberikan pertanyaan yang berkaitan dengan teks yang sudah dibahas.

9. GBI memberikan strategi bagaimana membaca teks *Recount* yang efektif.

10. Sebelum memberikan latihan, GBI menujukan gambar tokoh terkenal dan meminta S menyebutkan siapa tokoh yang ada digambar. S belum familiar dengan tokoh yang mereka lihat. Kemudian, guru memancing mereka dengan memberikan penjelasan bahwa tokoh tersebut adalah pengarang buku Harry Potter. S menjadi paham dan bisa menyebutkan nama tokoh tersebut yaitu JK Rowling. Kemudian dibantu oleh P, GBI membagikan teks rumpang dan meminta S bekerja secara berpasangan untuk mengurutkannya serta mengidentifikasi *generic structure* nya. Semua siswa serius untuk mengerjakan teks yang diberikan oleh GBI.

11. GBI berkeliling dan memantau proses kegiatan belajar mengajar yang dilakukan oleh S. setelah S selesai mengerjakannya, secara bersama-sama GBI dan S mendiskusikan jawabannya. Tetapi hampir semua S salah dalam mengurutkan teks. Mereka membalik yang harusnya dijadikan *Orientation* malah mereka balik dijadikan *Reorientation*.

12. GBI melanjutkan aktivitas berikutnya yaitu membagikan kumpulan teks Biographical Recount dan meminta siswa secara individu untuk membaca satu dari beberapa teks yang ada, GBI berkeliling memantau S.

13. Berhubung bel pelajaran sudah berakhir, maka kegiatan membaca dikelas diakhiri, GBI meminta S melanjutkan membacanya dirumah sampai benar-benar paham karena dipertemuan berikutnya S harus menjawab pertanyaan yang diberikan GBI.

Field Note 14

Hari, Tanggal   : Jumat, 18 Mei 2012

Tempat   : Kelas VIII A

P   : Peneliti

GBI   : Guru Bahasa Inggris

S   : Siswa kelas VIII A

Pertemuan Keempat di Cycle 1

Sebelum memasuki kelas VIII A, P berdiskusi dengan GBI mengenai RPP yang sudah diberikan dihari sebelumnya. Setelah bel berbunyi, P bersama-sama GBI memasuki ruang kelas dan memulai kegiatan belajar mengajar.

1. GBI mengawali proses belajar mengajar dengan memberi salam, berdoa, dan mengecek kehadiran S.

2. GBI mereview pelajaran yang kemarin telah dilakukan yaitu tentang Biographical Recount dan untuk hari ini kegiatannya adalah melanjutkan kegiatan *Independent reading* dimana siswa diminta memilih satu dari beberapa judul teks dengan tema sama untuk dibaca secara individu.

3. GBI memberikan waktu lagi kepada S untuk membaca lagi teks yang sudah mereka baca dirumah agar lebih paham dan bisa mudah mengerjakan soal.

4. Sebelum memberikan latihan soal, GBI melakukan kegiatan *Conferencing reading* yaitu memberikan kesempatan kepada S untuk maju dan menyimpulkan apa yang sudah mereka baca. Adapun S yang maju diusahakan berbeda-beda judul teksnya. Masih ada S yang menyimpulkannya menggunakan bahasa Indonesia, tetapi tetap diapresiasi oleh GBI dan GBI memberikan *feedback* untuk setiap S yang maju dan menjelaskan isi dari teks tersebut.

5. Kemudian, GBI melanjutkan kegiatan dengan membagikan worksheet dibantu oleh P, dan meminta S mengerjakannya secara individu berdasarkan teks yang sudah mereka pilih.

6. Hasil pekerjaan S dikumpulkan, kemudian GBI menanyakan apakah ada kesulitan ataukah tidak tetapi tidak ada yang bertanya.

Field Note 15

Hari, Tanggal   **: Jumat, 18 Mei 2012**

Tempat   **: Kelas VIII A**

P   **: Peneliti**

S   **: Siswa kelas VIII A**

GBI mengadakan interview kepada beberapa S dan menanyakan sejauh mana pemahaman mereka terhadap aktivitas yang sudah dilakukan di dalam KBM. Seain itu juga bertanya kepada S apakah selama belajar ada kesulitan atau tidak.

Field Note 16

Hari, Tanggal   **: Jumat, 18 Mei 2012**

Tempat   **: Kelas VIII A**

P   **: Peneliti**

GBI   **: Guru Bahasa Inggris**

P juga mengadakan wawancara kepada GBI untuk mencari tahu keberhasilan dan kegagalan yang ada di Cycle 1 sebagai acuan untuk melanjutkan ke Cycle 2. Selain itu, P juga meminta pendapat kepada GBI tentang langkah2 yang dilakukan dalam KBM di Cycle 2.

Field Note 17

Hari, Tanggal   : Kamis, 24 Mei 2012

Tempat   : Kelas VIII A

P   : Peneliti

GBI   : Guru Bahasa Inggris

S   : Siswa kelas VIII A

Pertemuan pertama di Cycle 2

Seperti hari-hari sebelumnya, P menemui GBI sebelum masuk ke kelas untuk membahas RPP. Kemudian, setelah bel masuk berbunyi, P dan GBI bersama-sama masuk ke kelas dan memulai kegiata belajar mengajar di pertemuan pertama cycle kedua ini.

1. GBI membuka pelajaran dengan memberi salam, berdoa, dan mengecek presensi S.
2. Narrative text telah diajarkan sebelumnya oleh DBGI, sehingga GBI bertanya kepada S apakah masih ingat atau tidak dengan materi *Narrative text*, *"Do you still remember about Narrative text?"* S menjawab serempak, *"Yes Ma'am.*" GBI bertanya kembali, *"Sad ending or happy ending?* Akhirnya selalu sedih atau bahagia?" S menjawab, "Bisa dua-duanya, Ma'am." GBI menerangkan kepada S *"Yes, sometimes can be happy ending and can be sad ending. Did you still remember about the generic structure of the text?* Strukturnya dari teks narrative? Berati ada berapa?" S menjawab

"*Orientation*.." Dan GBI bertanya *"Then the next?"* S menjawab dengan antusias meski jawabannya belum benar "*Reorientation*.." GBI merespon "*Reorientation* itu *Recount text. The second is...". "*Apalagi? *Did you still remember?*" Akhirnya S bisa menjawab yaitu memeberikan jawaban *Complication*..dan *Resolution*..

3. Selanjutnya GBI bertanya secara rinci kepada S tentang *the generic structure of the text, "What did happened in Orientation?* Apa yang terjadi di *Orientation*?" S sibuk membuka-buka buku catatan untuk mencari tahu jawaban. GBI memberikan jawaban yang benar *"Introduce about the character* atau mengenalkan tokoh..selanjutnya, in *Complication? What happened? What can you find in Complication?"* S memberikan respon *"The problems of the story.."* GBI bertanya lagi *"OK. How about the Resolution?"* S menjawab dalam bahasa Indonesia "Pemecahan masalah.." GBI memberikan respon "Yes pemecahaan atau *the solving or the ending of the problems, sad ending or happy ending,* akhir dari cerita. *So, there are three parts, what are they?"* Jawaban S adalah *Orientation, Complication, and Resolution.*

4. Selanjutnya GBI menanyakan tentang macam-macam bentuk teks *Narrative "Then, in the narrative text, you can find the story in form of Folktale or Folklore. What is Folktale or Folklore?"* jawaban S adalah Cerita rakyat dan Dongeng. Kemudian GBI meminta contoh dongeng yang ada di Indonesia "Oke, termasuk juga apa? Dongeng seperti apa? Dongeng Indonesia misalnya?" S menjawab cerita Si Kancil dan Si Timun. GBI memberikan respon "Ya.. juga si Kancil dan Buaya. Itu disebut juga cerita binatang atau *fable*."

5. Aktivitas selanjutnya adalah GBI dibantu P memberikan kertas yang didalamnya terdapat judul-judul cerita yang masih acak, S diminta membacanya dan kemudian mengelompokannya apakah masuk kedalam jenis Folktale atau Fairytale. GBI *"Here are some titles of the stories, Folktale and Fairytale. You must divide these titles based on Folktale or Fairytale"*

Secara bersama-sama, GBI Dan S membahas judul yang sudah dikelompokan oleh S.

6. Setelah selesai, GBI melanjutkan kegiatan berikutnya yaitu menunjukan gambar sebuah cerita berjudul *Beauty and the Beast* dan bertanya *"Do you know what the picture is?"* S kebanyakan sudah paham tentang gambar tersebut. Kemudian GBI memberikan teks yang berkaitan dengan gambar tersebut. S diminta untuk membacanya.

7. Setelah membaca, GBI bertanya *"Do you know what kind of the text is this?"* Beberapa S menjawab "*Narrative Text*." Kemudian S disuruh menyebutkan ciri-ciri *Narrative Text* yang sudah mereka pelajari sebelumnya. Setelah itu, GBI menanyakan tentang kata-kata sulit dan meminta S untuk mencarinya dikamus.

8. GBI kemudian memberikan penjelasan tentang strategi yang bisa digunakan untuk membaca teks berbentuk *narrative* dan membuka kesempatan bertanya bagi S.

9. GBI memberikan 4 judul cerita dan meminta siswa memilih satu yang paling mereka sukai untuk dibaca dan dipahami isi ceritanya. GBI memberikan waktu untuk membaca teks tersebut. Tidak lama kemudian bel tanda pelajaran habis berbunyi. Mau tidak mau kegiatan membacanya dihentikan, dan kemudian GBI meminta S untuk melanjutkannya dirumah.

Field Note 18

Hari, Tanggal   **: Jumat, 25 Mei 2012**

Tempat   **: Kelas VIII A**

P   **: Peneliti**

GBI   **: Guru Bahasa Inggris**

S   **: Siswa kelas VIII A**

Pertemuan kedua di Cycle 2

     P menemui GBI sebelum pelajaran dimulai untuk berdiskusi membahas RPP yang sudah diberikan P dihari sebelumnya. Ketika bel masuk telah berbunyi mereka

bersama-sama memasuki ruang kelas VIII A untuk melaksanakan proses kegiatan belajar mengajar.

1. GBI membuka pelajaran dengan memberi salam, berdoa, dan mengecek presensi S.
2. Kegiatan selanjutnya, GBI mengelompokan S dengan cara berhitung. Setelah membentuk kelompok, S diminta bekerja secara kelompok untuk memilih satu dari tiga teks yang sudah diberikan oleh GBI. Mereka diberi waktu untuk membacanya sebelum nanti memberikan kesimpulan dan menjawab pertanyaan.
3. GBI meminta setiap kelompok untuk menyimpulkan apa yang sudah mereka baca, dan meminta kelompok lain untuk menanggapinya.
4. GBI mereview kegiatan yang sudah dilakukan oleh siswa.
5. Kemudian GBI meminta S untuk mengeluarkan teks yang sudah mereka baca dirumah dan kemudian dibaca lagi di kelas secara individu. Setelah itu GBI memberikan latihan soal yan berkaitan dengan teks tersebut. Dan kemudian dibahas bersama-sama per judul.
6. Sebelum menutup kegiatan belajar mengajar, GBI memberikan kesempatan kepada S untuk bertanya.

Field Note 19

Hari, Tanggal   **: Kamis, 31 Mei 2012**

Tempat   **: Kelas VIII A**

P   **: Peneliti**

GBI   **: Guru Bahasa Inggris**

S   **: Siswa kelas VIII A**

Pertemuan ketiga di Cycle 2

P datang menemui GBI sebelum jam pelajaran dimulai dan kemudian membahas RPP yang sebelumnya sudah diberikan oleh P. Setelah bel masuk berbunyi, P dan GBI bersama-sama memasuki ruang kelas VIII A. P menempatkan diri di belakang ruang kelas dan GBI memulai proses kegiatan belajar mengajar.

1. GBI mengawali proses belajar mengajar dengan memberi salam, berdoa, dan mengecek kehadiran S.

2. GBI menunjukan gambar dan meminta siswa menyebutkan apakah nama gambar tesebut. Kemudian, GBI memberikan penjelasan seputar gambar tersebut yaitu gambar Burung kakak tua. GBI mengkaitkan gambar dengan teks yang akan didiskusikan. Adapun teks yang akan didiskusikan berjudul *The Smartest Parrot*. GBI memberikan kesempatan kepada S untuk membaca dalam hati teks tersebut dan juga mencari kata-kata yang sulit.

3. GBI kemudian memberikan penjelasan mengenai Fabel, generic structure nya dan juga tentang characteristic nya. Kemudian, GBI memberikan strategi kepada S cara membaca teks tersebut.

4. GBI meminta siswa bekerja secara kelompok, adapun pemilihan anggotanya kelompok dipilih berdasarkan nilai, S yang nilai latihannya tinggi dikelompokan dengan S yang nilai latihannya rendah. Tugas yang harus dilakukan S adalah mengurutkan paragraf rumpang dan untuk mempemudah S, GBI sengaja melampirkan ilustrasi.

5. GBI memberikan waktu kepada S untuk membaca secara kelompok dan juga dengan kelompoknya membahas isi dari teks tersebut untuk diurutkan. Setelah S selesai, bersama-sama dengan GBI membahas jawaban yang benar.

6. Karena waktunya sudah selesai, GBI meminta siswa untuk mempelajari materi yang sudah dipelajari ketika dirumah.

Field Note 20

Hari, Tanggal **: Jumat, 1 Juni 2012**

Tempat **: Kelas VIII A**

P **: Peneliti**

GBI **: Guru Bahasa Inggris**

S **: Siswa kelas VIII A**

Pertemuan keempat di Cycle 2

Pada pertemuan keempat di cycle kedua ini, P menemui GBI sebelum masuk kelas untuk membahas RPP yang sudah diberikan P dihari sebelumnya. Setelah bel masuk berbunyi, P bersama dengan GBI menuju ruang kelas VIII A. P langsung duduk dibelakang dan GBI memulai proses kegiatan belajar mengajar. Adapun prosenya adalah sebagai berikut.

1. GBI mengawali proses belajar mengajar dengan memberi salam, berdoa, dan mengecek kehadiran S.

2. GBI kemudian mengingatkan kembali mengenai pengertian, fungsi dan karakteristik teks Narrative, sebagaian S menjawab dengan antusias.

3. GBI memberikan teks dan meminta S bekerja secara kelompok, dan penentuan kelompok dilakukan berdasarkan letak bangku. Dibantu P, GBI memberikan teks beserta soalnya kepada setiap kelompok dan seperti biasa S diminta untuk memilih satu teks saja.

4. GBI memperkenankan S untuk berdiskusi, dan GBI berkeliling memantau S. Setelah selesai, GBI bersama-sama dengan S mendiskusikan jawaban yang benar.

5. Di jam kedua, GBI meminta siswa untuk membaca teks lain lagi tetapi masih berhubungan dengan Narrative text. S diminta membaca secara individu. GBI memberikan empat buah teks dan meminta S untuk memilih teks sesuai yang mereka inginkan serta mengerjakan worksheet nya.

6. Setelah selesai, GBI meminta siswa untuk berkeliling dan memilih teman yang membaca teks yang berbeda untuk saling bertukar informasi.

7. Setelah kegiatan saling bertukar cerita selesai, GBI memberikan review terhadap aktivitas tersebut.

8. Ketika bel akhir pelajaran berbunyi, GBI mengakhiri pelajaran dan sebelum meninggalkan kelas meminta S untuk mengumpulkan tugas yang sudah dikerjakan.

Field Note 21

Hari, Tanggal   **: Sabtu, 2 Juni 2012**

Tempat   **: Kelas VIII A**

P   **: Peneliti**

S   **: Siswa kelas VIII A**

P mengadakan wawancara dengan S untuk menanyakan tentang KBM yang sudah dipelajari dan kendala-kendala selama KBM. P juga menanyakan bagaimana kesan S selama KBM berlangsung.

Field Note 22

Hari, Tanggal   **: Jumat, 1 Juni 2012**

Tempat   **: Ruang Perpustakaan**

P   **: Peneliti**

GBI   **: Guru Bahasa Inggris**

P juga berdiskusi dengan GBI tentang KBM di Cycle 2 yang sudah dilaksanakan dan meminta masukan serta komentar dari GBI tentang kegiatan-kegiatan yang sudah dilaksanakan.

Field Note 23

Hari, Tanggal **: Selasa, 4 Juni 2012**

Tempat **: Kelas VIII A**

P **: Peneliti**

S **: Siswa kelas VIII A**

Post Test

Untuk mengetahui hasil akhir dari Reading Comprehesion siswa kelas VIII A, P mengadakan Post-Test.

Field Note 24

Hari, Tanggal **: Selasa, 4 Juni 2012**

Tempat **: Ruang Kantor Guru**

P **: Peneliti**

GBI **: Guru Bahasa Inggris**

P memberitahukan kepada GBI bahwa kegiatan penelitian sudah selesai dan tinggal mengurus surat-surat yang dibutuhkan dan sekalian pamit serta mengucapkan terima kasih atas bantuan dari GBI.

Field Note 25

Hari, Tanggal **: Kamis, 6 Juni 2012**

Tempat **: Ruang Kantor TU**

P **: Peneliti**

Mengurus surat-surat yang dibutuhkan.

Field Note 26

Hari, Tanggal **: Kamis, 6 Juni 2012**

Tempat **: Ruang Kepala Sekolah**

P **: Peneliti**

KS **: Kepala Sekolah**

P berpamitan kepada KS dan mengucapkan terima kasih karena telah diijinkan melaksanakan penelitian di SMP Negeri 2 Prembun.

APPENDIX B (INTERVIEW TRANSCRIPTS)

Interview 1

Hari, Tanggal : **Senin, 2 April 2012**

Waktu : **07.30-selesai WIB**

Tempat : **Ruang Kepala Sekolah**

Responden : **Bapak Drs. Darsono (Kepala Sekolah SMP N 2 Prembun)**

P : Peneliti

KS : Kepala Sekolah

Peneliti menemui kepala sekolah dan mengutarakan maksud tujuan kedatangan peneliti ke SMP, juga menyerahkan surat izin observasi dan surat izin penelitian.

P : Assalamualaikum.

KS : Walaikumsalam

P : Bapak, saya Anisa Fatikhah Fajarini, mahasiswa dari UNY, jurusan Pendidikan Bahasa Inggris ingin mengadakan observasi sekaligus penelitian di SMP ini, apakah diperbolehkan?

KS : Berapa lama mbak penelitiannya? Dua minggu?

P : Wah lebih lama lagi pak, sekitar 1,5 bulan.

KS : Mulai bulan apa mbak penelitiannya? Soalnya bulan-bulan ini sedang tidak efektif kegiatan belajar mengajarnya dikarenakan ada kegiatan UTS, study tour dan untuk kelas tiga ada UAN.

P : Oh begitu ya pak.. Jika penelitiannya dimulai bulan Mei bagaimana pak dan untuk bulan ini observasi saja?

KS : Hmm baiklah, apakah penelitiannya harus kelas tertentu dan lebih dari satu kelas ataukah pihak sekolah yang memilihkan?

P : Tidak harus kelas tertentu pak, nanti berdasarkan observasi, tetapi untuk kelasnya kelas 8 dan hanya satu kelas saja soalnya penelitian saya PTK pak.

KS : oh judulnya apa mbak?

P : *Efforts to Improve the Learning of Reading Comprehension Using Reading Workshop,* pak, jadi fokus pada *Reading.*

KS : Oh, lha ini semester berapa?

P : Semester 8 pak.

KS : Oh semester akhir ya.

P : Iya pak hehe.. Jadi ya saya berharap bisa penmelitian di bulan-bulan ini. Soalnya selain *narrative* dan *recount* di ajarkan di semester ini juga karena kalo semester depan paling gag mulainya setelah lebaran.

KS : Oh iya mbak. Lha berarti misal pihak sekolah mengijinkan, harus mengeluarkan surat izin?

P : Iya pak, tapi tidak harus buru-buru bisa nanti setelah penelitian saya selesai.

KS : Iya baiklah, kalau begitu, saya belum bisa memastikan bisa atau tidak dan juga kelas apanya, karena perlu koordinasi dengan pihak lain dulu.

P : Iya bapak, tidak apa-apa, terimakasih untuk kesempatannya.

KS : Lha mbaknya ini rumahnya mana?

P : Kabuaran pak.

KS : Kabuarannya sebelah mana?

P : Rumah saya didepan penggregajian kayu pak.

KS : Oh iya..

P : Baiklah pak saya mohon undur diri dulu. Lain waktu saya akan kesini lagi.

KS : Oh iya, besok akan kami kabari mbak.

P : Iya pak, terimakasih, Assalamualaikum

KS : Waalaikumsalam.

Interview 2

Hari, Tanggal : **Sabtu, 7 April 2012**

Waktu : **07.30-selesai WIB**

Tempat : **Ruang Bimbingan Konseling**

Responden : **Bapak Drs. Risman (Waka Kurikulum)**

P : Peneliti

G : Guru

Peneliti menemui Waka kurikulum untuk membahas kelas dan guru yang akan membantu peneliti dalam proses penelitian dan untuk mengetahui prosedur yang harus dilakukan oleh peneliti dari awal hingga akhir penelitian, karena sebelumnya peneliti telah dikabari bahwa peneliti diijinkan untuk penelitian di SMP Negeri 2 Prembun.

P : Selamat pagi pak, assalamualaikum..

G : Waalaikumsalam. Silahkan duduk mbak.

P : Iya pak.

G : Bagaimana?

P : Begini bapak, saya Anisa Fatikhah Fajarini, mahasiswa UNY angkatan 2008 jurusan Pendidikan Bahasa Inggris. Bapak, kemarin saya telah menemui kepala sekolah dan mengutarakan maksud saya untuk izin penelitian di sekolah ini, dan kemudian bapak meminta waktu untuk koordinasi dengan pihak lain. Dan kemarin saya dikabari bahwa saya diizinkan untuk penelitian disini dan untuk koordinasi guru dan kelas harus menemui bapak selaku bagian kurikulum.

KS : iya kemarin pak kepala sekolah dan saya telah berkoordinasi dan mengijinkan mbak untuk penelitian disini. Kira-kira besok penelitiannya berapa lama mbak?

P : 2 bulan pak.

KS : Yang anti untuk kelas 8 bisa dimulai setelah UAS karena saat ini sedang UAS. Tetapi untuk kelas 9 tidak bisa karena sudah akan persiapan UAN.

P : Besok saya hanya membutuhkan satu kelas saja dan kelas 8 saja.

G : Kelas 8 berarti gurunya nanti pak M kalau tidak ibu Ani, mungkin nanti ibu Ani saja ya untuk membantu penelitian mbak. Dan mungkin bisa dimulai besok, mbak bisa menemui ibu Ani, atau sekarang untuk koordinasi? Tapi beliaunya mungkin sedang mengawasi.

P : Oh iya pak, terimakasih, mungkin besok saja. Oh iya pak, kira-kira untuk jadwalnya sendiri hari apa saja ya?

G : Sebentar (melihat jadwal pelajaran yang ada dimejanya beliau), untuk kelas yang diajar ibunya hari Selas, Rabu, Kamis dan Jumat.

P : Oh baiklah. Berarti beok saya kesini untuk berkoordinasi dengan ibunya. Kalau begitu saya pamit dulu pak, terimakasih untuk waktunya.

KS   : Oh baiklah..

Interview 3

Hari, Tanggal   **: Senin, 9 April 2012**

Waktu   **: 9.00-selesai WIB**

Tempat   **: Ruang Perpustakaan**

Responden   **: Ibu Ani Suptiani, S. S. (Guru Bahasa Inggris)**

P   : Peneliti

GBI   : Guru Bahasa Ingris

Bertemu ibu Ani selaku pengampu kelas 8.

P   : Pagi ibu.. maaf ini mengganggu waktu ibu…

GBI   : Tidak Mbak.. oh iya saya sudah dikasih tahu pak Risman, katanya mau meneliti anak di kelas yang saya ampu ya..

P   : Iya bu, tujuan saya menemui ibu selain untuk berkenalan dengan ibu juga untuk tanya-tanya prihal keadaan kelas yang ibu ampu..

GBI   : Oh iya Mbak..

P   : Sebelumnya perkenalkna bu, nama saya Anisa Fatikhah Fajarini, saya kuliah di UNY ambil jurusan bahasa Inggris dan sekarang sedang dalam pengerjaan skripsi.. nah kalo bleh tahu, ibu sendiri namanya siapa ya…

GBI   : Saya Ani Septiani, bisa panggil bu Ani.. oh mbaknya UNY to..

R   : Iya Bu.. lha kalo ibunya dulu lulusan mana ya bu..

GBI   : Saya dulu UNAIR lulusan tahun 2001 terus ambil akta 4 di UMP, gelar saya kan SS..

P   : oh begitu to bu.. emmm begini bu ingin tanya situasi kelas VIII yang ibu ampu..

GBI   : Ya anaknya itu beda dek tiap kelas, ada yang kelasnya pinter ada yang bikin ngelus dada.. hehe tapi ya namanya sekolah didesa kemampuan anak-anaknya juga masih standard tidak kayak dikota-kota.. ya to..

P : iya bu… lha untuk anaknya sendiri kira-kira berbahasa Inggrisnya bisa paham dan aktif tidak e Miss, terutama untuk Reading skill nya..

GBI : Wah ya masih belum mbak.. butuh di pancing-pancing biar bisa ngomong mereka..

P : Terus kalo soal motivasi mereka belajar bahasa Inggris tinggi tidak bu..

GBI : Masih rendah Mbak..masih belum ada kesadaran dari mereka…

P : ohh… kira-kira kesulitan terbesar mereka apa ya Bu?

GBI : ya dalam kemampuan pemahaman masih rendah juga kosa kata yang mereka miliki masih sedikit..

P : Cara ibu untuk meningkatkannya gimana?

GBI : Ya dengan suruh ngapalin kosa kata yang ada.. juga diskusi bersama dikelas..

P : Selama ini buku yang ibu gunakan apa e bu?

GBI : Saya menggunakan LKS Intan Pariwara soale mudah diikuti oleh anak-anak..

P : Oh iya bu… kira-kira kapan ya bu saya bisa observasi di kelas untuk melihat langsung kegiatan belajar mengajar reading?

GBI : kapan ya.. besok mbak saya kabari lagi, solae sekarang anak-anak lagi pada UTS, kemungkinan ya minggu depan.. bagaimana?

P : Boleh ibu.. kalo begitu saya minta no ibu nya untuk komunikasi..

GBI : oh ini…

P : terimakasih ibu….

GBI : ya sama-sama…

Interview 4

Hari, Tanggal : **Rabu, 11 April 2012**

Waktu : **13.00-selesai WIB**

Tempat : **Ruang Kelas VIII A**

Responden : **Siswa kelas VIII A**

P : **Peneliti**

S :**Siswa**

P : Siang dek, namanya siapa?

S : Ika Miss..

P : Miss boleh tanya-tanya ke dek Ika kan soal tadi kegiatannya di kelas?

S : Boleh aja kok Miss..

P : Tadi gimana kegiatan ma ibunya seneng gag?

S : Ya biasa aja Miss, malah agak bosen gitu..

P : Bosennya gimana dek?

S : Soalnya tuh tiap hari bahas LKS dan sering ulangan..

P : ohhh emang gag pernah pake sumber lainnya pa?

S : Jarang Miss...

P : Tapi kamu sendiri suka bahasa Inggris gag e?

S : Lumayan suka Miss soale jadi nemu itu kata-kata baru.. hehe…

P : Sip deh kalo begitu… terus ada kesulitan gag? Tadi katane bosen tapi kok antusias menjawab?

S : Iya Miss, soale didepan sihh takute dikira gag merhatiin jadi ya jawab…

P : Oke kalo gitu makasih yaa untuk waktunya…

S : Iya Miss sama-sama…

Interview 5

P : Siang… Namanya siapa nih.. mbak boleh tanya-tanya bentar gag?

S : aku Febry mbak, bentar lho tapi..

P : oke.. deh.. By the way, tadi Miss lihat kamu waktu pelajaran Bu Ani ngobrol ma teman kamu..

S : Hehe emang mbak merhatiin yaa..

P : Iyalah..

S : Itu mbak soale gag mudeng ma penjelasane ibue, dan lagian suarane pelan.. jadi ya ngobrol..

P : Besok-besok jangan diulangin yaa… kalo gag paham ya haruse makin memperhatikan ibue dan tanya..

S : Ah malu mbak kalo tanya..

R : kok malu? Emang kenapa?

S : Ya malu aja, gag biasa tanya.. hehe

R : oh iya.. tapi suka kan ma pelajaran bahasa Inggris..

S : Gag terlalu mbak.. soale bahasane tuh banyak yang gag tak pahami…

R : Baiklah.. kalo gitu makasih ya untuk waktunya…

S : Oke mbak..

Interview 6

P : Hallo dek.. Namanya siapa nih?

S : Anifa Miss..

P : Miss boleh tanya-tanya kan?

S : Boleh Miss. Silahkan..

P : Tadi pelajaran ma ibue gimana?

S : Ya biasa Miss..

P : Biasa gimana?

S : Ya biasa, gag ada yang istimewa..

P : ohh.. emang ingine kamu yang istimewa yang gimana tuh?

S : Ya yang menarik Miss kegiatane..

P : oh gitu.. lha kamu sendiri suka Bahasa Inggris gag?

S : Suka Miss sebenere..

P   : Ada kesulitan gag dalam belajar bahasa Inggris?

S   : Ada Miss, itu lho kalo suruh ngartiin dan ngapalin.. bikin pusing..

P   : Tadi Miss lihat kamu gag bawa kamus ma;ah minjem-minjem?

S   : Iya Miss, lupa tadi hehe…

P   : Oke dehh, kalo gitu makasih ya untuk waktunya..

S   : Iya Miss..

Interview 7

P   : Pagi dek.. mbak mau tanya-tanya nih ma kamu..

S   : Iya mbak. Silahkan..

P   : Tadi gimana proses belajar mengajarnya..

S   : Maksudnya mbak?

P   : Ya tadi menurut kamu menyenangkan dan bikin paham gag cara mengajarnya ibunya?

S   : Paham mbak..

P   : Pahamnya gimana?

S   : Ya jadi paham soalnya tuh tadi ada gambarnya mbak …kemarin-kemarin kan gag pernah tuh mbak pake gambar..

P   : Oh.. terus tadi gimana dengan aktivitas sharing ma temen?…

S   : Asyik mbak, sayange tuh karena ma temen jadi banyak guyon dan ketawa-ketawa.. hehe

P   : Ya besok harus lebih serius ya…

S   : Oke mbak…

P   : Terus tadi seneng gag suruh milih teks sendiri?

S   : Seneng-seneng mbak..

P   : Terus tadi milihnya berdasarkan apa?

S   : Ya aku pilih aja yang sekiranya aku bisa..

P   : Oke deh makasih ya untuk waktunya…

Interview 8

P   : Maaf dek mengganggu..

S   : Iya Miss gag apa..

P   : Mau tanya nih.. Gimana tadi pelajaran Bahasa Inggrisnya?

S   : Asik mbak ada gambarnya tuh tadi….

P   : Terus kegiatannya ada yang menarik gag?

S   : ng apa yaa.. ada mbak tadi tuh suruh milih teks sendiri..

P   : Emang itu menarik?

S   : Iya Miss menarik, jadi bisa bebas milih yang mana..

P   : Terus tadi ada kesulitan gag?

S   : Ada mbak…itu lho saat suruh diskusi bareng njawab pertanyaan.. banyak yang gag paham arti katanya..

P   : tapi tadi bawa kamus kan..

Interview 9

Hari, Tanggal   **: Jumat, 4 Mei 2012**

Waktu   **: 10.40-selesai WIB**

Tempat   **: Ruang Kelas VIII A**

Responden   **: Siswa kelas VIII A**

P   **: Peneliti**

S   **:Siswa**

P   : Suka bahasa inggris?

S : Lumayan suka

P : Sukanya karena?

S : Jadi tahu artinya.

P : Kesulitan belajar bahasa inggris dalam hal apa?

S : Mengafal bu.

P : Waktu proses belajar bahasa inggris suka tanya-tanya gag misal ada yang tidak paham?

S : Paling Tanya ke temen yang sudah paham.

P : Gag Tanya ke guru nya?

S : Gag.

P : Kenapa?

S : Malu.

P : Tapi kalau suruh menjawab, menjawab? Tapi kalau menjawab itu sendiri atau ditunjuk?

S : Ditunjuk.

P : Kalau menurut kamu guru nya dalam menjelaskan enak tidak?

S : Ya lumayan.

P : Lumayannya?

S : Enak kita paham, tapi kadang gag paham artinya.

Interview 10

P : Kalau Pipi, kesulitan dalam belajar bahasa inggris itu di bagian mana?

S :Dalam hal mengartikan Miss.

P : Kalau di bagian membaca teks yang sulit apa nya?

S : Belum paham artinya.

P : Jika belum paham tanya ke teman atau guru?

S : Guru atau teman, tapi seringnya ke teman.

P   : Kenapa tidak langsung Tanya ke guru?

S   : Sering Tanya malu ah Miss.

P   : Saat menjawab pertanyaan kesadaran sendiri atau waktu ditunjuk guru?

S   : Kadang sendiri kadang ditunjuk guru

P   : Jika mengerjakan PR dirumah ada yang membantu atau sendiri?

S   : Sendiri.

P   : Tidak pernah berkelompok?

S   : Tidak Miss soale rumah temen-temen jauh.

P   : Menurut kamu cara mengajarnya bu guru gimana?

S   : Lumayan enak.

P   : Enaknya gimana?

S   : Kalau tidak bisa dikasih tahu.

Interview 11

P   : Dalam belajar Bahasa Inggris kendalanya dimana?

S   : Malu dan belum paham cara membacanya.

P   : Seneng bahasa inggris tidak?

S   : Ya lumayan.

P   : Lumayan gimana?

S   : Lumayan seneng tapi ada gag senengnya.

P   : Gag senengnya karena apa?

S   : Soalnya sering suruh menghapal.

P   : Tapi menghapal sambil dipahami kan?

S   : Iya Miss.

P   : Dirumah ada waktu untuk belajar bahasa inggris atau kalau ada PR aja?

S   : Ada waktu khusus

P   : Yakin? Waktu khusus kapan?

S   : Setiap pulang sekolah.

Interview 12

P   : Apakah ada kesulitan dalam belajar bahasa Inggris?

S   : Ada Miss.

P   : Dalam hal apa kesulitannya?

S   : Mengartikannya dalam bahasa Indonesia.

P   : Saat belajar disuruh menjawab ketika ditunjuk atau dengan suka rela angkat tangan?

S   : Ketika ditunjuk Miss soalnya malu.

P   : Kalau ada PR kerjakan sendiri atau dengan teman?

S   : Kadang-kadang dengan teman.

P   : Cara mengajar gurunya gimana?

S   : Lumayan bias dipahami.

P   : Tetapi ibu guru biasanya kalau mengajar pakai media tidak?

S   : Tidak Miss jadi Cuma menerangkan.

Interview 14

P   : Siapa namanya?

S   : Nursalim, bu.

P   : Suka bahasa inggris?

S   : Suka.

P   : Alasannya?

S   : Banyak ceritanya jadi lebih enak.

P   : Kesulitannya belajar bahasa inggris apa?

S   : Kadang bikin bingung gag tahu artinya

P   : Kalau ada yang tidak bisa apa suka bertanya?

S   ; Kadang bu.

P   : Bertanyanya dengan siapa?

S   : Sama temen.

P   : Kenapa gag sama guru?

S   : Malu.

P   : Kalau   menjawab pertanyaan nunggu ditunjuk atau menjawab tanap ditunjuk?

S   : Ditunjuk guru, gag berani sendiri.

P   : Apakah guru memberikan media seperti gambar-gambar gitu atau dari buku teks saja?

S   : Teks aja..

Interview 15

R   : Kalau kamu, siapa namanya dek?

S   : Imam, bu.

P   : Kesulitannya belajar bahasa inggris apa?

S   : Kadang bikin bingung gag tahu artinya

P   : Kalau ada yang tidak bisa apa suka bertanya dengan siapa?

S   : Kadang sama temen kadang sama guru

P   : Kalau kamu ditunjuk guru atau kesediaan sendiri?

S   : Ditunjuk guru malu kalau sendiri.

Interview 16

P   : Namanya siapa?

S   : Nanda.

P   : Suka bahasa inggris?

S   : Lumayan.

P   : Lumayannya karena apa?

S   : Suka mencari kosa kata baru.

P   : Kesulitan dalam bahasa inggris? Yang kamu rasakan?

S   : Mencari artinya, kadang ada yang gag bisa.

P   : Kalau bertanya ditunjuk atau menjawab dengan suka rela?

S   : Kadang ditunjuk kadang menjawab sendiri.

P   : Kalau ada yang tidak paham?

P   : Ya tanya sama temen atau gag sama guru..

Interview 17

P   : Kalau nama kamu, namanya siapa dek?

S: Lukman.

P   : Suka bahasa inggris?

S   : Sedikit.

P   : Kenapa alasannya?

S   : Belum terlalu bisa

P   : Kesulitannya?

S   : Mencari kosa kata baru.

P   : Tapi punya kamus kan?

S   : Iya punya bu.

R   : Kalau bertanya ditunjuk atau menjawab dengan suka rela?

S   : Kadang ditunjuk kadang menjawab sendiri.

R   ; Kalau ada yang tidak paham?

S   : Ya tanya sama temen atau gag sama guru..

Interview 18

Hari, Tanggal   **: Jumat, 11 Mei 2012**

Waktu   **: 10.40-selesai WIB**

Tempat   **: Ruang Kelas VIII A**

Responden   **: Siswa kelas VIII A**

P   **: Peneliti**

S   **:Siswa**

P   : Maaf dek, Miss mau tanya nih..

S   : Iya Miss.. apa e?

P   : Selama dua kali pertemuan belajar Recount Text apa pemahamannya jadi lebih baik atau masih gag mudeng?

S   : Iya mbak lumayan paham..

P   : Tapi kemarin pas disuruh secara suka rela untuk maju menceritakan text nya gag mau?

S   : Yaa kalo maju kedepan suka rela masih malu lah mbak..

P   : Malu kenapa?

S   : Takute udah berani maju ee malah salah..

P   : ohh.. ya lain kali harus pede aja ya… kan gag papa buat latihan pede..

S   : hehehe iya Miss..

P   : Dari aktivitas yang sudah dilakukan yang paling kamu senengin yang mana e?

S   : Emmm aktivitas yg apa aja nih Miss?

P   : Itu lho ada pairing, terus independent reading…

S   : ohhh yang ituu,,, aku seneng yg waktu pairing..

P   : Kenapa memange?

S : Ya ngerjainne lebih ringan soale kan ada temen kalo gag bisa, bisa tanya-tanya terus pas kita baca text ada yang mantau kalo ada yang salah kan bisa deibenerin, terus kalo gag paham artine ya bisa cari bareng..

P : Oke sip deh.. makasih ya untuk waktunya..

S : Iya mbak.. sama-sama..

Interview 19

P : Dek lagi apa nih.. maaf ganggu yaa, boleh tanya-tanya gag?

S : Mau ngumpul tugas mbak… iya gag apa Miss …

P : Terus tugas kamu itu gimana?

S : Entar aku titipkan temen Miss..

P : Baiklah,, langsung aja yaa.. Miss mau tanya, gimana menurut kamu kegiatan belajar Recount selama dua hari ini?

S : Seneng Miss, soale beda ma kemarin-kemarin..

P : Senengnya?

S : Ya kita bisa milih teks sesuka kita..

P : Tapi ada kesulitan gag selama membacanya?

S : Apa yaa.. palingan tuh biasa mbak soal kosa kata yang belum paham..

P : Lha kira-kira kata tersebut udah familiar atau masih asing untuk kamu?

S : Engg… ada yg asing ada yg udah familiar tapi lupa artine..

P : Hmm baiklah kalo gitu,, besok besok kalo ada kata susah dicatat yaa.. jangan Cuma buka kamus tahu udah deh besoknya lupa…

S : Iya Miss..

P : Makasih ya dek untuk kesempatannya..

S : Iya Miss..

Interview 20

P : Dek.. Miss boleh bertanya prihal kegiatan tadi di kelas gag?

S : Iya Miss..

P : Tadi gimana gurunya kira-kira saat menerangkan bikin paham kamu tidak?

S : Iya Miss bikin paham..

P : Kira-kira bikin paham nya karena apa?

S : Itu lho Miss menerangkannya pake gambar terus mancing-mancing kita buat berbicara jadi gag cuma diem aja..

P : Oh..tadi di kelas aktivitas yg paling menyenangkan apa e?

S : Saat kita suruh baca teks milih sendiri..

P : Senengnya gimana..

S : Ya kan jadi bebas pilih mana sesuka hati..

P : Kalo kamu pertimbangan milih teksnya apa?

S : Ya kira-kira ceritanya menarik tidak buat kita..

P : Oh gitu.. makasih ya dek untuk waktunya..

S : Iya Miss..

Interview 21

Hari, Tanggal **: Jumat, 18 Mei 2012**

Waktu **: 10.40-selesai WIB**

Tempat **: Ruang Perpustakaan**

Responden **: Ibu Ani Suptiani, S.S. (Guru Bahasa Inggris)**

P **: Peneliti**

GBI **: Guru Bahasa Inggris**

P : Ibu, saya ingin tanya-tanya dikit prihal kegiatan belajar mengajar tadi.

GBI : Oh iya silahkan..

P : Menurut ibu apakah tadi aktivias yang dilakukan selama pelajaran reading efektif untuk meningkatkan kemampuan anak dalam membaca?

GBI : ya kalau menurut ibu lumayan efektif mbak, tadi anak kan jadi antusias waktu di perlihatkan gambar terus pas suruh milih teks sendiri kan mereka terlihat senang, selain itu waktu the partner reading anak jadi tidak malu mempraktekan reading dengan teman-temannya.

P : iya bu.. Selama tadi kegiatan belajar mengajar yang baike perlu di perbaiki kira-kira ada tidak ya bu, ya untuk masukan besok cycle 2.

GBI : Apa ya.. ya tadi sebenarnya sudah bagus, hanya saja ada saja anak yg masih saja ribut sendiri..

P : Iya bu, dan tadi memang agak kurang tekontrol waktu *partner reading*.

GBI : Iya benar sekali.. oh iya tadi juga masih ada anak yang kurang paham dengan teks yang mereka baca, terutama arti kata yang masih kurang mereka pahami..

P : Sepertinya memang butuh kegiatan yang bisa melatih mereka jadi paham dengan arti kata..

Interview 22

Hari, Tanggal   **: Jumat, 1 Juni 2012**

Waktu   **: 10.40-selesai WIB**

Tempat   **: Ruang Kelas VIII A**

Responden   **: Siswa kelas VIII A**

P **: Peneliti**

S **:Siswa**

Gusti Husnul A

P : Menurut kamu, bagaimana kegiatan di kelas saat materi Narrative?

S : Menyenangkan Miss.

P : Menyenangkannya dalam hal apa?

S : Karena kegiatannya bikin saya jadi bisa paham.

P : Terus kalo aktivitas grouping nya menyenangkan tidak?

S   : Sangat menyenangkan.

P   : Kenapa?

S   : Soalnya diskusinya dengan teman tuh enak dan soalnya ada gambarnya.

P   : Ketika guru memberi kesempatan untuk memilih teks sesuai dengan pilihan kamu apakah membuat kamu jadi termotivasi untuk membacanya tidak?

S   : Termotivasi Miss untuk membacanya. Karena saat membaca teks pilihan aku, aku langsung bias memahami.

P   : Terus, kalo disuruh mengerjakan soal sesuai dengan teks yang kamu pilih gimana? Apakah ada kesulitan?

S   : Enggak Miss, Bisa kok kan karena sudah paham teksnya.

P   : Apakah dengan belajar dalam kelompok bisa membantu kamu dalam belajar Reading?

S   : Bisa Miss, karena jadi bisa bersama-sama mengerjakan tugasnya.

P   : Terus kalo dengan dibantu media gambar bisa jadi memahami teks gag?

S   : Bisa. Karena jadi sedikit paham gambaran ceritanya.

Interview 21

Paino

P   : Menurut kamu, gimana tadi kegiatan di kelas saat materi Narrative?

S   : Menyenangkan karena adi tambah paham materi Narrative meski sebelumnya sudah diajarkan tapi ini makin dong.

P   : Terus kalo dengan aktivitas-aktivitasnya dikelas gimana?

S   : Enak Miss soalnya aktivitasnya bareng temen-temen.

P   : Ketika guru memberi kesempatan untuk memilih teks sesuai dengan pilihan kamu apakah membuat kamu jadi termotivasi untuk membacanya tidak?

S   : Ya senang soalnya kita bisa memilih temanya sesuai keinginan kita, kayak tadi tuh aku milih yg sekiranya aku bisa dan menarik jalan ceritanya.

P   : Nah, kalo disuruh mengerjakan soal sesuai dengan teks yang kamu pilih gimana? Ada kesulitan?

S   : Gag ada kesulitan Miss, soale kan kita suka sama teks yang kita pilih.

P   : Dengan dibantu media gambar bisa jadi memahami teks gag?

S   : Jadi bisa Miss, soalnya dengan gambar kita bisa jadi lebih semangat dalam mengerjakan dan memahami teks.

Interview 22

Ika Setiana

P   : Bagaimana dek tadi pembelajaran di kelasnya?

S   : Menyenangkan Miss.

P   : Menyenangkannya gimana?

S   : Ya jadi bisa bikin paham Miss.

P   : Tadi Ketika guru memberi kesempatan memilih teks sesuai keinginan kamu apa jadi termotivasi membacanya?

S   : Iya Miss, kan karena milih teks sendiri jadinya bikin aku tertantang untuk membaca dan memahami.

P   : Terus ada kesulitan mengerjakan soalnya?

S   : Gag ada sih soalnya teksnya tuh udah suka duluan jadi mudah mengerjakan soalnya.

P   : Dengan dibantu media gambar bisa jadi memahami teks gag?

S   : Iya Miss, dengan gambar tuh bikin aku mudah memahami teks.

Interview 23

Anifa

P   : Gimana tadi kegiatannya dikelas?

S   : Seneng Miss, selain belajar tentang Narrative, cerita-ceritanya menghibur.

P   : Tadi Ketika guru memberi kesempatan memilih teks sesuai keinginan kamu apa jadi termotivasi membacanya?

S   : Iya jadi termotivasi soalnya teksnya pilihan aku sendiri.

P   : Terus tadi gimana dengan groupingnya?

S   : Ya jadi senang belajare bareng-bareng jadi memahami teksnya ya bareng-bareng.

P   : Dengan dibantu media gambar bisa jadi memahami teks gag?

S   : Bikin membantu Miss. Jadi tuh ada ilustrasinya gitu jadi paham kira-kira ceritanya gimana.

Interview 24

Anggun Antika Putri

P   : Gimana tadi kegiatannya dikelas?

S   : Menyenangkan Miss, karena aku bisa dapat jenis-jenis teks dan tadi juga bisa mengerjakannya.

P   : Terus tadi suruh milih sesuai pilihan sendiri gimana?

S   : Ya seneng, kan kemarin-kemarin seringnya guru suruh ngerjain atatu baca teks tertentu ee ini suruh milih sendiri kan jadinya bisa lebih paham dan suka.

P   : Bisa mengerjakan soalnya gag?

S   : Bisa Miss, wong teksnya milih sendiri.

P   : Seneng gag tadi belajar kelompoknya?

S   : Seneng Miss soalnya tuh bisa saling bertukar pendapat.

P   : Tadi dibantu gambar bisa bikin paham teks gag?

S   : Iya bisa, soale dari gambar tuh udah jelas ceritanya apa, kan gambar itu mewakili cerita.

Interview 25

Hari, Tanggal   : Jumat, 8 Juni 2012

Waktu   : 10.40-selesai WIB

Tempat   : Ruang Perpustakaan

Responden   : Ibu Ani Suptiani, S.S. (Guru Bahasa Inggris)

P   : Peneliti

GBI   : Guru Bahasa Inggris

P : Ibu saya ingin berdiskusi prihal kegiatan belajar mengajar Cycle 2 di kelas tadi.

GBI : Iya silahkan..

P : Untuk materi *Narrative* apakah kegiatannya masih ada kekurangan ya bu?

GBI : Berdasar pengamatan saya sejauh ini pelaksanaanya sudah lebih sukses daripada Cycle 1. Ya secara manajemen waktunya bisa di handle dan juga ada peningkatan dari attitude anak-anak.

P : Peningkatan attitude anak-anak maksudnya bagaimana ya bu?

GBI : lha tadi anak-anak kan cenderung lebih memperhatikan saat saya menerangkan dan juga lebih bisa diatur terutama saat aktivitas *sharing* dan *conferencing*.

P : Menurut ibu, aktivitas *sharing* dan *conferencing* apakah membawa manfaat bagi siswa?

GBI : Oh ya jelas iya to. Di aktivitas *sharing* dan *conferencing* anak dituntuk untuk lebih aktif dan percaya diri. Disinilah peran guru untuk memotivasi anak agar bisa aktif dan tidak merasa malu ketika harus menyampaikan secara lesan dari teks yang mereka baca. Ya meski dulu awal-awal Cycle 1 aktivitas *sharing* dan *conferencing* masih belum berjalan baik tetapi saat ini mereka telah mulai familiar dengan kegiatan tersebut jadine ya mereka aktif.

P : *Independent Reading*-nya apa juga member dampak yang positif bu?

GBI : dari yang saya lihat di kelas, anak-anak cenderung suka untuk memilih teks sendiri ya. Jadi disini anak jadi termotivasi untuk membacanya. Ibu rasa kegiatan-kegiatan yang ada di *Reading Workshop* itu bagus untuk meningkatkan *Reading Comprehension*.

P : Untuk masalah materi pembelajarannya sendiri, apakah materinya bisa dipahami oleh siswa?

GBI : Untuk materi kan kebetulan *Narrative*, di *Narrative* ini kebanyakan teks nya itu cerita jadi ya anak lebih tertarik dan setiap teks kan pasti dilampirkan gambar jelas bikin siswa tertarik.

P : Bagaimana untuk *grouping*-nya bu? Kan ini kali pertama kita mengelompokan siswa, kemarin di Cycle 1 kita tidak menerapkannya.

GBI : Menurut ibu, pengelompokan siswa itu justru malah lebih mempermudah kita meng-*handle* anak-anak, kan mereka ditempatkan dalam sebuah

kelompok jadi kita bisa mengawasi dan memantau setiap siswa tanpa ada kendala. Dan tadi pun di kelas anak-anak tidak melakukan kegiatan diluar pembelajaran.

P : Iya bu, benar sekali. Untuk *action* tambahan yang berupa *Vocabulary Box*, apakah itu cukup membantu siswa dalam pemahaman kosa kata?

GBI : Iya itu cukup membantu, dulu-dulu ibu mengatasi masalah kosa kata ya dengan meminta anak menghapal kosa kata sulit, tapi kok lain hari kalo ditanyakan lagi mereka lupa. Nah ini dengan *Vocabulary Box*, siswa cukup terbantu untuk memudahkan mereka mengingat dan memahami kosa kata yang sulit.

P : Oh begitu ya bu, kiranya cukup sekian dulu bu wawancarnya, besok missal ada yang belum saya paham akan saya tanyakan ke ibu. Terima kasih bu untuk waktu dan wawancaranya.

GBI : iya sama-sama, oh iya ini berarti pertemuan terakhir?

P : iya bu, tetapi besok saya kesini lagi untuk mengadakan post-test ke siswa.

GBI : oh iya kalau begitu besok ibu hubungi lagi untuk pelaksanaan post-testnya.

P : Iya ibu.

APPENDIX C
(COURSE GRIDS)

COURSE GRID

School   : SMP

Grade   : VIII

Subject   : English

Semester   : 1

Standard Competency: Comprehending meanings of the simple short text in the form of recount and narrative to interact with the environment.

Meeting/ Cycle	Basic Competency	Materials	Teaching-Learning Activities	Indicators	Time Allocation	Sources
First Meeting of Cycle 1	Responding meanings in the form of simple short functional written text accurately and acceptable which has relationship with the environment	1. RecountText ✓ Diving in Bunaken Island 2. Social Funtions : ✓ to give the audience a description of what occurred and when it occurred ✓ to retell events for the purpose of informing or entertaining 3. Generic Structure ✓ Orientation ✓ Events	**Opening** Greeting, asking for prayer, and checking students' attendance. **Main Activities** **BKOF** 1. The teacher shows various pictures and she asks them related to the students' knowledge about their 'Unforgettable Holiday.' 2. The students answered the teacher's questions related to 'Unforgettable Holiday.' 3. The students and the teacher discuss together the answers for every question.	1. The students are able to identify the meanings, the linguistic features, and the text structure of written essays of recount. 2. The students are able to analyze the text structure of	1x40 minutes	1. Relevance Books: ✓ Mukarto, Sujatmiko Josephine, and Widya Kiswara. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga. ✓ Widiati, Utami et al. *Contextual Teaching and Learning Bahasa Inggris: Sekolah*

| | | | ✓ Reorientation
4. Vocabulary related to *Diving in Bunaken Island*
5. Language features of a recount text | **MOT**
1. The teacher gives ilustration related to the text entiteled 'Diving in Bunaken'.
2. The students read the text entiteled 'Diving in Bunaken'.
3. The students answer the teachers' questions.

Mini-Lesson
4. The teacher explains the definitions, functions, characteristics of recount text.
5. The Teacher gives strategies how to understand the written text in form of recount text.
6. The teacher gives new text in form of recount and asks the studnets to rearrange jumbled text.
7. The students and the teacher analyze the text.

JCOT
Sharing with Friend

1. The students form the pairs and do the task in pairs.
2. Using the trategy had been taught before, the students continued the next activity by identifying the difficult words. | written essays of recount.
3. The stuents are able to find the explicit information of recount. | | *Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. 2008. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
2. Internet:
✓ www.google.co.com
✓ www.recountext.blogspot.com |

Second Meeting of Cycle 1			3. If the studnets find the difficuties, they can ask their friends or the teacher. ***Conferencing Reading*** 4. The teacher walks around to check the students' understanding and to know whether they find dificulties or not. **ICOT** ***Independent Reading*** 1. The students had a chance to choose one of five different texts related to the biographical recount text. 2. The students read the recount text individually and then answer the questions. 3. The students submit the task to the students. ***Conferencing Reading*** 4. The students have the chance to retell the story in the front of class. 5. The other students give responses and discuss it together. 6. The teacher asks the students to be active. **Closing** Giving feedback, doing question-answer activity.			

School : SMP

Grade : VIII

Subject : English

Semester : 1

Standard Competency: Comprehending meanings of the simple short text in the form of recount and narrative to interact with the environment.

Meeting/ Cycle	Basic Competency	Materials	Teaching-Learning Activities	Indicators	Time Allocation	Sources
Third Meeting of Cycle 1	Responding meanings in the form of simple short functional written text accurately and acceptable which has relationship with the environment	1. Biographical RecountText ✓ Thomas Alva Edison 2. Social Funtions : ✓ to inform by *retelling past events and achievements in a person's life*. It presents the events chronologically (in the order in which they happened) 3. Generic Structure ✓ Orientation ✓ Series of Events ✓ Reorientation 4. Vocabulary related to Biographical recount	**Opening** Greeting, asking for prayer, and checking students' attendance. **Main Activities** **BKOF** 1. The teacher asks the students' favorite figures. 2. The students give responses by answering the teacher's questions. 3. The students and the teacher discuss together the answers for every question. **MOT** 1. The teacher gives one picture about popular figure related to the text entitled 'Thomas Alva Edison' and asks the students to guess that figure.	1. The students are able to identify the meanings, the linguistic features, and the text structure of written essays of biographical recount. 2. The students are able to analyze the generic structure of biographical recount.	1x40 minutes	Relevance Books: ✓ Mukarto, Sujatmiko Josephine, and Widya Kiswara. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga. ✓ Widiati, Utami et al. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. 2008.

		text entitled Thomas Alva Edison 5. Language features of a Biographical recount text: ✓ use specific names of the people involved in the biography, ✓ written in simple past tense, ✓ use linking words to do with time, ✓ describe events, so it uses many verbs or action words.	2. The students read the text entiteled 'Thomas Alva Edison' and look for the difficult words. 3. The students together with the teacher discuss the difficult words. 4. The students answer the teachers' questions related to the text. ***Mini-Lesson*** 5. The teacher explains the definitions, functions, characteristics of biographical recount text. 6. The Teacher gives strategies how to understand the written text in form of biographical recount text. 7. The teacher gives the tasks related to the biographical recount text and asks the students to answer the questions. 8. The students and the teacher discuss the text together. **JCOT** ***Sharing with Friend*** 1. Every pair of the students is given the jumbled biographical recount tex and asked them to do rearrange in pairs.	3. The stuents are able to find the explicit information of biographical recount.		Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. 3. Internet: www.elraz.co.cc

Fourth Meeting of Cycle 1			2. Using the trategy had been taught before, the students continued the next activity by identifying the difficult words. 3. If the studnets find the difficuties, they can ask their friends or the teacher. ***Conferencing Reading*** 4. The teacher walks around to check the students' understanding and to know whether they find dificulties or not. 5. After reading a recount text, the students in pairs retell the text they had read and give the information to each others. 6. The students and the teacher discuss together the summary of two texts they had got. **ICOT** ***Independent Reading*** 1. The students had a chance to choose one of five different texts related to 'My Unforgettable Holiday.' 2. The students read the recount text individually and then answer the questions. 3. The students submitted thetask to		2x40 minutes	

			the students. **Conferencing Reading** 4. The students have the chance to retell the story in the front of class. 5. The other students give responses and discuss it together. 6. The teacher asks the students to be active. **Closing** Giving feedback, doing question-answer activity.			

Grade   : VIII

Subject   : English

Semester   : 1

Standard Competency: Comprehending meanings of the simple short text in the form of recount and narrative to interact with the environment.

Meeting / Cycle	Basic Competency	Materials	Teaching-Learning Activities	Indicators	Time Allocation	Sources

First Meeting of Cycle 2	Responding meanings in the form of simple short functional written text accurately and acceptable which has relationship with the environment	1. Narrative Text
		  ✓ Beauty and the Beast
		2. Social Funtions :
		  ✓ to present a view of the world that entertains or informs the listener or reader.
		3. Generic Structure
		  ✓ Orientation
		  ✓ Complicatio n
		  ✓ Resolution
		4. Vocabulary related to Narrative text entitled Beauty and the Beast
		5. Language
			Opening
			Greeting, asking for prayer, and checking students' attendance.
			
			Main Activities
			BKOF
			1. The teacher asks the students' to discuss the examples of Fairy Tales.
			2. The students and the teacher discuss together the answers for every question.
			
			MOT
			1. The teacher gives pictures of Fairy Tales that are attached with the difficult words for every picture.
			2. The teacher gives the example of a narrative entitled 'Beauty and the Beast'.
			3. The students read the text and then look for the difficult words.
			4. The students together with the teacher discuss the difficult words.
			5. The students answer the teachers'
				1. The students are able to identify the meanings, the linguistic features, and the text structure of written essays of narrative text.
				2. The students are able to analyze the generic structure of narrative text.
				3. The students are able to
					1x40 minutes	1. Relevance Books:
						✓ Mukarto, Sujatmiko Josephine, and Widya Kiswara. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga.
						✓ Widiati, Utami et al. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. 2008.

		features of a Narrative text : ✓ Specific participants or characters, ✓ The use of past tense, ✓ The use of past continuous tense, ✓ A lot of action verbs, ✓ Some relational verbs to describe the characters and setting, ✓ Many connectives or conjunctions to sequence the story.	questions related to the text. ***Mini-Lesson*** 6. The teacher explains the definitions, functions, characteristics of biographical recount text. 7. The Teacher gives strategies how to understand the written text in form of narrative text. **JCOT** ***Sharing with Friend*** 1. The teacher asks the students to work in groups consist of 4. 2. The teacher gives the pictures for every group and asks them to choose one picture. 3. The students have to guess the story based on the picture they have had. 4. After discussing, the students get text related to the picture and read it in groups. 5. The students read aloud in their groups. 6. The students have discussion to look for the difficult words and identify the text they had read.	summarize the explicit information of narrative text.		Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. 2. Internet: www.elraz.co.cc	
Second Meeting of Cycle 1					2x40 minutes	

			Conferencing reading 7. The teacher walk around the class and make sure that the students understand to the materials. 8. The teacher and the students together discuss the text. 9. The teacher asks the students to read the result of discussion in front of the class. 10. The other groups can ask and give responses. 11. The students and the teacher make conclusion from the narrative text they had been discussed. **ICOT** *Independent Reading* 1. The students had a chance to choose one of five different texts related to 'My Unforgettable Holiday.' 2. The students read the recount text individually and then answer the questions. 3. The students submitted thetask to the students. **Closing** Giving feedback, doing question-answer activity.			

School : SMP

Grade : VIII

Subject : English

Semester : 1

Standard Competency: Comprehending meanings of the simple short text in the form of recount and narrative to interact with the environment.

Meeting/ Cycle	Basic Competency	Materials	Teaching-Learning Activities	Indicators	Time Allocation	Sources
Third Meeting of Cycle 2	Responding meanings in the form of simple short functional written text accurately and acceptable which has relationship with the environment	1. Narrative Text ✓ The Smartest Parrot 2. A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. 3. Social Funtions : ✓ to present a view of the world that entertains or informs the listener or reader. 4. Generic Structure ✓ Orientation ✓ Complication ✓ Resolution	**Opening** Greeting, asking for prayer, and checking students' attendance. **Main Activities** **BKOF** 1. The teacher asks the students to mention the examples of Fable stories. 2. The students answered the teacher's questions related to Fable stories. **MOT** 1. The teacher shows the ilustration related to the Fable stories. 2. The teacher then gives the text entitled 'The Smartest Parrot' 3. The students read the text entiteled ' The Smartest Parrot'.	1. The students are able to identify the meanings, the linguistic features, and the text structure of written essays of recount. 2. The students are able to analyze the text structure of written essays of recount.	1x40 minutes	Relevance Books: ✓ Mukarto, Sujatmiko Josephine, and Widya Kiswara. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga. ✓ Widiati, Utami et al. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas*

			4. The students look for the difficult words and then they discuss it with the teacher.	3. The stuents are able to summarize the explicit information of recount.		*VIII Edisi 4*. 2008. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
		✓ Vocabulary related to Narrative text entitled The Smartest Parrot 5. Language features of a Narrative text : ✓ Specific participants or characters, ✓ The use of past tense, ✓ The use of past continuous tense, ✓ A lot of action verbs, ✓ Some relational verbs to describe the characters and setting, ✓ Many connectives or conjunctions to sequence the story. Example of Fable stories: ➢ *Mousedeer and crocodile* ➢ *The Ants and the Grasshopper* ➢ *The smartest parrot* ➢ *The story of monkey*	5. The students answer the teachers' questions. ***Mini-Lesson*** 6. The teacher explains the definitions, functions, characteristics of recount text. 7. The Teacher gives strategies how to understand the written text in form of recount text. **JCOT** ***Sharing with Friend*** 1. The teacher give the illustration and asks the students to guess the story based on the illustration. 2. The teacher gives the text based on the illustration she have give. 3. The teacher asks the students to work in group to match between the pictures and the texts. ***Conferencing Reading*** 4. The teacher walks around to check the students' understanding and to know whether they find dificulties or			

Fourth Meeting of Cycle 2			*and crocodile*	not. 5. The students and the teacher together discuss the right answers. ***Sharing with Friend*** 6. The teacher asks the studnets to work in group of 4. 7. After making groups, the teacher gives the illustrations for every text and she asks the students to choose one of the texts. 8. The studnets in group have to discuss the text they have got and they have to make conclusion. **ICOT** ***Independent Reading*** 7. The students have a chance to choose one of four different texts related to the narrative text. 8. The students read the narrative text individually and then answer the questions. 9. The students submit the task to the students.		2x40 minutes	

			Conferencing Reading 10. The students are asked to look for one of their friends and then retell the story to their friends. 11. The other students give responses and discuss it together. 12. The teacher monitors the students' activities. **Closing** Giving feedback, doing question-answer activity.			

APPENDIX D
(LESSON PLANS)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**:** SMP Negeri 2 Prembun
Mata Pelajaran	**:** Bahasa Inggris
Kelas /Semester	**:** VIII A/ 2
Jumlah Pertemuan	**:** 2x40' (2 x pertemuan)
Tahun Pelajaran	**:** 2011/2012

Standar Kompetensi : Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : **Membaca**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Indikator :
1. Siswa dapat mengidentifikasi kosa kata terkait dengan *My Unforgettable Holiday (recount text).*
2. Siswa dapat mengidentifikasi ciri kebahasaan dan fungsi teks *recount.*
3. Siswa dapat menganalisis *generic structure* dari teks *recount.*
4. Siswa dapat menemukan informasi tersurat terkait dengan teks *recount*.

Jenis Teks	**:** Recount Text
Tema	**:** *My Unforgettable Holiday*
Aspek/Skill	**:** *Reading (Membaca)*

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat mencari berbagai macam informasi tersurat dari teks *recount* yang terkait dengan kehidupan sehari-hari siswa.

B. **Materi Pembelajaran**

1. Recount Text

Diving in Bunaken Island `TITLE`

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand *divers*. Getting there was not quite *easy*. `ORIENTATION`

Soon after our *arrival* at Bunaken, we got *a general briefing*. It included a description about how to take pictures under water. `EVENTS`

Then, we began our *diving*. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some *knowledge* of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly *enjoyable*. This place is so *impressive* with its marine life. `RE-ORIENTATION`

Taken from: *Let's Talk* page 173.

For Discussion:

1. In your opinion who is the writer of this text?
2. What is the purpose of this text?
3. What kind of text is it? Is it a recount or a descriptive text?
4. Where was the writer from?
5. With whom did the writer go to Bunaken Island?
6. What did they do there?
7. What impressed them while they were there?

2.   Definisi, fungsi dan generic structure dari teks *Recount*

a) **Characteristics of Recount Text**

    A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertain or inform the reader.

➕ Social function :
- to give the audience a description of what occurred and when it occurred.
- to retell events for the purpose of informing or entertaining

➕ Generic structure:

    a. *Orientation* tells who was involved, what happened, where the events took place, and when it happened.
    Example : *Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand **divers**. Getting there was not quite **easy**.*

    b. *Events (event 1 and 2)* tell what happened and in what sequence.
    Example :
    *Soon after our **arrival** at Bunaken, we got **a general briefing**. Then, we began our **diving**.*
    c. *Reorientation* consists of optional-closure of events/ ending.
    Example *: In summary, the trip was mostly **enjoyable**.*

➕ The features are including Who? Where? When? Why?, noun or pronoun, and past tense.
    Examples : *I, at Bunaken, Last year*, I left New Zealand for Bunaken Island.

b)   **Kosa-kata yang terkait** *Diving in Bunaken Island* (**recount text***)*

c)   **Simple past tense**

> **Past Tense Form**
>
> Positive Form : S + V2(-d/-ed) + O
>
>   S + to be (was, were) + C
>
> Negative Form: S + did not + V1+ O
>
> Question Form: Did + S + V1 + O?

d) **Reading Strategies in Mini Lesson**

Strategy / Skills

1. Tips for reading aloud
2. Figuring out unknown words
   - using context
   - substituting
   - using picture clues
   - Asking questions while reading
   - Making predictions
3. Emergent strategies
   - Concept of story
   - Connecting reading material to your own life
   - Mapping a story
   - Retelling story orally
   - Looking for relationships
   - Looking for important ideas
   - Drawing conclusions
   - Summarizing story
   - Distinguishing fact from opinion

C. **Teknik Pembelajaran** **: Genre-Based Technique**

BKOF (Background Knowledge of Field)
MOT (Modeling of Texts)
JCOT (Joint Construction of Texts)
ICOT (Independent Construction of Texts)

D. Langkah-Langkah Kegiatan

1. PERTEMUAN 1

Bentuk Kegiatan	Langkah-langkahkegiatan	Waktu
Pendahuluan • **Apersepsi**	a. Greeting (Salam dan Tegur sapa) *Good morning, everybody.* *How are you getting on?* *Nice to hear that.* *I hope you're feeling well.* b. Asking for prayer (berdoa) *Before we start our lesson today, let's start our prayer pray due...* c. Checking students' attendance (Mengecek kehadiran) *Let's me check your attendance list first. Are you all here?* d. Beginning the lesson (tanya jawab berbagai hal terkait kondisi siswa, guru bertanya tentang materi pelajaran sebelumnya dan guru menjelaskan tujuan pembelajaran) *Well, I think we can start our English lesson now. Today we are studying to talk about recount text.*	**5 menit**
• **Kegiatan Inti**	1. **Building Knowledge of the Field** a. Guru menunjukkan berbagai gambar yang terkait tentang *My Unforgettable Holiday* dan bertanya tentang hal tersebut kepada siswa b. Siswa menjawab pertanyaan yang diberikan guru mengenai pengetahuan mereka tentang *My Unforgettable Holiday* tersebut c. Siswa dan guru mendiskusikan jawaban dari pertanyaan tersebut 2. **Modelling of Text** a. Guru memberikan ilustrasi yang berhubungan dengan teks yang berjudul *Diving in Bunaken Island* b. Siswa membaca dalam hati teks yang berjudul *Diving in Bunaken Island* dan kemudian mencari kosa kata sulit bersama-sama dengan guru memberikan penjelasan mengenai kosa kata tersebut c. Siswa menjawab pertanyaan guru mengenai isi dari teks *recount* berjudul *Diving in Bunaken Island*	**30 menit**

	d. *Mini-Lesson:* ✓ Guru memberikan penjelasan mengenai definisi, fungsi, ciri kebahasaan dari teks berbentuk *recount* ✓ Guru memberikan strategi bagaimana cara memahami teks tertulis berbentuk *reccount* e. Guru memberikan teks baru berbentuk *recount* dan meminta siswa secara individu mengurutkan kalimat rumpang dan kemudian menganalisis isi dari teks tersebut **3. Join Construction of the Text** *Sharing with Friend* a. Setiap pasang siswa diberi teks *recount* yang masih acak dengan judul yang berbeda tetapi temanya sama yaitu *My Unforgettable Holiday* dan siswa berdiskusi untuk mengurutkan kalimat rumpang serta mengidentifikasi *generic structure* nya b. Dengan menggunakan strategi yang sudah diajarkan oleh guru, siswa melanjutkan aktivitas berikutnya yaitu mengidentifikasi kosa kata sulit dan juga gagasan teks tersebut serta membuat catatan detail informasi dari teks tersebut c. Jika menemukan kesulitan dalam proses membaca, siswa dapat bertanya kepada teman sebangku atau guru	
• **Penutup**	• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menanyakan kesulitan siswa selama kegiatan belajar mengajar *Any questions so far?* • Siswa memberikan pendapat mengenai kegiatan belajar mengajar • Menyimpulkan materi pembelajaran *So, what have we got today?* • Siswa diminta untuk mengaplikasikan yang telah dipelajari dalam proses belajar • Guru menutup kegiatan belajar mengajar *Thank you. See you.*	**5 menit**

2. PERTEMUAN 2

Bentuk Kegiatan	Langkah-langkahkegiatan	Waktu
Pendahuluan • **Apersepsi**	a. Greeting (Salam dan Tegur sapa) *Good morning, everybody.* *How are you getting on?* *Nice to hear that.* *I hope you're feeling well.* b. Asking for prayer (berdoa) *Before we start our lesson today, let's start our prayer pray due...* c. Checking students' attendance (Mengecek kehadiran) *Let's me check your attendance list first. Are you all here?* d. Beginning the lesson (tanya jawab berbagai hal terkait kondisi siswa, guru bertanya tentang materi pelajaran sebelumnya dan guru menjelaskan tujuan pembelajaran) *Well, I think we can start our English lesson now. Today we are studying to talk about recount text.*	**5 menit**
• **Kegiatan Inti**	***Conferencing reading*** a. Guru berkeliling untuk memantau aktivitas yang dilakukan oleh siswa dan bertanya untuk mengecek seberapa jauh pemahaman siswa tentang teks yang sedang dibaca serta untuk mengetahui apakah siswa sudah menggunakan strategi yang tepat b. Setelah selesai membaca teks recount, siswa secara berpasangan saling menceritakan kembali apa yang telah mereka baca dan memberikan informasi yang ditanyakan oleh teman sebangkunya c. Siswa bersama-sama dengan guru mendiskusikan kesimpulan dari dua teks *recount* dengan judul yang berbeda tapi tema sama yang sudah dibaca oleh siswa 4. **Independent Construction of the Text** ***Independent reading*** a. Siswa diberi kesempatan untuk memilih satu diantara lima teks *recount* yang berkaitan dengan *My Unforgettable Holiday*. b. Siswa secara individu membaca teks *recount* yang	**70 menit**

		telah mereka pilih dan kemudian menjawab soal yang berkaitan dengan teks tersebut c. Jawaban yang sudah dikerjakan kemudian dikumpulkan untuk dinilai **_Conferencing reading_** d. Siswa secara individu diberi kesempatan untuk menceritakan kembali teks _recount_ di depan teman sekelas e. Siswa yang lain diminta untuk merespon cerita dan mendiskusikan bersama-sama f. Guru meminta siswa untuk aktif	
• **Penutup**		• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menanyakan kesulitan siswa selama kegiatan belajar mengajar _Any questions so far?_ • Siswa memberikan pendapat mengenai kegiatan belajar mengajar • Menyimpulkan materi pembelajaran _So, what have we got today?_ • Siswa diminta untuk mengaplikasikan yang telah dipelajari dalam proses belajar • Guru menutup kegiatan belajar mengajar _Thank you. See you._	

E. Sumber Belajar

1. Buku teks yang relevan :

   Mukarto, Sujatmiko Josephine, and Widya Kiswara. 2007. _English on Sky 2 for Junior High School Students Year VIII_. Jakarta: Penerbit Erlangga.

   Widiati, Utami et al. _Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4_. 2008. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

2. Berbagai gambar binatang dari internet.

   www.google.co.com

   www.recountext.blogspot.com

F.   Penilaian

1.   Teknik : Menulis
2.   Bentuk : Individual and Pair work
3.   Instrument : teks recount

Rubrik Penilaian:
Task I:
   Tiap nomor benar diberi skor 1

   Skor maksimal : 9 soal + 1= 10

   Nilai maksimal : 100

   Nilai siswa : Skor perolehan X 100

                Skor maksimal

Task II:

   Tiap nomor benar diberi skor 2

   Skor maksimal : 3 soal + 2= 10

   Nilai maksimal : 100

   Nilai siswa : Skor perolehan X 100

                Skor maksimal

Task III:

   Tiap nomor benar diberi skor 1

   Skor maksimal : 5 soal + 5= 10

   Nilai maksimal : 100

   Nilai siswa : Skor perolehan X 100

                Skor maksimal

Task IV and V:

Soal Uraian	Skor
Setiap jawaban benar, tata bahasa benar, pilihan kata tepat dan lafal/ejaan benar	5
Setiap jawaban benar, tata bahasa kurang tepat, pilihan kata tepat dan lafal/ejaan benar.	4
	3
Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal/ejaan benar	2
	1
Setiap jawaban benar, tata bahasa salah, pilihan kata dan lafal/ejaan kurang tepat.	0
Setiap jawaban kurang tepat, tata bahasa salah, pilihan kata dan lafal/ejaan salah	
Tidak ada jawaban	

Prembun,   Mei 2012

Guru Pembimbing   Mahasiswa

Anisa Fatikhah Fajarini
NIM. 08202241023

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**:** SMP Negeri 2 Prembun
Mata Pelajaran	**:** Bahasa Inggris
Kelas /Semester	**:** VIII A/ 2
Jumlah Pertemuan	**:** 2x40' (2 x pertemuan)
Tahun Pelajaran	**:** 2011/2012

Standar Kompetensi : Membaca

11.   Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar   : **Membaca**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Indikator :
1. Siswa dapat mengidentifikasi kosa kata terkait dengan *someone's biography (biographical recount text)*.
2. Siswa dapat mengidentifikasi ciri kebahasaan dan fungsi teks *biographical recount*.
3. Siswa dapat menganalisis *generic structure* dari teks *biographical recount*.
4. Siswa dapat menemukan informasi tersurat terkait dengan teks *biographical recount*.

Jenis Teks	**:** Recount Text
Tema	**:** *Someone's Biography*
Aspek/Skill	**:** *Reading (Membaca)*

A.   Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat mencari berbagai macam informasi tersurat teks *Biographical Recount* yang terkait dengan kehidupan sehari-hari.

B. **Materi Pembelajaran**

    1.   Recount Text

Thomas Alva Edison   `TITLE`

Thomas Alva Edison was one of the greatest inventors of all time. He lived from 1847 until 1931.   `ORIENTATION`

He was born in Milan, Ohio, in 1847. In 1854 his family moved to Port Huron, Michigan. When he was 12, he got very sick. As a result, he became partially deaf. He attended school for only three months there. So, his mother taught him reading, writing and arithmetic.

In 1862, Edison saved a boy from being run over by a train. The boy's father operated a telegraph machine. As thanks, the father taught Edison how to operate the telegraph. Later, Edison made improvement to the telegraph.   `SERIES OF EVENTS`

In 1876, Edison started the first industrial research laboratory at Menlo Park, New Jersey. One of his inventions is the long-lasting light bulb.

Thomas Alva Edison died in 1931. When he died all electric current in the country was turned off.

Although he did not have enough formal education and was deaf, he became famous inventor. Once he said, "Genius is one percent inspiration and ninety-nine percent perspiration".   `REORIENTATION`

1. **Generic structure:** Parts of a biographical recount
   The purpose of a biographical recount is to inform by *retelling past events and achievements in a person's life*. It presents the events chronologically (in the order in which they happened).
   The text consists of three parts:
   - Part 1: **Orientation**
     It gives the reader the background information as to why this person is noteworthy and should have a biography written about them. The opening paragraph should answer the questions: *who, what, where, when,* and *how*.
   - Part 2: **Series of Events**
     It presents a series of events, usually told a chronological order. Here the writer might refer to a certain time line.
   - Part 3: **Reorientation**
     It consist of a type of conclusion with a comment on the contribution this person has made or a summary and evaluation of the person's achievements.

2. **Language features**
   - A biographical recount uses specific names of the people involved in the biography.
   - It is mainly written in simple past tense (the final paragraph could also include the present tense)
   - A biographical recount also uses linking words to do with time.
     e.g.: in 1847, when he was 12, at the same time, next, on Tuesday 24 May, later, before, meanwhile.
   - A biographical recount describes events, so it uses many verbs or action words.

For Discussion

   1. Who was Thomas Alva Edison?
   2. When did he live?
   3. Complete the following time line?
      1847
      1854
      1862
      1876
      1931
   4. What did the writer think about Thomas Alva Edison?

3. **Kosa kata yang terkait dengan Thomas Alva Edison (a biographical recount)**
4. **Passive Voice (Simple Past)**

> Read the following sentences:
> ➢ The book was printed in Singapore.
> ➢ The novels were translated into many languages.
> 1. We use the passive voice when we to focus on the person or thing affected by the action in the past, rather than on the 'doer' of the action.
> 2. We use was/past participle to form the past passive.

C. **Teknik Pembelajaran** : **Genre-Based Technique**

- BKOF (Background Knowledge of Field)

- MOT (Modeling of Texts)

- JCOT (Joint Construction of Texts)

- ICOT (Independent Construction of Texts)

D. **Langkah-Langkah Kegiatan**

1. **PERTEMUAN 1**

BentukKegiatan	Langkah-langkahkegiatan	Waktu
Pendahuluan • **Apersepsi**	a. Greeting (Salam dan Tegur sapa) *Good morning, everybody.* *How are you getting on?* *Nice to hear that.* *I hope you're feeling well.* b. Asking for prayer (berdoa) *Before we start our lesson today, let's start our prayer pray due...* c. Checking students' attendance (Mengecek kehadiran) *Let's me check your attendance list first. Are you all here?* d. Beginning the lesson (tanya jawab berbagai hal terkait kondisi siswa, guru bertanya tentang materi pelajaran sebelumnya dan guru menjelaskan tujuan pembelajaran) *Well, I think we can start our English lesson now.*	**5 menit**

	Today we are studying to talk about recount text.	

• **KegiatanInti**	1. **Building Knowledge of the Field**
	a. Guru bertanya tentang tokoh-tokoh yang dijadikan favorit oleh siswa
	b. Siswa menjawab pertanyaan yang diberikan guru
	c. Siswa dan guru mendiskusikan jawaban dari pertanyaan tersebut
	2. **Modelling of Text**
	a. Guru memberikan gambar tokoh terkenal Thomas Alva Edison dan siswa menebak nama tokoh tersebut
	b. Siswa membaca dalam hati teks tentang biografi Thomas Alva Edison dan kemudian mencari kosa kata sulit bersama-sama dengan guru memberikan penjelasan mengenai kosa kata tersebut
	c. Siswa menjawab pertanyaan guru mengenai isi dari teks *biographical recount* berjudul tentang Thomas Alva Edison
	d. *Mini-Lesson:*
	   ✓ Guru memberi penjelasan mengenai generic structure teks berbentuk *biographical recount*
	   ✓ Guru memberikan penjelasan mengenai definisi, fungsi, ciri kebahasaan dari teks berbentuk *biographical recount*
	   ✓ Guru memberikan strategi bagaimana cara memahami teks tertulis berbentuk *biographical recount*
	e. Guru memberikan pertanyaan yang berhubungan dengan teks *biographical recount* berjudul tentang Thomas Alva Edison dan meminta siswa secara berpasangan menjawab pertanyaan tersebut
	f. Siswa bersama dengan guru membahas jawaban bersama-sama
	
	3. **Join Construction of the Text**
		30 menit

	Sharing with Friend a. Setiap pasang siswa diberi teks *biographical recount* yang masih acak dan siswa berdiskusi untuk mengurutkan kalimat rumpang serta mengidentifikasi *generic structure* nya b. Dengan menggunakan strategi yang sudah diajarkan oleh guru, siswa melanjutkan aktivitas berikutnya yaitu mengidentifikasi kosa kata sulit dan juga gagasan teks tersebut serta membuat catatan detail informasi dari teks tersebut c. Jika menemukan kesulitan dalam proses membaca, siswa dapat bertanya kepada teman sebangku atau guru *Conferencing reading* d. Guru berkeliling untuk memantau aktivitas yang dilakukan oleh siswa dan bertanya untuk mengecek seberapa jauh pemahaman siswa tentang teks yang sedang dibaca serta untuk mengetahui apakah siswa sudah menggunakan strategi yang tepat	
• **Penutup**	• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menanyakan kesulitan siswa selama kegiatan belajar mengajar *Any questions so far?* • Siswa memberikan pendapat mengenai kegiatan belajar mengajar • Menyimpulkan materi pembelajaran *So, what have we got today?* • Siswa diminta untuk mengaplikasikan yang telah dipelajari dalam proses belajar • Guru menutup kegiatan belajar mengajar *Thank you. See you.*	**5 menit**

2. **PERTEMUAN 2**

BentukKegiatan	Langkah-langkahkegiatan	Waktu
Pendahuluan • **Apersepsi**	a. Greeting (Salam dan Tegur sapa) *Good morning, everybody.* *How are you getting on?* *Nice to hear that.* *I hope you're feeling well.* b. Asking for prayer (berdoa) *Before we start our lesson today, let's start our prayer pray due...* c. Checking students' attendance (Mengecek kehadiran) *Let's me check your attendance list first. Are you all here?* d. Beginning the lesson (tanya jawab berbagai hal terkait kondisi siswa, guru bertanya tentang materi pelajaran sebelumnya dan guru menjelaskan tujuan pembelajaran) *Well, I think we can start our English lesson now. Today we are studying to talk about recount text.*	**5 menit**
• **KegiatanInti**	**4. Independent Construction of the Text** *Independent reading* a. Siswa secara individu membaca teks *biographical recount* yang telah mereka pilih dan kemudian menjawab soal yang berkaitan dengan teks tersebut b. Jawaban yang sudah dikerjakan kemudian dikumpulkan untuk dinilai *Conferencing reading* c. Siswa secara individu diberi kesempatan untuk menceritakan kembali teks *biographical recount* di depan teman sekelas d. Siswa yang lain diminta untuk merespon cerita dan mendiskusikan bersama-sama e. Guru meminta siswa untuk aktif	**70 menit**
• **Penutup**	• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menanyakan kesulitan siswa selama kegiatan belajar mengajar *Any questions so far?* • Siswa memberikan pendapat mengenai kegiatan belajar mengajar	**5 menit**

| | Menyimpulkan materi pembelajaran
So, what have we got today?
Siswa diminta untuk mengaplikasikan yang telah dipelajari dalam proses belajar
Guru menutup kegiatan belajar mengajar
Thank you. See you. | |

E.   Sumber Belajar

    1. Buku teks yang relevan :

Mukarto, Sujatmiko Josephine, and Widya Kiswara. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga.

Widiati, Utami et al. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. 2008. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

    2. Berbagai gambar tokoh terkenal dari internet.

       www.elraz.co.cc

F.   Penilaian

1. Teknik : Menulis
2. Bentuk : Individual and Pair work
3. Instrument : teks *biographical recount*

    Rubrik Penilaian:

Task I:

Tiap nomor benar diberi skor 1

Skor maksimal : 6 soal + 4= 10

Nilai maksimal : 100

Nilai siswa :   <u>Skor perolehan</u> X 100

            Skor maksimal

Task II:

Tiap nomor benar diberi skor 10

Skor maksimal : 3 soal x 10 = 30

Nilai maksimal : 100

Nilai siswa : Skor perolehan X 100

Skor maksimal

Task III:

Soal Uraian	Skor
Setiap jawaban benar, tata bahasa benar, pilihan kata tepat dan lafal/ejaan benar	5
Setiap jawaban benar, tata bahasa kurang tepat, pilihan kata tepat dan lafal/ejaan benar.	4
	3
Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal/ejaan benar	2
	1
Setiap jawaban benar, tata bahasa salah, pilihan kata dan lafal/ejaan kurang tepat.	0
Setiap jawaban kurang tepat, tata bahasa salah, pilihan kata dan lafal/ejaan salah	
Tidak ada jawaban	

Task V:

Tiap nomor benar diberi skor 1

Skor maksimal : 9 soal + 1= 10

Nilai maksimal : 100

Nilai siswa : Skor perolehan X 100

Skor maksimal

Prembun,   Mei 2012

Guru Pembimbing   Mahasiswa

Anisa Fatikhah Fajarini
NIM. 08202241023

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**:** SMP Negeri 2 Prembun
Mata Pelajaran	**:** Bahasa Inggris
Kelas /Semester	**:** VIII A/ 2
Jumlah Pertemuan	**:** 2x40' (2 x pertemuan)
Tahun Pelajaran	**:** 2011/2012

Standar Kompetensi: Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar   : **Membaca**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Indikator   :

1. Siswa dapat mengidentifikasi kosa kata terkait dengan *Fairy Tales (narrative text).*
2. Siswa dapat menganalisis *generic structure* dari paragraf *narrative*.
3. Siswa dapat mengidentifikasi ciri kebahasaan dan fungsi teks *narrative.*
4. Siswa menyimpulkan kembali informasi tersurat terkait dengan teks *narrative*.

Jenis Teks	**:** Narrative Text
Tema	**:** *Fairy Tales*
Aspek/Skill	**:** *Reading (Membaca)*

A.   Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat mencari berbagai macam informasi tersurat dan tersirat teks *narrative* yang terkait dengan kehidupan sehari-hari dengan benar.

B. **Materi Pembelajaran**

1. **Narrative Text**

Beauty and the Beast — TITLE

Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servant. — ORIENTATION

One rainy dark night, a woman came to his castle. She was old and ugly. The princes didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day, an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the Beast saw him, he captured him. — COMPLICATION

After some time, Maurice' daughter, Belle, began to worry about him. She started to look for him.

Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants become human again. Then, the Beast and Belle got married. They lived happily ever after. — RESOLUTION

2.   Picture of Beauty and the Beast

3.   Definisi, fungsi dan generic structure dari teks *Narrative*

a)   *Characteristics of Narrative Text*

A narrative text is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story.

- Social function :

  Its purpose is to present a view of the world that entertains or informs the listener or reader. The response text type is a person's response or action to another text (a book, film, play, and so on).

- Generic structure:

  - *Orientation* tells about the setting in time and place, and characters.
  - *Complication (s)* tells about problem (s) to be solved by characters.
  - *Resolution* describes the solution to the complication (s) and gives an ending to the story.

- The features are including Who? Where? When? Why?, noun or pronoun, and past tense.

- Specific participants or characters.

  e.g.: *the Beast, Belle, Maurice, the fairy.*
- The use of past tense.

  e.g.: *They lived happily ever after.*
- The use of past continuous tense.

  e.g.: *It was raining so hard that he decided to enter the castle.*
- A lot of action verbs.

  e.g.: *asked, arrived, declared, captured, etc.*
- Some relational verbs to describe the characters and setting.

  e.g.: *he was good looking. He looked very ugly instead.*
- Many connectives or conjunctions to sequence the story.

  e.g.: *after, then, finally, etc.*

b) *Kosa-kata dan gambar yang terkait Fairy Tales (Narrative text)*

- A castle
- An elf
- A giant
- A mermaid
- A sword
- Dwarves
- A fairy godmother
- A witch
- A prince
- A prince

Relational Verbs Vs Action Verbs

When we tell a story or construct a narrative text we use both *action verbs* and *relational verbs*. Action verbs show actions, such as in:
  ➢ When the Beast *saw* him, he *captured* him.
  ➢ She *cast* a spell over the prince and his castle.
While relational verbs connect the subjects and their complements, such as in:
  ➢ He was good looking and very rich.
  ➢ He looked very ugly instead
  ➢ The Beast and his servants become human again.

4. Reading Strategies

a) Skim the text for main topic

Skimming consist of quickly running one's eyes cross a whole text for its main topic. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas.

b) Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercise may to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The procedure to do scanning:

- Keep in mind only the specific information to be located.
- Decide with clues will help to find the required information.
- Move the eyes as quickly as possible down the page to find the clues.
- Read the section containing the clues to get information needed.

C. Teknik Pembelajaran: Genre-Based Technique

- BKOF (Background Knowledge of Field)
- MOT (Modeling of Texts)
- JCOT (Joint Construction of Texts)
- ICOT (Independent Construction of Texts)

D. Langkah-Langkah Kegiatan

1. PERTEMUAN 1

BentukKegiatan	Langkah-langkahkegiatan	Waktu
Pendahuluan • **Apersepsi**	a. Greeting (Salam dan Tegur sapa) *Good morning, everybody.* *How are you getting on?* *Nice to hear that.* *I hope you're feeling well.* b. Asking for prayer (berdoa) *Before we start our lesson today, let's start our prayer pray due...* c. Checking students' attendance (Mengecek kehadiran) *Let's me check your attendance list first. Are you all here?* d. Beginning the lesson (tanya jawab berbagai hal terkait kondisi siswa, guru bertanya tentang materi pelajaran sebelumnya dan guru menjelaskan tujuan pembelajaran) *Well, I think we can start our English lesson now. Today we are studying to talk about recount text.*	**5 menit**

• **KegiatanInti**	1. **Building Knowledge of the Field**
	  a. Guru meminta siswa mendiskusikan contoh cerita dongeng *(Fairy Tales)* yang telah dikelompokan sebelumnya dan bertanya apa saja yang siswa ketahui atau familiar terkait dengam dongeng tersebut, beserta alasan
	  b. Siswa menjawab pertanyaan yang diberikan guru mengenai pengetahuan mereka tentang dongeng *(Fairy Tales)*
	  c. Siswa dan guru mendiskusikan jawaban
	2. **Modelling of Text**
	  a. Guru memberikan gambar-gambar yang berkaitan dengan tema *Fairy Tales* disertai kosa katanya dan meminta siswa mengucapkan secara benar
	  b. Guru memberikan contoh teks *narrative* berjudul *Beauty and the Beast*
	  c. Siswa membaca dalam hati teks yang berjudul
		30 menit

		Beauty and the Beast dan kemudian mencari kosa kata sulit bersama-sama, guru memberikan penjelasan mengenai kosa kata tersebut d. Siswa menjawab pertanyaan guru mengenai isi dari teks *narrative* berjudul *Beauty and the Beast* ***Mini Lesson :*** e. Guru memberikan penjelasan mengenai definisi, fungsi, ciri kebahasaan dari teks berbentuk *narrative* f. Guru menjelaskan bagaimana strategi membaca teks berbentuk *narrative*	
• **Penutup**	• Guru menanyakan kesulitan siswa selama kegiatan belajar mengajar • Siswa memberikan pendapat mengenai kegiatan belajar mengajar • Menyimpulkan materi pembelajaran • Siswa diminta untuk mengaplikasikan yang telah dipelajari dalam proses belajar • Guru menutup kegiatan belajar mengajar	**5 menit**

2. PERTEMUAN 2

Bentuk Kegiatan	Langkah-langkahkegiatan	Waktu
Pendahuluan • **Apersepsi**	a. Greeting (Salam dan Tegur sapa) *Good morning, everybody.* *How are you getting on?* *Nice to hear that.* *I hope you're feeling well.* b. Asking for prayer (berdoa) *Before we start our lesson today, let's start our prayer pray due...* c. Checking students' attendance (Mengecek kehadiran) *Let's me check your attendance list first. Are you all here?* d. Beginning the lesson (tanya jawab berbagai hal terkait kondisi siswa, guru bertanya tentang materi pelajaran sebelumnya dan guru menjelaskan tujuan pembelajaran) *Well, I think we can start our English lesson now. Today we are studying to talk about narrative text.*	**10 menit**

● **Kegiatan Inti**	**3. Join Construction of the Text** ***Sharing with Friend*** a. Guru meminta siswa bekerja secara kelompok terdiri dari 4 siswa, siswa kelompok tersebut dipilih secara acak b. Setelah kelompok tersebut, guru memberikan gambar-gambar ilustrasi tentang sebuah dongeng *(Fairy Tales)* dan diminta memilih satu gambar c. Siswa menebak kira-kira cerita untuk gambar ilustrasi yang mereka miliki itu bagaimana. d. Setelah berdiskusi tentang gambar ilustrasi, guru memberikan teks berkaitan dengan gambar pada tiap kelompok e. Siswa membaca nyaring bergantian dalam kelompok f. Siswa dalam kelompok berdiskusi untuk mencari kosa kata sulit dan juga mengidentifikasi teks yang telah mereka baca ***Conferencing reading*** g. Guru berkeliling untuk memastikan bahwa siswa paham h. Bersama-sama dengan guru, siswa membahas teks tersebut beserta jawabannya i. Siswa diminta untuk membaca kesimpulan hasil diskusi mereka di depan kelas j. Kelompok lain bisa bertanya dan merespon teks yang didiskusikan k. Siswa bersama-sama dengan guru mendiskusikan kesimpulan dari teks *narrative* dengan judul yang berbeda tapi tema sama yang sudah dibaca oleh siswa **4. Independent Construction of the Text** ***Independent reading*** a. Siswa diberi kesempatan untuk memilih satu diantara empat teks *narrative* yang berkaitan dengan *Fairy Tales* b. Siswa secara individu membaca teks *narrative* yang telah mereka pilih dan kemudian menjawab soal yang berkaitan dengan teks tersebut c. Jawaban yang sudah dikerjakan kemudian dikumpulkan untuk dinilai	**70 menit**	

| • **Penutup** | • Guru menanyakan kesulitan siswa selama kegiatan belajar mengajar
• Siswa memberikan pendapat mengenai kegiatan belajar mengajar
• Menyimpulkan materi pembelajaran
• Siswa diminta untuk mengaplikasikan yang telah dipelajari dalam proses belajar
• Guru menutup kegiatan belajar mengajar | **10 enit** |

E. Sumber Belajar

1. Buku teks yang relevan :

   Mukarto, Sujatmiko Josephine, and Widya Kiswara. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga. Widiati, Utami et al. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. 2008. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

2. Berbagai gambar dongeng dari internet.

   www.elraz.co.cc

F. Penilaian

1. Teknik : Menulis
2. Bentuk : Individual and Pair work
3. Instrument : teks *narrative*

Rubrik Penilaian:

Task I:

Tiap nomor benar diberi skor 1

Skor maksimal : 7 soal + 3= 10

Nilai maksimal : 100

Nilai siswa : Skor perolehan X 100

Skor maksimal

Task II:

Tiap nomor benar diberi skor 5

Skor maksimal : 4 soal + 1= 5

Nilai maksimal : 100

Nilai siswa : Skor perolehan X 100

Skor maksimal

Task III:

Soal Uraian	Skor
Setiap jawaban benar, tata bahasa benar, pilihan kata tepat dan lafal/ejaan benar	5
Setiap jawaban benar, tata bahasa kurang tepat, pilihan kata tepat dan lafal/ejaan benar.	4
	3
Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal/ejaan benar	2
	1
Setiap jawaban benar, tata bahasa salah, pilihan kata dan lafal/ejaan kurang tepat.	0
Setiap jawaban kurang tepat, tata bahasa salah, pilihan kata dan lafal/ejaan salah	
Tidak ada jawaban	

Prembun,   Mei 2012

Guru Pembimbing   Mahasiswa

Anisa Fatikhah Fajarini
NIM. 08202241023

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: SMP Negeri 2 Prembun
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: VIII A/ 2
Jumlah Pertemuan	: 2x40' (2 x pertemuan)
Tahun Pelajaran	: 2011/2012

Standar Kompetensi : Membaca

11.   Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar   : **Membaca**

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Indikator   :

1. Siswa dapat mengidentifikasi kosa kata terkait dengan *Once Upon a Time (narrative text).*
2. Siswa dapat menganalisis *generic structure* dari paragraf *narrative*.
3. Siswa dapat mengidentifikasi ciri kebahasaan dan fungsi teks *narrative.*
4. Siswa menyimpulkan kembali informasi tersirat dan tersurat terkait dengan teks *narrative*.

Jenis Teks	**:** Narrative Text
Tema	**:** ***Once Upon a Time*** *(Fable)*
Aspek/Skill	**:** *Reading (Membaca)*

A.   Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat mencari berbagai macam informasi tersurat dan tersirat teks *narrative* yang terkait dengan kehidupan sehari-hari dengan benar.

B.   Materi Pembelajaran
1.   Narrative Text

THE SMARTEST PARROT

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

ORIENTATION

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

COMPLICATION

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

RESOLUTION

1. **Picture of parrot**

2. **Definisi, fungsi dan generic structure dari teks** *Narrative*
a) *Characteristics of Narrative Text*
   A narrative text is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story.

   - Social function :
     Its purpose is to present a view of the world that entertains or informs the listener or reader. The response text type is a person's response or action to another text (a book, film, play, and so on).

   - Generic structure:
     - *Orientation.* It sets the scene and introduces the participants/characters. In that parrot story, the first paragraph is the orientation where reader finds time and place set up and also the participant as the background of the story. A man and his parrot took place once time.

     - *Complication (s.)* It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story. In the parrot story, paragraph 2, 3, 4 are describing the complication. Readers will find that the man face a problem of why the parrot can not say Catano. To fix this problem, the man attempted to teach the bird. How hard he tried to teach the bird is the excitement element of the complication.

- *Resolution.* It shows the situation which the problems have been resolved. It must be our note that "resolved" means accomplished whether succeed or fail. In the last paragraph of the smartest parrot story, readers see the problem is finished. The parrot could talk the word which the man wanted. The parrot said the word with higher degree than the man taught the word to it. That was the smartest parrot.

🞣 The features are including Who? Where? When? Why?, noun or pronoun, and past tense.

- Specific participants or characters.
  e.g.: Catano
- The use of past tense.
  e.g.: The man tried to teach the bird to say Catano however the bird kept not saying the word.
- A lot of action verbs.
  e.g.: picked, opened, *etc.*
- Some relational verbs to describe the characters and setting.
  e.g.: There was no other parrot like it.
- Many connectives or conjunctions to sequence the story.
  e.g.: Once upon time, One day, The next day, *etc.*

Fable

What is fable? A fabel is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable in narrative text are:

C. Teknik Pembelajaran : Genre-Based Technique
- BKOF (Background Knowledge of Field)
- MOT (Modeling of Texts)
- JCOT (Joint Construction of Texts)
- ICOT (Independent Construction of Texts)

D. Langkah-Langkah Kegiatan

1. PERTMUAN 1

BentukKegiatan	Langkah-langkahkegiatan	Waktu

Pendahuluan
 	
• **Apersepsi**
	a. Greeting (Salam dan Tegur sapa)
	   Good morning, everybody.
	   How are you getting on?
	   Nice to hear that.
	   I hope you're feeling well.
	b. Asking for prayer (berdoa)
	   Before we start our lesson today, let's start our prayer pray due...
	c. Checking students' attendance (Mengecek kehadiran)
	   Let's me check your attendance list first. Are you all here?
	d. Beginning the lesson (tanya jawab berbagai hal terkait kondisi siswa, guru bertanya tentang materi pelajaran sebelumnya dan guru menjelaskan tujuan pembelajaran)
	   Well, I think we can start our English lesson now. Today we are studying to talk about recount text.
		10 menit

• **KegiatanInti**	1. **Building Knowledge of the Field**
	   a. Guru meminta siswa menyebutkan contoh cerita binatang *(Fable)* yang mereka ketahui
	   b. Siswa menjawab pertanyaan yang diberikan guru mengenai pengetahuan mereka tentang dongeng *(Fable)*
	   c. Siswa dan guru mendiskusikan jawaban
	2. **Modelling of Text**
	   a. Guru memberikan contoh gambar yang berkaitan dengan tema *Fable*
	   b. Guru memberikan contoh teks *narrative* berjudul *The Smartest Parrot*
	   c. Siswa membaca dalam hati teks yang berjudul *The Smartest Parrot* dan kemudian mencari kosa kata sulit bersama-sama, guru memberikan penjelasan mengenai kosa kata tersebut
	   d. Siswa menjawab pertanyaan guru mengenai isi dari
		30 menit

<table>
<tr><td rowspan="2"></td><td>teks narrative berjudul The Smartest Parrot
Mini Lesson :
e. Guru memberikan penjelasan mengenai definisi, fungsi, ciri kebahasaan dari teks berbentuk narrative
f. Guru menjelaskan bagaimana strategi membaca teks berbentuk narrative

3. Join Construction of the Text
a. Guru memberikan sebuah ilustrasi dan meminta siswa menebak cerita dari gambar tersebut
b. Guru memberikan teks berkaitan dengan gambar tersebut
c. Siswa diminta bekerja secara kelompok untuk menjodohkan teks yang masih acak dengan gambar yang sesuai

Conferencing reading
d. Guru berkeliling untuk memastikan bahwa siswa paham
e. Bersama-sama dengan guru, siswa membahas teks tersebut beserta jawabannya</td><td></td></tr>
<tr><td>• Penutup</td><td>• Guru menanyakan kesulitan siswa selama kegiatan belajar mengajar
• Siswa memberikan pendapat mengenai kegiatan belajar mengajar
• Menyimpulkan materi pembelajaran
• Siswa diminta untuk mengaplikasikan yang telah dipelajari dalam proses belajar
• Guru menutup kegiatan belajar mengajar</td><td>10 menit</td></tr>
</table>

2. PERTEMUAN 2

BentukKegiatan	Langkah-langkahkegiatan	Waktu

Pendahuluan
 	
• **Apersepsi**
	a. Greeting (Salam dan Tegur sapa)
	   Good morning, everybody.
	   How are you getting on?
	   Nice to hear that.
		5 menit

	I hope you're feeling well. b. Asking for prayer (berdoa) *Before we start our lesson today, let's start our prayer pray due...* c. Checking students' attendance (Mengecek kehadiran) *Let's me check your attendance list first. Are you all here?* d. Beginning the lesson (tanya jawab berbagai hal terkait kondisi siswa, guru bertanya tentang materi pelajaran sebelumnya dan guru menjelaskan tujuan pembelajaran) *Well, I think we can start our English lesson now. Today we are studying to talk about recount text.*	
• **KegiatanInti**	Guru meminta siswa bekerja secara kelompok terdiri dari 4 siswa, siswa kelompok tersebut dipilih secara acak e. Setelah kelompok tersebut, guru memberikan gambar-gambar ilustrasi tentang sebuah dongeng *(Fable)* dan diminta memilih satu gambar f. Siswa menebak kira-kira cerita untuk gambar ilustrasi yang mereka miliki itu bagaimana. g. setelah berdiskusi tentang gambar ilustrasi, guru memberikan teks berkaitan dengan gambar pada tiap kelompok h. siswa dalam kelompok berdiskusi untuk mencari kosa kata sulit dan juga mengidentifikasi teks yang telah mereka baca dan menyimpulkannya dalam sebuah tulisan 4. **Independent Construction of the Text** *Independent reading* a. Siswa diberi kesempatan untuk memilih satu diantara empat teks *narrative* yang berkaitan dengan *Fable* b. Siswa secara individu membaca teks *narrative* yang telah mereka pilih dan kemudian menjawab soal yang berkaitan dengan teks tersebut c. Jawaban yang sudah dikerjakan kemudian dikumpulkan untuk dinilai	**70 menit**

		Conferencing Reading	
		i. siswa diminta untuk berkeliling kelas saling menceritakan kembali kepada salah satu teman mereka tentang kesimpulan dari cerita yang sudah dibaca j. Kemudian temannya bisa bertanya dan merespon teks yang diceritakan k. Di akhir kegiatan, siswa bersama-sama dengan guru mendiskusikan kesimpulan dari teks *narrative* dengan judul yang berbeda tapi tema sama yang sudah dibaca oleh siswa l. Guru berkeliling untuk memantau kegiatan yang dilakukan siswa	
• **Penutup**		• Guru menanyakan kesulitan siswa selama kegiatan belajar mengajar • Siswa memberikan pendapat mengenai kegiatan belajar mengajar • Menyimpulkan materi pembelajaran • Siswa diminta untuk mengaplikasikan yang telah dipelajari dalam proses belajar • Guru menutup kegiatan belajar mengajar	**5 menit**

E. Sumber Belajar

1. Buku teks yang relevan :

   Mukarto, Sujatmiko Josephine, and Widya Kiswara. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga.

   Widiati, Utami et al. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. 2008. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

2. Berbagai gambar *Fable* dari internet.

F. Penilaian

1. Teknik : Menulis
2. Bentuk : Individual and Pair work
3. Instrument : teks *narrative*

Rubrik Penilaian:

Task I:

Tiap nomor benar diberi skor 1

Skor maksimal : 8 soal + 2= 10

Nilai maksimal : 100

Nilai siswa : Skor perolehan X 100

Skor maksimal

Task II:

Tiap nomor benar diberi skor 1

Skor maksimal : 10soal= 10

Nilai maksimal : 100

Nilai siswa : Skor perolehan X 100

Skor maksimal

Task III

Soal Uraian	Skor
Setiap jawaban benar, tata bahasa benar, pilihan kata tepat dan lafal/ejaan benar	5
Setiap jawaban benar, tata bahasa kurang tepat, pilihan kata tepat dan lafal/ejaan benar.	4
	3
Setiap jawaban benar, tata bahasa salah, pilihan kata kurang tepat dan lafal/ejaan benar	2
	1
Setiap jawaban benar, tata bahasa salah, pilihan kata dan lafal/ejaan kurang tepat.	0
Setiap jawaban kurang tepat, tata bahasa salah, pilihan kata dan lafal/ejaan salah	
Tidak ada jawaban	

Task IV
Tiap nomor benar diberi skor 5
Skor maksimal : 4 soal + 1 x 2= 10
Nilai maksimal : 100
Nilai siswa :   Skor perolehan X 100
                    Skor maksimal

REFLECTION

How much do you learn today? Put a tick (√) in the right box according to how much you have learnt

Aspects	Very Much	Much	Little
Understand narrative texts			
Vocabulary			

Prembun,   Juni 2012

Guru Pembimbing   Mahasiswa

Anisa Fatikhah Fajarini
NIM. 08202241023

APPENDIX E (LEARNING MATERIALS)

CYCLE 1

MY UNFORGETTABLE HOLIDAY

(Recount)

Do you love reading? The texts that you read may include texts on someone's unforgettable holiday. Can you read it and do the tasks correctly? Learn those and more in this unit.

In this unit, you will learn how to:

- ❖ identify the meanings, the linguistic features, and the text structure of written essays of recount;
- ❖ analyze the text structure of written essays of recount;
- ❖ find the explicit information of recount.

LEAD-IN

Building Knowledge of the Text

| Activity 1 |

Before studying this unit, answer the following questions.

1. **What do you think about this place?**

2. **Where is it?**

3. **Have you ever visited in this place?**

LESSON PROPER

Modeling of the Text

| Activity 2 |

Read the following text carefully.

Diving in Bunaken Island **TITLE**

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand *divers*. Getting there was not quite *easy*. **ORIENTATION**

Soon after our *arrival* at Bunaken, we got *a general briefing*. It included a description about how to take pictures under water.

Then, we began our *diving*. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some *knowledge* of their habitat and behavior, it was difficult to identify. **EVENTS**

In summary, the trip was mostly *enjoyable*. This place is so *impressive* with its marine life. (Taken from: *Let's Talk* page 173.)

RE-ORIENTATION

Activity 3

After reading the text, answer the following questions and discuss with your friends.

1. In your opinion who is the writer of this text?
2. What is the purpose of this text?
3. What kind of text is it? Is it a recount or a descriptive text?
4. Where was the writer from?
5. With whom did the writer go to Bunaken Island?
6. What did they do there?
7. What impressed them while they were there?

Activity 4

A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

➢ Social function :
   - to give the audience a description of what occurred and when it occurred
   - to retell events for the purpose of informing or entertaining

➢ Generic structure:
   • *Orientation* tells who was involved, what happened, where the events took place, and when it happened.
     Example : *Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand **divers**. Getting there was not quite **easy**.*

   • *Events (event 1 and 2)* tell what happened and in what sequence.
     Example : *Soon after our **arrival** at Bunaken, we got **a general briefing**. Then, we began our **diving**.*
   • *Reorientation* consists of optional-closure of events/ ending.
     Example : *In summary, the trip was mostly **enjoyable**.*

➢ The features are including Who? Where? When? Why?, noun or pronoun, and past tense.
   Examples : *I, at Bunaken, Last year*, I left New Zealand for Bunaken Island.

> **Strategy / Skills**
>
> 1. Tips for reading aloud
> 2. Figuring out unknown words
>   - using context
>   - substituting
>   - using picture clues
>   - Asking questions while reading
>   - Making predictions
> 3. Emergent strategies
>   - Concept of story
>   - Connecting reading material to your own life
>   - Mapping a story
>   - Retelling story orally
>   - Looking for relationships
>   - Looking for important ideas
>   - Drawing conclusions
>   - Summarizing story
>   - Distinguishing fact from opinion

DISCUSSION TIME

Joint Construction of the Text

Activity 5

Arrange the following paragraph into a correct order.

TEXT 1

a. Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!!

b. We were thinking that maybe the coupon just fell from the sky and it was there for us. We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

c. Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.

TEXT 2

a. First, I saw many pelican birds. They were very hungry, so the zoo keeper feed the bird. Then, I saw many deer eaten many hay. In the same cage I saw ostrich. It was very big. It could not fly but could run very fast. Its stomach was very big too. After that, we went to take the boat that the skin like a goose.

b. A few days later, my brother and I went to the zoo in the Jakarta city. We went to the zoo by taxi. The zoo was very crowded. There were many traders. After bought the ticket, we went to see the animal in the zoo.

c. Last holiday, I went to my brother's home in Jakarta city. I went to Jakarta city with my father. We went to Jakarta city by the train. Jakarta city was very interesting, but the atmosphere was too hot for me.

d. Before went to home, we bought some drink and food. We rested in a restroom. I was very happy at this holiday. I hoped the next holiday would be good too.

Activity 6

Answer the questions bellow.

1. What is the name of the text?
2. Can you tell who was involved, what happened, and what sequence in the text?
3. Can you describe the events that happened in the text?
4. What is the appropriate title for the text above?
5. Please retell the story you have read to tour partner!

Independent Construction of the Text

Activity 7

Choose one of the following texts. Then, read it individually using the strategy taught by the teacher.

Nice Vacation

Grand size of Borobudor by TravelPod member sheenaangela

TEXT 1

It was Sunday. I and my family planned to go to Yogyakarta on vacation. We decided it after we discussed it for long time, at the end we choose Borobudur because it was one of beautiful places to be visited.

When the day came, we prepared some needs to bring for vacations. I repaired my car in the garage. Father finished his duty he got for his manager, my mother and sister prepared some food and drinks in the kitchen and also made some cakes.

On Monday evening we left house. We were very happy during the journey. I sang a song while enjoying the beautiful scenery. My parents were talking some places that we would visit. There we would visit some interesting places; Borobudur, Malioboro and Kyai Langgeng.

After ten hours we arrived at Borobudur temple, we walked around it. There I meet some tourist and tried to speak with them in English. But they don't know anything, they just laughed without answering my questions. After that we bought some souvenir for my friends.

There were some places I visited in Jogja. We were enjoying our vacations very much.

TEXT 2

A Trip to Jogyakarta

I had an opportunity to visit **Yogyakarta** in December 2011. I went to Yogyakarta for three days and two nights with my friends. There were around fifty students joining this trip. We left from Tangerang, Banten by a bus. After spending twelve hours in the bus, we arrive in Jatijajar Cave as our first visit on Saturday morning. **Jatijajar Cave** is located around 21 kilometers from Gombong and 42 kilometers from Kebumen.

In Jatijajar, We had breakfast and then enterred the inside of the cave. In the cave, we enjoyed the statues depicting Raden Kamandaka. Some students took pictures in front of the statues. At around 10 A.M, we left from Jatijajar Cave and went ahead to Kaliurang as our accomodation place.

At around 5 P.M, we arrived in the hotel and all the participants took a rest until evening. After having dinner, around 8 P.M, we had an art performance presented by the students. We invited the students to perform their skills in front of others. The performance was quite exciting because there were sing songs, dance performances, magic show and jingle competitions. The organizing committee also gave many Dorr prizes for participants. It lasted about 3 hours until 11 P.M.

Sunday was the most amazing day for us because we visited some great places; Borobudur Temple, Parangtritis Beach, and Malioboro Street. Our first destination was Borobudur Temple, We all felt excited to visit this world heritage because we had a chance to see the greatest temple in the world. In Borobudur Temple, the students had to interview the native speakers in groups. Besides interviewing the native speakers, the students also took pictures in front of the stupas and many native speakers.

After enjoying **Borobudur temple** for almost four hours, we headed to parangtritis. In Parangtritis Beach, the students did some group contest, such as tug of war. All groups seemed enjoy doing the contest. We didn't stay in the beach for a long time because it was already dawn.

Malioboro Street was our next destination. In this famous street, we had dinner and went shopping. Many students bought T-shirt called Dagadu T-Shirt and famous cakes "bakpia". Aroung 11 P.M on Sunday, we came back to the hotel for a rest and on Monday Morning we returned to Tangerang.

A Trip to Jogyakarta was an amazing trip for us and we had a lot of nice memories there. We hope that we will have the same trip one day.

TEXT 3

Visiting Bali

There were so many places to see in Bali that I decided to join the tours yesterday to see as much as possible. I stayed in Kuta on arrival. I spent the first three days swimming and surfing on Kuta beach. I visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, I was ready. I and my group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then we returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There I watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldensmiths. After that I stopped a little while for lunch at Sukawati.

My ten-day-stay ended very quickly beside my two tours, all my day was spent on the beach. I went sailing or surfboarding every day. I was quiet satisfied.

TEXT 4

My Vacation with My Beloved Sister

One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang.

The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice.

After that, we went to the beach in the weekend. We went there by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, I created a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered gudeg, while my calssmate and my sister ordered rames rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted.

That was a very exhausting day, but I felt so happy that I could have a vacation with my sister.

My Unpredictable Holiday

It was Sunday, the end of my holiday indeed, when friends of mine suddenly came to my home and picked me up. They told me that we were going to go out of town. That was unpredictable and really surprised me because there was no any confirmation before.

At 9 o'clock in the morning, we departed from my home and realized that the road was very crowded. Then, we decided to take freeway to save the time. For about thirty minutes later, we were out. But not arrived yet. We tried to find a store to buy some food and drink as our provisions. After we got them, we continued our trip to Boyolali. Well, it took approximately two hours to get there.

In the afternoon, we arrived and came in to one of my friend's house first. There, we could take some rest and had lunch together. After that, according to the plan, we had to continue our trip to go to Tlatar. But, my friend's mother asked us to take some fruit as gift. The fruits are such as mangoes, papayas and guava. It was out of our meant, but we accepted it.

The other and the last place we visited was Badhe Dam. It was big dam in Boyolali. We got there when it was getting afternoon around at five o'clock. Well, the situation there was really amazing. It was the right place to calm our self and mind. The beautiful dam with the blue sky was really a wonderful mixture of nature. We relaxed and felt calm.

At six, we realized that it was getting dark; we had to back to Semarang. So, we decided to depart right away. We were very glad and enjoyed our trip together. We would never forget it.

Activity 8

After choosing and reading the text, answer these following questions.

1. What is the topic of the text?
2. The orientation:
    a. Who spent the holiday?
    b. When did they spend the holiday?
    c. Where did they spend the holiday?
3. Events:
    a. What did the writer do first?
    b. What did the writer do next?
    c. What did the writer do then?
    d. What did the writer finally do?
4. What did the writer feel? How do you know?
5. In your opinion, what is the appropriate title of the text above?

CYCLE

SOMEONE'S BIOGRAPHY

(Biographical Recount)
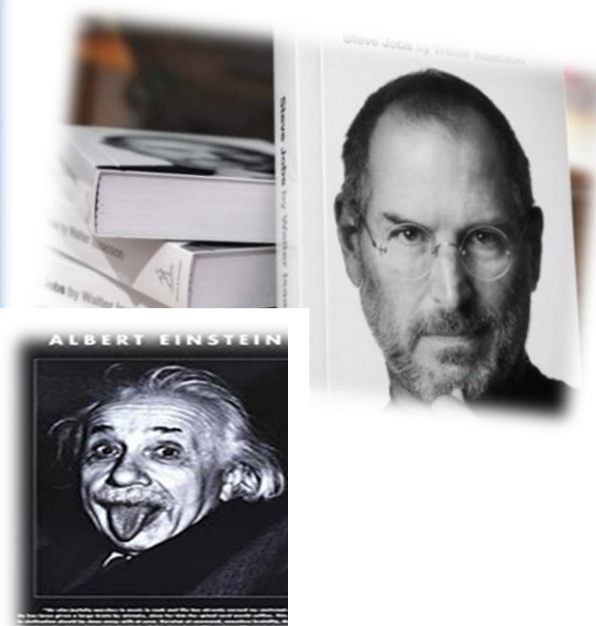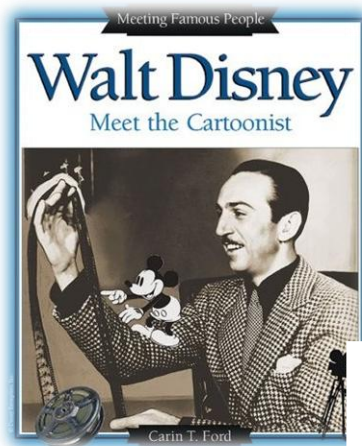
Do you have someone that you adore? Most of us admire someone who is known as a popular and famous person. He/she could be a public figure, an athlete, an inventor or a scientist. The texts that you read may include texts of someone's biography. Can you read it and do the tasks correctly? Learn those and more in this unit.

In this unit, you will learn how to:

- ❖ identify the meanings, the linguistic features, and the text structure of written essays of biographical recount;
- ❖ analyze the generic structure of biographical recount;
- ❖ find the explicit information of biographical recount.

LEAD-IN

Building Knowledge of the Text

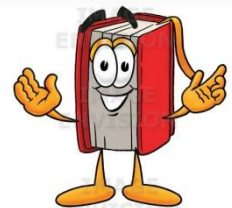**Activity 1**

Look the following picture and then answer the questions orally.

1. Do you know who he is?

2. Where did he come from?

3. What did he find?

4. Tell more about his profile.

LESSON PROPER

Modeling of the Text

Activity 2

Read the following text carefully, and then guess the meanings of the words based on the context. You may use your dictionary.

Thomas Alva Edison

Thomas Alva Edison was one of the greatest inventors of all time. He lived from 1847 until 1931.

He was born in Milan, Ohio, in 1847. In 1854 his family moved to Port Huron, Michigan. When he was 12, he got very sick. As a result, he became partially deaf. He attended school for only three months there. So, his mother taught him reading, writing and arithmetic.

In 1862, Edison saved a boy from being run over by a train. The boy's father operated a telegraph machine. As thanks, the father taught Edison how to operate the telegraph. Later, Edison made improvement to the telegraph.

In 1876, Edison started the first industrial research laboratory at Menlo Park, New Jersey. One of his inventions is the long-lasting light bulb.

Thomas Alva Edison died in 1931. When he died all electric current in the country was turned off.

Although he did not have enough formal education and was deaf, he became famous inventor. Once he said, "Genius is one percent inspiration and ninety-nine percent perspiration".

Language features

- **A biographical recount uses specific names of the people involved in the biography.**
- **It is mainly written in simple past tense (the final paragraph could also include the present tense)**
- **A biographical recount also uses linking words to do with time.**
  e.g.: in 1847, when he was 12, at the same time, next, on Tuesday 24 May, later, before, meanwhile.
- **A biographical recount describes events, so it uses many verbs or action words.**

Activity 3

After reading the text, answer the following questions and discuss with your friends.

1. Who was Thomas Alva Edison?
2. When did he live?
3. Complete the following time line?
   1847
   1854
   1862
   1876
   1931
4. What did the writer think about Thomas Alva Edison?

Join Construction of the Text

Activity 4

Look at the pictures and Guess who she is. Then, read the sentences and put the sentences in a good order.

Here is JK Rowling story of life. Unfortunately, the paragraphs are not in order. Work with a friend and arrange the paragraphs into a good text and then identify the parts of the text.

She moved to Portugal and got a job as an English teacher. She married a journalist in Portugal and they had a daughter in 1993. During her in Portugal, she started writing about a boy with magical power.

Both children and adults liked her books very much. A lot of people bought them. They were always impatient to wait for a new book to come. Thirty countries translated the books into their languages. A film company also made the books into films. But most of all, JK Rowling's childhood's dream come true: a dream to be writer.

In 1995, she moved to Edinburgh, Scotland. She stopped work and spent all her time writing. She often sat in cafes and wrote about *Harry Potter.* While she was writing, her daughter was asleep near her.

Joanne Khatleen Rowling was born on July 31, 1965 in Chipping Sadbury, a small town in England. She wanted to be a writer since she was six years old. She attended the University of Exeter in England. She studied French because her parents wanted her to be translator.

After she finished her book, she tried to send it to some publishers. She tried many times but no publishers wanted to publish her book. Finally, Bloombury Publishing accepted it. They published *Harry Potter and the Philospher's Stone* in June 1997. They also published the next *Harry Potter and the Chamber of Secret, Harry Potter and the Prisoner of Azkaban, Harry Potter and the Goblet of Fire, Harry Potter and the Order of the Phoenix,* and etc.

JK Rowling is a very famous author. She wrote the *Harry Potter* series and she earned a lot of money from it. People believe that she is richer than the Queen. However, not many people know that she worked very hard to get her fame and fortune.

Independent Construction of the Text

Choose one of your favorite texts below and then read it carefully. Based on the text you read, answer the questions.

TEXT 1

Born March 1, 1994, in Ontario, Canada, Justin Bieber was raised by a single mom in the small town of Stratford. Bieber, whose debut album My World hit stores in November 2009, is a true overnight success, having gone from an unknown, untrained singer whose mother posted YouTube clips of her boy performing, to a budding superstar with a big-time record deal, all in just two years.

Bieber always had an interest in music. His mother gave him a drum kit for his second birthday and, as he tells it, he was "basically banging on everything I could get my hands on."

But it was an obscure talent contest in his hometown, in which the 12-year-old Bieber finished second that put him on the road to superstardom. As a way to share his singing with family, Justin and his mom began posting clips of Bieber performing covers of Stevie Wonder, Michael Jackson, and Ne-Yo on YouTube.

Within months, Justin was an Internet sensation, with a large following of fans, and an eager manager arranging for the teenager to fly to Atlanta to consider a record deal. There, Bieber had a chance meeting with Usher, who eventually signed the young singer to a contract.

Bieber's first single, One Time, went certified platinum in his native Canada shortly after its release. His album matched that success, selling more than 137,000 copies within a week of hitting stores.

Bieber now lives and works in Atlanta. He is a great pop singer who has so many fans. Taken from: http://www.biography.com/

TEXT 2

Every April 21, people in Indonesia commemorate the Kartini day. It is a beautiful day for the woman because we celebrate the birth of great lady, RA. Kartini. Everyone knows who Kartini is. She is our national heroine and a great lady with the bright idea.
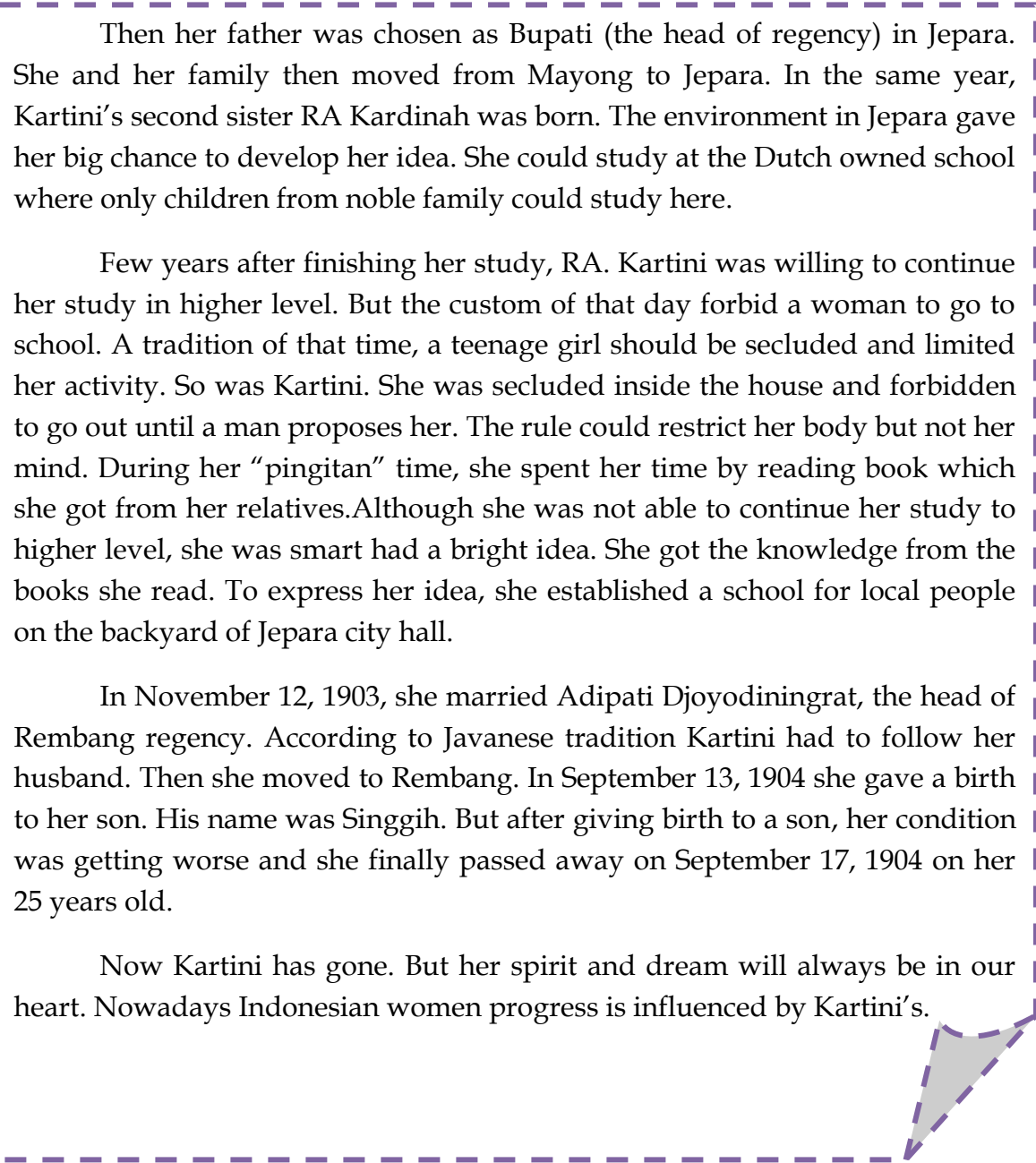
Kartini was born in 1879, April 21 in Mayong Jepara. Her father was RMAA. Sosroningrat, Wedana (assistant of head of regency) in Mayong. Her mother, MA Ngasirah was a girl from Teluk Awur village in Jepara. As the daughter of a noble family, she felt lucky because she got more than the ordinary people got. She got better education than other children. She did anything she wants although it was forbidden. She passed her childhood with her brother and sister. Because she was very energetic, her father called her "trinil"

Then her father was chosen as Bupati (the head of regency) in Jepara. She and her family then moved from Mayong to Jepara. In the same year, Kartini's second sister RA Kardinah was born. The environment in Jepara gave her big chance to develop her idea. She could study at the Dutch owned school where only children from noble family could study here.

Few years after finishing her study, RA. Kartini was willing to continue her study in higher level. But the custom of that day forbid a woman to go to school. A tradition of that time, a teenage girl should be secluded and limited her activity. So was Kartini. She was secluded inside the house and forbidden to go out until a man proposes her. The rule could restrict her body but not her mind. During her "pingitan" time, she spent her time by reading book which she got from her relatives.Although she was not able to continue her study to higher level, she was smart had a bright idea. She got the knowledge from the books she read. To express her idea, she established a school for local people on the backyard of Jepara city hall.

In November 12, 1903, she married Adipati Djoyodiningrat, the head of Rembang regency. According to Javanese tradition Kartini had to follow her husband. Then she moved to Rembang. In September 13, 1904 she gave a birth to her son. His name was Singgih. But after giving birth to a son, her condition was getting worse and she finally passed away on September 17, 1904 on her 25 years old.

Now Kartini has gone. But her spirit and dream will always be in our heart. Nowadays Indonesian women progress is influenced by Kartini's.

TEXT 3
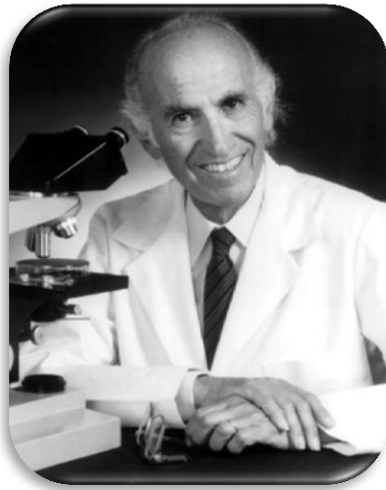
Jonas Edward Salk was an American physician and epidemiologist. He developed the first vaccine against poliomyelitis. He lived from 1914 to 1995.

He was born in New York City. He received and M.D. from New York City University in 1939 and was disappointed assistant professor of epidemiology at the University of Michigan. In 1947 he became head of the virus research laboratory at the University of Pittsburgh. From 1949-1954 he was a research professor of bacteriology. He was a professor of preventive medicine and chairman of the department from 1954 to 1956. Finally, he was a professor of experimental medicine from 1957 to 1963.

Salk and his colleagues developed an inactivated vaccine against polio in 1952. In 1954, the vaccine was distributed nationally. It greatly reduced the disease. In the mid -1950s the American virologist Albert Sabin developed Salk's discovery. He found an oral vaccine. His discovery brought polio under control.

Now, people all over the world use Salk's discovery. The Indonesian government has a national on it. However, only a few people know the inventor, Jonas Edward Salk.

TEXT 4

Muhammad Hatta was one of Indonesian founding father. He lived from 1902 until 1980. Together with Soekarno, he proclaimed the independence of Indonesia on 17th August 1945.

Muhammad Hatta was born on 12th August 1902 in Bukittinggi, West Sumatra. When he was still in junior high school in Bukittinggi he joined the league of Young Sumatrans.

When he finished his study in Bukittinggi, he moved to Batavia. Then, he went to the Netherlands to continue his study. When he was there, he participated actively in the National Movement. As a result, he was arrested by the Dutch government.

In 1932, Bung Hatta went back to Indonesia. He joined a political organization called *Pendidikan Nasional Indonesia.* This organization wanted Indonesian people to know many things about politics. Because of this activity he was arrested again. He was sent to Boven Digul, and later to Banda Neira as a prisoner. Before the Japanese invaded Indonesia in 1942 he was brought back to Java.

On 17th August 1845, two days after Japan surrendered to the Allies, Bung Karno and Bung Hatta declared the independence of Indonesia. Then, they were selected as the president and vice president. Bung Hatta was the vice president until 1956. He resigned and concentrated in writing. On 14the March 1980 Bung Hatta passed away in Jakarta.

Muhammad Hatta was one of the greatest people in Indonesia. People will always remember him as an honest and sincere person.

TEXT 5

David Beckham was born on May 2, 1975, in Leytonstone, Greater London, UK. A midfield player, he joined Manchester United in 1993, and the England team in 1996. He was a member of the 1998 World Cup team and the Euro 2000 squad, and was made captain in the lead-up to the 2002 World Cup. By June 2003 he had won 61 caps for his country. His many honors with United include the treble of FA Cup, Premier League Championship, and European Cup in the 1998-9 season, the first British side to achieve this feat.

Beckham signed for Real Madrid at the start of the 2003-4 seasons. Amid much media interest, Beckham signed with the L.A. Galaxy in 2007 for a league high base salary of $5.5 million with additional funding coming in the way of endorsement deals, profit-sharing and marketing opportunities. In 2001 he was voted BBC Sports Personality of the Year.

He married Victoria Adams ("Posh Spice" from the pop group Spice Girls) in 1999. The couple has three boys, Brooklyn, Romeo and Cruz. He is the most popular football player who has a good achievement.

Taken from: http://www.biography.com/

Activity 6

After choosing and reading the text, answer these following questions.

1. What is the topic of the text?
2. The orientation:
    a. Who is the person in the text?
    b. Why is the popular?
3. Make a time line and put the events in a chronological order.
4. How did the writer close the story?
5. Tell the text to your friends.

FAIRY TALES

(Narrative)

Do you love reading? The texts that you read may include texts of Fairy Tales. Can you read it and do the tasks correctly? Learn those and more in this unit.

In this unit, you will learn how to:

❖ identify the meanings, the linguistic features, and the text structure of written essays of narrative;
❖ analyze the generic structure of narrative;
❖ summarize the explicit information of narrative.

LEAD-IN

Building Knowledge of the Text

Activity 1

Folk tale or fairy tale? Put the tales mentioned in the following box into their correct groups.

Si Pahit Lidah	Sleeping Beauty
The Ugly Duckling	Calon Arang
Lebai Malang	Malin Kundang
Snow White	Beauty and the Beast

Folk tale	Fairy tale
….	….
….	….
….	….
….	….

Activity 2

Read the following words and find the meanings of those words in the dictionary.

A fairy godmother   An elf   A castle   A giant

| Dwarves | A witch | A sword | A princess |

Activity 3

Fill in the gaps using the words in activity before.

1. _____ is an imaginary creature. It looks like a small person with pointed ears and magical power.
2. _____ is a woman with magic powers. In stories, she saves someone from trouble.
3. _____ is a woman with magic powers. She uses her magical powers to do bad things.
4. _____ is an imaginary creature. It looks like a small person.
5. _____ is a woman with a fish's tail. She does not have legs and lives in the sea.
6. _____ is a very tall, big, and strong man/woman. In children's stories, he/ she is often bad and cruel.
7. _____ is a very large and strong building. It usually has some towers.

Activity 4

Answer the following questions orally.

1. **What is a fairy tale?**
2. **Mention some fairy tales you know.**
3. **What is your favorite fairy tale? What is it about?**
4. **Do you know the fairy tale of the Beauty and the Beast**
5. **What is your opinion of the story?**

LESSON PROPER

Modeling of the Text

Activity 5

Read the following text carefully, and then guess the meanings of the words based on the context. You may use your dictionary.

Beauty and the Beast ◀ TITLE

Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staffs and servant. ◀ ORIENTATION

One rainy dark night, a woman came to his castle. She was old and ugly. The princes didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day, an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the Beast saw him, he captured him. ◀ COMPLICATION

After some time, Maurice' daughter, Belle, began to worry about him. She started to look for him.

Finally, she arrived in the castle and she found her father there. She asked the Beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the Beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The Beast and his servants become human again. Then, the Beast and Belle got married. They lived happily ever after. ◀ RESOLUTION

Activity 6

Pay the attention for the following explanation.

Characteristics of Narrative Text
A narrative text is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story.

- ➢ Social function :
  Its purpose is to present a view of the world that entertains or informs the listener or reader. The response text type is a person's response or action to another text (a book, film, play, and so on).
- ➢ Generic structure:
  - *Orientation* tells about the setting in time and place, and characters.
  - *Complication (s)* tells about problem (s) to be solved by characters.
  - *Resolution* describes the solution to the complication (s) and gives an ending to the story.
- ➢ The features are including Who? Where? When? Why?, noun or pronoun, and past tense.
  - Specific participants or characters.
    e.g.: *the Beast, Belle, Maurice, the fairy.*
  - The use of past tense.
    e.g.: *They lived happily ever after.*
  - The use of past continuous tense.
    e.g.: *It was raining so hard that he decided to enter the castle.*
  - A lot of action verbs.
    e.g.: *asked, arrived, declared, captured, etc.*
  - Some relational verbs to describe the characters and setting.
    e.g.: *he was good looking. He looked very ugly instead.*
  - Many connectives or conjunctions to sequence the story.

Reading Strategy

a. Skim the text for main topic

   Skimming consist of quickly running one's eyes cross a whole text for its main topic. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas.

b. Scan the text for specific information

   Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercise may to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The procedure to do scanning:

   - Keep in mind only the specific information to be located.
   - Decide with clues will help to find the required information.
   - Move the eyes as quickly as possible down the page to find the clues.
   - Read the section containing the clues to get information needed.

LESSON PROPER

Joint Construction of the Text

Activity 7

Choose one of the following texts, and then read it carefully in group. After reading the text, discussed and made summary of the text.

TEXT 1

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella cried after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

TEXT 2

Sleeping Beauty

Once upon a time there lived a good king and his queen. They had no children for many years and were very sad.

Then one day, the queen gave birth to a lovely baby girl and the whole kingdom was happy. There was a grand celebration and all the fairies in the kingdom were invited. But the king forgot to invite an old fairy. She came to the celebrations but was very angry. Soon it was time to gift the baby with special wishes. The good fairies wished her well and said, "May she grow to be the most beautiful girl in the world! She will sing sweetly and dance so well! She will live happily!" All the fairies blessed the baby and gave her beautiful gifts.

When it was the old fairy's turn, she said, "When the baby is sixteen she will touch a spindle, and die!" The king and queen were shocked and begged the fairy to forgive them and take her words back but the fairy refused to do so. When the other fairies saw the king and queen crying, they said, "We cannot undo what the old fairy has spoken. But we certainly can make it different. Your child shall not die when she touches the spindle. But she will fall into a deep sleep for a hundred years. Then, a prince will come along and wake her up." Hearing this, the king and the queen were relieved. The king forbade everyone from spinning so that the princess would never touch a spindle.

The princess grew up to be a kind girl and helped people in need. Everybody loved her. Years passed. When the princess was sixteen years old, she was walking in the woods when she saw an old lady spinning. "What is this? May I try?" she asked. The old lady said, "Of course, my pretty little child!" And the princess sat down to spin. But the moment she touched the spindle, she fell to the floor in a deep slumber. The old lady took her back to the palace and the king and queen laid her on her bed and tucked her in. They were very sad and called the good fairies. The fairies felt sorry for them and cast a spell over the whole kingdom so that when the princess woke up after a hundred years, she would not be alone in the palace. Everyone, including the guards and the servants and the animals were now fast asleep. For a hundred years, they all slept soundly.

A hundred years passed. There came a prince from a far off land. He, along with his servants, went deep into the forest and crossed many rivers. Once the prince lost his way and was separated from the rest of the travelers. He came to the sleeping kingdom and was amazed. The guards, the servants, the cats and the cows were all fast asleep and snoring.

The prince reached the palace and entered it. No one moved. The prince then found the sleeping princess. She was such a beautiful girl that the prince kissed her. By that time, a hundred years had passed by and everyone was waking up, one by one. The princess yawned and opened her eyes. She saw the prince and smiled. She asked him "Are you my prince?" He was happy to hear her speak. The prince and the princess fell in love with each other. The prince wanted to marry the princess so they went to ask for permission from their parents.

The king and the queen arranged for a royal wedding. All the clothes the bride wore were a hundred years old, but she looked beautiful. Soon, they were married and then they rode away to the prince's kingdom far, far away.

TEXT 3

Snow White and the Seven Dwarfs

Once upon a time there lived a beautiful princess called snow white. Her mother died, and her father, the king, married again. The now queen hated Snow White. She was jealous of the princess beauty. She always asked her magic mirror about who the fairest one of all was. As long as the mirror's reply was her, the queen was happy.

One day there was a handsome prince. He liked to propose snow white to be his wife. Knowing about this, the queen felt furious. Then she asked her mirror the some question. The answer was snow white! The queen was angry. In her rage, she ordered her hunter to kill the young primes and bring her heart to the queen.

The hunter was about to fulfill his duties. Then, he fell to his knees. He begged snow white to forgive him. He told the truth, and asked the princess to run away and never return. Snow white ran into the woods. She was frightened and exhausted. Then she fell unconscious. A few moments later some animals awakened her. They led her to a small cottage for cheater the cottage was very small and dirty. So, she cleaned it up. After doing this, she was tired and decided to go to bed.

Meanwhile, the seven dwarfs had finished working hard at a diamond mine. They were on their way home. When they arrived, they felt surprised to see a light on in the cottage. They gathered their courage to enter the cottage. But, when they were in the bedroom, they saw a very pretty girl lying in one of the beds. They woke her up and introduced themselves. They were Happy, Sleepy, Sneezy, Grumpy, Dopey, Bashful and Doc. Later on Snow White told them about her step mother.

In the palace, the queen had received the news from the hunter. To prove the news, she questioned her mirror who the fairest was. Surprisingly, the answer was still snow white. From the mirror, the queen also knew that the princess lived in the cottage with the seven dwarfs.

The next day he queen disguised herself as an ugly old woman. She appeared at the cottage while dwarfs were on their way to work. She met snow white. Then, she gave an apple which contained an evil spell. Snow white took one bite and she fell to the floor right away. The animals that witnessed it hurried to tell the dwarfs about the happening. The dwarfs rushed to the cottage, but it was too late. The princess laid on the floor. The dwarfs decided to lay her in a glass coffin.

In the other palace, the prince knew that snow white no longer stayed in the castle. He had been looking for her. When he saw her in the coffin, he opened the lid, bent over and kissed her. Slowly, snow white opened her eyes. Only true love's kiss could awaken the princess. Then, the prince carried her to his white horse. And they rode into castle to live happily ever after.

Activity 8

Read the story. Then, answer the questions with your friends.

1. What is the purpose of the text above:
2. How many characters are they? What are they like?
3. Were there any problems (complication) in the story?
4. Were there any solutions at the end of the story?

Joint Construction of the Text

Activity 9

Choose one of your favorite texts below and then read it carefully. Based on the text you read, answer the questions.

TEXT 1

Rapunzel

A long time ago there live a young couple, a man and his wife. His wife was expecting their baby. She wanted a plant a plant that only grew in her neighbor's garden. She wanted it so much. She even intended to steal it herself, but later on, she sent her husband to steal it.

Unfortunately, Mother Gothel, the owner of the garden, caught him doing it. She was a witch. Then, Mother Gothel forced the couple to give their first baby to her.

A few months later, the baby was born. It was a girl and named Rapunzel. Soon, this baby was taken away to live with Mother Gothel. Rapunzel grew to be a beautiful young girl with her long golden hair. At first she was cared for in a normal way. When she reached puberty, she was locked in a tower so that she would never leave Mother Gothel. The tower stood in the forest. It could only be entered by climbing on Rapunzel's long hair. To cheer herself up, she loved to sing.

One day, a young prince was out hunting. He stumbled upon the tower. He heard Rapunzel' beautiful voice. He decided that must meet her. He spied and, by watching Mother Gothel, learned the words he had to say to have Rapunzel drop her hair. The prince visited her often and they fell in love.

Then, Rapunzel made a plan to escape from the tower. She wanted to be with the prince. She asked the prince to bring her a skein of silk each time he visited. She might weave a ladder for her escape. Unfortunately, Mother

Gothel caught on. Then, she banished Rapunzel to the desert. She threw the prince from the tower into a thorny bush. The thorns made the prince blind and he roamed the earth searching for his love.

Eventually, they found each other, and the prince's eyes were healed by rapunzel's tears of happiness.

TEXT 2

Thumbelina

A kind woman who had no children, longed for a baby would often say, "How I would love to have a baby girl, even a tiny little one."

A beautiful fairy heard her wish one day, and gave her a little seed to plant in a flowerpot.

When the seed bloomed into a tulip, the woman saw a tiny, beautiful girl inside, no bigger than her thumb. She decided to call her Thumbelina. She was so small that she had a walnut shell for a bed and used petals as a blanket.

Then, an ugly toad fell in love with Thumbelina. One night when she was sleeping, he carried her off to his lily pad in a pond. Thumbelina was

very unhappy. A swallow was passing by and saw how sad she looked, and said, "Come south with me to warmer lands."

Young Thumbelina flew away on the swallow's back. They flew across the seas and came to a land of sunshine. The swallow said," This is my home. You can live in one of the loveliest and biggest flowers." When Thumbelina stepped inside, she found a handsome fairy, as tiny as her, in its heart.

He was the son of the king of flowers and he fell in love with Thumbelina. He asked her to marry him. So Thumbelina became queen of the flowers and the two lived happily ever after.

Hansel and Gretel

A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel. One day, she took the children deep into the forest and left them there. Clever Hansel had some breadcrumbs in his pocket and had dropped them on the way so that they could find their way back home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home.

Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Finally, after walking for a long time, they saw a cottage

made of chocolate, candies, and cake. "Look, Hansel! A chocolate brick!" shouted.

Gretel in delight and both ate it hungrily.

Now, a wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. She grabbed the children and locked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then, Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. Hansel and Gretel found treasure lying around the cottage. They carried it home with them. Their stepmother had died and their father wel-comed them back with tears of joy. They never went hungry again!

Activity 10

After reading the text, answer the following questions.

1. What is the story about?
2. When and where did the story happen?
3. Who were the characters?
4. What problems came to the characters?
5. How did the characters resolve the problems?
6. What was the ending of the story?

CYCLE 2

ONCE UPON A TIME…

(Narrative)

Do you know a fable? The texts that you read include fables form around the world. Can you read those texts effectively? Learn those and more in this unit trough challenging tasks.

In this unit, you will learn how to:

- ❖ identify the meanings, the linguistic features, and the text structure of written essays of narrative;
- ❖ analyze the text structure of written essays of narrative;
- ❖ summarize the explicit information of narrative.

LEAD-IN

Building Knowledge of the Text

Activity 1

Look the following picture and then answer the questions orally.

1.   **What is a fable?**
2.   **Mention some fairy tales you know.**
3.   **What is your favorite fairy tale?**
4.   **What is it about?**

LESSON PROPER

Modeling of the Text

Activity 2

Look the picture and then read the following text carefully.

THE SMARTEST PARROT ◀ TITLE

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. ◀ ORIENTATION

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano. ◀ COMPLICATION

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you". ◀ RESOLUTION

Characteristics of Narrative Text

A narrative text is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story.

Social function: Its purpose is to present a view of the world that entertains or informs the listener or reader. The response text type is a person's response or action to another text (a book, film, play, and so on).

Generic structure:

- *Orientation.* It sets the scene and introduces the participants/characters. In that parrot story, the first paragraph is the orientation where reader finds time and place set up and also the participant as the background of the story. A man and his parrot took place once time.
- *Complication (s.)* It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story. In the parrot story, paragraph 2, 3, 4 are describing the complication. Readers will find that the man face a problem of why the parrot cannot say Catano. To fix this problem, the man attempted to teach the bird. How hard he tried to teach the bird is the excitement element of the complication.
- *Resolution.* It shows the situation which the problems have been resolved. It must be our note that "resolved" means accomplished whether succeed or fail. In the last paragraph of the smartest parrot story, readers see the problem is finished. The parrot could talk the word which the man wanted. The parrot said the word with higher degree than the man taught the word to it. That was the smartest parrot.

The features are including Who? Where? When? Why?, noun or pronoun, and past tense.

- Specific participants or characters.

  e.g.: Catano
- The use of past tense.

  e.g.: The man tried to teach the bird to say Catano however the bird kept not saying the word.
- A lot of action verbs.

  e.g.: picked, opened, *etc.*
- Some relational verbs to describe the characters and setting.

  e.g.: There was no other parrot like it.
- Many connectives or conjunctions to sequence the story.

  e.g.: Once upon time, One day, the next day, *etc.*

Fable

What is fable? A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. The examples of fable in narrative text are:

➢ *Mousedeer and crocodile*
➢ *The Ants and the Grasshopper*
➢ *The smartest parrot*
➢ *The story of monkey and crocodile*

DISCUSSION TIME

Joint Construction of the Text

Activity 3

Rearrange the paragraph into the appropriate story.

Once upon a time there lived three little pigs.

The first two pigs were very lazy. They spent all day playing. But their brother was a smart and hard working pig.

One day, the Three Little Pigs decided to each build a house.

The First Little Pig didn't want to waste time building a house. He said, "I will build my house of straw. That will be easiest to do!"

The Second Little Pig too did not want to work hard. He said, "My house will be made of sticks!"

He built a house of sticks next to the straw house.

But the Third Little Pig saw that his brothers were being silly. "I want a strong house," he said. "I will build my house out of bricks!"

So while the Third Little Pig worked hard to build his home, the two pigs spent their time playing and laughing.

One evening, a hungry wolf walked into the neighbourhood. Mr. Wolf loved to gobble up fat little piggies.

So you can imagine how happy he was to see the Three Little Pigs in their houses!

Mr. Wolf went to the straw house and knocked on the door. The First Little Pig saw the big, bad wolf waiting outside and was very scared.

Mr. Wolf said, "Let me in, let me in, little pig! Or I'll huff, and I'll puff, and I'll blow your house in!"

The pig replied, "Not by the hair of my chinny chin chin!"

Immediately, the wolf huffed and he puffed and the straw house came tumbling down.

The scared little pig ran to his bother, the Second Little Pig's house to save himself.

But Mr. Wolf came there too. He said, "Let me in, let me in, little pigs! Or I'll huff and I'll puff and blow your house in!"

"Not by the hair of my chinny chin chin!" said the Second Little Pig.

So the wolf huffed and he puffed and the house of sticks came tumbling down.

Luckily, the two little pigs escaped to the Third Little Pig's house and locked themselves in.

Activity 4

Choose one of your favorite texts below and then read it carefully. Based on the text you read, answer the questions in group.

TEXT 1

A Lion and a Mouse

A Lion was sleeping peacefully when he was woken by something running up and down his back and over his face.

Pretending to be still asleep, the Lion slowly opened one eye and saw that it was a little mouse.

With lightening speed the Lion reached out and caught the little mouse in one of his large paws. He dangled it by its tail and roared, "I'm the King of Beasts! You'll pay with your life for showing me such disrespect."

The Lion held the little mouse over his huge open jaws and prepared to swallow it.

"Please, please don't eat me, Mr. King of Beasts, Sir," squeaked the mouse. "If you forgive me this time and let me go I'll never, never forget it."

"I may be able to do you a good turn in the future to repay your kindness," it squeaked.

"You, do me a favor!" roared the Lion with laughter. "That is the funniest thing I've ever heard."

Still laughing, the Lion put the mouse down on the ground and said; "You've made me laugh so much I can't eat you now. Go on, off you go before I change my mind."

The little mouse scurried away as fast as its little legs could go.

Not long after this the Lion was caught in a trap by some hunters. They tied him to a tree with rope while they went to get their wagon.

The little mouse was nearby and came when he heard the mighty Lion's roar for help.

The mouse gnawed the rope with his sharp teeth and set the Lion free.

"I know you didn't believe me, but I told you I could help you one day," squeaked the little mouse. "Even a little mouse like me can help someone as big and strong as you."

"Thank you my little friend. I won't forget that lesson," said the Lion as he ran away before the hunters returned.

TEXT 2

The Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out.

Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson, the huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly

However, the other animals didn't agree. They hissed and made fun of him day by day. Even his sisters and brothers were very unkind. "You are very ugly" they quacked.

The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh dear. These beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

TEXT 3

The Story of Smart Monkey and Dull Crocodile
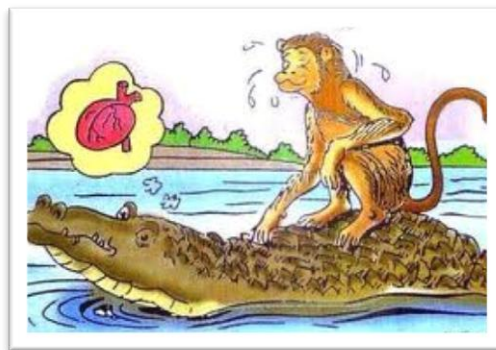
One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

Questions:

1. What is the purpose of the text above:
2. How many characters are they? What are they like?
3. Were there any problems (complication) in the story?
4. Were there any solutions at the end of the story?
5. Make summary of the story you have read.
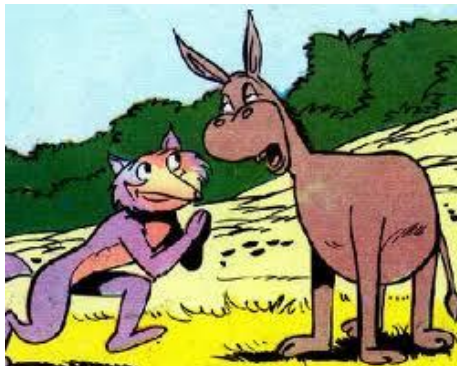
Individual Construction of the Text

Activity 5

Choose and read the text carefully.

TEXT 1

A donkey and a jackal were friends. One night they were walking together and felt hungry. They saw a field in which cucumbers were growing. They went inside to eat the cucumbers.

They ate and ate till they could eat no more. The donkey was feeling nice and full and said to the jackal, "Little one, what a beautiful night this is! I'm so happy that I want to sing."

"Please don't sing, Uncle," said the jackal. "It might get us into trouble. The farmers will hear you and will come running with their sticks. Besides, you don't know the first thing about singing. Your voice is loud like a horn."

"Come, come," said the donkey. "You seem to know nothing about music. When you've heard my song, you'll surely like it."

"Very well, Uncle," said the jackal. "But first let me get away. You can then sing as much as you like."

After the jackal had gone, the donkey lifted his head and began to bray loudly. On hearing him the farmers came running with their sticks. They gave him a good beating and drove him away from the field.

Next day the jackal met the donkey. "Uncle, did you enjoy your singing?" he asked.

Little one," said the donkey, "you were quite right. I am sorry I did not listen to your advice."

TEXT 2

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows.

The rabbit feared to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after.

However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house. When he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal.

TEXT 3

Two ducks that lived in a big lake had a friend who was a turtle. One year there was a very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for lake."

"Yes, answered the second duck, "But first let's say good bye to our friend, the turtle."

When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you."

"The ducks answered, "We can't. We are going to fly, and you have no wings."

"The turtle thought for a minute and then said, "Please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you."

" There is one danger," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell."

"All right," answered the turtle, "I promise not to talk while we're in the air. So the ducks took the stick and flew away, with the turtle between them. All went well until they were flying over a town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!" The turtle got very angry, "A cat? I'm not …" he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

APPENDIX F

(THE SCENARIO OF THE TEACHING AND LEARNING PROCESS)

1. The Scenario of the Teaching and Learning Process in Cycle 1

Teacher's activities	Students' activities
Opening Activity 1) The English teacher greets the students 2) The English teacher leads the prayer 3) The English teacher checks students' attendance	Opening Activity 1) The students greet the English teacher 2) The students pray 3) The students confirm their presence
Main activities BKOF The English teacher asks some questions related to the topic MOT 1) The English teacher gives an example of Recount Text 2) The English teacher checks the students Understanding 3) The English teacher explains how to do scanning and skimming (The Mini Lesson Process) 4) The English teacher asks to find topic and specific information JCOT 1) The English teacher asks the students to read a text with the partners 2) The English teacher asks the students to do conference with the partners 3) The English teacher and the students give a summary from the activities that has been done	Main activities BKOF The students answer teacher's question MOT 1) The students read the text 2) The students answer the teacher's questions 3) The students listen carefully to the teacher's explanation and practice how to scan and skim 4) The students answer the comprehension questions JCOT 1) The students with their partners read a text they had chosen together 2) The students do conference with the partners 3) The English teacher and the students give a summary from the activities that has been done

ICOT	ICOT
1) The English teacher gives a text to each student 2) The English teacher asks the students to answer the questions individually to find the specific information and detailed information of the text. Linking Related Texts The English teacher asks the students to find similar texts from magazines, news paper or any sources.	1) The students read and comprehend the text 2) The students answer the reading comprehension questions individually Linking Related Texts. The students find the similar text from magazines, news paper or any sources.
Closing activity 1) The English teacher and the students make a conclusion from the material given today 2) The English teacher gives feedback from today's discussion 3) The English teacher leads the closing prayer	Closing activity 1) The students make conclusion from the material given today 2) The students get feedback from today's discussion 3) The students pray

2. **The Scenario of the Teaching and Learning Process in Cycle 2**

Teacher's activities	Students' activities
Opening Activity 1) The English teacher greets the students 2) The English teacher leads the prayer 3) The English teacher checks students' attendance	Opening Activity 1) The students greet the English teacher 2) The students pray 3) The students confirm their presence
Main activities BKOF The English teacher asks some questions related to the topic MOT 1) The English teacher gives an example of Recount Text 2) The English teacher checks the students' understanding 3) The English teacher explains how to do scanning and skimming (The Mini Lesson Process) 4) The English teacher asks the students to find topic and specific information JCOT 1) The English teacher asks the students to read a text with the partners 2) The English teacher asks the students to do conference with the partners 3) The English teacher and the students gives a summary of the activities that had been done	Main activities BKOF The students answer the English teacher's question MOT 1) The students read the text 2) The students answer the teacher's questions 3) The students listen carefully to the teacher's explanation and practice how to scan and skim 4) The students answer the comprehension question JCOT 1) The students with their partners read a text they had chosen together 2) The students do conference with the partners 3) The English teacher and the students gives summary from the activities had been done

ICOT	ICOT
1) The English teacher gives a text for each student 2) The English teacher asks the students to answer the questions of finding the specific information and detailed information of the text individually. **Linking to Related Texts** The English teacher asks the students to find the similar text from magazines, news paper or any sources.	1) The students read and comprehend the text 2) The students answer the reading comprehension question individually **Linking to Related Texts.** The students find the similar text from magazines, news paper or any sources.
Closing activity 1) The English teacher and the students make conclusion from the material given today 2) The English teacher gives feedback about today's discussion 3) The English teacher leads the closing prayer	Closing activity 1) The students make a conclusion from the material given today 2) The students get feedback from today's discussion 3) The students pray

APPENDIX G
(INTERVIEW GUIDELINE
AND
OBSERVATION GUIDELINE)

Interview Guideline

A. For the English Teacher:

Before the implementation (in the planning)

1. What are the students' difficulties in reading comprehension?
2. Do you think that the process in learning of reading comprehension used before runs well in the classroom?
3. What is your opinion about the use of Reading Workshop in improving the learning of reading comprehension?
4. What kind of activities and strategies do you think suitable to solve the students' difficulties in reading?

After the implementation

1. What is your opinion about the implementation Reading Workshop in the classroom?
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 materials used in the implementation?
6. What do you think about the students' interaction in the teaching and learning process?

Observation Checklist

Date: Time:

Place:

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

No.	Observation Items (The Teaching and Learning Process)	Yes	No
A.	**Pre-teaching** 1. The teacher greets the students. 2. The students respond t the greeting. 3. The teacher checks absence and asks the students' condition. 4. The students tell their condition to the teachers. 5. The teacher as a facilitator. 6. The teacher outlines the materials. 7. The teacher explains the goal of teaching and learning to the students. 8. The teacher reviews the previous lesson.		
B.	**Whilst-teaching** 1. The students are ready to learn new materials. 2. The teacher asks the students to read the texts. 3. The students read the texts. 4. The students identify the content of the texts. 5. The teacher gives chances to the students for asking questions related to the texts. 6. The students ask questions. 7. The students discuss answers. 8. The teacher checks the students' understanding. 9. The teacher gives enough time to the students to discuss in groups. 10. The students cooperate well in groups. 11. The students asks to the teacher or their classmates or they use dictionary if find difficult words. 12. The students offer themselves to be the volunteer.		

C.	**Post-teaching**		
	1. The teacher summarizes and reflects the lesson. 2. The students reflect their learning. 3. The teacher previews on the upcoming materials. 4. The teacher gives motivates the students in the next teaching.		
D.	**Class Situation**		
	1. Students' enthusiasm or motivation. 2. Students' involvement or activeness. 3. Time allocation. 4. The use of media. 5. The use of sources.		

APPENDIX H

(BLUPRINT OF READING COMPREHENSIONTEST)

The Blueprint of Reading Comprehension

No.	Indicators (Standard Competencies)	Numbers	Sum of Questions
1.	Identifying specific information	3, 8, 13, 14, 18, 25, and 26	7
2.	Finding the topic of the text or the paragraph	6, 10, and 16	3
3.	Finding the main idea of the text or the paragraph	1, 11 and 17	3
4.	Making conclusion	5, 23, 29 and 30	4
5.	Identifying the purpose of the text	7 and 24	2
6.	Finding the meaning of the words or phrases	4, 9, 15, 20 19, 21, and 28	7
7.	Understanding references	2, 12, 22, and 27	4
	Total		**30**

APPENDIX I

(READING COMPREHENSION TEST)

Choose either a, b, c, or d for the correct answer.
Questions 1 to 5 are based on Text 1.
Text 1

My Holiday

My name is John. Las week, I and my family went to Tawangmangu. It was my first visit. <u>We</u> went there by car. My father drove the car very carefully. We started at 7 a.m. and arrived there at 10 a.m. My mother brought food for lunch. After we got off the car, we walked around the park.

The scenery was very beautiful. I enjoyed it very much. After we felt tired, we took a rest under a big tree for lunch. Then my parents took a walked to waterfall "Grojogan Sewu". Father permitted me to ride on a horse back. At first I was afraid but it was <u>amusing.</u> It was very excited. We stayed at Tawangmangu for three hours. After we felt tired, we went home.

1. What is the main idea of the first paragraph?
   a. John and his family went to holiday.
   b. John and his family talked about Tawangmangu.
   c. John and his friend went to Tawangmangu.
   d. John and his family went to Tawangmangu.

2. The word "**We**" in the first paragraph, line 2 refers to…
   a. John
   b. John and his friend
   c. John and his family
   d. the writer

3. How long did they stay in Tawangmangu?
   a. 2 hours   b. 3 hours   c. 13 hours   d.5 hours

4. The word "**Amusing**" in the last paragraph line 8 has the similar meaning with…
   a. disturbing
   b. entertaining
   c. worrying
   d. boring

5. From the text above, we can conclude that …
   a. John felt very excited.
   b. John felt bored.
   c. John hated his holiday very much.
   d. John felt unhappy.

Questions 5 to 10 are based on Text 2.
Text 2

Last night, I read an article about **adolescence** in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extracurricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Then, I spent most of my weekends with my family.

Finally, I realized that those activities helped me to control my emotions. Besides that, by doing those activities I found a place to express my creativity in positive ways.

6. What does the writer tell us about?
   a. His daily activities
   b. His adolescence experience
   c. His extracurricular activities
   d. His adulthood experiences

7. What is the purpose of the text?
   a. To describe something
   b. To entertain people
   c. To explain something
   d. To give information

8. How old was the writer when he experienced adolescence?
   a. He was 13 years old.   b. He was 15 years old.
   b. He was 14 years old.   c. He was 17 years old.

9. What is the meaning of the word "**Adolescence**" in the first paragraph line 1?
   a. a time of change between childhood and adulthood
   b. a young person between 13 and 19 years old
   c. a time when someone is adult
   d. a part of someone's life when they are an adult

10. The best title of the text above is …
    a. My Emotions   c. My Extracurricular Activities
    b. Adolescence   d. How to Control My Emotions

Questions 11 to 15 are based on Text 3.
Text 3

Too Late

The plane was late and detectives were waiting at the airport all morning. **They** were expecting parcels of diamonds from South Africa. A few hours earlier, someone had told the police that thieves would try to steal the diamonds. When the plane arrived, some of the detectives were waiting inside the main building while others were waiting at the airfield.

Two men took the parcel off the plane and carried it into the custom house. While two detectives were guard at the door, two others opened the parcel. To their surprise, the **precious** parcel was full of stone and sand.

11. What is the main idea of the text above?
   a. Detectives did not find the diamonds.
   b. Detectives could find the diamonds in the custom house.
   c. Detectives found the precious diamonds.
   d. Detectives could arrest the thieves.

12. The word "**They**" in the first paragraph in line 1 refers to…
   a. The plane   c. The plane and the detectives
   b. The detectives   d. The parcels

13. Where was a valuable parcel of diamonds from?
   a. It was from America.   c. It was from Custom house.
   b. It was from South Part of Africa.   d. It was from East Africa.

14. How many people were in charge to save the parcel?
   a. Two people.   c. Four people.
   b. Five people.   d. Six people.

15. What is the opposite of the word "**Precious**" in the last paragraph line 7?
   a. Valuable.   c. Invaluable.
   b. Worthless.   d. Worth.

Questions 15 to 23 are based on Text 4.
Text 4

Once upon a time there was a Little Red Hen lived in a farm with her chicken. She also lived with the other neigbours, the Goose and the Duck.

One day, the Little Red Hen found a grain of wheat, so she asked her neighbours, the Goose and the Duck, "Who will plan this wheat?" And no one wanted to plant the wheat. So she planted the **grain** of wheat herself.

When the wheat was ripe, she said, "Who will **take** this wheat to the mill?" And, again, no one wanted to do it. So she took the wheat to the **mill**.

When she brought the flour home she said, "Who will make some bread with this flour?" And, as predicted, no one would like to do it.

When the bread was baked, she said, "Who will eat this bread?" This time, it was different. **They** said, "I will, I will."

"No, you won't," said the Red Hen. "I shall eat it myself. Cluck! Cluck!" and she called her children to help her.

16. What is the topic of the text?
    a. The Little Red Hen   c. The Bad Red Hen
    b. Red Hen and the Goose   d. The Red and the Duck

17. What is the main idea of the text?
    a. The Red Hen is very diligent, kind, and patient.
    b. The Goose and the Duck are very kind.
    c. The Red Hen is very cruel.
    d. The Red Hen is very lazy.

18. What is the main character of the text?
    a. The Goose.   b. The Duck.   c. The Red Hen.   d. The Chicken.

19. The synonym of **"Grain"** in the second paragraph line 5 is…
    a. Seed   b. Plantation   c. Fruit   d. Feed

20. The opposite of "**Take**" in the third paragraph line 6 is…
    a. Make   b. Plant   c. Put   d. Bring

21. The word **"Mill"** in the third paragraph line 7 means…
    a. a small machine   c. a building to crush grain into flour
    b. a factory   d. a shape of metal
    c.

22. The word "**They**" in the paragraph 5 line 11 refers to…
    a. the Red Hen and the Goose   c. the Red Hen and The Duck
    b. the Red Hen and her chicken   d. the Goose and The Duck

23. From the text above we can conclude that…
    a. the lazy Goose and The Duck cannot eat the bread.
    b. the Goose and The Duck can eat the bread.
    c. the Red Hen and her chicken do not eat the bread.
    d. the Goose and The Duck planted the wheat.

Questions 24 to 30 are based on Text 5.
Text 5

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat **her** but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it.

In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too. However a hunter came to **rescue** the grandmother and the girl. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's body with heavy stones, which killed him.

24. What is the purpose of the text?
    a. To describe something   c. To explain something
    b. To entertain people   d. To give information

25. Why did Little Red Riding Hood walk through the woods?
    a. To deliver food to her grandmother
    b. To pick up flower in the woods
    c. To go to the wolf's house
    d. To meet her grandmother and a hunter

26. Who came to rescue the girl and her grandmother?
    a. A grandfather   b. A farmer   c. A hunter   d. A father

27. What does "**her**", in the first paragraph sentence 3, refers to?
    a. The girl   b. The grandmother   c. The mother   d.   The wolf

28. The word "**Rescue**" has the second paragraph, sentence 12 similar meaning with…
    a. help   b. bring   c. see   d. kill

29. These following statements are **TRUE**, *except*…
    a. Little Red Riding Hood walked through the jungle.
    b. Little Red Riding Hood picked up some flower.
    c. the wolf only ate the grandmother.
    d. the wolf's body was filled with heavy stones.

30. From the text above, we can conclude that…
    a. Little Red Riding Hood was killed by the wolf.
    b. the grandmother was killed by the hunter.
    c. the grandmother was safe from the wolf.
    d. the hunter was killed by the wolf.

APPENDIX J
(STUDENTS' SCORE AND STUDENTS' ATTENDANCE)

NO.	NAME	STUDENTS' SCORE	
		PRE-TEST	**POST-TEST**
1.	AGROTA SHOIT	60	70
2.	AJI WAHYU PANGESTU	33.3	56.7
3.	ANGGUN ANTIKAPUTRI	76.7	73.3
4.	ANIFA	70	80
5.	ARY NURFAHRUDIN	46.7	46.7
6.	BAYU ANDRIANTO	46.7	56.7
7.	BUDIONO	56.7	60
8.	DESTIANA FITRIANINGSIH	76.7	76.7
9.	EKA YULIANTI	56.7	56.7
10.	FEBRY SETIAWAN	70	66.7
11.	FIRMAN AHMAD	70	56.7
12.	GANESHA BINTANG SRI DAHONO	73.3	70
13.	GUSTI HUSNUL ANAMI	53.3	63.3
14.	IKA SEPTIANA	70	90
15.	IMAM SUSANTO	56.7	63.3
16.	LUKMAN SURANTORO	56.7	56.7
17.	LUTVI NURIMAN	33.3	56.7
18.	M. NURSALIM	63.3	70
19.	MUHAMMAD NAJIB FIKRI	66.7	70
20.	MUHAMMAD MUKHSIN	53.3	53.3
21.	NANDA AYU PUSPITA DEWI	70	70
22.	PAINO	63.3	66.7
23.	PIPI HENI NURHIDAYAH	56.7	63.3
24.	PUTRI AYU LESTARI	63.3	70
25.	RACHMAH WIDHANTI	50	50
26.	RIFQI KHOERUNISA	60	70
27.	ROIS ALI MUNIR	33.3	60
	MEAN	**58.77**	**64.57**

Grade : VIII

Class Teacher : Ani Septiani. S.S.

No.	Name	MEETING							
		CYCLE 1				CYCLE 2			
		I	II	III	IV	V	VI	VII	VIII
1.	Agrota Shoit	√	√	√	√	√	√	√	√
2.	Aji Wahyu Pangestu	√	I	√	√	√	√	√	√
3.	Anggun Antika Putri	√	√	√	√	√	√	√	√
4.	Anifa	√	√	√	√	S	√	√	√
5.	Ary Nurfahrudin	√	√	√	√	√	√	√	√
6.	Bayu Andrianto	√	√	√	√	√	√	√	√
7.	Budiono	√	√	√	√	√	√	√	√
8.	Destiana Fitrianingsih	√	√	√	√	√	√	√	√
9.	Eka Yulianti	√	√	√	√	√	√	√	√
10.	Febry Setiawan	√	√	√	√	√	√	√	√
11.	Firman Ahmad	√	√	√	√	√	√	√	√
12.	Ganesha Bintang Sri D.	√	√	√	√	√	√	√	√
13.	Gusti Husnul Anami	√	√	√	√	S	√	√	√
14.	Ika Septiana	√	√	√	√	√	√	√	√
15.	Imam Susanto	√	√	√	√	√	√	√	√
16.	Lukman Suranto	√	√	√	√	√	√	√	√
17.	Lutvi Nuriman	√	√	√	S	√	√	√	√
18.	Muhamad Nursalim	√	√	√	√	A	√	√	√
19.	Muhammad Najib Fikri	√	I	√	√	√	√	√	√
20.	Muhammad Mukhsin	√	√	√	√	√	√	√	√
21.	Nanda Ayu Puspita Dewi	√	√	√	√	√	√	√	√
22.	Paino	√	√	√	I	√	√	√	√
23.	Pipi Heni Nurhidayah	√	√	√	√	√	√	√	√
24.	Putri Ayu Lestari	√	√	√	I	√	√	√	√
25.	Rachmah Widhanti	√	√	√	√	I	√	√	√
26.	Rifqi Khoerunisa	√	√	√	√	√	√	√	√
27.	Rois Ali Munir	√	√	√	I	√	√	√	√

Academic Year: 2011/0212

Note:

I: Izin

S: Sakit

A: Alpa

APPENDIX K
(PHOTOGRAPH)

Picture 1. The students did the Pre-Test of Reading Comprehension.

Picture 2. The teacher gave the Mini-Lesson Activity.

Picture 3. There was the student who chatted with his friend during the class.

Picture 4. The teacher showed the picture of Bunaken Island to attract the students' attention.

Picture 5. The teacher showed the picture of JK Rowling to lead in the teaching learning process.

Picture 6. The students did the Independent Reading Activity and opened their dictionary when they found difficult words. The teacher checked the students' activity.

Picture 7. The students did the Partner Reading Activity.

Picture 8. The teacher guided the Reading Activity.

Picture 9. The teacher and the students discussed the text together.

Picture 10. The students did the task in Grouping Activity.

Picture 11. The students did the Independent Reading Activity.

Picture 12. The students did the task in Grouping Activity.

Picture 13. The students did the task in Individual Activity

APPENDIX L
(THE STUDENTS' WORKS)

Nama : Ika Septiana
No : 14
Kelas : VIII A

Nice vacation

1. The topic of the text is nice vacation
2. a. The spent of holiday is the writer's and the writer's family.
   b. They spend the holiday on vacation
   c. They spend holiday in Borobudur temple, Malioboro and Kyai Langgeng or in the Yogyakarta.
3. a. The writer's do first is planned to go to Yogyakarta on vacation
   b. The writer's do next is prepared some needs to bring for vacations.
   c. The writer's do then is left house on Monday Evening
   d. The writer's finally do is they arrived at Borobudur temple and we were enjoying they vacations very much
4. The writer's feel very happy. I know because in the word " we were very happy during the journey" in the text. /
   * in the title "Nice vacation".

Text 3

Nama : Rifqi Khoerunisa'
Kelas : VIII A
No : 26
Mapel : Bahasa Inggris

1 The topic of the text is a Biography of muhammad Hatta.

2. a). the person in the text is muhammad Hatta
   b). muhammad Hatta is the popular, because he one of Indonesian founding father.

3.
   → 1902 → muhammad Hatta was born
   → 1932 → Last study In Nederlands he went back to Indonesia
   → 1942 → Before the japanese invaded, he was back to Java
   → 1945 → he and bung karno daclared the independence of Indonesia
   then, they were selected as the president and vice president
   → 1956 → he was the vice president
   → 1980 → he passed away in Jakarta

4. the writer Close the story is muhammad Hatta was one of the greatest people in Indonesia. People will always remember him as an honest and sincere person

~ firman A
~ Gusti H.A
~ Imam Susanto
~ Rachmah W

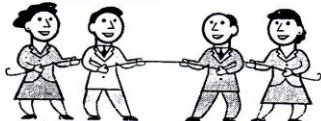**Name:**

Mapping Your Story

The Setting

1. Characters – Who is in the story? List the main characters and a brief description of each.

2. Place – Where does the story take place?

3. Time – When does the story take place? What is the date or time period?

The Conflict

4. What is the difficulty or problem the characters face in the story?

The Rising Action

5. All stories have tension caused by conflicts. List and explain 3 main events that take place as your story unfolds.

The Climax and Resolution

6. Look back at question 4. How was the conflict resolved? Tell how the problem or problems in the story were resolved.

✳ Answer :

1. Characters in the story are :
   - Cinderella : kind, beautiful,
   - Step mother : cruel, conceited, bad tempered
   - Step sister : cruel, conceited, bad tempered
   - King's son : Tactful
   - fairy godmothe : kind, helper.

2. The story take place :
   - palace, cinderella's home

3. The story take place the date or time period
   - palace : One night day in the ball. and after, married with king's son.
   - Cinderella's home : before married with king's son.

4. The difficulty or problem the characters face in story is

   a) One day, the two stepsister received an invitation to the ball that the king's son was going to give at the palace. At last, the day of the ball came, and away went, the sisters to it. Cinderella could not help crying after they had left

   b) Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

5. the conflict resolved :

   a) the fairy god mother came and helping cinderella to get to the ball. Magically, the fairy god mother changed a pumpkin into a fine coach and mice, into a coachman and two footmen. Her god mother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown.

   b) A few days later the king's son proclaimed that he would marry the girl whose feet fitted the glass sliper. In the end, the king's page let cinderela try on the slipper. She stuck out her foot and the page slipped the slipper on it fitted perfectly. Then, cinderella married with king's son and live happily ever after.

Name : Ika septiana

Period

Vocabulary Week _____

	Word	P.O.S.	Definition or Synonyms
1.	wrapp		membungkus
2.	sang		menyanyi
3.	opportunity		kesempatan
4.	depicting		menggambarkan
5.	accomodation		penginapan
6.	heritage		kebudayaan
7.	native		penduduk asli
8.	destination		tujuan
9.	craf		keahlian
10.	lunch		makan siang
11.	art		seni
12.	sculpture		seni pahat
13.	sailing		mengarungi
14.	entrance gate		jalan masuk
15.	created		membuat
16.	paid		membayar
17.	bills		tagihan
18.	exhausted		meletihkan
19.	unpredictable		tidak dapat diramalkan
20.	indeed		sungguh
21.	Departed		berangkat
22.	Free way		jalan alternatif
23.	provosions		perlengkapan
24.	approximately		kira-kira
25.	furthermore		selanjutnya
26.	Dam		Bendungan
27.	duty		kewajiban
28.	chance		kesempatan
29.	Tug		sentakan

© Freeology.com

APPENDIX M (LETTERS)

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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 : 596j/UN.34.12/PP/IV/2012
Lampiran : 1 Berkas Proposal

17 April 2012

Hal : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala SMP Negeri 2 Prembun Kebumen

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Effort to Improve the Learning of Reading Comprehension Using Reading Workshop at Grade VIII A of SMP Negeri 2 Prembun in Academic Year of 2011/2012

Mahasiswa dimaksud adalah :

Nama : ANISA FATIKHAH FAJARINI
NIM : 08202241023
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2012
Lokasi Penelitian : SMP Negeri 2 Prembun Kebumen

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I

Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001

PEMERINTAH KABUPATEN KEBUMEN
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 2 PREMBUN
" TERAKREDITASI A "
Jl. Wadaslintang Km. 6 Prembun Telp (0287) 5546143, Kebumen 54394
E-mail : smp2prb_kebumen@yahoo.com

SURAT KETERANGAN
Nomor : 423.1/401

Kepala SMP Negeri 2 Prembun, Kabupaten Kebumen menerangkan, bahwa :

Nama	:	ANISA FATIKHAH FAJARINI
NIM	:	08202241023
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Bahasa Dan Seni
Mahasiswa dari	:	Universitas Negeri Yogyakarta
Alamat	:	Karangmalang, Yogyakarta 55281
Alamat rumah	:	Desa Kabuaran RT. 03 / RW. 04
		Kecamatan Prembun, Kab Kebumen

telah benar-benar melaksanakan Penelitian di SMP Negeri 2 Prembun dari tanggal, **2 April
s/d. tanggal 16 Juni 2012** untuk penyusunan skripsi dengan judul :
**EFFORTS TO IMPROVE THE LEARNING OF READING COMPREHENSION
USING READING WORKSHOP AT GRADE VIIIA OF SMP NEGERI 2 PREMBUN
IN THE ACADEMIC YEAR 2011/2012.**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Prembun, 16 Juni 2012
Kepala Sekolah,

Drs. DARSONO
Pembina
NIP. 19590805 198012 1 004